# CMPM-179 / ARTG-179 (Special Topic: Edu-larp)

Tu, Thu 9:50am - 11:25am, Physical Sciences 140

Spring, 2023

## COURSE INFORMATION

*This in-person course will focus on introducing students to edu-larp (educational live-action roleplay). Students will attend lectures, which are designed to be interactive, mixing videos/presentations about larp and edu-larp with activities and discussion. Assignments will focus on different aspects of larp (including its application within education, design, and other such contexts) through the enactment of larp scenarios, and reflection on these scenarios. The final project will consist of the students designing and enacting an edu-larp within the context and domain of their choosing, utilizing all the learnings from the course.*

## INSTRUCTOR INFORMATION

Instructor: Raquel Robinson

Email: [rbrobins@ucsc.edu](mailto:rbrobins@ucsc.edu)

In person office hours: Mondays, 1:00pm - 3:00pm (Engineering 2 Room 262)

Zoom office hours: (by appointment)

Reader/Grader: Julia Tober

Email: jtober@ucsc.edu

## LEARNING OUTCOMES

*This course will help you understand live-action roleplay (larp), and how it can be applied within educational contexts. The course will more particularly help you understand the uses of larp as a tool/method within games and technology fields as a whole.*

* *Knowledge of larp/edu-larp and its uses (e.g., as a teaching tool, design fiction, way to situate technology, as an embodied research method)*
* *Designing and running an edu-larp*
* *Experience enacting, discussing, and reflecting on topics taught in the class (such as roleplay, larp, prototyping, embodied design, social & emotional design)*
* *Understanding of how edu-larp can help enhance awareness of design framing*
* *Development of a skill set for designing larp and larp-style experiences*

## COVID-19 INFORMATION FOR IN-PERSON COURSES

***What we can expect from each other:*** *Each individual at UC Santa Cruz should act in the best interests of everyone else in our community. Please take care to comply with all university guidelines about masking in indoor settings, performing daily symptom checks, testing as required by the campus vaccine policy, self-isolating in the event of exposure, and respecting others’ comfort with distancing. Please do not come to class if you are feeling unwell. If you are ill or suspect you may have been exposed to someone who is ill, or if you have symptoms that are in any way similar to those of COVID-19, please err on the side of caution and stay home until you are well or have tested negative after an exposure. Let me know that you’re not feeling well and I’ll respond about how best you can keep learning.*

***What you can expect from me:*** *I have designed our course following campus guidance and with current public health guidelines in mind. However, these guidelines may change in accordance with shifting infection rates or the emergence of new variants. If updated public health recommendations and university requirements make our current course format unfeasible, or if I experience a need to self-isolate, I will alter the format. This may include moving in-person sessions onto Zoom, modifying course assignments to work in a remote format, and reconfiguring exams (if applicable). I will communicate clearly with you via email or Canvas announcement about any changes that occur. I will provide as much advance warnings as possible and give you all the information you need to transition smoothly to the new format. If you have any questions about the changes, please reach out to me so I can answer them.*

***What I expect from you:*** *If you experience an illness or exposure that requires you to miss class sessions or to attend remotely, please communicate with me as soon as possible and I will provide you with options to allow you to continue making progress in the class.*

## PREREQUISITES/COREQUISITES

*Prerequisite(s): CMPM 120 and CMPM 80K, or ARTG 120.*

## REQUIRED MATERIALS, TEXTBOOKS AND TECHNOLOGY

*The materials are all open source and can be found on canvas (usually uploaded the week before).*

## ASSIGNMENTS & ASSESSMENT

* Class participation: 10% of grade (discussions, attendance, participation in class activities)
* Peer evaluation: 10% of grade (for final project and iterations)
* Midterm check-in: 5% of grade
* Assignments\*: 30% of grade (each assignment counts equally)
* Final project: 45% of grade (10% proposal, 15% midterm activity, 20% final write-up)

\*Assignments will be based on the particular weekly topic, and will be reflections informed by a mix of class activities, lecture, and discussions. If a student is unable to attend class and thus feels unprepared for the assignment that week, a make-up assignment may be offered.

## GRADING POLICY

*All assignments and project reports are due on certain days throughout the quarter. Assignments will not be accepted after 11:59pm on the day they are due. If you are confused about an assignment, or have difficulty completing the course, contact the instructor right away. If you are having a serious medical or family emergency, communicate with me if you know you won’t be able to keep up with coursework, so we can make a plan.*

## STUDENT HOURS FOR COURSE

*UC Senate Regulation 760 specifies that one academic credit corresponds to a total of 30 hours of work for the median student over a quarter. A 5-unit course should therefore take 15 hours of time each week.*

* *Lecture:* 3.25 hours per week
* *Assignments/Readings: 6 hours per week*
* *Project work: 5 hours per week*

## INSTRUCTOR FEEDBACK

I will provide direct comments and feedback on your assignments. [Please click here to learn how to access my comments in Canvas.](https://community.canvaslms.com/docs/DOC-10666-how-do-i-view-assignment-comments-from-my-instructor)  For major assignments, I will include a grading rubric that will be available to you prior to submitting your work. [Please click here to learn how to access grading rubrics for assignments](https://community.canvaslms.com/docs/DOC-10491-421267891).

## EXPECTATIONS

You are expected to read, watch, and play all assigned materials. However, you do not need to buy any texts or games. I will provide any necessary materials on canvas or in class. Assignments are always due on Mondays EOD at 11:59pm.

## COURSE SCHEDULE

| **Week** | **Topic** | | **Deliverables** |
| --- | --- | --- | --- |
| One  (4/4 & 4/6) | Syllabus/Intro to Larp | Larp Activities/Discussion | Assignment 1 due (by Mon. 4/10 EOD) |
| Two  (4/11 & 4/13) | Exploration of Edu-larp | Exploration of Edu-larp/Class Activities | Assignment 2 due (by Mon. 4/17 EOD) |
| Three  (4/18 & 4/20) | Embodied design methods/Character creation and personas | Mixing desk of larp/ Final Project brainstorming and group formation | Assignment 3 due (by Mon. 4/24 EOD) |
| Four  (4/25 & 4/27) | Roleplay/acting as a GM/larp facilitator  Guest lecture: James Fey | Roleplay/acting as a GM/larp facilitator  Guest lecture: James Fey | Project proposal due (by Mon. 5/1 EOD) |
| Five  (5/2 & 5/4) | Designing an edu-larp (techniques/strategies and general guide), peer feedback guide | Game design document discussion, project proposal presentation | Assignment 4 due (by Mon. 5/8 EOD) |
| Six  (5/9 & 5/11) | Social & Emotional Design (Class Activities) | Social & Emotional Design (Guest lecture: Katherine Isbister) | Assignment 5 due (by Mon. 5/15 EOD) |
| Seven  (5/16 & 5/18) | Final project iteration (peer feedback) | Final project work in groups (peer feedback) | Midterm project writeup due (by Mon. 5/22 EOD) |
| Eight  (5/23 & 5/25) | Structured debriefing/safety techniques | Final project work/work with other group |  |
| Nine  (5/30 & 6/1) | Designing for spectation/in an educational setting | Final project work/work with other group |  |
| Ten  (6/6 & 6/8) | Final project extravaganza\*  Final write-up due by EOD 6/16 | | |

## FINAL PROJECT DATE AND TIME

\*The Final project extravaganza (“showcase”) will include the enactment of a larp, and participation in another group’s larp (peer evaluation). The larp will take place over 2 days during class time either in the baskin courtyard or another space on campus. More details will be provided in the weeks leading up. The final write-up will be due at the end of finals week on Friday, June 16. Final project write-ups will include both a collaborative piece and an individual one. The collaborative piece will be submitted by the entire group and include a document outlining the design, organization, implementation, and debrief/feedback of the larp. The individual submission will include a reflection of the larp experience, as well as a peer evaluation of the other larp that was participated in by the student.

## 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. 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.

## 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](https://care.ucsc.edu/). 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.

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](http://safe.ucsc.edu/), which provides information and resources for different situations.
* [Counseling & Psychological Services (CAPS)](https://caps.ucsc.edu/) can provide confidential counseling support. Call them at (831) 459-2628.
* You can report gender discrimination and sexual harassment and violence directly to the University’s [Title IX Office](https://titleix.ucsc.edu/) by calling (831) 459-2462 or by using their [online reporting tool](https://titleix.ucsc.edu/about/staff-contact-us.html).
* Reports to law enforcement can be made to the UC Police Department, (831) 459-2231 ext. 1.
* For emergencies, call 911.

## 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:

* Incorporating proper citation of all sources of information
* Submitting your own original work

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

* 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 (including the use of ChatGPT?)
* 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](https://ue.ucsc.edu/academic_misconduct) at the [Division of Undergraduate Education](https://ue.ucsc.edu/).

## INTELLECTUAL PROPERTY

The materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your peers in the course, completing assignments, and so on. You have a moral and legal obligation to respect the rights of others by only using course materials for purposes associated with the course. For instance, you are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, such as: video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads. Conversely, any materials created solely by you (for example, your videos, essays, images, audio files, annotations, notes) are your intellectual property and you may use them as you wish.

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 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](https://deanofstudents.ucsc.edu/).

## 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](https://queer.ucsc.edu/index.html) 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](https://genderinclusive.ucsc.edu/inclusive%20facilities/images/gif-list-5-17-17.pdf) on campus was compiled and is maintained by the Cantú Queer Center.

## PRINCIPLES OF COMMUNITY

The University of California, Santa Cruz expressly prohibits students from engaging in conduct constituting unlawful discrimination, harassment or bias... [More here](https://reporthate.ucsc.edu/principles-and-policies/index.html). I am committed to providing an atmosphere for learning that respects diversity and supports inclusivity. We need to work together to build this community of learning. I ask all members of this class to:

* be open to and interested in the views of others
* consider the possibility that your views may change over the course of the term
* be aware that this course asks you to reconsider some “common sense” notions you may hold
* honor the unique life experiences of your colleagues
* appreciate the opportunity that we have to learn from each other
* listen to each other’s opinions and communicate in a respectful manner
* keep confidential discussions that the community has of a personal (or professional) nature
* ground your comments in the texts we are studying. Refer frequently to the texts and make them the focus of your questions, comments, and arguments. This is the single most effective way to ensure respectful discussion and to create a space where we are all learning together.

## 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](https://ucsc-advocate.symplicity.com/care_report/index.php/pid596509?).

## CONTENT ADVISORY

This course may examine some texts, images, and videos that contain descriptions of violence and/or scenes depicting violence. I will do my best to provide individual warnings on the syllabus for course materials and in presentation slides for class content that are particularly sensitive. My hope is that these notifications will help your engagement by allowing you to prepare to work through challenging material. I encourage you to do what you need to care for yourself. If taking care of yourself means that you need to step outside during class, either for a short time or for the rest of the class, you may do so without academic penalty. If you do leave the class for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

## STUDENT SERVICES

### [Counseling and Psychological Services](https://caps.ucsc.edu/)

Many students at UC Santa Cruz 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](https://studentsuccess.ucsc.edu/)

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](https://lss.ucsc.edu/)

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](https://deanofstudents.ucsc.edu/slug-support/program/index.html)

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](https://deanofstudents.ucsc.edu/about/index-aboutdos.html) Office at 831-459-4446 or you may send us an email at [deanofstudents@ucsc.edu](mailto:deanofstudents@ucsc.edu).

### Slug Help/[Technology](https://its.ucsc.edu/index.html)

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.

### 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](https://www.ucsc.edu/help/) page. Always dial 9-1-1 in the case of an emergency.