

Digital Media, Society, and Culture

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Games as Liberating, Empathizing Play



Dys4ia

This week on Digital Media, Society, and Culture!

- Jakob on [Vice City](#)
- Francesca on [Exploring Diversity](#)
- Didi on [Leaks](#)
- Gloria on [Spirals of Silence](#)
- Karin on [Marrying Hatsune Miku](#)

Literature re-cap #2 and evaluation!

- <https://digmedia.lucdh.nl/lit-recap2/>
 - Take 15 minutes for the re-cap
- Optional:
 - <https://digmedia.lucdh.nl/lit-eval/>

The Values of Video Games: History

AT-A-GLANCE

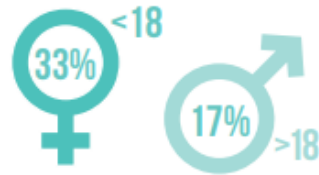
64% OF US HOUSEHOLDS OWN A DEVICE THAT THEY USE TO PLAY VIDEO GAMES.

The average gamer is **34 YEARS OLD**.

Gamers age 18 or older represent more than **70 PERCENT** of the video game-playing population.

60 PERCENT of Americans play video games daily.

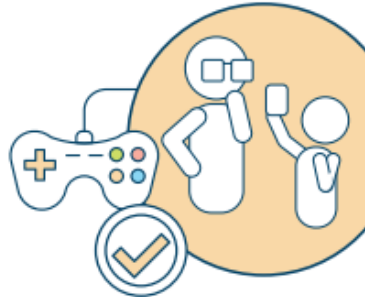
ADULT WOMEN represent a greater portion of the video game-playing population (33%) than boys under 18 (17%).



70% OF PARENTS BELIEVE VIDEO GAMES HAVE A POSITIVE INFLUENCE ON THEIR CHILDREN'S LIVES.

90% of parents are present when their child acquires a video game.

94% of parents pay attention to the video games played by their child.

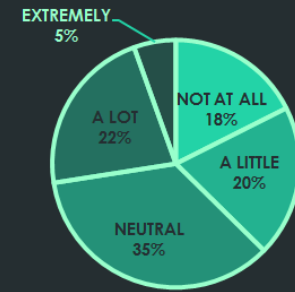


THE AVERAGE AGE OF THE MOST FREQUENT GAME PURCHASER IS 36.

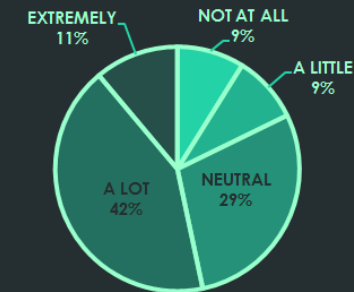
Of the most frequent game purchasers:

61% ARE MALE

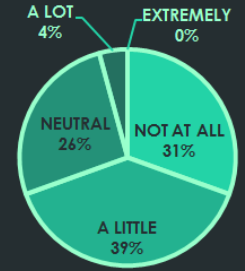
39% ARE FEMALE



In games, how important was the archaeology for you?



In games, how enjoyable was the archaeology for you?



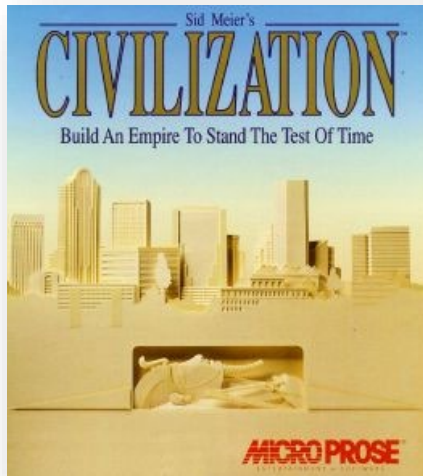
Do you think archaeology in video games is representative of actual archaeology?

From VALUE's survey of staff & students in the Faculty of Archaeology

Source: ESA 2018 report

Civ(il) Games





"One of our fundamental goals was not to project our own philosophy or politics onto things" (Sid Meier, 2017)



1991 -----1.000.000.000 hours ----- 2016



“Start Civilizing!”

“You are not a barbarian, are you?”

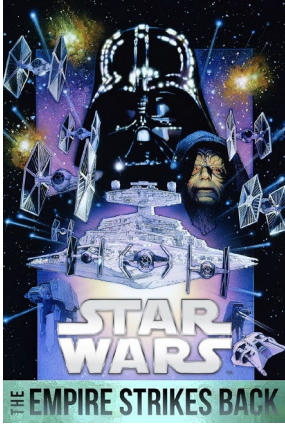


Sketch by de Bry to accompany the translation of Bartolomé de las Casas' *Destruction of the Indies*



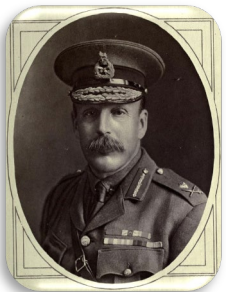
Civilizing Hegemonies

Hegemony: the domination of a society, culture, or class through (threat of) violence and manipulation of cultural values, so that the worldview of the dominator becomes the norm and subaltern views repressed.



“Our armies do not come into your cities and lands as conquerors or enemies, but as **liberators**. ... It is [not] the wish of [our] government to impose upon you alien institutions. ... [It is our wish] that **you should prosper even as in the past**, when your lands were **fertile**, when your **ancestors gave to the world literature, science, and art**, and when Baghdad city was **one of the wonders of the world**. ... It is [our] hope that the **aspirations of your philosophers and writers** shall be realized and that once again the **people of Baghdad shall flourish**, enjoying their **wealth** and **substance** under institutions which are in consonance with their **sacred laws** and their **racial ideals**.”

~ General F. S. Maude to the people of Mesopotamia, March 19, 1917



“The government of Iraq, and the **future** of your country, will **soon belong to you**. ... We will end a brutal regime ... so that Iraqis can live in **security**. We will **respect** your great **religious traditions**, whose principles of equality and compassion are essential to Iraq's future. We will help you build a **peaceful** and **representative** government that protects the rights of all citizens. And then **our military forces will leave**. Iraq will go **forward** as a unified, independent, and sovereign nation that has **regained a respected place** in the world. You are a **good and gifted people** -- the heirs of a **great civilization that contributes to all humanity**.”

~ President George W. Bush to the people of Iraq, April 4, 2003



Both quotes come from a 2003 *Foreign Affairs* essay titled [Hegemony or Empire](#)

Hegemony at Play

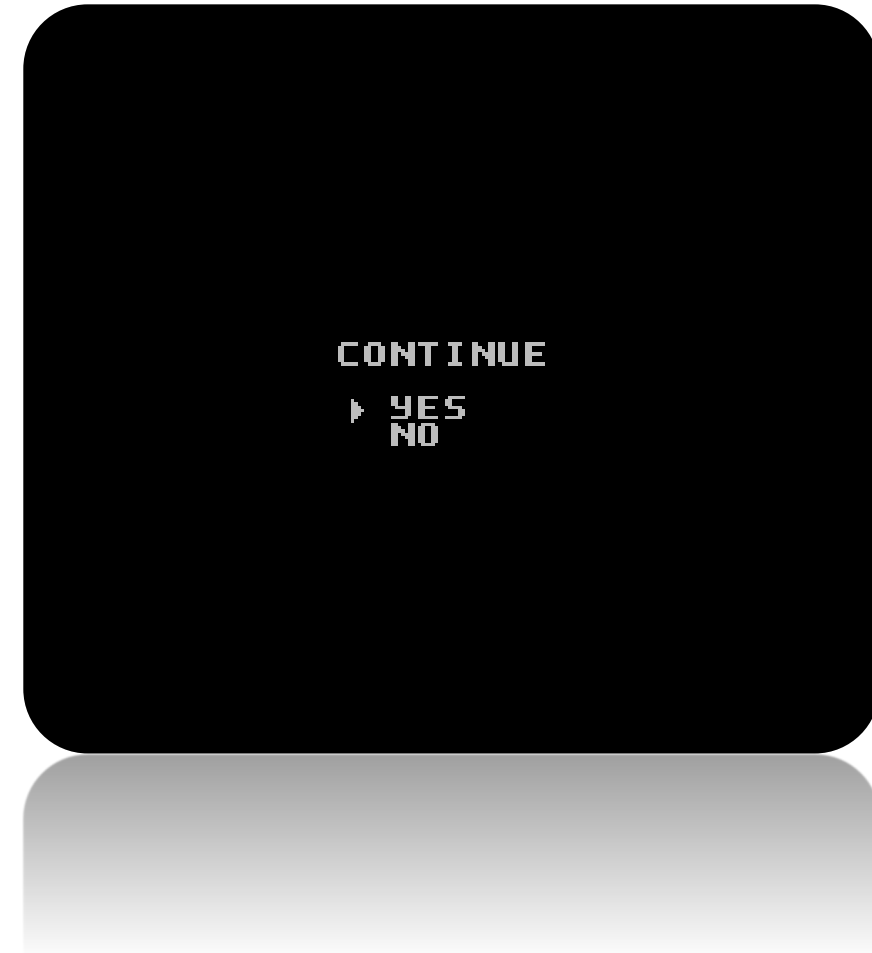
- Civ is a 4X game:
 - eXplore
 - eXpand
 - eXploit
 - eXterminate
- Civ's histories are:
 - Western
 - Euphemistic



To be continued in...

Digital Approaches to Historical Inquiries!

- Delve into the concepts and development of *Civ* and other historical games
- Learn Twine and create your own digital interactive histories!
- Learn other digital tools and media formats to think about and present history!
 - Interactive timelines...
 - Agent-Based-Modelling...
 - ...and more!
- Next semester on Wednesday from 15:00-17:00





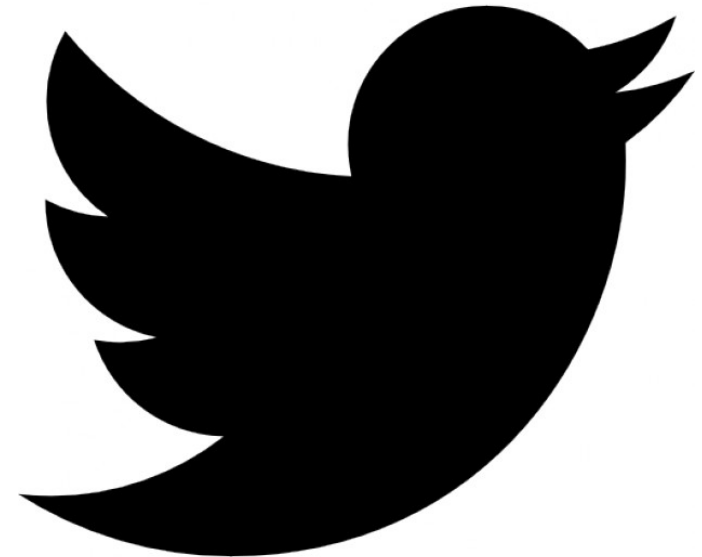
Knowledge at Play 

The Value of Video Games

- Playgrounds are not impenetrable magical circles
- Video games are based on and perpetuate a set of values:
 - Hegemonic
 - Alienation of labor
 - Patriarchy
 - Civilization
 - Subaltern
 - Innovative economies
 - Cyborg identities
 - Democratizing access to the past
- Entangled with actual historical trajectories and current affairs.
- Much opportunity and need for critically assessing video games.
- All of the above holds true for any digital medium.

Don't forget #1!

- Deadline for all “Predicting the digital future” presentations is this Monday (3 December)!
 - Hand in via Blackboard in either Powerpoint or PDF format.



Don't forget #2!



- Course Portfolio
 - Deadline Friday 21 December, 2018.
 - Hand in in a zip folder via blackboard:
 - All content (for administrative purposes)
 - A 1000-1500 word report in which you :
 - Comment on your own work in a general way, including the possible identification of any possible overarching themes
 - address explicitly how the content you created links to content of this course
 - reflect on the successes and challenges you faced during the creation of this content
 - “Re-mastered”: You’re allowed to make **editing, layouting** or other **visual** changes to content you produced previously.
- If you do not have 10 points of content by Friday 21 December:
 - Contact me to discuss how this happened and if there are any extenuating circumstances and whether we need to create a course completion plan together.
 - Basically:
 - You will need to hand in a paper before January 31 2019 on any topic covered in this course classes.
 - $\text{wordmin} = 2000 \text{ OR } 750 * \text{missing content points} / \text{wordmax} = 1000 * \text{missing content points}.$
 - This counts as your re-take for this course (only allowed one).