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2017 Winter Conference: Venturesome Pedagogy for the Twenty-First Century



Friday, January 13 - Saturday January 14, 2017

"I am not sure I have ever had a deeper learning experience" --English professor James Lang, on playing Nehru during the RTTP Annual Faculty Institute, as reported in the Chronicle (<http://www.chronicle.com/article/Being-Nehru-for-2-Days/147813/>).

"Reacting to the Past will revitalize your classroom, change you and your students—whatever you teach." José Bowen, President of Goucher College, after playing the art critic Joséphin Péladan during the Art in Paris: 1888-1889 game, as reported in his blog (<http://teachingnaked.com/reacting-to-the-past-with-revive-your-teaching/>).

For 15 years, the Reacting to the Past Summer Institute in New York City has been the gathering place for the most creative instructors and administrators in higher education. This year, the Reacting Consortium is pleased to announce its first Winter Conference, hosted at the University of Georgia Hotel and Conference Center, January 13-14, 2017.

The Winter Conference will not only introduce faculty and administrators to one of five Reacting games (including those played by James Lang and José Bowen, above), but participants will also take part in panels and concurrent sessions on the design and implementation of high-impact learning. Plenary sessions will feature Barnard historian Mark C. Carnes, author of *Minds on Fire: How Role-Immersion Games Transform College* (Harvard UP, 2014), and Peter Felten, co-author of *Transforming Students: Fulfilling the Promise of Higher Education* (Johns Hopkins UP, 2014)

Follow the links at the left for more information. Registration is open now!
(<https://www.regonline.com/builder/site/?eventid=1883344>)

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- [Winter Conference Home \(https://reacting.barnard.edu/winter-conference-2017\)](https://reacting.barnard.edu/winter-conference-2017)
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Featured Games

Conference participants may choose any one of the following five games :

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 the British create a separate Muslim state—Pakistan—as the Muslim League proposes? And what will happen to the vulnerable minorities—such as the Sikhs and untouchables—or to the hundreds of small states ruled by hereditary monarchs?

As British authority wanes, smoldering tensions among Hindus, Muslims, Sikhs, Communists and others increasingly flare into violent riots that threaten to engulf 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 issue of the modern world. Texts include the literature of Hindu revival (Tilak and Sarvarkar); the Qur'an and the literature of Islamic nationalism (Iqbal); and the writings of Gandhi, Ambedkar, Nehru, Jinnah, and Marx—among others.

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.

Modernism vs. Traditionalism: Art in Paris, 1888-89 considers the question: What is Art? Students will 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 Reacting game. Students must read these images and use them as the basis of their positions. In addition to these visual texts, students will read art criticism from the period, which will help 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.

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. Each student’s ultimate victory goal is to have his/her side in control of New York City at the end of 1776 (not as of the end of the Revolution, when all know who won), as well as to achieve certain individual goals (e.g., slaves can attain freedom, propertied women can be granted voting rights, laborers can make deals for land). 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. Military force often determines the winner, much to the surprise of the students who concentrated merely on internal game politics.

The Threshold of Democracy: Athens in 403 B.C.E. 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.

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2017 Winter Conference Schedule

Friday, January 13

8:00–9:00	Institute Check-in and Coffee Hour
9:00–9:30	General Welcome
9:30–11:30	Game Setup & Faction Meetings
11:30–1:00	Lunch & Keynote Address by Mark Carnes
1:00–2:30	Game Session 1
2:30–2:45	Break
2:45–4:00	Game Session 2
4:00–5:30	Concurrent Sessions A
5:30–6:30	Reception hosted by UGA's Center for Teaching & Learning and the Program

Saturday, January 14

8:30–10:00	Concurrent Sessions B
10:00–12:00	Game Session 3
12:00–1:00	Lunch & Keynote Address by Peter Felten

1:00–2:30	Final Game Session & Debriefing
2:30–3:30	Closing Plenary

Please note that this schedule is for general conference participants. The Reacting Endeavor Challenge Team schedule can be found here (<https://reacting.barnard.edu/winter-conference-2017-endeavor-schedule>).

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2017 Reacting Winter Conference Institute: Call for Proposals for Presentations or Concurrent Sessions

Individual presentations should be 15-20 minutes in length and proposals should indicate the title of the presentation, summarize the content to be shared or issue to be discussed, and briefly indicate the outcomes or takeaways that an audience would gain from the presentation. Full sessions will be 45-60 minutes in length and session proposals should indicate the intended session format and focus on broad issues related to student learning, teaching, faculty development, or curriculum development and RTTP. The following is a list of topics of interest that have arisen from recent discussions in the RTTP Facebook Faculty Lounge and elsewhere. ***Ideas may certainly be presented which are not included on this list:***

- Playing Reacting games in language courses
- Warming up with microgames or other pregame activities
- Differences between using Reacting in introductory courses versus upper-level courses
- Innovative approaches to incorporating social media and technology in the Reacting classroom
- Making it work when you're the only faculty member on campus using Reacting
- What to do when a game goes wrong
- Using Reacting for study abroad courses
- How do you make the most of a post-mortem

Proposals should be submitted using the form link below by **November 30, 2016**. Applicants who submit proposals by the March 31 deadline will be notified of the status of their proposal(s) by December 10. Any proposals received after the deadline will be considered on a rolling basis, space permitting.

Click here to submit a proposal (<https://reacting.barnard.edu/node/21886>).

Facilitators for Roundtable Discussions:

We are looking for facilitators for roundtable discussions on any topic related to teaching Reacting to the Past, faculty development for teaching, or curriculum development using Reacting. Serving as a facilitator is a great way to share strategies being used at your institution and to generate a discussion with colleagues about critical questions and issues that you and they face. We anticipate having at least two sessions of discussions where participants can choose from several tables. At each table the facilitator will be asked to frame the issue or question from the perspective of their own teaching or institution, provide a 1 page handout of key information or questions for discussion and then invite the participants who sit at the table into an informal discussion. You can look at the call for proposals for presentations as a list of possible topics to choose from, or identify your own. If you are interested in serving as a Roundtable Discussion facilitator, send your name, title, institutional affiliation, and contact information with a discussion topic title, and a short description (50 words) of the topic or question to be addressed. You should e-mail your discussion topic to Jennifer Worth, jworth@barnard.edu (<mailto:jworth@barnard.edu>) by November 30.

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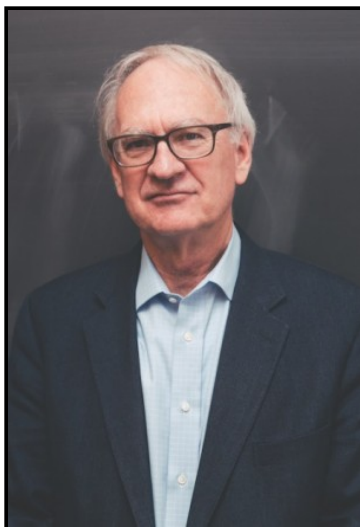
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Featured Speakers

The Consortium is thrilled to feature two distinguished guests at the Winter Conference:



Mark C. Carnes is Professor of History of Barnard College and the author of *Minds on Fire: How Role-Immersion Games Transform Higher Education* (<http://www.hup.harvard.edu/catalog.php?isbn=9780674735354>) (Harvard UP, 2014). Carnes pioneered the creation of Reacting to the Past beginning in 1995, and serves as the Executive Director of the Reacting Consortium (<http://reacting.barnard.edu/about/consortium>), an association of venturesome colleges, universities and individual faculty members dedicated to transforming student learning in higher education.



Peter Felten is Assistant Provost for teaching and learning, Executive Director of the Center for Engaged Learning and the Center for the Advancement of Teaching and Learning (<http://www.elon.edu/e-web/academics/teaching/>), and Professor of History at Elon University. His recent publications include the co-authored books *Transforming Students: Fulfilling the Promise of Higher Education* (<https://jhupbooks.press.jhu.edu/content/transforming-students>) (Johns Hopkins UP, 2014) and *Engaging Students as Partners in Learning and Teaching* (<http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118434587.html>) (Jossey-Bass, 2014).