Philosophy: Fun & Games
2019-20

Course Organiser: Michael Ridge, mridge@ed.ac.uk
Course Time and Venue: Tuesdays, 2:10-4, Dugald Stewart Building, Room 1.17
Office hours: Tuesdays: 1-2 and by appointment, DSB 6.09

Communication

Students are responsible for checking their University email and the LEARN page for this course regularly (at least once per week) so that they do not miss any important announcements for the course.

Course Aims and Objectives

This course investigates the philosophy of play, sport and games. Games are philosophically interesting in part because they manifest something important and distinctive about human nature. While other creatures engage in play, human beings are perhaps the only game-playing creatures. Indeed, playing games is plausibly an important part of the good life for creatures like us, and some have argued games would be the only fundamental source of value in Utopia. Moreover, games plausibly are constituted by norms and aims in a way that has made them an attractive model for numerous other philosophically vexatious phenomena which also seem somehow to be constituted by norms and aims – meaning in natural language, morality and beauty, for example, have all been analysed via an analogy with games. In this course we will investigate the concept of a game, the concept of play and the relationship between these concepts, as well as the relationship between games and sport. We also investigate the value of play and games, and the way they figure in a good life as well as their possible role in Utopia. Finally we will investigate the concept of “gamification” and investigate the benefits and dangers of various forms of gamification.

A core text for the course is Bernard Suits’ underappreciated masterpiece, The Grasshopper. Written in the style of a Socratic dialogue, The Grasshopper attempts to turn the classic Aesop’s Fable of the ant and the grasshopper on its head. The dialogue opens with the Death of the Grasshopper, in which the Grasshopper is surrounded by his followers and explains why his ideas are worth dying for, and why the life of the ant is so deeply misguided – even paradoxical. The analogy with Plato’s The Crito is unmistakable, and very well done. Indeed, The Grasshopper is a masterpiece not only in terms of its philosophical content, but in terms of its literary style.
Suits engages directly with Wittgenstein’s thesis that ‘game’ cannot be defined. Wittgenstein admonishes us not to just assume there must be some definition in the offing but to look and see. Suits takes him at his word, and looks more carefully than Wittgenstein himself seems to have done. He systematically develops and defends his definition of ‘game’ against a battery of objections from his interlocutors. He then explains why the life of the Grasshopper, which consists in playing games rather than working, is superior to the life of the ant. The dialogue concludes with some discussion of Utopia, in which the Grasshopper argues that the playing of games is a kind of master value for human beings which would play a central structuring role in Utopia.

Against the backdrop of Suits’ work, which is a foil for many of the other readings for the course, we will investigate the following questions (among others):

- Is life a game we are playing?
- Is ‘game’ a family resemblance word?
- Can ‘game’ and ‘play a game’ be reductively defined?
- Can ‘play’ be reductively defined?
- Is work incompatible with play?
- What interesting relationships hold between play (full-stop) and playing a game?
- What (if anything) is the opposite of play?
- Is it possible to cheat at a given game while still playing that game?
- What makes a game a good one?
- Are games well understood in terms of their functions?
- Is the set of all sports a proper subset of the set of all games? (in other words, are all sports also games?)
- Can ‘sport’ be reductively defined, and if so, how?
- What is the role of games in a good life?
- What is the role of games in Utopia?
- What is gamification?
- Does gamification encourage an oversimplified value theory?
- Is using gamification to “nudge” oneself to do the morally right thing incompatible with acting with moral worth?
- Is gamification an appropriate and useful tool for enhancing romantic relationships?

**Intended learning outcomes:**

By the end of this course students should:

- Have a grasp of fundamental issues in the philosophy of games and play.
- Be able to critically analyse and engage with literature by key philosophers in this field.
- Be able to present arguments clearly and concisely both within a classroom context and in a written essay.
- Gain transferrable skills in research, analysis and argumentation.

**Outline of Topics:**
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**Readings:**

The core texts for the course are Bernard Suits, *The Grasshopper*, Broadview Press, 2005 (originally published in 1978) and Tom Hurka (ed.), *Games, Sports, and Play* (Oxford: Oxford University Press, 2019). These are available from Blackwell’s among other places. Hurka’s book is somewhat expensive in paper form but you can access it for free through the University’s online subscription to *Oxford Scholarship Online* [which you can find through the “databases” page]. We will also draw on chapters from Jane McGonigal’s *Reality is Broken* which is available from the Library’s Short Loan desk and is also available for purchase at Blackwell’s and various other venues.

The other materials, primarily journal articles, are available online through JSTOR or the library’s collection of ejournals and ebooks. In some cases, readings are provided online through the dedicated webpage for this course on LEARN – this is noted below.

**Week 1: Introduction to the Course: Is Life a Game We are Playing?**


**Week 2: Family Resemblance Expressions**

- Ludwig Wittgenstein, *Philosophical Investigations*, sections 66-71 (available online)

**Week 3: The Grasshopper, Part One: Defending a Definition**


Week 4: *The Grasshopper, Part Two: Open Games and Utopia*

- Avery Kolers, “The Grasshopper’s Error or How Life is a Game we are playing.” (https://www.academia.edu/401242/The_Grasshoppers_Error_or_On_How_Life_is_a_Game) (also on LEARN)

Week 5: Work, Play and Games

- Recommended: Michael Ridge, “Individuating Games” (LEARN)

Week 6: Cheaters, Triflers and Commitments

- Richard Royce, “Game Players and Game-Playing: a response to Kreider,” *Journal of the Philosophy of Sport*, 201 [ejournal].

Week 7: Games, Play and Sports


Week 8: Competition and Cooperation

- Thi Nguyen, “Cooperation as Competition,” Forthcoming in the *Journal of the Philosophy of Sport*; this paper is also available here: file:///C:/Users/Michael/Downloads/Competition_as_Cooperation%20(3).pdf
- Michael Ridge, “Illusory Attitudes and the Playful Stoic,” available on LEARN.
Week 9: Games and the Good

- Michael Ridge, “Games and the Good Life.” (LEARN)

Week 10: Gamification, Part One

- Nguyen, “Gamification and Value Capture,” Chapter 9 of Nguyen’s *Games: Agency As Art* [on LEARN]
- Recommeded: McGonigal’s Ted Talk: https://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world?language=en

Week 11: Gamification, Part Two

- “The Quantified Relationship.” Danaher, et. al. in *American Journal of Bioethics*. 2018: 3-19. [available through the University’s online ejournal collection]
- “Relational Autonomy and the Quantified Relationship.” Martens and Brown, in *American Journal of Bioethics*. 2018: 39-40. [available through the University’s online ejournal collection]
- Kreitmair, “Phenomenological Considerations of Sex Tracking Technology,” *American Journal of Bioethics*. 2018: 31-33. [available through the University’s online ejournal collection]

Assessment Structure
Undergraduates will be assessed by a 1500 word essay worth 40% due on Thursday 27 February by noon, and a final 2000 word essay worth 60% due on 23 April by noon. Suggested topics are listed below.

Alternative topics are possible, but must have the approval of the course organizer at least one week before the essay is due.

Senior Honours students may opt to write a long essay (5000 words) in lieu of the above, as part of their dissertation requirement in Philosophy. The title must be arranged with the instructor (you must notify the Teaching Office which course you will be completing the dissertation on by 24 February and should agree a title by then as well), and is due in to the Teaching office by 21 April at noon.

Feedback on all assessed work will be provided within 3 weeks, unless otherwise notified by email.

**Suggested Essay topics:**

Listed below are recommended essay topics. Students may, with my explicit permission, work on other topics, though they must be appropriately related to the content of the course. If you intend to propose and alternative topic, then please discuss it with me well in advance of the due date so that it can be agreed before you start working on it if it is an acceptable topic. Alternative topics must be agreed at least one week before the essays are due.

Topics for essay 1:

- Is life a game we are playing?
- Can ‘game’ be defined? If so what is the most plausible definition? Be sure to discuss why this question might matter to broader philosophical debates.
- Can ‘play’ qua play full-stop be defined? If so, what is the most plausible definition?
- Is it possible to give a unified semantics for ‘play’ when used as a transitive verb – one that will cover the wide range of objects ‘play’ can take? Note that systematic context-sensitivity is one form a unified semantics could take.
- Does ‘playing a game’ entail ‘playing’ (full-stop)?
- Does ‘play’ have an opposite and if so what is it?
- Is ‘game’ a family resemblance word?
- How should be understand the individuation of games?
- Can the phrase ‘play a game’ be given a plausible compositional semantics? What would the most plausible attempt look like and is it defensible?
- Is ‘play’ a family resemblance word?
- Could there be a game with no goal or with no rules?
- Does game playing play a privileged role in any plausible theory of Utopia? Discuss with reference to Suits’ views and arguments.
- Is Suits’ Utopia inevitable? What would this reveal about the value of playing
games?
• Is the best life one led as a kind of “meta-game”?

Topics for essay 2:

• Can someone cheat and play the game in which he is cheating at the same time?
• Does ‘trifling’ entail that someone is not playing a game?
• Are all sports games?
• Can ‘sport’ be defined?
• Is ‘sport’ a thick evaluative cluster concept?
• Is “Striving Play” in Nguyen’s sense a plausible ideal for playing competitive games?
• Is it possible to play a competitive game while playing full-stop?
• Does Stoicism provide a useful framework for earnest competitive game play?
• Are games well understood in functional terms?
• Is game playing an intrinsic good, and if so is it a derivative or fundamental one? Discuss with reference to Hurka and Tasioulas.
• How are the goods of achievement and play (full-stop) related in the context of the value of games?
• Is Nguyen’s notion of “Value Capture” a convincing objection to gamification?
• Can gamification enhance the flourishing of romantic relationships? Discuss with reference to whatever you take to be the most promising version of this approach.

Feedback on drafts of essays

I will provide feedback on first drafts of essays. Although this is not a requirement of the course, I strongly encourage students to take advantage of this opportunity. There are few steps you can take to improve your essay which are more effective than this, assuming you make a real effort with your first draft, anyway. However, in order for me to be sure to have enough time to provide quality feedback to you in time for you to make useful revisions based on that feedback, you must have a draft to me (via email) no later than 1 week before the due date for the essay in question. In this case, for the first essay this means no later than 20 Feb at noon, and for the second essay this means no later than 16 April at noon.

Formative Work

Although not part of the official assessment, students are also encouraged (but not required) to provide a weekly one page critical discussion of a specific idea or argument from one of the readings for that week. Students may use either standard forms of philosophical writing or experiment with Socratic dialogue in the style of Suits if they so choose for formative work. Such formative work should be emailed to the instructor at least 24 hours before the next class meeting.
If you have read this far, email me a picture of your favourite game before the first class! – Mike (mridge@ed.ac.uk)

**Supplemental Readings**

**Literary background for Suits**


**General background reading**

- Cooper, W.E. review of *The Grasshopper* in *Canadian Journal of Philosophy*, 1982. 409-415 [JSTOR] [an interesting critical review of Suits – probably best read only after you have read the main text]

**Defining ‘play’ and play versus playing a game**


**The role of play and games in the good life**

- Brown, Stuart. 2010. *Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. (this is not a philosophy book, and so is only indirectly relevant; it summarizes some potentially relevant empirical findings on play and its role in the good life, though)

**‘Game’ as a family resemblance word**

Sports and Games

- Papineau, D. *Knowing the Score* (Constable Press), chapter 18. [cautionary note: Papineau ignores Suits’ change in view]

Cheating


Individuation of games; games as extended social practices