

GEORGIA JAMES, HPAR5012.
(RE)PRESENTING &
(RE)CONSTRUCTING THE PAST

- My idea is to use Assassins Creed Odyssey, a very popular game that is set in Ancient Greece (442 BC) to compare realism and romanticism and see how we can democratise the game, and change it's use, possibly to modify it to be more useful to people who want to find out about Greece. This means the game could be useful to academics, students and tourism for the country. One of the more modern games in the Assassins Creed series, Origins and Odyssey have very large maps with thousands of historical locations, from small burials to large structures like the Pyramids of Giza, and the statue of Athena Parthenos in Attika. To a game player with no knowledge of what the artefact was documented to be like, it would seem very realistic, but the question is, how authentic is it?



(Tyrrel, 2018)

METHODOLOGY & STRUCTURE

- Limitations: due to playing on a console it would be hard to get video footage of my gameplay, to challenge this I will be able to get credible images online of the locations from gameplay footage.
- Theories: I will discuss semiotics and how it is presented via the realism or romanticism of each story board, and whether making it more romanticised or real could improve the understanding of the symbolism.
- Structure: There will be 3 or 4 storyboards, these will be examined and for each I will look at how realistic or romantic they are. Then I will discuss the semiotics of each of them. However, the running theme that will show continuity though out the essay is democratisation and expansion of the game.
- Discussion of implementation of democratisation for game: This will likely be via hyperlinks in game and talking about where the story board examples in the game could be connected to the outside world.



BACKGROUND & CONTEXT

- **Context:** The context behind this idea comes from circumstances that dominate the global community, such as the emergence of technology in society and the dependence it has created. With the world moving online before the Covid-19 pandemic, during, use has had to evolve even more. Thus the population will grow a greater understanding, possibly leading older people to gaming. Moreover, schools and universities can target the interest of the younger people via technology, linking gaming and learning is an idea that doesn't have to be just for history, it can cover a range of disciplines.
- **Background:** The use of technology has become a commodity to many companies, governments and disciplines. The examples that inspire me are the Vatican Museum tour, the 3D image based excavation of Boudelo-2 by De Reu et al, this showed that 3D image based technology can now be used for the entire excavation process (De Reu et al, 2014)
- **Problems:** There are key issues that could be a con to my argument of using technology to advance democratisation in games. Explicitly for history, one could be the problem of abandonment of physical presence in museums, libraries and workplaces. Which will mean job losses as we rely on technology to do the jobs humans do, such as tour guides and possibly even diggers if they develop gentle enough machines with artefacts.

DIARY: INITIAL IDEA DEVELOPMENT

What to look at: The daily life of NPC's presented in them against real life documented in academia, clothes, religious locations, prominent characters that are based of famous people from 442BC

Idea: : Comparing Assassins Creed Odyssey's representation of the Antiquity to archaeological opinion of the period from academics. Examine the similarities and differences between these.

Audience : Younger people who understand video games

Themes: Realism vs Romanticism, looking at if the game is more romanticised or realistic, then seeing if it would be more enjoyable either way

Visual element: Photos of artefacts from game, then comparing them to photos of actual artefacts from the time period

What to look at: Now that I am doing story boards instead of images, this allows me to look more at the themes of the game via stories of certain characters and their representation.

Using Assassin's Creed Odyssey to look at the realism and realism and romanticism of objects, or characters in the game, and how this affects the semiotics. With a main goal of seeing how the game can become democratised and used for other themes such as tourism and education.

Audience: Everyone as the main goal is to show younger and older demographics that video games has multiple uses in all sorts of disciplines and aspects of life.

Themes: Realism and romanticism, how does this affect the semiotics. Democratisation , explicitly for video games, however, there will discussion of technology advancement in the global community.

Visual Element: Story boards from the game, instead of using a versus system with real life objects the main visual element will be the game. Thus helping keep the focus on the game and not getting distracted into analysing the real life artefacts.

- End result:
- I am hoping that my project will show that videogames can be used to expand understanding of certain disciplines and become more inclusive of all demographics.
- I am also hoping to asses the advancement of technology and its benefits and complications, via my assessment of assassin's creed: odyssey
- Long term:
- If I could extend my project longer, for example 3 months. I would like to get a more in depth look at how this could apply to different disciplines, like zoology with games that are more focussed on animals for example. Also by furthering the debate on the consequences of technology by using a case study of mass unemployment from factories, such as Ford, due to machinery, and interviewing someone who has been fired.

SUMMARY & PROJECTIONS

(Harris, 2018)



BIBLIOGRAPHY

- De Reu et al. 2014. On introducing an image-based 3D reconstruction method in archaeological excavation practice. *Journal of Archaeological Science* 41: 251-262. [Online: https://www.youtube.com/watch?v=H0idoXoPzRY&list=PLHHYuo8wPxUxa_yHIB3Je8RsNzDP08uut&index=242&ab_channel=DatsPowerSon] [Accessed: 10th October 2020]
- Tyrrel, B. (2018). *Dress for the job you want, not the job you have*. [Online] [Accessed 10th December 2020] Available from: <https://www.ign.com/articles/2018/10/03/assassins-creed-odyssey-50-gorgeous-photo-mode-pictures-i-took-during-our-review>
- O'Neill, R. (2020). *Pythagoras*. [Online] [Accessed 10th December 2020] Available from: <https://www.thegamer.com/assassins-creed-odyssey-10-historical-figures-players-meet-throughout-the-game/>
- Harris, J. (2018). *Factory Worker*. [Online] [Accessed 10th December 2020] Available from: <https://home.bt.com/tech-gadgets/future-tech/9-jobs-overtaken-by-robots-11364003046052>