**Wednesday, June 8**

4:00–10:00 PM  **HOUSING CHECK-IN BEGINS**  
* Sulzberger Lobby

**Thursday, June 9**

8:00-9:30AM  **INSTITUTE CHECK-IN**  
* Diana Center Lobby

9:30-10:00AM  **CONTINENTAL BREAKFAST**  
* Event Oval, Lower Level Diana Center

9:30-10:00AM  **OPENING PLENARY: WELCOME**  
* Event Oval, Lower Level Diana Center

10:00AM-12:00PM  **GAME CONTEXT, SETUP, AND FACTION MEETINGS (IN TRACKS)***

The Threshold of Democracy: Athens in 403 BCE  
* Diana Center 502

Confucianism and the Succession Crisis of the Wanli Emperor  
* Diana Center 203

Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty  
* Diana Center LL104

Frederick Douglass, Slavery, Abolitionism, and the Constitution: 1845  
* Diana Center 504

Modernism vs. Traditionalism: Art in Paris, 1888-1889  
* Diana Center LL103

Argentina, 1985: Contested Memories  
* Diana Center 501

12:00PM-1:15PM  **LUNCH**  
* Event Oval, Lower Level Diana Center

* See game descriptions on following pages
Thursday, June 9

1:15-3:00PM

GAME SESSION 1
Diana Center Classrooms

The Threshold of Democracy: Athens in 403 BCE
Confucianism and the Succession Crisis of the Wanli Emperor
Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty
Frederick Douglass, Slavery, Abolitionism, and the Constitution: 1845
Modernism vs. Traditionalism: Art in Paris, 1888-1889
Argentina, 1985: Contested Memories

3:00-3:30PM

COFFEE BREAK & CAUCUS
Event Oval Lobby, Lower Level Diana Center

3:30-4:30PM

GAME SESSION 2
Diana Center Classrooms

The Threshold of Democracy: Athens in 403 BCE
Confucianism and the Succession Crisis of the Wanli Emperor
Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty
Frederick Douglass, Slavery, Abolitionism, and the Constitution: 1845
Modernism vs. Traditionalism: Art in Paris, 1888-1889
Argentina, 1985: Contested Memories

4:30-5:30PM

KEYNOTE ADDRESS
José Bowen, “Teaching Naked: Technology, Higher Ed, and the Learning Economy”
Event Oval, Lower Level Diana

5:30-7:00PM

RECEPTION
Barnard Hall, James Room

Friday, June 10

8:00-8:55AM

CONTINENTAL BREAKFAST
Event Oval, Lower Level Diana Center
Friday, June 10  
(continued)

9:00-10:15 AM  
CONCURRENT SESSIONS A

Debate Skills for Reacting**
Daniela Kempf, Barnard College
This highly interactive workshop will showcase pre-game debate activities using questioning, refutation and rebuttal techniques, and it will involve participants in brief SPAR debates and a rebuttal chain exercise.
Diana Center 504

Identifying Best Practices for Reacting to the Past Workshops
Chase Hagood, University of Georgia; Jeffrey Hyson, Saint Joseph’s University; Paula Kay Lazrus, St. John’s University and 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.
Diana Center LL103

The Radical Power of Play in Humanities Inquiry
Paul Wright, Cabrini College; Matthew Harshberger and Samantha Murray, Cabrini College
Cabrini’s Honors Program highlights meta-reflection on gaming as not merely inducement to scholarship, but also as a direct form of it. In concert with our historical commitment to “Reacting to the Past,” we have implemented collaborative board-gaming as a complementary research-driver, with emphasis on designs by CIA analyst Volko Ruhnke exploring themes of counter-insurgency and revolution. In this panel presentation, Cabrini faculty and student “classroom coaches” will share their experiences in pairing RTTP and complex board games, as well as one experiment in which RTTP was fused with a board game in an ambitious, semester-long class project.
Altschul 202, Lehman Auditorium

10:30 AM-12:30 PM  
GAME SESSION 3 AND GAME DEBRIEFING
Diana Center Classrooms

The Threshold of Democracy: Athens in 403 BCE
Confucianism and the Succession Crisis of the Wanli Emperor
Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty
Frederick Douglass, Slavery, Abolitionism, and the Constitution: 1845
Modernism vs. Traditionalism: Art in Paris, 1888-1889
Argentina, 1985: Contested Memories

**Recommended for newcomers to Reacting
Friday, June 10  
(continued)

Afternoon  FREE TIME

Saturday, June 11

8:00-8:55AM  CONTINENTAL BREAKFAST  
Student Dining Room, 2nd Floor Diana Center

9:00-10:15AM  CONCURRENT SESSIONS B

Student Panel**  
Student Panelists from Barnard College, Cabrini College, Central Connecticut State University, Eastern Michigan State University, and St. Joseph’s University; Moderated by Rebecca Faulkner, Princeton University  
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.  
Altschul 202, Lehman Auditorium

Adapting Reacting Games to Online Classes  
Scout Blum, Troy University  
This presentation will discuss the methodology, benefits, and problems associated with running a Reacting to the Past game in an online class. The discussion will focus mostly on the author’s experiences with her Civil Rights game. The game must rely more on technology, primarily Blackboard and a free online site called Slack, for its structure. Despite these differences and its asynchronous nature, online students participate more and report that they gain more knowledge of the material than with traditional lecture/reading class formats online. Reacting clearly delivers similar benefits with online classes as with on-campus classes, and proves a valuable addition to online pedagogy.  
Diana Center 504

Building Institutional Change in RTTP: Instituting Curricular Change on Your Campus  
John Burney, Schreiner University and Charlie McCormick, Schreiner University  
If you are excited about the possibilities created by Reacting and can envision the role it might play on your own campus; this session will provide ideas about how to start a larger discussion about student learning and curricular revision. We will look at the reasons for curricular reform, frameworks for evaluating a coherent curriculum, and ways to motivate faculty and

**Recommended for newcomers to Reacting
administrators to engage in the process. We will also reveal the worst potholes to avoid in negotiating the road to reform. This session will preview the larger discussions that will take place as part of the Reacting Consortium’s team-based workshops in 2017, and provide you with arguments to take to decision-makers at home about why your institution should participate.

Diana Center LL103

10:30AM-12:30PM

GAME CONTEXT, SETUP, AND FACTION MEETINGS (IN TRACKS)*

Rousseau, Burke, and Revolution in France, 1791
Diana Center LL103

Greenwich Village, 1913: Suffrage, Labor, and the New Woman
Diana Center 501 (Laurie Postlewate)
Diana Center 502 (Rebecca Stanton)

The Trial of Galileo: Aristotelianism, the “New Cosmology,” and the Catholic Church 1616-1633
Diana Center LL104

Kentucky 1861: Loyalty, State, and Nation
Diana Center 504

Stages of Power: Marlowe and Shakespeare, 1592
TBA

Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution
Diana Center 203

12:30-2:00PM

LUNCH & KEYNOTE ADDRESS
Mark C. Carnes, “To Thine Own Self Be Untrue: The Secret to Deep Learning”
Event Oval, Lower Level Diana Center

2:00-3:30PM

GAME SESSION 1
Diana Center Classrooms

Rousseau, Burke, and Revolution in France, 1791
Greenwich Village, 1913: Suffrage, Labor, and the New Woman
The Trial of Galileo: Aristotelianism, the “New Cosmology,” and the Catholic Church 1616-1633
Saturday, June 11
(continued)

Kentucky 1861: Loyalty, State, and Nation
Stages of Power: Marlowe and Shakespeare, 1592
Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution

3:30-4:00PM      COFFEE BREAK AND CAUCUS
Student Dining Room, 2nd Floor Diana Center

4:00-5:30PM      GAME SESSION 2
Diana Center Classrooms

Rousseau, Burke, and Revolution in France, 1791
Greenwich Village, 1913: Suffrage, Labor, and the New Woman
The Trial of Galileo: Aristotelianism, the "New Cosmology," and the Catholic Church 1616-1633
Kentucky 1861: Loyalty, State, and Nation
Stages of Power: Marlowe and Shakespeare, 1592
Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution

Sunday, June 12

8:00-8:55AM       CONTINENTAL BREAKFAST
Student Dining Room, 2nd Floor Diana Center

9:00-10:15AM      CONCURRENT SESSIONS C

Rhetoric and Beyond: Expanding Our Views on Writing in RTTP Courses**
Toby F. Coley, University of Mary Hardin-Baylor and Deborah Maltby, University of Missouri-St. Louis
RTTP faculty actively discuss and share problems, ideas, and strategy through a dynamic private Facebook Faculty Lounge. Trolling the past six months of FB questions and comments reveals that many participants value good writing and welcome ideas for helping students write better in RTTP. One basic tool for helping students write better is an understanding of rhetoric and rhetorical moves. In this roundtable session, we’ll begin with how utilizing principles of ancient rhetoric in the Athens game helps composition students with both the game and the writing. We’ll explore how these principles can be used in teaching writing in all RTTP games. With that foundation, we’ll build on the knowledge and experience of other RTTP faculty who value good writing in RTTP, asking participants to weigh in on what has worked for them, what they have changed, and what they still haven’t resolved.

Diana Center 504

**Recommended for newcomers to Reacting
Learning the Language: How Reacting to the Past Promotes Language Learning in the Classroom
Sean Taylor, Minnesota State University and Jan Erik Mustad, University of Agder
Teaching English as foreign language (TEFL) is the core of English instruction in Norway. Even though language learning should be at the forefront of an English instructor’s awareness, we realize that this is not always the case. Our research shows Reacting encourages full language immersion in the classroom, advancing the second language acquisition processes where both conscious and unconscious language learning take place. In addition, Reacting is an excellent, and perhaps an underrated, method to use in language learning, as full language immersion fosters communicative competence and language proficiency among learners learning a foreign/second language. As part of this roundtable session, we will talk about our results and facilitate a discussion between everyone interested in using Reacting as a tool for language acquisition. If you are playing games in English with nonnative English speakers, or you play Reacting games in another language, this session is for you.
Diana Center LL103

Game Development: You, Your Game, and Your Paths to Reacting Stardom
Nicolas Proctor, Simpson College and Jace Weaver, University of Georgia
In this session, consortium board members Jace Weaver, Chair of the Publications Committee, and Nicolas Proctor, Chair of the Editorial Board, will explain the process by which games move from concept to prototype to publication through W.W. Norton or the Reacting Consortium Press.
Lehman Auditorium, Altschul 202

10:15AM-12:00PM
GAME SESSION 3
Diana Center Classrooms
Rousseau, Burke, and Revolution in France, 1791
Greenwich Village, 1913: Suffrage, Labor, and the New Woman
The Trial of Galileo: Aristotelianism, the “New Cosmology,” and the Catholic Church 1616-1633
Kentucky 1861: Loyalty, State, and Nation
Stages of Power: Marlowe and Shakespeare, 1592
Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution

12:00-12:30PM
CLOSING PLENARY
Event Oval, Lower Level Diana Center
FEATURED GAMES
Thursday, June 9–Friday, June 10

The Threshold of Democracy: Athens in 403 BCE (W.W. Norton, 2014) 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, the tyrants 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, Professor of History, joined the faculty of Barnard in 1982. His academic specialty is modern American history. His courses include The United States: 1940-1975, and several versions of the Reacting to the Past program which he initiated in 1995. Professor Carnes served as general co-editor (with John Garraty) of the 24-volume American National Biography (1999). He is also Executive Secretary of the Society of American Historians. In addition to several games in the Reacting to the Past Series, his works include: Minds on Fire: How Role-Immersion Games Transform College (Harvard University Press, 2014).

Confucianism and the Succession Crisis of the Wanli Emperor (W.W. Norton, 2005) 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: **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 M.A. and Ph.D. 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. He is author and co-author of many RTTP games in development including July Crisis, 1914 and Japan, the West, and the Road to World War. He is the recent recipient of the Edward and Louaine Taylor Excellence in Teaching Award at Ashland University.

**Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty** (forthcoming from Reacting Consortium Press, 2016) focuses on American Indian removal from the American Southeast in the 1830s and events leading up to the Trail of Tears. In particular it focuses on 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. It 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 eventual leads to the American Civil War.

CONVENERS: **Jace Weaver** is the Franklin Professor of Native American Studies and Director of Native American Studies at the University of Georgia. He is the author or editor of a dozen books in the field. His most recent is The Red Atlantic: American Indigenes and the Making of the Modern World, 1000-1927 (UNC Press, 2014). He has been involved with Reacting for a decade and is a member of the Reacting Consortium Board. He is director of Reacting Consortium Press. With his wife, Laura Adams Weaver, he is the author of Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty. **Laura Adams Weaver** works as an instructor in the English Department and Native American Studies at the University of Georgia and serves as the webmaster for the INAS website. She specializes in Native American and African American literatures and Narrative Theory. She is currently at work on a project entitled, Keeping Time: Temporality in American Indian Storytelling, which focuses on the narrative strategies through which American Indian writers resist the myth of the “vanishing” Indian. Her most recent work is Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty written with Jace Weaver. She is also the author of several articles and reviews about Native American culture.
Frederick Douglass, Slavery, Abolitionism, and the Constitution: 1845 (game in development) introduces students to a time and place almost unimaginable today, when advocating an end to slavery was far more controversial than supporting its perpetuation: the United States in 1845. Class debates focus on the intellectual and cultural clashes between the “Defenders of the Constitution”—the entrenched, respectable defenders of American slavery—and the Abolitionists—a small but dedicated movement calling for slavery’s immediate and universal abolition. Many characters are independent of both factions. The question facing the country in 1845 was not a civil war—which was then unimaginable—but whether abolitionist critics of slavery were legitimate. Can the abolitionists be suppressed outright? The many violent anti-abolitionist mobs in the North showed that this was hardly just a “southern” demand. Thus, in the first part of the game, all characters “review” the newly published The Narrative of Frederick Douglass, an American Slave, Written by Himself at a literary forum hosted by the illustrious English author Charles Dickens in New York. (This forum brings together a range of people whose ideas and interests, while actually engaged with one another, never actually meet face to face.) Later, characters address the U.S. Constitution and its clear protection of slaveholders’ power, such as its assertion that fugitive slaves must be returned. Are Americans accountable to the Constitution or to a “higher law”?

CONVENER: Mark Higbee, a Professor of History at Eastern Michigan University, specializes in the African American freedom struggles: abolitionism and emancipation in the nineteenth century and the civil rights movement in the twentieth century. He earned his PhD at Columbia University. Since first trying a Reacting game in class in 2006, Higbee has found this pedagogy an unequalled way to motivate student engagement and achievement. Now a member of the Reacting Consortium Board, Higbee is coauthor of the Frederick Douglass game and is also working on a game about civil rights, white supremacy, and the Montgomery bus boycott.

Modernism vs. Traditionalism: Art in Paris, 1888-1889 (game in development) 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. An additional feature of this game will include an optional “art lab,” which teaches students about the issues that French artists faced in the late nineteenth century through a studio-based, hands-on project.
CONVENER: Gretchen Kreahling McKay is Professor of Art History and Chair of her department at McDaniel College. She has held numerous administrative positions at McDaniel including Director of the Honors Program and Associate Dean of Academic Affairs. She passionately advocates for the engagement of students in active learning pedagogies, including Reacting to the Past. Her work on the latter includes her elected membership to the national Reacting Consortium Board where she has chaired the Outreach Committee and is Chair-elect of the board. Her teaching has been recognized at McDaniel with the Ira G. Zepp Distinguished Teaching Award for 2015. Her most recent project is in Digital Art History where she will explore Italo-Byzantine panel painting through websites that will feature undergraduate student research. She will explore these and other ways to enhance student-faculty research in the humanities at McDaniel in her newest assignment, Director of Undergraduate Research in the Humanities.

Argentina, 1985: Contested Memories (game in development) begins with Argentina at a crossroads. A six-year long military dictatorship finally ended in October 1983, a democratically-elected president took the oath of office in December of that year, and the nation began to take the first steps to address the violence of its recent past—military juntas, the polarization of many segments of society, the rise of armed guerrilla groups, labor unrest, and repression—as well as to create a fully democratic society. Argentina 1985 explores critical debates at this transitional period in the setting of a prestigious secondary school, the Colegio Nacional de Buenos Aires. CNBA is also called “The National” and “The Colegio of the Fatherland,” indicative of its prominence in Argentine cultural life and its role in this game as symbol for the entire nation. Just like the nation, the Colegio Nacional de Buenos Aires has been under military supervision and control for most of the past decade. Today the school has a new rector (principal), but the teachers, prefects, and students whose families hold the full spectrum of opinion about the recent past remain to fulfill the task before them: to refashion CNBA as a training ground for a democratic nation. All can agree that CNBA must remain inspired by its glorious traditions, but it also must renew itself in order to maintain its participation in the cultural life of the nation. The question is how the school will do this? How will it address the politicization of the student body in the 1970s, the disappearance of many of its graduates, and the internal repression that has kept discussion and debate in check for years? Players will debate: What do we want to say about our past? What story do we want to tell?

CONVENER: Mary Jane Treacy is newly retired from Simmons College where she served as Professor of Spanish and Director of the Honors Program. Argentina 1985: Contested Memories brings her back to her roots in Latin American studies and to the decade when so many of her colleagues and friends lost their loved ones and their countries. She has written this game to honor them and to bring their experiences to light for non-Spanish-speaking students. She is the author of Greenwich Village 1913: Suffrage, Labor, and the New Woman; Paterson 1913: The Silk Strike; and a new game, Harlem 1919: A Barbershop Conversation.
Rousseau, Burke, and Revolution in France, 1791 (W.W. Norton, 2015) 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: Gretchen Galbraith is Professor of History and Associate Dean for Faculty in the College of Liberal Arts & Sciences at Grand Valley State University, a masters comprehensive university in Michigan with 25,000 undergraduates. She has been using Reacting to the Past in her classrooms and attending Reacting Institutes since 2011. A British historian, she is working on a game-in-development, The Enlightenment in Crisis: Diderot’s Encyclopédie in the Salon, with co-author David Eick. She began a term on the Board of the Reacting to the Past Consortium in June, 2015.

Greenwich Village, 1913: Suffrage, Labor and the New Woman (W.W. Norton, 2015) 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.
FEATURED GAMES
Saturday, June 11–Sunday, June 12

CONVENER: Laurie J. Postlewaite, Senior Lecturer in French, joined the faculty of Barnard in 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 at Barnard. She was recently appointed as co-director of the First Year Program at Barnard, in which she regularly uses RTTP games. Rebecca Stanton is Graduate Career Adviser and Assistant Professor of Slavic Studies at Columbia University. Her teaching and research interests include the intersection of fiction and politics; narratives of the self; the politics of literacy and the literature of national/ethnic minorities in the Russian Empire and Soviet Union; and literary efforts to reshape reality (including Socialist Realism, mendacity, and magic). Currently, she is working on an article about Isaac Babel’s use of Shakespeare, a book chapter on self-narrative in Lermontov’s Hero of Our Time, and a full-length book project on magic and modernity in Soviet literature (1917-58).

The Trial of Galileo: Aristotelianism, the “New Cosmology” and the Catholic Church, 1616-1633 (W.W. Norton, 2008) explores the new science, as brilliantly propounded by Galileo Galilei, and how it collides with the elegant cosmology of Aristotle, Aquinas, and medieval Scholasticism. The game is set in Rome in 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. He received his Ph.D. in space physics and astronomy from Rice University in 1999 and continued his research of gamma-ray bursts as a National Research Council associate at the Naval Research Laboratory. In 2006, he co-founded the SciLands, an archipelago of Second Life islands dedicated to science education and outreach. Shortly after that, he began using Reacting to the Past role-playing games in his astronomy classes and subsequently invented the chapter-length reacting game. His own game, The Pluto Debate: The International Union Defines a Planet was the first of many science Reacting games to receive funding from the National Science Foundation. Recently, Dr. Crider completed a book chapter on visual literacy in astronomy and began studying the morphologies of active galaxies seen with the Sloan Digital Sky Survey.

"The Pluto Debate: The International Union Defines a Planet was the first of many science Reacting games to receive funding from the National Science Foundation. Recently, Dr. Crider completed a book chapter on visual literacy in astronomy and began studying the morphologies of active galaxies seen with the Sloan Digital Sky Survey."
Survey. His hobbies include playing the guitar, motorcycling, and trying to understand his dog, Murphy. In May, he was awarded the Daniels-Danieley Excellence in Teaching Award, the highest award given to faculty of Elon University.

Kentucky 1861: Loyalty, State and Nation (game in development). As one of the northernmost slaveholding states, Kentucky plays a pivotal role in the crisis unleashed by Lincoln’s election in 1860. Student roles include political leaders, newspaper editors, and militia leaders. Opening with a special session of the legislature, Kentucky, 1861: A Nation in the Balance forces students to struggle with the complex and divided loyalties of their roles. They must determine how to reconcile varied motivations, interests, and ideologies with an unprecedented and intensely combustible situation. Informed by assorted speeches, debates, and political tracts, students debate the cultural, economic, and political concepts driving secession while reacting to a constantly shifting political and military situation. Through the use of rhetoric, the press, and paramilitary action, they struggle to alter the fate of the nation.

CONVENER: Nick Proctor works at Simpson College in Indianola, Iowa. He’s been involved with game-based pedagogy since he was in graduate school, and went to his first RTTP conference in 2003. Nick has written (or co-written) several RTTP games including: Kentucky, 1861; Forest Diplomacy; Yalta, 1945; Chicago, 1868; and the Art in Paris game. He’s currently working on a short game about Fort Necessity and a longer game about Reconstruction in Louisiana. He also wrote a short handbook for RTTP designers. He currently serves as Chair of the Reacting Editorial Board.

Stages of Power: Marlowe and Shakespeare, 1592 (forthcoming from Reacting Consortium Press, 2016) takes place in October, 1592, in London. Christopher Marlowe, the most accomplished playwright in the city, has written a new play, The Massacre at Paris, which his company, the Lord Admiral’s Men, is understandably eager to read and rehearse. That’s because the usually lucrative theater season has been postponed since June. The bubonic plague has been spied in outlying parishes, and the Privy Council has recently enforced the statute stipulating that the theaters must close when plague deaths in the city reach 30 per week. Theaters have been shut from the end of June to the beginning of Michaelmas term (Sept. 29); the actors and theater employees are anxious about their finances, and they had better come up with a good play to perform. The acting companies are nervous about the upcoming season; repertory rehearsals have not gone well, as several actors fled the diseased city to tour the provinces, but spent most of their time drinking; they are out of practice, have forgotten their parts, and are only now returning to London.

CONVENER: Paul Sullivan taught English and Latin, grades six to twelve, for twenty years before falling into graduate study in English literature. His research looks at the use of drama—and play—in early modern English schools. He teaches Shakespeare, a freshman literature course, and literary theory for teachers-in-training at the University of Texas at Austin.
Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution (game in development) is set in the midst of the period of wage crisis, class conflict, and rapid technological change in Manchester, England during the early years of the Industrial Revolution. The players are drawn from all classes of society, from lords to laborers and everything in between. This game provides a platform for deep discussion of the complexities of the Industrial Revolution by engaging the students in serious reading of key historical texts (Adam Smith, David Ricardo, Robert Owen) and prompting subsequent debates about industrialization, unemployment, labor exploitation and the impact of technology on traditional manufacturing.

CONVENERS: A native of California, Brendan Palla teaches philosophy and integrated learning community courses at the University of Great Falls. In addition to teaching, much of his time is spent wandering the Northwest with his small, but growing, brood. Louise Williams is a Professor of History at Central Connecticut State University. She teaches historical methods courses on the undergraduate and graduate levels. She leads travel courses abroad to Ireland and Northern Ireland most years. She also is co-coordinator of the MA program. She is now working on a second book manuscript tentatively titled "Our Voice as in a Dream": An Asian Art Network and the Imagining of Cosmopolitan Modernity in the British Empire, 1880-1920.
ACKNOWLEDGMENTS

This year's “Reacting to the Past” Faculty Institute is the sixteenth to be held at Barnard College. We gratefully acknowledge President Deborah Spar and Provost Linda Bell, as well as the staff and administration of the College, all of whom continue to support RTTP in crucial ways.

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 thank the game designers, gamemasters, and the faculty participants from all around the world who have devoted their time to make the annual institute a memorable and rewarding experience for everyone involved.

Engaging students in new ways is central to the Reacting pedagogy and we would like to make special notice of the student preceptors who help facilitate the games and the conference as a whole. This year’s team of student preceptors includes:

Arlena McClenton, Barnard College
Jamie Lerner-Brecher, Barnard College, RTTP Student Worker
Jessica Howell, Eastern Michigan University (alumna)
Julian Chalifoux, St. Joseph's University
Kate Iida, Barnard College
Michael Rizzo, St. Joseph's University
Nick Ramsey, Central Connecticut State University
Shreya Sunderram, Barnard College
Sophie Edelhart, Barnard College, RTTP Student Worker
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