



REACTING TO THE PAST

FOURTEENTH ANNUAL FACULTY INSTITUTE
BARNARD COLLEGE

June 4-8, 2014

Wednesday, June 4

6:00–7:15 PM

Newcomers Meet & Greet

Student Dining Room, 2nd Floor Diana Center

Thursday, June 5

8:00–9:30 AM

Institute Check-In

Diana Center Lobby

Continental Breakfast

Event Oval, Lower Level Diana Center

9:30–10:15 AM

Opening Plenary

Event Oval, Lower Level Diana Center

10:15 AM–12:30 PM

Game Setup and Faction Meetings*

America's Founding: The Constitutional Convention of 1787

504 Diana Center

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

501 Diana Center (Treacy)

502 Diana Center (Postlewait)

Rousseau, Burke, and Revolution in France, 1791

203 Diana Center

The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994

Lower Level 104 Diana Center

The Threshold of Democracy: Athens in 403 BCE

Lower Level 103 Diana Center

The Trial of Galileo: Aristotelianism, the “New Cosmology,” and the Catholic Church

903 Altschul Hall

12:30–2:00 PM

Lunch

Event Oval, Lower Level Diana Center

* See game descriptions on following pages

Thursday, June 5

continued

2:00–3:30 PM

Game Session 1*

America's Founding: The Constitutional Convention of 1787

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The Trial of Galileo: Aristotelianism, the “New Cosmology,” and the Catholic Church

903 Altschul Hall

3:30–4:00 PM

Coffee Break and Caucus

2nd Floor Diana Center

4:00–5:00 PM

Game Session 2*

America's Founding: The Constitutional Convention of 1787

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

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The Threshold of Democracy: Athens in 403 BCE

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The Trial of Galileo: Aristotelianism, the “New Cosmology,” and the Catholic Church

903 Altschul Hall

5:15–7:00 PM

Keynote Address and Reception

The Great Civilized Reacting Game

Judith Shapiro, President of the Teagle Foundation

Framed by Theodore de Bary’s *The Great Civilized Conversation*, this address will consider the value of liberal arts education, and how Reacting to the Past fits within the humanities.

James Room, 4th Floor Barnard Hall

Friday, June 6

8:00–9:00 AM

Continental Breakfast

Student Dining Room, 2nd Floor Diana Center

9:00–10:15 AM

Concurrent Sessions

The Liminal Classroom: RTP According to Students

Student Panelists

Students reflect on both the benefits and challenges of learning through “Reacting to the Past.” Topics include motivation and teamwork; assessment of writing and speaking; lingering personal resentments; work management; and more.

(Recommended for newcomers to RTP.)

Lehman Auditorium, 202 Altschul Hall

Strategies for Engaging the Disengaged

Paula Kay Lazrus, St. John’s University; Mary Beth Looney, Brenau University

This roundtable discussion will allow Reacting instructors to share ideas, methods and tactics for prompting engagement in otherwise reluctant students.

Lower Level 104 Diana Center

Making a Reacting Course A WRITING Course

Deborah Maltby, Birgit Noll, and Laura Westhoff, University of Missouri-St. Louis

Reacting instructors value good writing, but effective writing instruction takes time and involves more than simply assigning and grading writing. Three faculty members from three different disciplines at the University of Missouri-St. Louis collaborated on History 1111, a two-game Reacting course that conferred first-year writing credit. Incorporating writing instruction proved more complex than anticipated, including decisions about genres,

Friday, June 6

continued

timing, pacing, and the amount of writing. This roundtable session will describe that project and invite participants to share their successes and challenges in making a Reacting course an effective WRITING course.

Lower Level 103 Diana Center

10:30–11:30 AM

Game Session 3*

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903 Altschul Hall

11:30 AM–12:30 PM

Game Debriefing: Discussion of Participant Reactions; Q&A on Course Planning and Game Implementation

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The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church

903 Altschul Hall

Afternoon free

Saturday, June 7

8:00–9:00 AM

Continental Breakfast

Student Dining Room, 2nd Floor Diana Center

Board-Sponsored Session: Reacting Consortium Member Breakfast

James Room, 4th Floor Barnard Hall

9:00–10:15 AM

Concurrent Sessions

Being a Gamemaster: Making the Game a Success in Your Class

Mark Higbee, Eastern Michigan University; Linda Mayhew, University of Texas at Austin

This session will focus on how to successfully run "Reacting to the Past" games in your class. Reacting games need good teachers, and we'll offer a few tips, but we'll also focus on how to make Gamemastering fit your class. Although "Reacting to the Past" is not a one-size-fits-all method, this session will demonstrate how to adapt Reacting games to fit your class and comfort level as a teacher. (Recommended for newcomers to RTPP.)

Lehman Auditorium, 202 Altschul Hall

The Game Development Process

Nicolas Proctor, Simpson College; Jace Weaver, University of Georgia

RTPP has a new publishing arrangement with W.W. Norton to publish games in the "Reacting to the Past" Series. It has also established the Reacting Consortium Press, which will serve as an alternate publication venue for additional Reacting games. In this session, consortium board members Nicolas Proctor, Chair of the Reacting Editorial Board, and Jace Weaver, Chair of the Publications Committee, will help game authors understand the new publishing arrangements, including how to prepare games for publication and how to navigate this new publishing environment.

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Saturday, June 7

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Gaming the System: Using Game Elements in Reacting and Non-Reacting Classes

*Nina Frischmann, Pikes Peak Community College;
Eleanor McConnell, Frostburg State University*

While introductory survey courses are the lifeblood of most departments, these courses can easily become lifeless: bored students, too much information, the inevitable march of time. How can we reinvigorate the survey? Can taking a survey become a meaningful experience for students instead of just a requirement to check off the General Education course list? In this workshop, we will share four ways to reinvigorate your classroom – all based on gamification theory and RTTP concepts. We will share an easy way to convert the required assessments into a “Create Your Own Adventure” game that will thrill your students. And we will provide you with three discussion activities that will grab your students and make them want to do the reading!

Lower Level 103 Diana Center

Using “Reacting to the Past” to Advance Various Disciplinary Goals

Joan Circosta, Sally Boniece and Nicolas Clulee, Frostburg State University; Bruce McCluggage and Robin Schofield, Pikes Peak Community College

This panel discussion highlights the versatility and broad applicability of RTTP pedagogy by relating how such games have been used productively in English, Philosophy, International Studies, and International History to help achieve discipline-specific goals.

Lower Level 104 Diana Center

10:30 AM–12:30 PM

Game Setup and Faction Meetings*

Beware the Ides of March: Rome, 44 BCE

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Confucianism and the Succession Crisis of the Wanli Emperor, 1587

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Defining a Nation: India on the Eve of Independence, 1945

504 Diana Center

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

501 Diana Center (Offutt)

502 Diana Center (Higbee)

Stages of Power: Marlowe and Shakespeare, 1592

Glicker-Milstein Theatre, Lower Level 2 Diana Center

STEM Games: "Chemistry at Karlsruhe, 1860" and "Climate Change in Copenhagen, 2009"

903 Altschul Hall

12:30–2:00 PM

Lunch Plenary

Learning Through "Bad Play," or How Plato, Dewey, Piaget, Erikson and All the Rest Got It Wrong

Mark C. Carnes, Barnard College

Mark Carnes, who in 1996 came up with the kernel of the idea that grew into "Reacting to the Past," briefly outlines the central argument of his forthcoming book, *Minds on Fire: How Role-Immersion Games Transform College* (Harvard University Press, September 2014). He argues that the current concern over student retention and disengagement has been around for centuries. There is no "Golden Age" of undergraduate learning in America. Most college students, Carnes contends, have long been absorbed in competitive social networks (fraternities, collegiate athletics, Worlds of Warcraft)—what he calls "subversive play worlds." "Reacting to the Past" appropriates the motivational power of students' customary play and harnesses it to academic pursuits. The success of this approach raises the question: "If Reacting is such a good idea, why does it seem so wrong-headed?" The answer, Carnes maintains, is that the most important pedagogical reformers—ranging from Plato and Rousseau to Dewey, Piaget, and Erikson—have denounced the motivational elements of Reacting—"make believe," competition, absurdity—as "bad" forms of play, tolerable among children but unsuited to young adults. This exclusion of role-immersion games has deprived higher education of a pedagogical tool that promises to revitalize the college classroom. Conventional and Reacting pedagogies, though nearly antithetical, are mutually supportive.

Event Oval, Lower Level Diana Center

2:00–3:30 PM

Game Session 1*

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Lower Level 104 Diana Center

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

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Saturday, June 7

continued

Stages of Power: Marlowe and Shakespeare, 1592

Glicker-Milstein Theatre, Lower Level 2 Diana Center

STEM Games: "Chemistry at Karlsruhe, 1860" and "Climate Change in Copenhagen, 2009"

903 Altschul Hall

3:30–4:00 PM

Coffee Break and Caucus

Student Dining Room, 2nd Floor Diana Center

4:00–5:30 PM

Game Session 2*

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STEM Games: "Chemistry at Karlsruhe, 1860" and "Climate Change in Copenhagen, 2009"

903 Altschul Hall

Sunday, June 8

8:00–9:00 AM

Continental Breakfast

Student Dining Room, 2nd Floor Diana Center

9:00–10:00 AM

Concurrent Sessions

Teaching Your First Reacting Class

*Tony Crider, Elon University; B. Kamran Swanson, Harold
Washington College*

This roundtable will provide an opportunity for participants to discuss questions and concerns about teaching Reacting for

the first time. The session will be run by two veteran instructors who are also members of the Reacting Consortium Board. (Recommended for newcomers to RTP.)
504 Diana Center

Our Colleagues As Students: Organizing RTP Workshops, Conferences, and Micro-Games on Our Campuses

Shoshana Brassfield, Frostburg State University; Gretchen Galbraith, Grand Valley State University; Mark Higbee, Eastern Michigan University; Paula Lazrus, St. John's University; Alisa Rosenthal, Gustavus Adolphus College

This roundtable will explore how to organize a successful RTP micro-game or workshop game on campus, as well as the micro-game format for academic conferences. We will highlight what "Reacting Central" can do to help such efforts and how to build on the momentum of a successful session after the game is over. We will have plenty of time to hear of the experiences, expertise, and questions of the audience.

Lower Level 103 Diana Center

RTP and Social Networking

Ann Engar and Jeff Webb, University of Utah

This session will very briefly introduce attendees to social network analysis and social capital theory as, respectively, a set of tools and a theoretical perspective for understanding the formation of classroom community during RTP games. We will then work collaboratively to explore the process of community formation within classrooms by looking at social network graphs from several RTP games and asking questions about tie formation (differences in acquaintance ties vs. friendship ties), the emergence of leaders, student isolation, clique formation, and factional influences on clique formation.

Lower Level 104 Diana Center

10:15–11:00 AM

Game Session 3*

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Sunday, June 8

continued

Stages of Power: Marlowe and Shakespeare, 1592

Glicker-Milstein Theatre, Lower Level 2 Diana Center

STEM Games: "Chemistry at Karlsruhe, 1860" and
"Climate Change in Copenhagen, 2009"

903 Altschul Hall

11:00 AM–12:00 PM

Game Debriefing: Discussion of Participant
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STEM Games: "Chemistry at Karlsruhe, 1860" and
"Climate Change in Copenhagen, 2009"

903 Altschul Hall

12:00–1:00 PM

Closing Plenary: Tweets and Takeaways

Lehman Auditorium, 202 Altschul Hall

FEATURED GAMES

Thursday, June 5–

Friday, June 6

America's Founding: The Constitutional Convention of 1787

The 1787 Convention that gave America its form of government is the subject of this game. Students, playing delegates from the period, gather in "Philadelphia" to write a new constitution for the United States—or is it that they gather to amend the already existing constitution, called the Articles of Confederation, ratified a mere six years earlier? The task at hand is itself a matter of controversy. Those delegates labeled Nationalists wish for the more ambitious outcome; those delegates labeled Confederatists wish for the less ambitious outcome; while those delegates in the middle, whether labeled Moderate Nationalists or Moderate Confederatists, wish for something in between. *America's Founding* now exists at three levels of play: an advanced level lasting eight or nine weeks (set-up through post-mortem); an intermediate level lasting five or six weeks; and an introductory level lasting three or four weeks. The introductory level is the newest and is the one being presented at the 2014 Faculty Institute. The introductory-level game uses both group roles (four) and individual roles (thirty-two). The advanced- and intermediate-level games have only individual roles. The introductory-level game extracts four large topics from the Constitutional Convention and then refines these into nine issues for debate and resolution; it does not attempt to construct a constitution from the Virginia Plan, nor does it follow closely the track of the Convention. The advanced- and intermediate-levels do both, with the advanced-level doing so in much finer detail. All levels of the game attempt to teach indirectly the entire Founding period of 1787–1788, and not just the Constitutional Convention of the summer of 1787, by appropriating, counterfactually, some of the debates and writings of the Ratification years.

CONVENER: **J. Patrick Coby** is a professor of Government at Smith College, where he teaches courses in political theory as well as sections of "Reacting to the Past." He has been involved with RTTP since 2001 and is the author of two games: *Henry VIII and the Reformation Parliament* and *America's Founding: The Constitutional Convention of 1787*.

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

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.

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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.

CONVENERS: **Mary Jane Treacy** is Professor of Spanish and Director of the Honors Program at Simmons College. She wrote *Greenwich Village, 1913* after teaching a course on the Roots of U.S. Feminism. Finding that the RTTP pedagogy galvanizes student and faculty enthusiasm, she is writing other games for both college and advanced high school courses: *Paterson 1913: The Silk Strike* and *Argentina 1985: Contested Memories*. **Laurie Postlewate** is a Senior Lecturer in French at Barnard College, where she has taught since 1997. In addition to her teaching duties for the Department of French, she is affiliated with the Comparative Literature Program and the Medieval and Renaissance Studies Program. She regularly teaches the *Greenwich Village* game as part of the Barnard First Year Seminar.

Rousseau, Burke, and Revolution in France, 1791

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. CONVENER: **Linda Mayhew** is Advising Coordinator and Lecturer in the Liberal Arts Honors and Humanities Program at The University of Texas at Austin. Her research interests include nineteenth century Russian literature. She has been teaching “Reacting to the Past” as a first year honors seminar for five years. She also currently serves on the board of the Reacting Consortium.

The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994

The Needs of Others invites students to consider what responsibility individuals and states have to each other, to their own citizens and to citizens of other nations. The game asks players to respond to rapidly spreading genocidal massacres in Rwanda in April and May of 1994. Some players will, as part of the United Nations Security Council (UNSC), have the authority

and responsibility to debate proposals and make policy. Others, as leaders of non-governmental organizations (NGOs), journalists or representatives of public opinion, will attempt to learn more about what's going on in Rwanda and influence public policy based on this knowledge. During the game, they decide whether events in Rwanda constitute genocide and, if so, how the international community should respond. As they do, they gain a deeper understanding of genocide, of ideas about humanitarian intervention and of the dynamics of debates about humanitarian intervention in the international community.

CONVENER: **Kelly McFall** is Associate Professor of History at Newman University, specializing in 20th Century European history and the history of genocide and the Holocaust. At Newman, he also directs the Honors Program and Chairs the Division of Humanities. In addition to *The Needs of Others*, Professor McFall is writing games about *Title IX and Athletics in American Universities* (with Abby Perkiss) and the creation of and debate over the Vietnam Memorial (with Abby Perkiss and Becca Livingstone).

The Threshold of Democracy: Athens in 403 BCE

The Threshold of Democracy: Athens in 403 BCE recreates the intellectual dynamics of one of the most formative periods in the human experience. After nearly three decades of war, Sparta crushed democratic Athens, destroyed its great walls and warships, occupied the city, and installed a brutal regime, "the Thirty Tyrants." The excesses of the tyrants resulted in civil war and, as the game begins, they have been expelled and the democracy restored. But doubts about democracy remain, expressed most ingeniously by Socrates and his young supporters. Will Athens retain a political system where all decisions are made by an Assembly of 6,000 or so citizens? Will leaders continue to be chosen by random lottery? Will citizenship be broadened to include slaves who fought for the democracy and foreign-born metics who paid taxes in its support? Will Athens rebuild its long walls and warships and again extract tribute from city-states throughout the eastern Mediterranean? These and other issues are sorted out by a polity fractured into radical and moderate democrats, oligarchs, and Socratics, among others. The debates are informed by Plato's *Republic*, as well as excerpts from Thucydides, Xenophon, and other contemporary sources. By examining democracy at its threshold, the game provides the perspective to consider its subsequent evolution.

CONVENER: **Mark C. Carnes** is Professor of History at Barnard College, Columbia University, and Executive Director of the Reacting Consortium. He is the author of many books in American history and former general editor of the 26-volume *American National Biography*, published by the ACLS and Oxford University Press. His new book on RTTP, *Minds on Fire: How Role-Immersion Games Transform College*, will be released by Harvard University Press in September, 2014.

The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church, 1616-1633

In *The Trial of Galileo*, the new science, as brilliantly propounded by Galileo Galilei, collides with the elegant cosmology of Aristotle, Aquinas, and medieval Scholasticism. The game is set in Rome in

FEATURED GAMES

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continued

the early decades of the seventeenth century. Most of the debates occur within the Holy Office, the arm of the papacy that supervises the Roman Inquisition. At times action shifts to the palace of Prince Cesi, founder of the Society of the Lynx-Eyed that promotes the new science, and to the lecture halls of the Jesuit Collegio Romano. Some students assume roles as faculty of the Collegio Romano and the secular University of Rome, the Sapienza. Others are Cardinals who seek to defend the faith from resurgent Protestantism, the imperial ambitions of the Spanish monarch, the schemes of the Medici in Florence, and the crisis of faith throughout Christendom. Some embrace the “new cosmology,” some denounce it, and still others are undecided. The issues range from the nature of faith and the meaning of the Bible to the scientific principles and methods as advanced by Copernicus, Kepler, Tycho Brahe, Giordano Bruno, and Galileo. Central texts include Aristotle’s *On the Heavens* and *Posterior Analytics*; Galileo’s *Starry Messenger* (1610), *Letter to Grand Duchess Christina* (1615) and *Dialogue on the Two Chief World Systems* (1632); the declarations of the Council of Trent; and the Bible.

CONVENER: **Tony Crider** is an associate professor of physics at Elon University in North Carolina. His interest in science visualization and gaming led him to create virtual planetariums, telescopes, and lunar landscapes within the 3D online world of Second Life. Currently, Professor Crider is assessing the effectiveness of chapter-length “Reacting to the Past” role-playing games in science courses. He also serves on the board of the Reacting Consortium.

FEATURED GAMES

Saturday, June 7–

Sunday, June 8

Beware the Ides of March: Rome, 44 BCE

Beware the Ides of March: Rome in 44 BCE recreates the struggle for power and control of Rome that followed the assassination of Julius Caesar. The game begins immediately after the assassination, and most of the action takes place in the Senate, which is required to deal with various threats to order in the city and in the empire. Players are divided into two principal factions, “Caesarians”—the larger group, since Caesar had packed the Senate—and “Republicans.” Some players will have indeterminate roles as non-partisan (or at least uncommitted) members of the Senate. At issue is the future course of Roman government. Resorting to one-man rule may ratify the recent trend toward autocracy; on the other hand, if the tradition of rule by consensus can bring Rome through this crisis, the Senate may be able to “restore the Republic” and resume its predominant role in governing the state. Probable debates in the Senate fall under four headings: public order, Caesar’s powers, foreign policy, and government. Resolution of these and other issues will be complicated by the fact that at least three men are seeking Caesar’s offices and the support of Caesar’s veterans and Senators: Marcus Antonius (the surviving consul), Aemilius Lepidus (Caesar’s deputy, in Caesar’s role as Dictator), and Gaius Octavius, Caesar’s 19-year-old nephew and posthumously adopted son. One of those three may manage to make himself sole heir to the power of Caesar; or two or three of them may unite to further their cause and to impose their will upon the Senate, as Caesar had done earlier in a coalition with Pompey and Crassus.

CONVENERS: **Carl Anderson** is an emeritus professor of

Classical Studies at Michigan State University. His research specialties are ancient comedy, religion, and literature. He and Professor Dix, a co-designer of the Rome game, have co-authored articles on Greek history, the comedies of Aristophanes, Orality and Literacy in fifth-century Athens, Vergil's *Aeneid*, and the "Reacting to the Past" pedagogy. **T. Keith Dix** is an associate professor of Classics at the University of Georgia. In addition to the Rome game and the articles mentioned above, Professor Dix has authored many articles on ancient libraries. **Naomi J. Norman** is an associate professor and head of the Classics Department at the University of Georgia. She directs the University of Georgia Project at Carthage, where they are conducting full-scale excavations of the Yasmina Necropolis at Carthage. Naomi is also a co-author of the Rome game, as well as a contributor to the revised edition of *The Threshold of Democracy: Athens in 403 BCE*.

Confucianism and the Succession Crisis of the Wanli Emperor, 1587

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. CONVENER: **Dan Gardner** is the Dwight W. Morrow Professor of History and East Asian Studies at Smith College and co-author of *Confucianism and the Succession Crisis of the Wanli Emperor, 1587* with Mark Carnes. He writes on the Chinese intellectual and cultural traditions and on the environment in contemporary China. His most recent book is *Confucianism: A Very Short Introduction*, which will be released by Oxford University Press this July.

Defining a Nation: India on the Eve of Independence, 1945

Defining a Nation: India on the Eve of Independence, 1945 is set at Simla, in the foothills of the Himalayas, where the British viceroy has invited leaders of various religious and political constituencies to work out the future of Britain's largest colony. Will the British transfer power to the Indian National Congress, which claims to speak for all Indians? Or will a separate Muslim state—Pakistan—be carved out of India to be ruled by Muslims, as the Muslim League proposes? And what will happen to the vulnerable minorities—such as the Sikhs and untouchables—or the hundreds of princely states? As British authority wanes, smoldering tensions among Hindus, Muslims, and Sikhs increasingly flare into violent riots that threaten

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to ignite all India. Towering above it all is the frail but formidable figure of Gandhi, whom some revere as an apostle of non-violence and others regard as a conniving Hindu politician. Students struggle to reconcile religious identity with nation building—perhaps the most intractable and important issue of the modern world. Texts include the literature of Hindu revival (Chatterjee, Tagore and Tilak); the Koran and the literature of Islamic nationalism (Iqbal); and the writings of Ambedkar, Nehru, Jinnah, and Gandhi.

CONVENER: **Ian McNeely** is Professor of History and Associate Dean for Undergraduate Education in the College of Arts and Sciences at the University of Oregon. He is a specialist in German, European, and world history and the history of knowledge. He is also the author, most recently, of *Reinventing Knowledge from Alexandria to the Internet*. Professor McNeely teaches the India game and supervises the Reacting curriculum for honors undergraduates at Oregon. He also serves on the board of the Reacting Consortium.

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

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.

CONVENER: **Bill Offutt** is Professor of History and Faculty Advisor of the Pforzheimer Honors College at Pace University. His academic interests focus on the relationship between law and society, particularly the methods by which legal systems obtain and keep their legitimacy. He has taught classes in colonial America, revolutionary America, the Civil War, Constitutional history, and American women's history. At Pace, the American Revolution game is paired with *The Trial of Anne Hutchinson* game to form a Reacting course for freshmen entitled “The Early American Legacy.”

Stages of Power: Marlowe and Shakespeare, 1592

Stages of Power: Marlowe and Shakespeare, 1592 plays out artistic, political, and religious conflicts in London in October, 1592. Christopher Marlowe, the most accomplished playwright in the city, has written a new play, which his acting company, the Lord Admiral's Men, is eager to stage. The theatres have been shut since June by an outbreak of bubonic plague. Actors are anxious about their finances, and they need a winning play. The manager of the

Rose Theatre where the Admiral's Men perform would ordinarily be happy to debut Marlowe's new script, but the subject is potentially controversial, and City officials are skittish. Memories are still raw of decades of violent collisions of Protestant and Catholic and of factions at court. Now there are new rumblings of Puritans and foreign meddling, even rumors of Marlowe's atheism. The Queen's Master of the Revels will allow no mere scribblers to threaten the fragile balance of public order. May there be a safe and profitable alternative to Marlowe? A rival company, the Lord Strange's Men, has had some success with a young writer named William Shakespeare, and he has a play to offer. Strange's Men are an able group, and have performed the young poet's work to some acclaim. But will it pay? While the theatre manager waffles, the Queen's Privy Council has agreed to oversee a contest between Lord Strange's Men and the Lord Admiral's Men to decide which troupe will be licensed to reopen the playhouses. Which actors are better, and which play? Which will better represent the nation's ideals and energies, humor and grandeur, without offense to political or religious order? Primary literary and historical source materials take students inside Elizabethan struggles of religion, rank, and power, moved by dynamics of spectacle and subterfuge. In debate and performance before the Privy Council, the rival companies play out the dramas of the age: lofty humanist ideals and poetic art take wing in the theatre, only to be brought to earth by the pragmatic rhetoric of the City and the cynical, secretive maneuverings of the Court. By the end of the game, one troupe will gain supremacy and win a license to play.

CONVENER: **Paul V. Sullivan**, lecturer in English and humanities at the University of Texas at Austin, has for several years taught a freshman honors seminar comprising three Reacting games. He has collaborated with Eric Mallin in editing the Shakespeare/Marlowe game and its accompanying collection of historical texts.

STEM Games: "Chemistry at Karlsruhe, 1860" and "Climate Change in Copenhagen, 2009"

"Chemistry at Karlsruhe, 1860" is designed for use in introductory chemistry courses, as well as courses in the history of science. The three issues in the game are: (1) Are atoms real or just a theoretical idea? (2) Should all types of experiments produce the same result for formulas and relative weights? and (3) What are the correct relative weights of the elements and formulas of compounds? The first question pits empiricists who accept only what they discover with the five senses against realists who use experiments and logic to infer that atoms must be real. All participants will receive a table of calculated results for the experiments in the game and will use these to defend their interpretation. The factions present conflicting values for the relative weights of elements and the empirical formulas of simple organic compounds in the format of a professional meeting. Workshop play will center on the conflicting interpretation of the proper formulas for water and carbon oxide and the relative weights of carbon and oxygen, which were much in dispute in 1860. "Climate Change in Copenhagen, 2009" is set at the international meeting held in Copenhagen in December, 2009 to negotiate a treaty to replace the Kyoto Treaty. The setup to the game will include the basics of the greenhouse effect, the carbon cycle, and the feedback mechanisms in the global climate. During

FEATURED GAMES

Saturday, June 7–

Sunday, June 8

continued

the game, students representing the IPCC present the case for human-induced climate change and argue for immediate action. Climate deniers challenge the scientific basis for this. The game then moves to a discussion of the impact of climate change on developing nations and the philosophical and moral implications of continued pollution. Finally, the national representatives attempt to formulate a treaty that the major polluters can sign.

CONVENERS: **David E. Henderson** is Professor of Chemistry at Trinity College. He has been involved with “Reacting to the Past” since 2002. He is the author/coauthor of three full length RTP games and seven chapter length games. He teaches general chemistry, non-majors chemistry and analytical chemistry at Trinity College and does research on environmental and food analysis. He now uses RTP in all of his classes. **Susan K. Henderson** is Professor of Chemistry at Quinnipiac University. She has been teaching general chemistry, analytical chemistry and nutrition for non-science majors for the past 32 years. She has incorporated “Reacting to the Past” games into her courses for the last five years.

NOTES

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Acknowledgments

This year's "Reacting to the Past" Faculty Institute is the fourteenth 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 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 the members of the Reacting Consortium Board for their wise counsel and hard work. Special thanks are due to Judith Shapiro for her continued support and engagement with "Reacting to the Past."

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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/ [2014 Institute: Featured Games](#)

2014 Institute: Featured Games

Overview

The institute program features the following two cycles of game workshops. Participants should register for one game on Thursday-Friday and a second game on Saturday-Sunday. The program also includes a series of concurrent sessions where participants engage in discussions about the RTTP pedagogy, game management, and undergraduate education more generally.

Thursday, June 5 - Friday, June 6

- America's Founding: The Constitutional Convention of 1787 **
- Greenwich Village, 1913: Suffrage, Labor and the New Woman **
- Rousseau, Burke, and Revolution in France, 1791 **
- The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994
- The Threshold of Democracy: Athens in 403 B.C. **
- The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church **

Saturday, June 7 - Sunday, June 8

- Beware the Ides of March: Rome, 44 BCE
- Confucianism and the Succession Crisis of the Wanli Emperor, 1587 **

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

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• Chapter-Length STEM Games: "Chemistry at Karlsruhe, 1860" and "Climate Change in Copenhagen, 2009"

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• Stages of Power: Marlowe and Shakespeare, 1592

** *games recommended for newcomers to RTTP*

Game Descriptions

America's Founding: The Constitutional Convention of 1787 The 1787 Convention that gave America its form of government is the subject of this game. Students, playing delegates from the period, gather in "Philadelphia" to write a new constitution for the United States—or is it that they gather to amend the already existing constitution, called the Articles of Confederation, ratified a mere six years earlier? The task at hand is itself a matter of controversy. Those delegates labeled Nationalists wish for the more ambitious outcome; those delegates labeled Confederalsists wish for the less ambitious outcome; while those delegates in the middle, whether labeled Moderate Nationalists or Moderate Confederalsists, wish for something in between.

America's Founding now exists at three levels of play: an advanced level lasting eight or nine weeks (set-up through post-mortem); an intermediate level lasting five or six weeks; and an introductory level lasting three or four weeks. The introductory level is the newest and is the one being presented at the 2014 Barnard Annual Institute.

The introductory-level game uses both group roles (four) and individual roles (thirty-two). The advanced- and intermediate-level games have only individual roles. The introductory-level game extracts four large topics from the Constitutional Convention and then refines these into nine issues for debate and resolution; it does not attempt to construct a constitution from the Virginia Plan, nor does it follow closely the track of the Convention. The advanced- and intermediate-levels do both, with the advanced-level doing so in much finer detail. All levels of the game attempt to teach indirectly the entire Founding period of 1787-1788, and not just the Constitutional Convention of the summer of 1787, by appropriating, counterfactually, some of the debates and writings of the Ratification years. All levels work from the same game book, though each level has its own role descriptions and instructor's manual.

- Author / Convener: J. Patrick Coby (http://www.smith.edu/gov/faculty_coby.php), Professor of Government, Smith College

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Beware the Ides of March: Rome, 44 BCE (game under review) recreates the struggle for power and control of Rome that followed the assassination of Julius Caesar. The game begins immediately after the assassination, and most of the action takes place in the Senate, which is required to deal with various threats to order in the city and in the empire. Players are divided into two principal factions, "Caesarians"—the larger group, since Caesar had packed the Senate—and "Republicans." Some players will have indeterminate roles as non-partisan (or at least uncommitted) members of the Senate. At issue is the future course of Roman government. Resorting to one-man rule may ratify the recent

trend toward autocracy; on the other hand, if the tradition of rule by consensus can bring Rome through this crisis, the Senate may be able to "restore the Republic" and resume its predominant role in governing the state.

Probable debates in the Senate fall under four headings: public order, Caesar's powers, foreign policy, and government. Resolution of these and other issues will be complicated by the fact that at least three men are seeking Caesar's offices and the support of Caesar's veterans and Senators: Marcus Antonius (the surviving consul), Aemilius Lepidus (Caesar's deputy, in Caesar's role as Dictator), and Gaius Octavius, Caesar's 19-year old nephew and posthumously adopted son. One of those three may manage to make himself sole heir to the power of Caesar; or two or three of them may unite to further their cause and to impose their will upon the Senate, as Caesar had done earlier in a coalition with Pompey and Crassus.

- Co-author / Convener: Carl Anderson, Professor Emeritus of Classical Studies, Michigan State University
- Convener: Naomi Norman, Classics Department Head and Director of UGA Reacting to the Past Program, University of Georgia

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Chapter-Length STEM Games

Chemistry at Karlsruhe, 1860 is a game designed for use in introductory chemistry courses, as well as courses in the history of science. The three issues in the game are:

1. Are atoms real or just a theoretical idea?
2. Should all types of experiments produce the same result for formulas and relative weights?
3. What are the correct relative weights of the elements and formulas of compounds?

The first question pits empiricists who accept only what they discover with the five senses against realists who use experiments and logic to infer that atoms must be real.

All conference participants will receive a table of calculated results for the experiments in the game and will use these to defend their interpretation. The factions present conflicting values for the relative weights of elements and the empirical formulas of simple organic compounds in the format of a professional meeting. Conference play will center on the conflicting interpretation of the proper formulas for water and carbon oxide and the relative weights of carbon and oxygen. These were much in dispute in 1860. For conference play, no calculations will be required.

Powerpoints


Introduction to Karlsruhe

(http://reacting.barnard.edu/sites/default/files/karlsruhue_workshop_slides_june_2014.pptx)

Karlsruhe Postmortem

(http://reacting.barnard.edu/sites/default/files/chemistry_at_karlsruhe_postmortem.pptx)

- Co-author / Convener: Susan Henderson, Professor of Chemistry, Quinnipiac University

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2014 Institute: Concurrent Sessions

Friday, June 6

The Liminal Classroom: RTTP According to Students

Student Panelists

Students reflect on both the benefits and challenges of learning through “Reacting to the Past.” Topics include motivation and teamwork; assessment of writing and speaking; lingering personal resentments; work management; and more. (Recommended for newcomers to RTTP.)

Lehman Auditorium, 202 Altschul Hall

Strategies for Engaging the Disengaged

Paula Kay Lazrus, St. John's University; Mary Beth Looney, Brenau University

This roundtable discussion will allow Reacting instructors to share ideas, methods and tactics for prompting engagement in otherwise reluctant students.

Lower Level 104 Diana Center

Making a Reacting Course A WRITING Course

Deborah Maltby, Birgit Noll, and Laura Westhoff, University of Missouri-St. Louis

Reacting instructors value good writing, but effective writing instruction takes time and involves more than simply assigning and grading writing. Three faculty members from three different disciplines at the University of Missouri-St. Louis collaborated on History 1111, a two-game Reacting course that conferred first-year writing credit. Incorporating writing instruction proved more complex than

anticipated, including decisions about genres, timing, pacing, and the amount of writing. This session will describe that project and invite participants to share their successes and challenges in making a Reacting course an effective WRITING course.

Lower Level 103 Diana

Materials

Greenwich Village Schedule

(http://reacting.barnard.edu/sites/default/files/greenwich_village_schedule.final_.pdf)

Revision Checklist (http://reacting.barnard.edu/sites/default/files/handout_revision_checklist2.pdf)

Paragraphing and Transitions

(http://reacting.barnard.edu/sites/default/files/handoutparagraphingandtransitions_1.pdf)

Peer Response Sheet (http://reacting.barnard.edu/sites/default/files/history_1111_peer_response.pdf)

Position Paper Extension

(http://reacting.barnard.edu/sites/default/files/position_paper_extension.pdf)

Writing Assignments for "Greenwich Village" Game

(http://reacting.barnard.edu/sites/default/files/writing_assignments.greenwich_village.pdf)

Saturday, June 7

Being a Gamemaster: Making the Game a Success in Your Class

Mark Higbee, Eastern Michigan University; Linda Mayhew, University of Texas at Austin

This session will focus on how to successfully run "Reacting to the Past" games in your class. Reacting games need good teachers, and we'll offer a few tips, but we'll also focus on how to make Gamemastering fit your class. Although "Reacting to the Past" is not a one-size-fits-all method, this session will demonstrate how to adapt Reacting games to fit your class and comfort level as a teacher.

(Recommended for newcomers to RTTP)

Lehman Auditorium, 202 Altschul Hall

The Game Development Process

Nicolas Proctor, Simpson College; Jace Weaver, University of Georgia

RTTP has a new publishing arrangement with W.W. Norton to publish games in the "Reacting to the Past" Series. It has also established the Reacting Consortium Press, which will serve as an alternate publication venue for additional Reacting games. In this session, consortium board members Nicolas Proctor, Chair of the Reacting Editorial Board, and Jace Weaver, Chair of the Publications Committee, will help game authors understand the new publishing arrangements, including how to prepare games for publication and how to navigate this new publishing environment.

504 Diana Center

Gaming the System: Using Game Elements in Reacting and Non-Reacting Classes

While introductory survey courses are the lifeblood of most departments, these courses can easily become lifeless: bored students, too much information, the inevitable march of time. How can we reinvigorate the survey? Can taking a survey become a meaningful experience for students instead of just a requirement to check off the General Education course list? In this workshop, we will share four ways to reinvigorate your classroom – all based on gamification theory and RTTP concepts. We will share an easy way to convert the required assessments into a “Create Your Own Adventure” game that will thrill your students. And we will provide you with three discussion activities that will grab your students and make them want to do the reading!

Lower Level 103 Diana Center

Materials

Gaming Your Classroom

(http://reacting.barnard.edu/sites/default/files/gamification_saturday_handout.pdf)

Using “Reacting to the Past” to Advance Various Disciplinary Goals

Joan Circosta, Sally Boniece and Nicolas Clulee, Frostburg State University; Bruce McCluggage and Robin Schofield, Pikes Peak Community College

This panel discussion highlights the versatility and broad applicability of RTTP pedagogy by relating how such games have been used productively in English, Philosophy, International Studies, and International History to help achieve discipline-specific goals.

Lower Level 104 Diana Center

Sunday, June 8

Teaching Your First Reacting Class

Tony Crider, Elon University; B. Kamran Swanson, Harold Washington College

This roundtable will provide an opportunity for participants to discuss questions and concerns about teaching Reacting for the first time. The session will be run by two veteran instructors who are also members of the Reacting Consortium Board. (Recommended for newcomers to RTTP.)

504 Diana Center

Our Colleagues As Students: Organizing RTTP Workshops, Conferences, and Micro-Games on Our Campuses

Shoshana Brassfield, Frostburg State University; Gretchen Galbraith, Grand Valley State University; Mark Higbee, Eastern Michigan University; Paula Lazrus, St. John’s University; Alisa Rosenthal, Gustavus Adolphus College

This roundtable will explore how to organize a successful RTTP micro-game or workshop game on campus, as well as the micro-game format for academic conferences. We will highlight what “Reacting

momentum of a successful session after
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Materials

Participatory Introduction - A Micro Game

(http://reacting.barnard.edu/sites/default/files/colleagues_as_students_higbee_handout_.pdf)

RTTP and Social Networking

Ann Engar and Jeff Webb, University of Utah

This session will very briefly introduce attendees to social network analysis and social capital theory as, respectively, a set of tools and a theoretical perspective for understanding the formation of classroom community during RTTP games. We will then work collaboratively to explore the process of community formation within classrooms by looking at social network graphs from several RTTP games and asking questions about tie formation (differences in acquaintance ties vs. friendship ties), the emergence of leaders, student isolation, clique formation, and factional influences on clique formation.

Lower Level 104 Diana Center

Institute Program

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2014 Institute: Keynote Speakers

We are pleased to announce that Judith Shapiro, champion of active learning in higher education, will be our keynote speaker at the Fourteenth Annual Faculty Institute at Barnard College!

Keynote Address: "The Great Civilized Reacting Game"

Thursday, June 5 5:15 - 6:00PM

Framed by Theodore de Bary's *The Great Civilized Conversation*, this address will consider the values of liberal arts education, and how Reacting to the Past fits within the humanities.



Keynote Speaker: Judith R. Shapiro became President of the Teagle Foundation on July 1, 2013. She is also President and Professor of Anthropology Emerita of Barnard College and Professor of Anthropology Emerita at Bryn Mawr College. She began her teaching career at the University of Chicago in 1970, the first woman appointed to the Department of Anthropology, and moved to Bryn Mawr College in 1975. She became chair of the department, Dean of the Undergraduate College in 1985-6, and then served as Provost, the chief academic officer, from 1986 to 1994. Shapiro assumed the Barnard College presidency in 1994 and served until 2008, a time of major growth for the institution on many fronts: faculty development, curricular innovation, major architectural improvements, and enhanced fundraising. During her tenure at Barnard, Shapiro served

on the Board of the Fund for the City of New York, was a Partner in the New York City Partnership and Chamber of Commerce, served on the Executive Committee of the Board of the New York Building Congress, and on the New York State Leadership Council for the development of a Women's Museum

in New York City. In 2003, she forged a partnership with the revived New York City Women's Commission with the support of Mayor Michael Bloomberg. She was President of the American Ethnological Society, a Fellow of the Center for Advanced Study in the Behavioral Sciences, and a Fellow of the American Council of Learned Societies. Her views on higher education have been widely published in *The New York Times*, *The Chronicle of Higher Education*, *The Boston Globe*, and *The U.S. News and World Report*. She was named one of Vanity Fair's "200 Most Influential Women in America" in 1998. In December 2002, she received the National Institute of Social Sciences' Gold Medal Award for her contributions as a leader in higher education for women. She was elected in 2003 to membership in the American Philosophical Society, the oldest learned society in the United States, and is also a member of the American Academy of Arts and Sciences. Shapiro currently serves on the boards of ITHAKA Harbors, Scholars at Risk, and Friends of the European Humanities University. She is a member of the President's Advisory Council of The University of the People.

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Travel and Lodging

Lodging on Campus (<https://reacting.barnard.edu/node/31581>)

2014 Institute: Lodging on Campus

Room Rates and Availability

Guest housing is available to registered participants in a campus residence hall, which is within easy walking distance from the sites of all institute activities (click here to view campus map (http://reacting.barnard.edu/sites/default/files/campus_map.pdf))

Participants can reserve a single- or double-occupancy room during online registration for a nightly rate of \$75.00.

All rooms are furnished with two twin beds, desks, and wardrobes. Linens, air-conditioning, and a high-speed internet connection will be provided in the rooms, but furnishings are otherwise minimal. Guests have access to shared bathroom facilities located in the corridors of the residence hall; there are no private baths. All rooms are non-smoking. Minors under the age of 18 are not permitted as guests in the residence halls.

Guest rooms will be available during the following times:

DATE	CHECK IN	CHECK OUT
Wednesday, June 4	after 4:00PM	
Thursday, June 5	after 4:00PM	by 7:00PM

DATE	CHECK IN	CHECK OUT
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Friday, June 6	after 4:00PM	by 7:00PM
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Saturday, June 7	n/a	by 7:00PM
Sunday, June 8	n/a	by 7:00PM
Monday, June 9	n/a	by 10:00AM

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Changes, Cancellations, and Payments

Barnard College requires advanced notice of any changes/cancellations to guest room reservations. No refunds (full or partial) will be processed after May 1, 2014. Participants paying by check should be sure to include the total lodging charges when they remit payment for registration fees. Participants paying by credit card will be charged at the time of registration. Guests will not be permitted access to their rooms until payment is received in full.

Alternative Accommodations

Participants wishing to stay off campus may make their own lodging arrangements. For more information on area hotels, restaurants, and parking garages, please visit Barnard's Visitors page (<http://barnard.edu/visit/local-resources>).

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Schedule at a Glance (<https://reacting.barnard.edu/node/31561>)

Featured Games (<https://reacting.barnard.edu/node/31571>)

Keynote Speakers (<https://reacting.barnard.edu/node/33986>)

Concurrent Sessions (<https://reacting.barnard.edu/node/34856>)