

# HISTORY OF VIDEO GAMES



**Tuesday/Thursday, 9:30am-11:00am (RTF 347D) – Unique Number: 09904**

Professor: Dr. Marina Fontolan • [marina.fontolan@austin.utexas.edu](mailto:marina.fontolan@austin.utexas.edu) • [@marinafontolan](https://twitter.com/marinafontolan)

Office hours: Thursday 4-5pm in person; Online by appointment.

## **Course Description**

Video games and gaming has changed through history, from the early attempts of developing games in the late 1950s to the complex game systems we have today. This course explores the histories and historiographies of games and gaming. We start by analyzing fan-based histories of games. Then, we explore history as a discipline, including discussions about historiography and how to access and read historical documents. Finally, we explore the literature on current scholarly takes on the history of games and gaming. Course assignments are based on papers, enabling the student to research histories of games, people, and technologies of video games.

## Required Reading

Readings are listed below and assigned chapters and articles are to be read *before* class. You should be prepared to pose questions and discuss the texts during the class. The weekly readings are available on the course's Canvas site, under "Files". You are allowed to download and print out the documents, at your convenience.

## Learning Outcomes

Upon completion of this course, you should be able to:

1. Understand a game as a cultural product, tied to the time and place it was developed
2. Explore the historical context beyond the games
3. Critically analyze game historiography
4. Be able to communicate thoughts and ideas in several forms (written, spoken, visual)

## Grading breakdown

At the end of each module, the student will be required to deliver an assignment to the instructor. Each assignment will measure different learning outcomes from the course.

Assignments	Point Value	Outcome Measured
Class Participation	10	4
Reading Reports	16	3 and 4
Play experience (First Module)	14	2 and 4
Historical Profile (Second Module)	15	1, 2 and 4
Play experience (Third Module)	15	2 and 4
Final Paper (Fourth Module)	30	1, 2, 3, and 4

## Grading Scale:

A = 100-94	A- = 90-93	B+ = 87-89	B = 84-86	B- = 80-83
C+ = 77-79	C = 74-76	C- = 70-73	D = 60-69	F = 0-59

## Assignment Descriptions

Class Participation (during the course): each student will be evaluated on class participation and contribution to discussions. Knowledge and experiences exchanges are encouraged and only possible in class environment, so attendance is required for the course. Grades will be docked by one letter after the third non-justified absence. If an emergency, illness or any other situation occurs, please contact Dr. Fontolan so we can sort the situation.

Reading Reports: each assigned week, the student must deliver a report on the week's readings, which includes 1 paragraph summarizing at least one of the week's texts, along impressions and questions. If you report more than one text, you get extra credits and one more paragraph.

Play Experience (at the end of the first module): play any video game you played when you were young (from 7 to 12 years old) for at least one hour. Describe the game, the experience of playing it (if emulated or bought for new operating systems), and write *your own version* of: 1. A fan history of the video game; 2. How you experienced nostalgia. 1-2 pages (double spaced).

- My own suggested titles: *Myst* (Steam), *RollerCoaster Tycoon* (Steam), *Age of Empires* (Steam), *Metal Gear Solid* (several platforms), *Super Mario World* (SNES, Switch), *Sonic The Hedgehog* (Mega Drive, Steam), *Super Metroid* (SNES, Switch), *Bioshock* (several platforms).

Historical Profile (at the end of the second module): pick a game franchise, system, engine, or studio that interests you. Research its history (through its website), its historical context, and develop a profile that connects it to what you have learned in this module. 2-3 pages (double spaced).

Play Experience (at the end of the third module): play a game based on your historical profile for at least an hour. Write 3-4 pages (double spaced) paper that connects your game experience with the historical profile you did before and the texts and discussions held in this module.

Final Paper (at the end of the fourth module): choose a single theme to write a paper on a game and/or gaming topic that interested you, e.g. history of work in the video game industry. Research new papers and/or historical documents on the topic and write its history. The paper must include at least 2 scholar references besides the ones referenced in this syllabus. The theme should be discussed with Dr. Fontolan prior to delivering it. The paper shall be 5-6 pages long (double spaced).

## Late work

All assignments and due dates are described in this syllabus. If you feel that you will not be able to deliver the assignment on time, please contact Dr. Fontolan in advance so we can work a new delivery schedule. Late assignments that are not excused will be deducted 1 letter grade per day.

## Course Policies

### *Attendance policy*

See “class participation and attendance” for more information.

### *Diversity*

During classes, you will be encouraged to share your own experiences, opinions and understandings of different perspectives. Sometimes, talking about a subject may not be easy to someone, so patience, empathy and respect are required. Do not to hesitate to talk to Dr. Fontolan (in whatever format you find fit) if you are suffering any kind of discrimination and/or unsettledness during the discussions proposed.

### *Pronouns and Social Name*

I will gladly honor your request to address you by a name that is different from what appears on the official roster and by the gender pronouns you use (she/he/they/ze, etc.). Please, let me know of either your name and pronouns are different than the ones appearing at the official records.

### *Accessible, Inclusive, and Compliant Statement*

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). Please refer to D&A’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

### *Sharing Course Materials*

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class without explicit, written permission of the instructor. Unauthorized sharing of materials promotes cheating. The University is aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to [Student Conduct and Academic Integrity](#) in the Office of the Dean of Students. These reports can result in initiation of the student conduct process and include charge(s) for academic misconduct, potentially resulting in sanctions, including a grade impact.

### *The University of Texas Honor Code*

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### *Academic Integrity*

If a student is caught plagiarizing or using AI tools (such as ChatGPT) to complete assignments, he/she/they will be graded zero and the case will be sent to the dean. If the same student is caught a second time caught plagiarizing, he/she/they will fail the course automatically. For more information, please visit the Student Judicial services Web site at <http://deanofstudents.utexas.edu/sjs>

### *Writing Support*

Even the best writers sometimes struggle when learning the unique language of communication professionals. Whether you're writing your first news story or advertising copy or you're polishing a screenplay, the Moody Writing Support Program can help boost your skill while providing encouragement to succeed. You can schedule a one-on-one session with a qualified writing coach from your department to brainstorm ideas, polish skills or work on problems.

### *Mental Health*

The college experience is stressful, and managing your mental health is central to your success. Please alert Dr. Fontolan immediately to work out a plan if any personal issues impede you to keep track. Also seek professional support at <https://www.cmhc.utexas.edu/>.

### *Safety*

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

### *Title IX Reporting*

Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as [Senate Bill 212](#)) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the [Title IX Coordinator](#). Before talking with me, or with any faculty or staff member about a Title IX related incident, please remember that I will be required to report this information.

If you want to speak with someone for support or remedies without making an official report to the university, email [advocate@austin.utexas.edu](mailto:advocate@austin.utexas.edu). For more information about reporting options and resources, visit <https://titleix.utexas.edu/> or contact the Title IX Office at [titleix@austin.utexas.edu](mailto:titleix@austin.utexas.edu).

### *Indigenous Land Acknowledgment*

We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, we would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Tonkawa and Ysleta Del Sur Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas.

## Course Calendar and readings

### Week 1 – First Module

#### *August, 22<sup>nd</sup> Introduction to Course*

- The class will be introduced to the syllabus and assignments. A detailed account on course's assignments, office hours, and rules will be discussed.
- Watch *before* class: The Story of RollerCoaster Tycoon. YouTube Channel: NoClip. <https://www.youtube.com/watch?v=ts4BD8AqD9g>

#### *August, 24<sup>th</sup> A Fan History of Games*

In this class, we discuss the early attempts of making a Video Game history and some video game timelines.

Required Readings:

- Video Games History: From Magnavox Odyssey to The Wii. *GameDesigning.org*. <https://www.gamedesigning.org/gaming/history/>
- The History of Video Games. *Culture of Gaming*. <https://cultureofgaming.com/the-history-of-video-games/>

### Week 2 – First Module

#### *August, 29<sup>th</sup> Representing the Past in Games*

In this class, we explore some of the issues of representing history in video games and debate how this representation reflects upon the development of a history of games and gaming.

Required Reading:

- FORD, D. (2016). ““eXplore, eXpand, eXploit, eXterminate””: Affective Writing of Postcolonial History and Education in Civilization V”. *Game Studies the international journal of computer game research*, volume 16 issue 2, December 2016. <https://gamestudies.org/1602/articles/ford>

#### *August, 31<sup>st</sup> History, Games, and Nostalgia*

In this class, we discuss the role of nostalgia in gaming and in history of games and gaming.

Required Reading:

- May, V. (2017). Belonging from afar: nostalgia, time and memory. *The Sociological Review*, 65(2), 401–415. <https://doi.org/10.1111/1467-954X.12402>
- Watch an episode of:
  - *The Angry Video Game Nerd*: <https://www.youtube.com/playlist?list=PL2B009153AC977F90>

AND

- Rerez – Just Bad Games: [https://www.youtube.com/playlist?list=PLzx\\_ak-EK11zAjC0018-PiZVg9nFqLIos](https://www.youtube.com/playlist?list=PLzx_ak-EK11zAjC0018-PiZVg9nFqLIos)
- DUE – Reading Report, 11:59pm CST on Canvas

### Week 3 – Second Module

#### *September, 5<sup>th</sup> Introducing History I*

This class introduces some of the historian's most basic discussions: time, memory, and documents.

Required Reading:

- JENKINS, K. (2003). “What History Is”. *Rethinking History*. London and New York: Routledge.
- DUE: Play Experience, 11:59pm CST on Canvas

*September, 7<sup>th</sup> Introducing History 2*

This class continues the discussions from the previous one.

Required Reading:

- DARNTON, R. (1984). “Peasants Tell Tales: the meaning of mother goose”. *The Great Cat Massacre: And Other Episodes in French Cultural History*. New York: Basic Books.

Week 4 – Second Module

*September, 12<sup>th</sup> Archives 1*

We discuss challenges related to archiving games and game-related materials.

Required Reading:

- Guay-Bélanger, D. (2022). “Assembling Auras: Towards a Methodology for the Preservation and Study of Video Games as Cultural Heritage Artefacts”. *Games and Culture*, 17(5), 659–678. <https://doi.org/10.1177/15554120211020381>

*September, 14<sup>th</sup> Archives 2*

We discuss challenges related to archiving games and game-related materials.

Required Reading:

- LOWOOD, H. (2022). “Frank Cifaldi: A Conversation on Game Preservation and Documentation”. *ROMChip a journal of game histories*, 4 (2), December 2022. <https://romchip.org/index.php/romchip-journal/article/view/171>
- DUE – Reading Report, 11:59pm CST on Canvas

Week 5 – Second Module

*September, 19<sup>th</sup> Dealing with documents*

In this class, we discuss historical documents, including how to access them, their intentions, and analysis.

Required reading:

- BURKE, P. (2005) “Communities and Identities”, “Power and the Public Sphere”, “Mentalities, Ideologies, Discourses”, “Orality and Textuality”. *In: History and Social Theory*. Ithaca: Cornell University Press.

*September, 21<sup>st</sup> Introducing game history 1*

Video game historians often discuss what game history is and how we should do it. This is the focus of this class discussions.

Required Reading:

- Suominen, J. (2017). “How to Present the History of Digital Games: Enthusiast, Emancipatory, Genealogical, and Pathological Approaches”. *Games and Culture*, 12(6), 544–562. <https://doi.org/10.1177/1555412016653341>
- DUE: Historical Profile, 11:59pm CST on Canvas



### Week 6 – Third Module

#### *September, 26<sup>th</sup> 1960s and 1970s*

In this class, we discuss the history of games and gaming in the 1960s and 1970s.

Required Reading:

- Kline, S.; Dyer-Witheford, N.; de Peuter, G. (2003). “Origins of an Industry: Cold Warriors, Hackers, and Suits, 1960-1984”. *Digital Play: The Interaction of Technology, Culture, and Marketing*. Montreal: McGill-Queen University Press.

#### *September, 28<sup>th</sup> 1980s*

In this class, we discuss the history of games and gaming in the 1980s.

Required Reading:

- Nooney, L. (2020) “The Uncredited: Work, Women, and the Making of the U.S. Computer Game Industry”. *Feminist Media Histories* 1 January 2020; 6 (1): 119–146. doi: <https://doi.org/10.1525/fmh.2020.6.1.119>
- Watch in class: The True Causes of the Video Game Crash of 1983: Had Nothing to Do with E.T. YouTube Channel: Retro Game Living Room. <https://www.youtube.com/watch?v=K4iW57DdCTw>
- DUE – Reading Report, 11:59pm CST on Canvas

### Week 7 – Third Module

#### *October, 3<sup>rd</sup> 1990s and 2000s*

In this class, we discuss the history of games and gaming in the 1990s and 2000s. Required Reading:

- Kline, S.; Dyer-Witheford, N.; de Peuter, G. (2003). “Mortal Kombat: Console Wars and Computer Revolutions, 1990-1995” and “Age of Empires: Sony and Microsoft, 1995-2001”. *Digital Play: The Interaction of Technology, Culture, and Marketing*. Montreal: McGill-Queen University Press.

#### *October, 5<sup>th</sup> Gamergate and Globalization*

In this class, we discuss recent iterations of video game histories.

Required Reading:

- Mortensen, T. E. (2018). “Anger, Fear, and Games: The Long Event of #GamerGate”. *Games and Culture*, 13(8), 787–806. <https://doi.org/10.1177/1555412016640408>
- Due: Play Experience, 11:59PM CST on Canvas

### Week 8 – Fourth Module

#### *October, 10<sup>th</sup> History and Work 1*

In this class, we explore some issues related to history of the video game industry’s workers.

Required Reading:

- D’Anastasio, C. (2018). “What Atari Was Really Like, According To Women Who Were There”. *Kotaku: Game Reviews, News, Tips, and More*, published on February 12, 2018. <https://kotaku.com/sex-pong-and-pioneers-what-atari-was-really-like-ac-1822930057>

#### *October, 12<sup>th</sup> History and Work 2*

This class continues the discussions from the previous one.

Required Reading:



- DYER-WITHEFORD, N.; PEUTER, G. (2009). “Cognitive Capitalism: Electronic Arts”. *Games of empire: global capitalism and video games*. Minneapolis: University of Minnesota Press.
- DUE – Reading Report, 11:59pm CST on Canvas

#### Week 9 – Fourth Module

##### *October, 17<sup>th</sup> Game Histories and Minorities 1*

This class discusses experiences of minorities in video game and gaming history.

Required Reading:

- Russworm, T.A. M.; Blackmon, S. (2020). “Replaying Video Game History as a Mixtape of Black Feminist Thought”. *Feminist Media Histories*, 1 January 2020; 6 (1): 93–118. doi: <https://doi.org/10.1525/fmh.2020.6.1.93>

##### *October, 19<sup>th</sup> Game Histories and Minorities 2*

This class continues the discussions from the previous one.

Required Reading:

- STREET, Z. (2017). “Queering games history: Complexities, chaos and community”. In: RUBERG, B.; SHAW, A. (eds). *Queer Game Studies*. Minneapolis: University of Minnesota Press.
- DUE – Reading Report, 11:59pm CST on Canvas

#### Week 10 – Fourth Module

##### *October, 24<sup>th</sup> Game, Localization, and History 1*

In this class, we discuss video game localization history.

Required Reading:

- Mangiron, C.; O’Hagan, M. (2013). “A historical sketch of video game localization”. In: *Game Localization: Translating for the global digital entertainment industry*. John Benjamins Publishing. Pp. 46-59.

##### *October, 26<sup>th</sup> Game, Localization, and History 2\**

\* This class will be held online, as Dr. Fontolan will be attending the Society for Literature, Science, and the Arts 2023 Conference. This class continues the discussions from the previous one.

Required Reading:

- Mandelin, C.; Kuchar, T. (2017). *This be book bad translation, video games!*. Fangamer, Legends of Localization Series.
- DUE – Reading Report, 11:59pm CST on Canvas

#### Week 11 – Fourth Module

##### *October, 31<sup>st</sup> Repair and Maintenance 1*

This class explores discussions on history of game repair and maintenance.

Required Reading:

- Custodio, A. (2023) “Liquid Crystal Discourse Advancing a History of Handheld Screen Mods”. *ROMChip: a journal of game histories*, 5(1), July 2023. <https://romchip.org/index.php/romchip-journal/article/view/185>
- Halloween costumes not required, but encouraged!

### *November, 2<sup>nd</sup> Repair and Maintenance 2*

This class continues the discussions from the previous one.

Required Reading:

- “DSFixing Dark Souls: A Conversation with Dr. Peter “Durante” Thoman”. *ROMChip: a journal of game histories*, 5(1), July 2023. <https://romchip.org/index.php/romchip-journal/article/view/187>
- DUE – Reading Report, 11:59pm CST on Canvas

### Week 12 – Fourth Module

*November 7<sup>th</sup> and November 9<sup>th</sup>\**

*Online classes: Dr. Fontolan will attend the Society for Social Studies of Science 2023 Conference*

Time to work on papers under Dr. Fontolan supervision. The classes will be held via Zoom in the same time as the in-person classes. All students must participate the class through the link provided and may ask questions freely by opening their cameras.

### Week 13 – Fourth Module

*November 14<sup>th</sup> Local Game Histories*

This class explores local game development efforts, from home-brewed games to small companies.

Required Reading:

- Swalwell, M. (2021). “Heterodoxy in Game History: Towards More ‘Connected Histories’”. In: Swalwell, M. (eds) *Game History and the Local. Palgrave Games in Context*. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-66422-0\\_12](https://doi.org/10.1007/978-3-030-66422-0_12)

*November, 16<sup>th</sup> Local Game Histories 2*

This class continues the discussions from the previous one.

Required Reading:

- MARTINS, R. (2021). “Sega and its Monica’s Gang: The Unique Situation of Sega/TecToy in Brazil”. *ROMChip a journal of game histories*, 3 (2), December 2021. <https://romchip.org/index.php/romchip-journal/article/view/134>
- DUE – Reading Report, 11:59pm CST on Canvas

### Week 14 – Fall Break

*November 21<sup>st</sup> and 23<sup>rd</sup> - No classes*

### Week 15 – Fourth Module

*November, 28<sup>th</sup> Histories of eSports*

This class discusses the history of eSports.

Required Reading:

- Can, O.; Foxman, M. (2021). “Out of the Cafe and into the Arena: Esports Spaces and Neoliberalization in Turkey”. *ROMChip a journal of game histories*, 3 (1), July 2021. <https://romchip.org/index.php/romchip-journal/article/view/144>

*November, 30<sup>th</sup> Game Histories and Exhibitions*

We will discuss issues related to developing history of video games’ exhibitions.

Required Reading:

- Švelch, J.; Kouba, M. (2020). “Indiana Jones Revisits Wenceslas Square Converting 1980s Czechoslovak Activist Games for Exhibition and Education”. *ROMChip a journal of game histories*, 2 (2), December 2020. <https://romchip.org/index.php/romchip-journal/article/view/115>
- DUE: Final Paper, 11:59pm CST on Canvas

\*Source of image: <https://www.mediaplaynews.com/video-games-surprise-half-year-sales-up-over-2020-boom-year/>

#### Suggested reading:

##### *Fan History*

- Video Game History Timeline. *The Strong Museum of Play*. <https://www.museumofplay.org/video-game-history-timeline/>
- History of video games. *Wikipedia*. [https://en.wikipedia.org/wiki/History\\_of\\_video\\_games](https://en.wikipedia.org/wiki/History_of_video_games)

##### *Representing the Past*

- KAPELL, M. W.; ELLIOTT, A. B. R. (ed). *Playing with the Past: Digital Games and the Simulation of History*. New York: Bloomsbury.

##### *Nostalgia*

- BOWMAN, N. (2023). Nostalgic Video Games Enhance Family and Familiarity: As gamers age, so has the role of video games in personal and family health. *Psychology Today*, Posted July 20, 2023. <https://www.psychologytoday.com/us/blog/digital-games-digital-worlds/202306/nostalgic-video-games-enhance-family-and-familiarity>

##### *Historiography*

- HARTOG, F. (2016). “Preface - Presentism: Stopgap or New State?” “Memory and History”. *Regimes of Historicity: Presentism and Experiences of Time*. New York: Columbia University Press.
- SAID, E. W. (1979). “Introduction”. *Orientalism*. Chicago: University of Chicago Press.

##### *Archives*

- Barwick, J., Dearnley, J., & Muir, A. (2011). “Playing Games With Cultural Heritage: A Comparative Case Study Analysis of the Current Status of Digital Game Preservation”. *Games and Culture*, 6(4), 373–390. <https://doi.org/10.1177/1555412010391092>
- Play and Curation During the COVID-19 Pandemic An Interview with Christopher Bensch, Andrew Borman, Michelle Parnett-Dwyer, and Nicolas Ricketts. *American Journal of Play*, 13 (1). <https://www.museumofplay.org/app/uploads/2022/01/13-1-Article-2-Play-and-Curation.pdf>

##### *General Game History*

- POW, W. (2019) “Outside of the Folder, the Box, the Archive Moving toward a Reparative Video Game History”. *ROMChip a journal of game histories*, 1 (1), July 2019. <https://romchip.org/index.php/romchip-journal/article/view/76>
- Russworm, T.A.M. (2019) “Video Game History and the Fact of Blackness” *ROMChip a journal of game histories*, 1 (1), July 2019. <https://romchip.org/index.php/romchip-journal/article/view/85>
- The Breakdown: Black Culture, Video Games, and the Importance of Adult Play - A Conversation between TreaAndrea M. Russworm and Cicero Holmes. *American Journal*

of Play, 13 (2 and 3), 2021. <https://www.museumofplay.org/app/uploads/2022/01/13-2-Article-6-Breakdown.pdf>

- Jankowski, F. (2020). The Presence of Female Designers in French Video Game Industry, 1985–1993. *Games and Culture*, 15(6), 670–684. <https://doi.org/10.1177/1555412019841954>
- KERR, A. (2016). “Going Global? The Value, Structure and Geography of the Digital Games Industry”. In: *Global Games Production, Circulation and Policy in the Networked Era*. New York: Routledge.

#### Work

- DYER-WITHEFORD, N.; PEUTER, G. (2009). “Immaterial Labor: A Workers’ History of Videogaming”. *Games of empire: global capitalism and video games*. Minneapolis: University of Minnesota Press.
- D’Anastasio, C. (2018). “Inside The Culture Of Sexism At Riot Games”. *Kotaku: Game Reviews, News, Tips, and More*, published on August 7, 2018. <https://kotaku.com/inside-the-culture-of-sexism-at-riot-games-1828165483>

#### Minorities

- Penix-Tadsen, Ph. (2020). “Pioneras: Three Generations of Women Developing Games in the Southern Cone. *Feminist Media Histories*, 1 January 2020; 6 (1): 163–197. doi: <https://doi.org/10.1525/fmh.2020.6.1.163>
- JENKINS, H.; CASSEL, J.. (2008). “From Quake Grrls to Desperate Housewives: A Decade of Gender and Computer Games”. In: Kafai, Y. B.; Heeter, C.; Denner, J.; Sun, J. Y.; Nyugen, M.L.; Pirno, M.; Gaiser, M.; Ray, S.G.; Romine, M.; Bradford, N.; Romero, B. (eds). *Beyond Barbie and Mortal Kombat: New Perspectives on Gender and Gaming*.

#### Localization

- Mandiberg, S. (2021). Video Games Have Never Been Global: Resituating Video Game Localization History. In: Swalwell, M. (eds). *Game History and the Local*. Palgrave Games in Context. Palgrave Macmillan, Cham. [https://doi.org/10.1007/978-3-030-66422-0\\_10](https://doi.org/10.1007/978-3-030-66422-0_10)
- Mandelin, C. (2017) *Legends of Localization Book 2: Earthbound*. Fangamer, Legends of Localization Series. Pp. 18-43

#### Local Histories

- Swalwell, M. (2021) “The Games”. In: *Homebrew Gaming and the Beginnings of Vernacular Digitality*. Cambridge: The MIT Press.

#### E-Sports

- *ROMChip a journal of game histories* – E-Sports History Issue. 3 (1), July 2021. <https://romchip.org/index.php/romchip-journal/issue/view/7>

#### Exhibitions

- DiBella, S. (2020). “Play at the V&A: A Conversation with Marie Foulston and Kristian Volsing on the Videogames: Design/Play/Disrupt Exhibition”. *ROMChip a journal of game histories*, 2 (2), December 2020. <https://romchip.org/index.php/romchip-journal/article/view/120>