



REACTING TO THE PAST

**THIRTEENTH ANNUAL FACULTY INSTITUTE
BARNARD COLLEGE**

June 6-9, 2013

Thursday, June 6

8:00 – 9:30

Institute Check-In

Diana Center Lobby

Continental Breakfast

Event Oval, Lower Level Diana Center

9:30 – 10:15

Opening Plenary

Event Oval, Lower Level Diana Center

10:15 – 12:30

Game Setup and Faction Meetings*

Confucianism and the Succession Crisis of the
Wanli Emperor, 1587

203 Diana Center

Greenwich Village, 1913: Suffrage, Labor, and the
New Woman

501 Diana Center (Treacy)

502 Diana Center (Higbee)

Modernism versus Traditionalism: Art in Paris, 1888-89

504 Diana Center

Patriots, Loyalists, and Revolution in New York City,
1775-76

LL104 Diana Center

STEM Game: Kansas, 1999: Evolution and
Creation Science

903 Altschul Hall

The Josianic Reform: Deuteronomy, Prophecy, and
Israelite Religion

308 Diana Center

12:30 – 2:00

Lunch

Event Oval, Lower Level Diana Center

2:00 – 3:30

Game Session 1*

Confucianism and the Succession Crisis of the
Wanli Emperor, 1587

203 Diana Center

Greenwich Village, 1913: Suffrage, Labor, and the
New Woman

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Modernism versus Traditionalism: Art in Paris, 1888-89

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* See game descriptions on
following pages

Thursday, June 6

continued

Patriots, Loyalists, and Revolution in New York City,
1775-76

LL104 Diana Center

STEM Game: Kansas, 1999: Evolution and
Creation Science

903 Altschul Hall

The Josianic Reform: Deuteronomy, Prophecy, and
Israelite Religion

308 Diana Center

3:30 – 4:00

Coffee Break and Caucus

2nd Floor Diana Center

4:00 – 5:30

Game Session 2*

Confucianism and the Succession Crisis of the
Wanli Emperor, 1587

203 Diana Center

Greenwich Village, 1913: Suffrage, Labor, and the
New Woman

501 Diana Center (Treacy)

502 Diana Center (Higbee)

Modernism versus Traditionalism: Art in Paris, 1888-89

504 Diana Center

Patriots, Loyalists, and Revolution in New York City,
1775-76

LL104 Diana Center

STEM Game: Kansas, 1999: Evolution and Creation
Science

903 Altschul Hall

The Josianic Reform: Deuteronomy, Prophecy, and Israelite
Religion

308 Diana Center

5:30 – 7:00

Reception

James Room, 4th Floor Barnard Hall

Friday, June 7

8:00 – 9:00

Continental Breakfast

Student Dining Room, 2nd Floor Diana Center

9:00 – 10:15

Concurrent Sessions

Inside the Liminal Classroom: The RTTP Experience

Speaker: Mark C. Carnes, Barnard College, followed by Q&A with students

In his address, Carnes argues that problems of student disengagement, retention, and poor learning have long been endemic to higher education. This he blames on most students' absorption in "subversive play worlds." He calls for embracing intellectualized variants—such as "Reacting to the Past"—as a way to revitalize undergraduate teaching and learning. Carnes' talk will be followed by a Q&A session with students, who reflect on the benefits and challenges of learning through RTTP.

Lehman Auditorium, 202 Altschul Hall

RTTP in a Large Class Format: Rewards and Challenges

Session Presenter: Paula Kay Lazrus, St. John's University

Utilizing "Reacting to the Past" in surveys or other large format classes presents many challenges. Balancing the needs of the survey class with the number and length of games sometimes means addressing students who expected to just sit back and listen to lecture and who may drop out of class once it becomes clear what the depth of their expected commitment is. This session will address strategies for inserting RTTP games in survey courses, how to juggle role assignments in large classes, and how to address issues of student attendance and participation.

LL104 Diana Center

Community Forum: RTTP's Digital Face—Resources to Assist and Inspire

Session Presenters: Tony Crider, Elon University; Gretchen McKay, McDaniel College; Nicolas Proctor, Simpson College; Jason Araujo, Barnard College / Reacting Consortium

This session will familiarize participants with what there is to offer when it comes to technology and RTTP, which now has a variety of cloud-based resources for instructors as well as growing online social networking sites including Facebook and Twitter. In addition to reviewing these resources, this session offers the opportunity to voice your opinion about what you feel RTTP should offer when it comes to technology.

LL103 Diana Center

10:15 – 12:30

Game Session 3 and Post-Mortem Discussion*

Confucianism and the Succession Crisis of the Wanli Emperor, 1587

203 Diana Center

Friday, June 7

continued

Greenwich Village, 1913: Suffrage, Labor, and the New Woman

501 Diana Center (Treacy)

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Modernism versus Traditionalism: Art in Paris, 1888-89

504 Diana Center

Patriots, Loyalists, and Revolution in New York City, 1775-76

LL104 Diana Center

STEM Game: Kansas, 1999: Evolution and Creation Science

903 Altschul Hall

The Josianic Reform: Deuteronomy, Prophecy, and Israelite Religion

308 Diana Center

Afternoon free

Saturday, June 8

8:00 – 9:00

Continental Breakfast

Student Dining Room, 2nd Floor Diana Center

9:00 – 10:15

Concurrent Sessions

Gamemastering 101: Finding Your Inner Gamemaster

Session Presenters: Rebecca Livingstone, Simpson College; Jonathan Truitt, Central Michigan University; Judy Walden, Simpson College

So now what? You're on board with the RTTP pedagogy, but how do you actually run a game? What does it mean to be a "Gamemaster"? How much intervention is too much or too little? The Instructor's Manuals give you guidance, but how do you handle those things that creative students come up with that aren't dealt with in the manuals? How do you motivate students? This session will focus on how there is no one "right" way to Gamemaster and allow participants of various experience levels to discuss and share solutions to many of the questions and issues that arise while gamemastering. (Recommended for newcomers to RTTP.)

Lehman Auditorium, 202 Altschul Hall

Incorporating Reacting Elements for Engaging the Traditional Classroom

Session Presenter: Shoshana Brassfield, Frostburg State University

This session will focus on several activities that draw on successful elements of RTTP games like victory objectives, friendly competition, and play-acting, in order to increase dialogue and critical engagement in the traditional, non-Reacting classroom. These examples will serve as a springboard for others to share how they have changed what they do in the traditional classroom as a result of thinking about RTTP pedagogy, and to discuss their own ideas and experiences.

501 Diana Center

Using RTTP in Community Colleges, Open Enrollment, and Commuter Schools

Session Presenters: Lisa Cox, Greenfield Community College; Mark Higbee, Eastern Michigan University; Abigail Perkiss, Kean University; Kamran Swanson, Harold Washington College

"Reacting to the Past" has a record of working wonderfully at more selective colleges and universities, or amongst honors classes elsewhere. But the games depend on high attendance and a critical mass of students who are eager to engage, do outside independent work, and organize faction meetings outside of class. What happens when your students' habits make this a more difficult task? Can RTTP be used effectively? Join us for a discussion on adapting games to different instructional environments, whether you are a veteran RTTP instructor or still thinking about whether RTTP is right for your class.

502 Diana Center

Game Building: Introduction to the Game Development Process

Session Presenter: Nicolas Proctor, Simpson College

This session will explain the process by which new games advance from concept to publication. This will include a discussion of series' standards, play-testing, the differences between full-length and "chapter" games, as well as an explanation of the functioning of the RTTP Editorial Board. This session is designed for participants who want a general overview of game development.

504 Diana Center

10:15 – 12:30

Game Setup and Faction Meetings*

Japan, the West, and the Road to World War, 1940-41

203 Diana Center

Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty

805 Altschul Hall

Rousseau, Burke, and Revolution in France, 1791

501 Diana Center (Burney)

502 Diana Center (Wright)

New Chapter Games: "Theology of the Icon: Byzantine Iconoclasm" and "Making a Motion Picture Production Code, 1930"

504 Diana Center

STEM Games: "London 1854: Cesspits, Cholera, and Conflict over the Broad Street Pump" and "Challenging the USDA Food Pyramid, 1991"

903 Altschul Hall

The Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England

302 Barnard Hall

Saturday, June 8

continued

12:30 – 2:00

Lunch Plenary: The Reacting Consortium— Developments on the Horizon

James Room, 4th Floor Barnard Hall

2:00 – 3:30

Game Session 1*

Japan, the West, and the Road to World War, 1940-41
203 Diana Center

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3:30 – 4:00

Coffee Break and Caucus

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The Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England

302 Barnard Hall

Sunday, June 9

8:00 – 9:00

Continental Breakfast

Student Dining Room, 2nd Floor Diana Center

9:00 – 10:15

Concurrent Sessions

RTTP and the Art of Public Speaking

Session Presenter: Lily Lamboy, Stanford University

This session will introduce faculty to a simple, quick, and interactive video series that teaches RTTP students some critical public speaking skills: eye contact, posture, pacing, fluency, gesture, and tone. Here faculty will play the role of students, watching the short video clips, practicing the skills with partners, and offering and implementing immediate feedback. They will then have the opportunity to ask questions and offer feedback about using the curriculum in their own classes.

504 Diana Center

Taking a Time-Out: Using Breaks to Improve Game-Play

Session Presenters: David Henderson, Trinity College; Stephanie Jass, Adrian College; Judy Walden, Simpson College

One of the unique and powerful parts of the “Reacting to the Past” pedagogy is the student’s immersion in a role and game setting over an extended period of time. But what happens if the instructor deliberately stops this immersion by introducing a game break — a kind of intermission — into the game? This session will explore the benefits (and drawbacks?) of game breaks, and explore how game breaks can help instructors teach writing and oral communication skills, refocus attention on key texts, and even explore other aspects of the game setting, without diminishing the engagement that makes RTTP so effective.

501 Diana Center

From Community College to Four-Year University: Reinforcing Pathways to Student Success with RTTP

Session Presenters: Glenn Rohlfing, Pikes Peak Community College; Roger L. Martinez, University of Colorado, Colorado Springs

Pikes Peak Community College and the University of Colorado, Colorado Springs are in the midst of implementing a new model of interlinking community colleges and four-year universities via the “Reacting to the Past” pedagogy. This partnership includes funding the development of five new RTTP-inspired chapter-length games that help to facilitate the success of community college students’ transition to the University of Colorado.

In this session we will discuss our experiences with building

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faculty support for RTTP in both types of institutions; identifying local funding for supporting workshops on campus and attendance of the annual Faculty Institute; developing common teaching approaches and student success measures across campuses; and promoting cross-campus curriculum planning sessions.

502 Diana Center

Collaborative Play: A Roundtable Discussion on the Potential and Pitfalls of Joint Ventures in Game Design
Session Presenters: Rebecca Livingstone, Simpson College; Kelly McFall, Newman University; Abigail Perkiss, Kean University

This roundtable session will explore the collaborative potential of "Reacting to the Past" game development. Using as a case study the game-in-development, "Monuments and Memory-Making; the Vietnam Veterans Memorial, 1981-82", Rebecca Livingstone, Kelly McFall, and Abigail Perkiss will discuss the process of working together to develop a new RTTP module. The session will highlight both the mechanical issues of collaboration, the challenges of bringing together people from distinct disciplinary backgrounds and with varying RTTP experiences, and the new technologies that reshape the cooperative and collaborative experiences. The session is intended for intermediate- and advanced-level RTTP instructors.

203 Diana Center

10:15 – 12:30

Game Session 3 and Post-Mortem Discussion*

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The Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England
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Confucianism and the Succession Crisis of the Wanli

Emperor, 1587 seeks to introduce undergraduate students to the suppleness and power of Confucian thought as applied to issues of governance during the Ming dynasty. The game is set in the Hanlin Academy. Most students are members of the Grand Secretariat of the Hanlin Academy, the body of top-ranking graduates of the civil service examination who serve as advisers to the Wanli emperor. Some Grand Secretaries are Confucian “purists,” who hold that tradition obliges the emperor to name his first-born son as successor; others, in support of the most senior of the Grand Secretaries, maintain that it is within the emperor's right to choose his successor; and still others, as they decide this matter among many issues confronting the empire, continue to scrutinize the teachings of Confucianism for guidance. The game unfolds amidst the secrecy and intrigue within the walls of the Forbidden City, as scholars struggle to apply Confucian precepts to a dynasty in peril. *Gamemaster: **Linda Mayhew** earned her Ph.D. in Russian Literature from The University of Texas at Austin in 2005. She works as an academic advisor and lecturer in the Liberal Arts Honors Program at UT and has been teaching *Reacting to the Past* as a first year honors seminar since 2010.*

Greenwich Village, 1913: Suffrage, Labor, and the New

Woman takes students to the beginning of the modern era when urbanization, industrialization, and massive waves of immigration were transforming the U.S. way of life. As the game begins, suffragists are taking to the streets demanding a constitutional amendment for the vote. What, they ask, is women's place in society? Are they to remain in the home or take an active role in the government of their communities and their nation? Labor has turned to the strike to demand living wages and better conditions; some are even proposing an industrial democracy where workers take charge of industries. Can corporate capitalism allow an economically just society or must it be overturned? African-Americans, suffering from the worst working conditions, disenfranchisement, and social segregation, debate how to support their community through education and protest, thereby challenging their continuing marginalization in both the South and the North. Members of all these groups converge in Greenwich Village to debate their views with the artists and bohemians who are in the process of remaking themselves into the new men and new women of the twentieth century. Their spirited conversations not only show a deep understanding of nineteenth-century thinkers like Elizabeth Cady Stanton and Karl Marx; they are also informed by such contemporaries as Charlotte Perkins Gilman, Jane Addams, W.E.B. Du Bois, Emma Goldman, John Dewey, Franz Boas, and Sigmund Freud. The game asks what social changes are most important as well as how one can or should realize these goals.

*Gamemasters: **Mary Jane Treacy**, Professor of Spanish and Women's Studies at Simmons College, took to RTTP games when she began her career as a spy for Henry VIII. Since that time she has written *Greenwich Village 1913*, *Argentina 1985: Contested Memories*, now in a play-testing stage, and *is hard at work on Paterson 1913: The Silk Strike*.*

***Mark Higbee** began teaching at Eastern Michigan University in 1994 and is an active member of the EMU and Ypsilanti*

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communities. He is passionate about learning and teaching history, and seeks to engage all his students — both those who profess a hatred of history and those who love it — in exploring the meanings of the past. He contributes frequently to the blog EMUTalk.org on matters of concern to the EMU community. He was Interim Director of the Honors Program in 2002-03, and served as moderator for the 2006 Ypsilanti Mayoral candidates' debate.

Modernism versus Traditionalism: Art in Paris, 1888-89

considers the question: What is Art? Students debate principles of artistic design in the context of the revolutionary changes that began shaking the French art world in 1888-89. Images from the 1888 Salon and the tumultuous year that followed provide some of the “texts” that form the intellectual heart of every RTTP game. Students must read these images and use them as the basis of their positions. In addition to these visual texts, students read art criticism from the period, which helps to form the basis of their own presentations in favor of one art style over another. These discussions are complicated and enriched by secondary debates over the economics of art, the rise of independent art dealers, and the government's role as a patron of the arts.

*Gamemasters: **Gretchen Krehling McKay** is Associate Professor of Art History and Chair of her department at McDaniel College. First introduced to Reacting in 2006, she has helped many faculty adopt the pedagogy at her institution as Director for the Center of Faculty Excellence. She is also a member of the Reacting Consortium Board. In addition to using games in many of her classes, she has two games of her own in development including Art in Paris and Byzantine Iconoclasm.*

***Nicolas W. Proctor**, Professor of History at Simpson College, is a member of the Reacting Consortium Board and is chair of the RTTP Editorial Board. In addition to Art in Paris, he is working on several other Reacting games including Forest Diplomacy: War and Peace on the Colonial Frontier; Kentucky, 1861: Loyalty, State, and Nation; Yalta, 1945; and Chicago, 1968. He is also author of the Reacting to the Past Game Designer's Handbook.*

Patriots, Loyalists, and Revolution in New York City, 1775-76

draws students into the political and social chaos of a revolutionary New York City, where patriot and loyalist forces argued and fought for advantage among a divided populace. Can students realize the liminal world of chaos, disruption, loss of privacy, and fear of victimization that comes with any revolution accompanied by violence? How do both the overall outcome and the intermediate “surprises” that reflect the shift of events in 1775-76 demonstrate the role of contingency in history? Could the Brits still win? What were the complexities, strengths, and weaknesses of the arguments on both sides? How were these affected by the social circumstances in which the Revolution occurred? Students engage with the ideological foundations of revolution and government through close readings of Locke, Paine, and other contemporary arguments. Winning requires the ability to master the high political arguments for and against revolution as well as the low political skills of logrolling, bribery, and threatened force.

*Gamemaster: **Bill Offutt** is Professor of History and Honors College Faculty Advisor at Pace University, NYC campus. He is the author of Of Good Laws and Good Men about colonial*

Pennsylvania and New Jersey as well as the author of the Reacting Game Patriots, Loyalists, and Revolution in New York City, 1775-76. He has used Reacting since 2002, and is involved with promoting/editing new games in American history.

STEM Game: Kansas 1999: Evolution and Creation Science

is set in 1999 and 2000. Christian Conservatives on the Kansas Board of Education have deleted macroevolution and Big Bang cosmology from the state science curriculum. The game centers on the election of a new Board of Education which must, for legal reasons, revisit the decision. The controversy in Kansas lies on a continuum that begins with the trial of Galileo. This game raises many questions about the role of religion in American society, the power of religious fundamentalism in the modern world, and the nature of science. Readings include an excerpt from Darwin's *Origin of Species*, *Microcosmos* by Lynn Margulis and Doran Sagen, which presents a modern view of evolution, and readings from Hume on natural religion that deal with the idea of Intelligent Design. Labs include building a telescope similar to that of Galileo, observing the moon and planets, learning about observational astronomy, studying physical optics of lenses using ray tracing, an exercise in natural selection, an exercise in allele propagation, and an exercise on radioactive decay. Additional possible exercises include a study of the Hubble Constant using simulation software and the use of ice core and tree ring data in obtaining chronological information.

*Gamemaster: **David Henderson** is author/co-author of three full-length RTTP games and seven short science games including Kansas, 1999. He is currently dividing his time between teaching chemistry to science majors and general education students, skiing, traveling, and writing RTTP materials.*

The Josianic Reform: Deuteronomy, Prophecy, and the Israelite Religion

set just before a monotheistic reform of Israelite religion (622 BCE), takes up several tensions within the Bible: "the one versus the many gods," the nature of sacred text and prophecy, and the conflict of ideas within the Bible itself. The central conceit is that the action takes place at the moment of 2 Kings 23:1-3a when all the elders and people of Judah assemble to hear a newly discovered "Scroll of the Teaching" read out to them. The de Wette hypothesis proposes that Deuteronomy is the very text found. The game makes this moment the center of gravity around which discussion of the Hebrew Bible and the practice of Israelite religion revolve. The disintegrating power of the Assyrian Empire supplies an international context for the nation to imagine recovering lost territory if it pleases God by reforming. You are a woman, the prophet Huldah, who vets the scroll: How will you defend it? You are of the royal house: Should you ally with Egypt? You are a Traditionalist: Won't these changes "remove the ancient landmarks?" The Documentary hypothesis — the literary-historical notion that the Torah grew out of a set of traditions, documentary "sources," and editorial activity — takes seriously the competing idea sets within the Bible. Why does the found-scroll differ in tone and ideas from the Priestly and Yahwistic traditions? The game's factions "embody" these idea sets and play out their tensions.

*Gamemasters: **David Tabb Stewart**, Chair of the Department of Religious Studies and Associate Professor of Ancient Near Eastern Religions at California State University, Long Beach, is co-author of*

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The Josianic Reform: Deuteronomy, Prophecy, and Israelite Religion. *He is also working on two new games, The Council of Jerusalem, 50 C.E., and The University Game — the last with Amy Berger. Stewart's main research focus, body, gender, and sexuality in biblical law, finds an outlet in his current book project, About Blank: A Biography of Leviticus. Stewart also teaches Reacting games and other LARPs in China through "Summer Workshops in College Teaching" for the Society for Values in Higher Education.*

Adam Porter, Professor of Religion at Illinois College, grew up in the DC suburbs, and, in the days before (good) video games, played a lot of role-playing games (D&D, RuneQuest, Champions) with his friends. He had a high school teacher who used role-playing type games in courses on Russian and Middle Eastern history. Since becoming a professor at Illinois College, a small liberal arts college, he has incorporated role-play into a number of his classes, often to foster debate. When he found out about Reacting, it was a natural to incorporate its longer and more complex simulations into his classes. After having played a few games, Porter was able to co-write a Reacting game with his colleague and gamemaster partner David Stewart.

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Saturday, June 8 –

Sunday, June 9

Japan, the West, and the Road to World War, 1940-41. It is the summer of 1940. Japan's war in China is about to enter its fourth year, with no end in sight. While officially neutral, the United States and Great Britain have been assisting the Chinese, and are threatening economic sanctions against Tokyo. With few natural resources of its own, Japan's industrial economy depends on imported raw materials — particularly oil. However, Germany's recent conquests in Europe may have just presented Japan with a golden opportunity, as French, Dutch, and British possessions in Asia lay largely undefended. Taking on the roles of leading figures in Tokyo — army or navy officers, bureaucrats, business executives, politicians, and members of the Imperial Court — participants are thrust into the middle of Japan's strategic dilemma. Influenced by the tradition of bushido, and armed with the works of the pro-Western Fukuzawa Yukichi, and the ultra-militarist Kita Ikki, they must advise the emperor on how to proceed. Will they call for a "strike south" to seize the natural resources of Southeast Asia — even at the risk of war with Britain and America? Or will they seek an understanding with England and America — even if it means giving up Japan's conquests in China? Similarly momentous decisions must also be made on domestic policy. How will Japan's increasingly scarce resources be allocated? Will the powerful privately-owned zaibatsu continue to dominate the economy, or will they be forced to subordinate their interests to the demands of the state?

Gamemaster: John Moser is Professor of History at Ashland University, where he teaches courses on modern European, American, and East Asian history. He did his undergraduate work at Ohio University, and has an MA and PhD in history from the University of Illinois at Urbana-Champaign. He has published numerous works on subjects ranging from comic books to Japanese foreign policy. He is author of three books, the most recent of which is Right Turn: John T. Flynn and the Transformation of American Liberalism, which was published by New York University Press in 2005.

Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty

focuses on American Indian removal from the American Southeast in the 1830s and events leading up to the Trail of Tears. The debates are set at a pivotal historical conference held in Red Clay, Tennessee in October 1835, at which the United States presented terms for a removal treaty a few months before the illegal Treaty of New Echota was signed. The game deals not only with this too-little-known part of American history, but it also opens up other issues of the period (many of which have continuing relevance today), including westward expansion, race and the status of Native Americans within the framework of the United States, cultural change and assimilation of minorities, how one deals with social problems, and the sectional divide that eventually leads to the American Civil War.

*Gamemasters: **Jace Weaver** is the Franklin Professor of Native American Studies at the University of Georgia. His work is highly interdisciplinary, focusing on religion, literature, and law. He is the author or editor of 12 books. His most recent, forthcoming from the University of North Carolina Press, is *The Red Atlantic: American Indigenes and Transoceanic Cultural Exchange, 1000-1927*.*

***Laura Adams Weaver** is an instructor at the University of Georgia for the Department of English and the Institute of Native American Studies. She specializes in Native American and African American literatures and Narrative Theory. Her work currently focuses on the narrative strategies through which American Indian writers resist the myth of the "vanishing" Indian and reassert a contemporaneous and continuing indigenous presence in the story of American identity.*

Rousseau, Burke, and Revolution in France, 1791 plunges students into the intellectual, political, and ideological currents that surged through revolutionary Paris in the summer of 1791.

Students are leaders of major factions within the National Assembly (and in the streets outside) as it struggles to create a constitution amidst internal chaos and threats of foreign invasion. Will the king retain power? Will the priests of the Catholic Church obey the "general will" of the National Assembly or the dictates of the pope in Rome? Do traditional institutions and values constitute restraints on freedom and individual dignity or are they its essential bulwarks? Are slaves, women, and Jews entitled to the "rights of man"? Is violence a legitimate means of changing society or of purging it of dangerous enemies? In wrestling with these issues, students consult Jean-Jacques Rousseau's *Social Contract* and Edmund Burke's *Reflections on the Revolution in France*, among other texts.

*Gamemasters: A Nebraska native who received a Ph.D. in European history from the University of Kansas, **John Burney** served as Vice Provost for Academic Affairs at Drake University (Des Moines) and Vice President for Academic Affairs at Loras College (Dubuque) before starting as Vice President for Academic Affairs and Dean of the Faculty at Doane College in June 2010. Burney works with all aspects of the academic programs and academic support services to create an environment in which faculty and students can achieve success in teaching and learning. He also serves as Chair of the Reacting Consortium Board.*

***Paul Wright** is Associate Professor of English and Co-director of the Honors Program at Cabrini College just outside Philadelphia.*

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Paul earned a B.A. in English from Northwestern University and a Ph.D. in Comparative Literature from Princeton University. He is currently researching several projects as well as completing a book-length study of Machiavelli entitled The Alloy of Identity: Machiavelli's Florentine Histories Reclaimed.

New Chapter Game: Theology of the Icon: Byzantine

Iconoclasm explores the theological issues surrounding images in the Byzantine period. It brings together Iconoclasts and Iconophiles to an ecumenical council to decide the issue of icons in the Church once and for all. Such a gathering of theologians of opposing sides did not happen historically, but it is essential in order to have the issues on both sides come to the fore. Through this debate, students wrestle with the definition of images in the medieval world (eastern and western ideas on images were very different), the nature of what an image can “do,” and, finally, the theological definition of Christ's person (hypostasis), which was the foundation for the final decision about icons.

*Gamemaster: **Gretchen Krehling McKay** is Associate Professor of Art History and Chair of her department at McDaniel College. First introduced to *Reacting* in 2006, she has helped many faculty adopt the pedagogy at her institution as Director for the Center of Faculty Excellence. She is also a member of the *Reacting Consortium Board*. In addition to using games in many of her classes, she has two games of her own in development including *Art in Paris* and *Byzantine Iconoclasm*.*

New Chapter Game: Making a Motion Picture Production Code, 1930

examines the debates over controversial movie content in the early years of Hollywood's studio era. Some students represent studio executives and professional staff from the Motion Picture Producers and Distributors of America (MPPDA); others speak for prominent critics and outside interests, including state censorship boards, women's clubs, investment banks, and the Catholic Church. The goal of these discussions is the development of a “production code” outlining standards for movie plots, dialogue, and imagery, as well as a clear process for review and enforcement. In the course of these conversations, students examine central questions in the long-running (and still active) debate over media censorship. Why is a “production code” needed in the first place? Why can't movies simply be released without prior restriction, to succeed or fail based on popular taste? What moral or behavioral impact do films allegedly have over their audiences? If movie content is to be controlled, who should have the authority to do so: producers, outside reformers, government officials? What general principles and specific criteria should be included in a production code? Whose values and beliefs should the code enforce?

*Gamemaster: **Jeffrey Hyson** is Assistant Professor of History and Director of American Studies at Saint Joseph's University in Philadelphia. He specializes in American cultural, intellectual, and environmental history, with research interests in animal studies and childhood studies. He is currently completing a cultural history of American zoos, and he has contributed his expertise on zoos and popular culture to such media outlets as National Public Radio, the Washington Post, and the New York Times. An award-winning teacher at Saint Joseph's, he has used *Reacting to the Past* in his classrooms since 2008, teaching nine different*

games in first-year seminars and upper-level history courses. He is currently developing two original Reacting games: Conservation, Preservation, and Wilderness: The Hetch Hetchy Debate, 1913 and Making a Motion Picture Production Code, 1930. He has served as a panelist for Reacting sessions at annual meetings of the American Historical Association and the Organization of American Historians, as well as at the Reacting Faculty Institute.

STEM Game: London, 1854: Cesspits, Cholera and Conflict Over the Broad Street Pump

takes place on the evening of September 7, 1854 at Vestry Hall in Soho, Greater London. The event is a meeting of a special emergency response committee of the local Board of Governors and Directors of the Poor of St. James Parish, who have convened to respond to the deadly outbreak of cholera that has claimed the lives of more than 500 parish residents over the preceding eight days. Historically, the outcome of this meeting was the decision to remove the pump handle from a contaminated neighborhood pump on Broad Street. This decision and the events leading up to it are considered a defining moment in the development of modern approaches to public health.

*Gamemaster: **Marshall Hayes** is a Research Associate in the Department of Plant Pathology and Plant-Microbe Biology at Cornell University, where he is involved in co-teaching several courses to undergraduate majors and non-majors. Hayes graduated from Williams College with a B.A. in Geosciences and subsequently earned a Master's in Environmental Policy and Management and a Ph.D. in Earth and Ocean Sciences from the Nicholas School of the Environment at Duke University. His topics of instruction include infectious disease biology, disease ecology and climate change.*

STEM Game: Challenging the USDA Food Pyramid, 1991

is set in a Congressional hearing to evaluate the work of the USDA in developing the Food Pyramid in 1991. This document angered various interest groups in agribusiness and the role of special interests versus the basic nutritional science is an important factor in the hearings. Furthermore, the Department of Health and Human Services which includes the FDA and CDC object to the inherent conflicts in the USDA which are reflected in the Pyramid. Students come to see that the Pyramid reflects a combination of science and politics. This chapter-length RTTP game involves 2-3 class periods of game play in addition to any background instruction in the basics of nutrition that are needed to support the game. It is intended for use in popular food/nutrition general education science courses and could be used in introductory chemistry and biology courses as well.

*Gamemaster: **Susan Henderson** is Professor of Chemistry at Quinnipiac University in Hamden, CT. She has taught traditional chemistry courses for close to 30 years, as well as designed science courses to serve the needs of non-science students to meet the requirements for the general education curriculum. Although the traditional lecture format does not engage students in any significant way, the courses she teaches are heavily content driven and do not lend themselves to the long-version RTTP games. Since attending her first RTTP conference playing the Athens Game, she has been determined to find a way to incorporate this pedagogy into science courses. The short game format seems to work well in this context and can easily be embedded in the traditional format.*

FEATURED GAMES

Saturday, June 8 –

Sunday, June 9

continued

Henderson has been a co-author with David Henderson on several short games including the Acid Rain game (both short and long versions), Challenging the USDA Food Pyramid game, and a new game on Diet and Killer Diseases, to be student-tested this coming fall.

The Trial of Anne Hutchinson: Liberty, Law, and Intolerance in Puritan New England recreates one of the most tumultuous and significant episodes in early American history: the struggle between the followers and allies of John Winthrop, Governor of the Massachusetts Bay Colony, and those of Anne Hutchinson, a strong-willed and brilliant religious dissenter. The controversy pushed Massachusetts to the brink of collapse and spurred a significant exodus. The puritans who founded Massachusetts were poised between the Middle Ages and the modern world, and in many ways, they helped to bring the modern world into being. *The Trial of Anne Hutchinson* plunges participants into a religious world that will be unfamiliar to many of them. Yet the puritans' passionate struggles over how far they could tolerate a diversity of religious opinions in a colony committed to religious unity were part of a larger historical process that led to religious freedom and the modern concept of separation of church and state. Their vehement commitment to their liberties and fears about the many threats these faced were passed down to the American Revolution and beyond. *Gamemaster: Kristina Milnor is Professor of Classics at Barnard College. She graduated from Wesleyan University in 1992 and went on to study at the University of Michigan, where she received a Graduate Certificate in Women's Studies (1997) and her PhD in Classical Studies (1998). She has taught at Barnard since 1998, including courses on Livy, Lucan, Martial, the idea of law in ancient literature, and the representation of the ancient world in film. She also teaches the "Reacting to the Past" First Year Seminar.*

Acknowledgments

This year's "Reacting to the Past" Faculty Institute is the thirteenth to be held at Barnard College. We are delighted to host such a diverse group of faculty, administrators, and students from the U.S. and abroad.

We are also pleased to welcome members of the new Reacting Consortium, which promotes imagination, inquiry, and engagement as foundational features of teaching and student learning in higher education. We gratefully acknowledge the Teagle Foundation for their generous support in this endeavor, as well as Ellen Chodosh and the members of the Reacting Consortium Board for their wise counsel and hard work. Special thanks are due to Martin Braun, Patrick Coby, John Eby, Richard Gid Powers, and Judith Shapiro for their tenure on the board.

Thanks are also due the staff and administration of Barnard College; the gamemasters, student preceptors, and designers of new games; and the faculty participants who have devoted their time to make the annual institute a memorable and rewarding experience.

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