

**Creating Game Design Documents about Racial Formation and Migration**  
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**IMGD 1000: Critical Studies of Interactive Media and Game Development**

**Texts:**

*Rules of Play: Game Design Fundamentals*. (2004) Katie Salen and Eric Zimmerman. MIT Press.

- “Defining Rules” in *Rules of Play*. pg. 119-125
- “Design” in *Rules of Play*. pg. 39-47

The Anatomy of a Game Design Document:

[https://www.gamasutra.com/view/feature/131791/the\\_anatomy\\_of\\_a\\_design\\_document\\_.php?page=2](https://www.gamasutra.com/view/feature/131791/the_anatomy_of_a_design_document_.php?page=2)

Creating a Great Game Design Document:

[https://www.gamasutra.com/view/feature/131632/creating\\_a\\_great\\_design\\_document.php](https://www.gamasutra.com/view/feature/131632/creating_a_great_design_document.php)

DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, 3(3), 54-70.

Anderson, C. “White Rage.” In *The Fire This Time*, Jesmyn Ward, ed. 2016.

*This Bridge Called My Back: Writings By Radical Women of Color*. Gloria Anzaldúa & Cherríe Moraga, eds. Kitchen Table Press, 1983.

- Any chapter, particularly Audre Lorde’s “The Master’s Tools Will Never Dismantle the Master’s House.”

*The Crunk Feminist Collection*. 2017. Brittney C. Cooper, Susana M. Morris, Robin M. Boylorn, eds. First Feminist Press.

**Films:**

Tim Wise, *White Like Me*

DuVernay, *13th*

**Assignment:**

1. *Design a game in alignment with the weekly theme:*

This course explores different themes and ideas and students will design a game within the parameters of each assigned theme. Note: students do not have to build a polished, completed game each week from start to finish. The game design challenge requires

students to think through ***design*** and give careful thought to mechanics, aesthetic, rhetoric, and the game's relationship to the weekly theme.

## *2. Deliver a presentation*

Students will pitch their games and describe what their game is; the rules, mechanics, and necessary information about their game; and their aesthetic choices. The presentations must use visuals, at minimum in the form presentation slides. The presentation itself is as important as the material you're discussing, so don't forget to add the dazzle.

## *3. Game Design Documents*

Students will turn in via Canvas a design document that outlines your decision making process for each game. Students will receive instruction as to how to create game design documents. This document also explains the choices you made and why, as well as what the game is and how it works. These design documents are meant to practice what it means to be a designer and an artist, so this writing articulates the significance of your design choices. While these questions may not be relevant for every game every week, here are some questions to reflect upon and answer:

- Why did you choose the characters you chose?
- Why did you choose the setting/scenery/background/location you chose?
- For what reasons did you choose the characters you chose?
- What is your game's aesthetic?
- Name some defining characteristics of your game's aesthetic.
- What is your game's cultural significance?
- Who is your ideal audience?

Your Game Design Document Will Include:

- Introduction
- Story
- Characters
- Level/environment design
- Gameplay
- Art
- Sound and Music
- User Interface, Game Controls

### **Themes:**

\*borrowed an inspired heavily from "A Syllabus for Making Work About Race as White Artist in America"

<https://hyperallergic.com/369762/a-syllabus-for-making-work-about-race-as-a-white-artist-in-america/>

#1 "When was the first time you realized you had a race?"

- Design a game where you design a game around your experience learning that race exists in this world, and how you have one. Create a game design document around this theme.

#2: What is your family's relationship to migration and land?

- Interview a family member to find out your family's relationship to the three root traumas of American history—slavery, genocide, and warfare.
- Find records of their participation or disavowal of these systems of violence
- Use the interview and ephemera to design a game that incorporates some aspects of your family's relationship to genocide, slavery, and/or warfare.
- Create a game design document about this game.

**Grading Rubric (out of 100):**

Game Design Content (Rules, Mechanics, Story, etc): 45 points

Adherence to Theme: 20 points

Artist Statement (Why did you make the decisions you did?): 25 points

Design Elements: 10 points