REACTING TO THE PAST

NINETEENTH ANNUAL INSTITUTE
BARNARD COLLEGE
June 12-15, 2019
MILSTEIN CENTER MAPS

Lower Level

1st Floor
Tuesday, June 11

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

Wednesday, June 12

8:00–9:30 AM  INSTITUTE CHECK-IN
Entry Lobby, Diana Center

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

10:00 AM–12:00 PM  OPENING PLENARY: WELCOME
Event Oval, Lower Level Diana Center

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

- The Constitutional Convention of 1787: Constructing the American Republic
  Milstein Center LL 002

  Milstein Center LL 016

- Paterson 1913: The Silk Strike
  Milstein Center 119

- The Prado Museum Expansion: The Diverse Art of Latin America
  Milstein Center 111

- Rousseau, Burke, and Revolution in France, 1791
  Milstein Center LL 001

- The Threshold of Democracy: Athens in 403 BCE
  Milstein Center 113

12:00 PM–1:15 PM  LUNCH PLENARY & AWARD
Event Oval, Lower Level Diana Center

High Stakes and Mitigated Consequences:
Reacting Is a Laboratory for Citizenship
Nicolas Proctor, Simpson College

Brilliancy Award
Awarded to: Martha Attridge Bufton and Pamela Walker, Carleton College
**Wednesday, June 12**

(continued)

**1:30-3:00PM**  
**GAME SESSION 1**  
*Milstein Center Classrooms*

- The Constitutional Convention of 1787: Constructing the American Republic
- Paterson 1913: The Silk Strike
- The Prado Museum Expansion: The Diverse Art of Latin America
- Rousseau, Burke, and Revolution in France, 1791
- The Threshold of Democracy: Athens in 403 BCE

**3:00-3:30PM**  
**COFFEE BREAK & CAUCUS**  
*Milstein Center Lobby*

**3:30-5:30PM**  
**GAME SESSION 2**  
*Milstein Center Classrooms*

- The Constitutional Convention of 1787: Constructing the American Republic
- Paterson 1913: The Silk Strike
- The Prado Museum Expansion: The Diverse Art of Latin America
- Rousseau, Burke, and Revolution in France, 1791
- The Threshold of Democracy: Athens in 403 BCE

**5:30-7:00PM**  
**RECEPTION**  
*Event Oval, Lower Level Diana Center*

**Thursday, June 13**

**8:00-9:00AM**  
**BREAKFAST**  
*Millicent C. McIntosh Student Dining Room, 2nd Floor Diana*

**9:00-10:15AM**  
**CONCURRENT SESSIONS A**

- The Students’ Long War on Higher Education: How We Can Avoid a Rout**
  *Mark Carnes, Barnard College*

  Intended for newcomers to Reacting, this session provides the theoretical foundations for the pedagogy as outlined in Carnes’s *Minds On Fire: How Role-Immersion Games Transform College* (Harvard, 2014). Carnes observes that while higher education has improved immeasurably over the past few generations, many students are deeply disengaged. He argues that students neglect their studies because they

*See game descriptions on following pages*  
**Recommended for newcomers to Reacting**
are immersed in their own “subversive play worlds.” Reacting succeeds insofar as it enlists the motivational elements of subversive play for academic purposes.

Altschul 202, Lehman Auditorium

Roundtable Discussion: Reacting to the Text: Using Reacting When “The Text’s The Thing”
Michaele Ferguson, University of Colorado at Boulder; John M. Parrish, Loyola Marymount University

Reacting emphasizes serious engagement with significant historical, political, philosophical and literary texts. Yet games involve a wide variety of competing considerations, including broad content coverage, full student participation, historical immersion, etc., which may not make it easy to engage simultaneously with demanding texts. This roundtable session will examine techniques for adapting games to courses in which textual analysis is a primary learning objective. These strategies will help both beginning and experienced reactors who seek to promote close student engagement with the texts amidst a wide range of competing issues.

Milstein Center LL 002

Matrix Games: A Short-Form Gaming Option for Reactors
John Carter McKnight and David Runyon, Harrisburg University of Science & Technology

Matrix games are tabletop games built around a map and argumentation. While typically used in foreign policy training, the format can work for any content with a physical setting and 3-8 players/teams with goals to accomplish. Gameplay is built around argumentation: a turn involves one player presenting an action they wish to take and the reasons they can accomplish it. Other players critique their argument, providing their own reasons why the action may or may not succeed. Arguments are adjudicated by a facilitator with a weighted die roll. This session will explain the use of Matrix games and provide a one-hour play session of the South China Sea Matrix game, currently used as a final exam in the US Army War College’s graduate distance education program.

Milstein Center LL 001

GAME SESSION 3 AND GAME DEBRIEFING
Milstein Center Classrooms

The Constitutional Convention of 1787: Constructing the American Republic
Paterson 1913: The Silk Strike
The Prado Museum Expansion: The Diverse Art of Latin America
Thursday, June 13

Rousseau, Burke, and Revolution in France, 1791
The Threshold of Democracy: Athens in 403 BCE

Friday, June 14

BREAKFAST
Millicent C. McIntosh Student Dining Room, 2nd Floor Diana

CONCURRENT SESSIONS B

Student Panel**
Student Panelists from Barnard College, College of the Holy Cross, and Newman University
Moderated by Jamie Lerner-Brecher, Columbia University 2019
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

Maud Malone: Creating a Role for Librarians in Reacting
Martha Attridge Bufton and Pamela J. Walker, Carleton University
Librarian Martha Attridge Bufton and Professor Pamela Walker collaborated to create a character for a librarian in Greenwich Village 1913: Maud Malone. A New York City librarian, union organizer, and suffragette, Maud appeared during game sessions to offer research support, help students formulate research questions and navigate the library resources. Maud is both a creative idea and a pedagogical practice. By embedding Maud in the game—rather than relegating Martha to a traditional “one shot” library research session—they have created a new role for librarians in the Reacting pedagogy to support the acquisition of core scholarly information seeking competencies.
Milstein Center LL 001

Roundtable on Utilizing Student Mentors and Coaches: Recruiting, Training, Consulting, and Supporting
Mark Whitters, Christopher Schemanske, Nicole Hollis, Walter Whitt, Eastern Michigan University
How can Reacting faculty tap into the energy and enthusiasm of “veteran” students as coaches, mentors, and preceptors? This workshop/presentation considers how to identify and recruit students to return as classroom helpers, how to train and encourage them in this service, and how to support them for the valuable work they do. Most importantly, student volunteers offer consultation for facilitating a good learning environment for everyone. The presenters teach

**Recommended for newcomers to Reacting
at a commuter school and have used students in this capacity for ten years, most of the time without their receiving compensation from the university. They have a waiting list of 'veterans' who want to serve even as unpaid volunteers.

10:30AM-12:30PM  GAME CONTEXT, SETUP, AND FACTION MEETINGS (IN TRACKS)∗

Bacon’s Rebellion and the Birth of American Racism, 1676
Milstein Center 113

Chicago, 1968
Milstein Center LL 016

Climate Change in Copenhagen, 2009
Milstein Center 111

Defining a Nation: India on the Eve of Independence, 1945
Milstein Center 119

Democracy in Crisis: Germany, 1929-1932
Milstein Center LL 002

Greenwich Village, 1913: Suffrage, Labor and the New Woman
Milstein Center LL 001

12:30-2:00PM  LUNCH KEYNOTE & AWARD
Event Oval, Lower Level Diana Center

Fragile Students, Fragile Democracy?
Judith Shapiro, Barnard College and The Teagle Foundation emerita

Dana Johnson Gorlin Fellowship
Awarded to: Neal Dugre, University of Houston-Clear Lake

2:00-3:30PM  GAME SESSION 1
Milstein Center Classrooms

Bacon’s Rebellion and the Birth of American Racism, 1676
Chicago, 1968
Climate Change in Copenhagen, 2009
Friday, June 14
(continued)

Defining a Nation: India on the Eve of Independence, 1945
Democracy in Crisis: Germany, 1929-1932
Greenwich Village, 1913: Suffrage, Labor and the New Woman

3:30-4:00PM
COFFEE BREAK AND CAUCUS
Milstein Center Lobby

4:00-6:00PM
GAME SESSION 2
Milstein Center Classrooms

Bacon’s Rebellion and the Birth of American Racism, 1676
Chicago, 1968
Climate Change in Copenhagen, 2009
Defining a Nation: India on the Eve of Independence, 1945
Democracy in Crisis: Germany, 1929-1932
Greenwich Village, 1913: Suffrage, Labor and the New Woman

Saturday, June 15

8:00-9:00AM
BREAKFAST
Millicent C. McIntosh Student Dining Room, 2nd Floor Diana

9:00-10:15AM
CONCURRENT SESSIONS C

Okay, So Now What?: GMing 101**
Presenters TBD
This session is intended for new-to-Reacting faculty who are excited—but perhaps daunted—about where to start. Veteran Reacting faculty will be on hand to offer guidance and resources, as well as to answer all those last-minute questions you’ll undoubtedly have by the end of the conference.
Altschul 202, Lehman Auditorium

Planning an RTTP Workshop on Your Campus
Shoshana Brassfield, Frostburg State University
Thinking about bringing a Reacting workshop to your campus? This presentation will walk through the steps of organizing a Reacting workshop, with discussion of the decision-points along the way and “pro tips” aimed especially at newer faculty and first-time event planners. You will hear insights from a faculty member who has done it several times but still remembers what it was like the first time. Topics will include finding partners and

**Recommended for newcomers to Reacting
Roundtable on Inclusivity
Gretchen Galbraith, SUNY Potsdam; Jae Basiliere, Grand Valley State University; Verdis Robinson, Campus Compact
This concurrent session continues the conversation about how inclusive teaching practices take particular forms in the context of a highly interactive Reacting classroom environment where students are taking on identities and worldviews often far different than their own. We begin by considering ways in which using RTTP requires us to take into account our students’ diverse experiences, identities, cultural perspectives, and expectations and discuss multiple factors that shape students’ engagement with games and their interactions with peers and faculty.

10:15AM-12:15PM  GAME SESSION 3
Milstein Center Classrooms
Bacon’s Rebellion and the Birth of American Racism, 1676
Chicago, 1968
Climate Change in Copenhagen, 2009
Defining a Nation: India on the Eve of Independence, 1945
Democracy in Crisis: Germany, 1929-1932
Greenwich Village, 1913: Suffrage, Labor and the New Woman

12:30-1:00PM  CLOSING PLENARY
Altschul 202, Lehman Auditorium
FEATUR ED GAMES

The Constitutional Convention of 1787: Constructing the American Republic (W.W. Norton, 2018). explores the 1787 Convention that gave America its form of government. Students, playing delegates from the period, gather in “Philadelphi a” 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: Patrick Coby is the Esther Booth Wiley 1934 Professor of Government at Smith College, where he teaches courses in political theory and American political thought. He studied at the University of Dallas and the University of North Carolina and taught previously at Kenyon College and Idaho State University. He has authored five books and numerous articles and reviews. His Reacting game, The Constitutional Convention of 1787: Constructing the American Republic, was published by Norton in 2018. He is the recipient of the Smith College Faculty Teaching Award, the Sherrerd Prize for Distinguished Teaching, and the Board of Trustees Honored Professor Award.

The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994 (W.W. Norton, 2019) 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 teaches at Newman University, where he is Professor of History, Chair of the Division of Humanities, and Director of the Honors Program. He is broadly interested in the history of conflict and human rights. He is the co-author of three other games in development in the Reacting to the Past series, including Changing the Game: Title IX, Gender and Athletics in American Universities; Monuments and Memory-Making: The Vietnam Veterans Memorial, 1981-82; and Peacemaking 1919: The Peace Conference at Versailles. He also hosts a podcast titled New Books in Genocide Studies as well as contributes to a similar podcast called New Books in Sports.

Paterson 1913: The Silk Strike (game in development) is a five-session game that examines the struggles of silk manufacturers and silk workers to find both prosperity and economic justice for themselves and their community. As the game opens, workers have declared a strike against one mill, a common tactic for skilled workers to demand changes on working conditions. However, a branch of the Industrial Workers of the World call in their heavy-hitters—national leaders of the Chicago school of the IWW—who urge a general strike of the entire silk industry. Meanwhile the mayor of Paterson calls on his police chief to nip labor unrest in the bud, preventative measures that lead to violations of freedom of speech and assembly. While two factions, the Manufacturers and the Workers, put pressure on one another in the hope of negotiating a settlement, townspeople face the impact of a long-term strike in an industrial city. These indeterminates try some pressure of their own in the hope of surviving the strike and, perhaps, becoming the next leaders of Paterson.

CONVENER: Mary Jane Treacy is retired from Simmons College, where she served as Professor of Spanish and Director of the Honors Program. She is the author of Greenwich Village 1913: Suffrage, Labor, and the New Woman; Argentina 1985: Contested Memories; Paterson 1913: The Silk Strike; and a new game, Harlem 1919: A Barbershop Conversation. She has also published Campo abierto: lecturas sociopolíticas de Latinoamérica as well as studies on narrations of war, violence, and memory in Central and South America.

The Prado Museum Expansion: The Diverse Art of Latin America (game in development) opens in 2010, shortly after the world-renowned Prado Museum in Madrid, Spain completed its expansion project, an ambitious plan that reorganized the physical design of the main building and created additional exhibition space. With an eye to diversifying its predominantly national Spanish-centered collection, the Prado Museum decides to curate a new gallery of Latin American paintings from the 20th and early 21st century. What makes the art of Latin America unique? Which artists are considered
What is the place of Latin American Art in the global art world today? To help answer these questions, the Prado Museum administration has set into motion a series of negotiation sessions to determine which paintings will be chosen for the new gallery. Artists and art dealers from Argentina, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Mexico, Peru, Puerto Rico, and Uruguay have arrived in Madrid to advocate for their paintings' stylistic and historical importance.

The Prado game provides a diachronic introduction to the diverse styles and movements (Cubism, Constructivism, Surrealism, Expressionism, Mexican Muralism, Indigenismo, Abstract Expressionism, Hyperrealism, Chicano Art, Street Art, and Naïf Art) that have influenced our understanding of Latin America art from the early 1900s to the new millennium. Taking on the roles of museum curators, docents, marketing directors, Patrons of the Arts, private art collectors, artists, and art dealers, players will learn how to identify the formal elements of Latin American painting and immerse themselves in the complex dynamics of the international art world. Discussions will focus on a variety of issues, including the influence of European colonialization, the limitations of geographic boundaries, diverse representations of indigenous, Afro-Latino and female subjects, and the place of public art within museum culture. The game is designed to be played in English or Spanish.

**CONVENER:** Bridget V. Franco is associate professor of Spanish at the College of the Holy Cross in Worcester, Massachusetts. Franco's research interests include memory and resistance in Southern Cone narrative, visual art, and film, and she regularly integrates experiential and community-based learning in her courses. She has published on Argentine and Chilean film and literature and is the author of United or Divided States? U.S.-Mexico Border Simulation. Franco is also the creator of Cineglos, a digital Spanish-language film glossary.

**Rousseau, Burke, and Revolution in France, 1791**

(W.W. Norton, 2014) 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.

**Gretchen Galbraith** is stepping into a new role as Dean of Arts & Sciences and Professor of History at SUNY Potsdam shortly after this year’s Summer Institute. She received her Ph.D. in
European and women’s history at Rutgers University, and her areas of historical research include the politics of gender and education in modern Britain. Having first used Reacting in 2011, she has found that it has transformed her understanding of teaching and student learning. In addition to co-authoring the game-in-development “The Enlightenment in Crisis: Diderot’s Encyclopédie in a Parisian Salon, 1750-?” with David Eick, she is serving a second three-year term on the Reacting Consortium Board. Her roles on the board include service as vice chair and on the committees for governance/nominations and inclusion.

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.

Bacon’s Rebellion and the Birth of American Racism, 1676 (game in development) transports the classroom to Jamestown for the Virginia Grand Assembly in 1676 to deliberate about the “Indian Problem.” Once regarded by early scholars as a precursor to the American Revolution War, Bacon’s Rebellion symbolized and epitomized the patriot’s enlightened revolutionary ideals through a premature uprising against the tyranny of hierarchical rule. Modern scholars argue in favor of an approach that focuses more on America’s original sin: the terrible transformation from a society with slaves to a slave society.

CONVENER: Verdis Robinson is Director for Community College Engagement at Campus Compact. As an advocate of community college civic education, Robinson leads the new national network Community Colleges for Democracy as part of his portfolio. Before becoming a director at Campus Compact, Robinson was a tenured Assistant Professor of History and African-American Studies at Monroe Community College in Rochester, NY. Robinson is a fellow of the Aspen Institute’s Faculty Seminar on Citizenship and the American and Global
Chicago, 1968 (game in development) is set in August 1968, delegates to the Democratic National Convention gather in Chicago. They need to settle their party platform’s position on domestic issues as well as a policy on Vietnam. They must also pick a candidate for President. Since neither is in the majority, liberals and conservatives must win over the moderate center. Meanwhile, thousands of protesters descend upon Chicago. They plan on using the methods of the civil rights movement to bend the Democrats to their will, but they are divided as well. Serious and dedicated pacifists will find it difficult to work with new voices like the absurdist Yippies or the increasingly radical SDS. In both venues, mainstream and underground journalists must jockey for position. Will they focus on the rancorous politics inside the convention hall or the giddy protesters in the streets? In Chicago, 1968, players assume the roles of historical figures in each of these groups. Whether Richard Daley, Eugene McCarthy, Fannie Lou Hamer, Abbie Hoffman, Walter Cronkite, or Hunter S. Thompson, they must understand and contend with competing ideologies and incipient chaos that defined this pivotal moment in American history.

CONVENER: Nicolas W. Proctor teaches history and administers the first-year program at Simpson College. He is author of Bathed in Blood: Hunting and Mastery in the Old South, and is currently working on several projects for the Reacting to the Past series including Forest Diplomacy: War and Peace on the Colonial Frontier and Modernism vs. Traditionalism: Art in Paris, 1888-89 (with Gretchen McKay and Michael Marlais). Proctor is Chair of the "Reacting to the Past" Editorial Board.

Climate Change in Copenhagen, December 2009 (Reacting Consortium Press, 2018) is set at Copenhagen Climate Conference held in December 2009 and success is far from certain. Two previous conferences of this scale, held in Rio and Kyoto, have had mixed results: Rio failed to produce an agreement, and Kyoto’s treaty is scheduled to end in 2012. Copenhagen is the world’s last chance to find an agreement before Kyoto expires, and no agreement is possible unless the US, China, and India can come to agreement.

The debate pits the countries that will suffer most from climate change against those who are causing the damage but will suffer much less. It challenges the leaders in environmental protection to find ways to bring the worst offenders into the treaty or the Conference will fail. The challenges facing the Conference are formidable, so behind-the-scenes negotiations will be as important as what happens in the conference hall. This game engages students in the science of climate change while also addressing the political, economic, and philosophical challenges of crafting an international agreement.
CONVENER: **David Henderson** is Professor Emeritus of Chemistry at Trinity College. He was one of the original users of Reacting and is co-author of two published Reacting texts, Constantine and the Council of Nicaea, and Environmental Science and Public Policy which contains the Climate Change in Copenhagen and Acid Rain games. He is also author of Food Fight- Challenging the USDA Food Pyramid, Diet and Killer Diseases, and Feeding Africa. He also co-authored two games for introductory science course, Chemistry At Karlsruhe – 1860 and Does God Play Dice? Einstein, Bohr, and the nature of Reality: The Solvay Conference on Quantum Mechanic, Solvay, Belgium, 1927.

**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.

CONVENER: **Jennifer Worth** is the Administrative Director of the Reacting Consortium at Barnard College, where she collaborates with faculty around the world to spread the active-learning pedagogy Reacting to the Past. She first encountered RTTP in 2006, while a theatre Ph.D. student at CUNY’s Graduate Center. Her primary research interest—other than pedagogy—is the intersection of performance, politics, and popular culture in the contemporary U.S. Her reviews and articles have been published in Western European States, Theatre Journal, Theatre Research International, and most recently, Theatre History Studies. Having previously taught at Washington University in St. Louis, York College-CUNY, and Wagner College, she currently uses RTTP with her first year students at Barnard.

**Defining a Nation: India of the Eve of Independence** (W.W. Norton, 2017) 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 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: Mark Carnes teaches history at Barnard College, where he joined the faculty in 1982. Originally a very conventional historian, he was Co-General Editor of the 23-million-word American National Biography (1999) and co-author of an American history textbook. The American Nation, now in its 15th edition. But in 1995 he became involved with, and then consumed by, Reacting to the Past. In addition to co-authoring several Reacting games, he is Executive Director of the Reacting Consortium and author of Minds on Fire: How Role-Immersion Games Transform College (Harvard University Press, 2014).

Democracy in Crisis: Germany, 1929-1932 (game in development) is set at the one moment in history when all of the great ideologies of the modern West collide as roughly equal and viable contenders: Germany during the so-called Weimar Republic, 1919–1933. For over a decade since World War One, liberalism, nationalism, conservatism, social democracy, Christian democracy, communism, fascism, and every variant of these movements have contended for power in Germany. Although the constitutional framework boldly enshrines liberal democratic values, the political spectrum is so broad and fully represented that a stable parliamentary majority requires constant compromises – compromises that alienate supporters, opening the door to radical alternatives. Along with intense parliamentary wrangling, players, as delegates of the Reichstag, must contend with street fights, trade union strikes, assassinations, and even insurrections. Our game begins in late 1929, just after the US Stock Market Crash and as the German Reichstag (Parliament) deliberates on the Young Plan (a revision to the reparations payment plan of the Treaty of Versailles that ended World War One). The players are mostly Reichstag delegates belonging to the various political parties. They must debate these matters and more as the combination of economic stress, political gridlock, and foreign pressure turn Germany into a volcano on the verge of eruption.
CONVENER: Robbie Goodrich’s research interests lie in Modern Central European history with a broad, integrative approach. In particular, his research and teaching emphasize cultural and social history with an eye towards the interplay of various factors such as labor, gender, sexuality, and religion. However, the nature of his research into religion and identity also requires a comparative view of European and American experiences, reflected in his interest in transnational history and recent focus on questions of identity related to Austro-Hungarian migration to/from Michigan. Goodrich also actively works to promote internationalization. He has taken students to Spain, Peru, Greece, and, most regularly, to Austria.
ACKNOWLEDGMENTS

This year’s “Reacting to the Past” Faculty Institute is the nineteenth to be held at Barnard College. We gratefully acknowledge the staff and administration of Barnard 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 take 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:

Bethania Jimenez, College of the Holy Cross
Christopher Schemanske, Eastern Michigan University
Courtney Klaus, Newman University, RTTP Student Worker
Ella Morelli, Barnard College, RTTP Student Worker
Faith Keenan, Smith College
Grant Kolean, Northern Michigan University
Jamie Lerner-Brecher, Columbia University alumna, RTTP Student Worker
Kayla Garvert, Newman University
Maddie Michels, Smith College
Nicole Hollis, Eastern Michigan University
Ronald Peña, College of the Holy Cross
Rowan Wheeler, Smith College
QUICK LINKS

All RTTP Needs: reacting.barnard.edu

Published Games: wwnorton.com/reacting
uncpress.unc.edu

Unpublished Games: reactingconsortiumlibrary.org

Social Media:
Twitter: @ReactingTTPast
#ReactingToThePast
Facebook: Reacting Faculty Lounge

Youtube: youtube.com/RTTPOfficialVideos

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