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11th Annual Institute at Barnard College

[View published \(/2011-institute\)](/2011-institute)[New draft \(/node/3176/edit\)](/node/3176/edit)[Moderate \(/node/3176/moderation\)](/node/3176/moderation)[Clone content \(/node/3176/clone/confirm\)](/node/3176/clone/confirm)**Thursday, June 9 - Sunday, June 12, 2011** [New York, NY](#) [Conference \(/Category/Event-Type-7\)](/Category/Event-Type-7)  [Share This Article](#)

The eleventh Annual "Reacting to the Past" Institute at Barnard College was held June 9-12, 2011. Thanks to all the visiting faculty, administrators, and students for making this institute a memorable and rewarding experience.

Please click on the links below for program details, including:

- [Featured Games \(http://reacting.barnard.edu/2011-institute-games\)](http://reacting.barnard.edu/2011-institute-games)
- [Concurrent Sessions: Call for Proposals \(http://reacting.barnard.edu/node/3938\)](http://reacting.barnard.edu/node/3938)
- [Schedule of Activities \(http://reacting.barnard.edu/2011-institute-schedule\)](http://reacting.barnard.edu/2011-institute-schedule)
- [Evaluation Form \(https://spreadsheets.google.com/a/barnard.edu/spreadsheet/viewform?formkey=dDh4RHZudUdEd3VZLU1HM3U0dFdNMQ#gid=0\)](https://spreadsheets.google.com/a/barnard.edu/spreadsheet/viewform?formkey=dDh4RHZudUdEd3VZLU1HM3U0dFdNMQ#gid=0)

Questions regarding the institute should be directed to Dana Johnson, Project Manager via email to djohnson@barnard.edu (mailto:djohnson@barnard.edu) or telephone to 212.854.6627.

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2011 Annual Institute: Featured Games

Thursday-Friday

Games recommended for new faculty:

The Threshold of Democracy: Athens in 403 B.C. (<http://reacting.barnard.edu/curriculum/published-games/athens>)

Henry VIII and the Reformation Parliament (<http://reacting.barnard.edu/curriculum/published-games/henry-viii>)

Patriots, Loyalists, and Revolution in New York City, 1775-76
(<http://reacting.barnard.edu/curriculum/published-games/patriots>)

Games in development:

Forest Diplomacy: War and Peace on the Colonial Frontier, 1756-57
(<http://reacting.barnard.edu/forest-diplomacy-war-peace-and-land-colonial-frontier-1756-1757>)

The Struggle for Palestine, 1936 (<http://reacting.barnard.edu/struggle-palestine-1936>)

The NSF-CCLI initiative - Kansas, 1999: Evolution and Creation Science
(<http://reacting.barnard.edu/kansas-1999-evolution-or-creationism>)

Saturday-Sunday

Games recommended for new faculty:

Greenwich Village, 1913: Suffrage, Labor, and the New Woman
(<http://reacting.barnard.edu/greenwich-village-1913-suffrage-labor-and-new-woman>)

Defining a Nation: India on the Eve of Independence, 1945
(<http://reacting.barnard.edu/curriculum/published-games/india-on-the-eve-of-independence>)

Games in development:

Marlowe and Shakespeare, 1592 (<http://reacting.barnard.edu/marlowe-and-shakespeare-1592>)

Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution
(<http://reacting.barnard.edu/rage-against-machine-technology-rebellion-and-industrial-revolution>)

Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty (<http://reacting.barnard.edu/red-clay-1835-choerokee-removal-and-meaning-sovereignty>)

The NSF-CCLI initiative - New Games (<http://reacting.barnard.edu/nsf-short-games>)

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News & Events (<http://#>) / 2011 Annual Institute: Plenary and Concurrent Sessions

2011 Annual Institute: Plenary and Concurrent Sessions

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Call for Proposals

The institute program will include a series of plenary sessions that introduce general issues pertaining to “Reacting to the Past” (RTTP). We also invite individual faculty and teams to propose topics for concurrent sessions. The purpose of these sessions is to provide opportunities for smaller groups to explore particular matters in greater detail.

Concurrent sessions will be roughly 85 minutes in length and will likely have an audience ranging from 25 to 40 participants. There is no set format for these sessions: they might consist of a hands-on workshop, video presentation, or discussion panel. We encourage collaborative proposals among faculty from multiple institutions. .

The following is an illustrative list of ideas that have surfaced over the past few months, although we welcome topics outside of those included here:

- **Active-Learning across the Disciplines:** Where does the RTTP pedagogy fit in the broader spectrum of active-learning approaches currently employed in the higher education arena, such as role-playing, and problem-based learning?
- **Motivating (or Coping with) Under-prepared or Unmotivated Students:** All colleges classes suffer from ill-prepared and unmotivated students, but in “Reacting to the Past”—where student learning depends on the participation of nearly all students—the problem of “slackers” and weak students presents a greater challenge. What needs to be done to make RTTP work better in settings with large numbers of unmotivated students? In classes with nontraditional students?
- **Employing the RTTP Pedagogy in Diverse Settings:** How can the games be adapted for very large (or small) classes? For non-traditional students? For online classes?

- **The "Big Pnyx": Fostering Student Communities through "Reacting":** Most students attest that "Reacting to the Past" courses forge powerful learning communities, and that the relationships they forge through the games often extend far beyond the classroom walls. How might one build on this phenomenon to promote larger student communities within a campus? For example, do you have experience bringing multiple RTTP classes together for joint game sessions, lecture series, or other academic programs?
- **Game Management:** Faculty experienced with RTTP know that the games do not teach themselves. Instructors have to nudge and prod and inspire and criticize students: that is, RTTP faculty must teach. Yet mastering the complexity of RTTP game can be a challenge for new instructors. While each game includes a comprehensive instructor's manual that includes a schedule of class activities and introduces issues that may emerge during the course of the game, unanticipated events can and do occur. What are the common challenges or pitfalls that new instructors should look out for? For example, are there particularly effective strategies to overcome issues related to poor student engagement or class participation? On the other end of the spectrum, how might instructors handle student ingenuity, particularly when overzealous students attempt to do something that might derail the game or hamper other students' learning experience?
- **Assessment:** Have you devised assessment tools that might be useful to others? Do you have experience with tools that evaluate general education skills (critical thinking, civic engagement, writing, speaking, foreign languages, global awareness, empathy and diversity?) Tools that address "content mastery" issues? Do you have results that might be interesting or useful to others?
- **Dissemination:** How can faculty build a larger RTTP network on their campus? Given that the pedagogical experience is so difficult to "envision," have you developed effective materials to share with others such as a video (or video-making strategy)? Have you found any strategies particularly effective in promoting dissemination within your institution or among colleagues in your field?
- **Game Design and Review:** How does one go about designing a game? Are there specific strategies or hints that you would offer to new game developers? What are the most effective ways to disseminate your work both before and after publication?
- **Broad Questions concerning the future of "Reacting to the Past" and/or undergraduate teaching and learning more generally.**

Proposals should be emailed to reacting@barnard.edu (mailto:reacting@barnard.edu) no later than April 15, 2011. Applicants will be notified of the status of their proposal(s) by April 31, 2011. Submissions should include the following:

- Session Title and Format
- Contact Information for the proposers/facilitators
- Brief description for institute program (maximum 100 words)
- Abstract describing the session activities, major issues/questions to be addressed, and relevance to the suggested themes (maximum 300 words)
- Anticipated audiovisual needs

2011 Annual Institute: Schedule

Thursday, June 9

11:00– 12:30	Institute Check-in
	Meet and Greet over Coffee & Tea
12:30– 2:00	Lunch & Opening Plenary: Welcome; Introduction to "Reacting to the Past"
2:00– 4:00	<p>Game Setup and Faction Meetings (in tracks)</p> <p><i>The Threshold of Democracy: Athens in 403 B.C.</i></p> <p><i>Henry VIII and the Reformation Parliament</i></p> <p><i>Patriots, Loyalists, and Revolution in New York City, 1775-76</i></p> <p><i>Forest Diplomacy: War & Peace on the Colonial Frontier, 1756-57</i></p> <p><i>The Struggle for Palestine, 1936</i></p> <p><i>The NSF-CCLI initiative - Kansas, 1999</i></p>
4:00– 4:15	Coffee Break and Caucus

4:15– 5:30	<p>Game Sessions (in tracks)</p> <p><i>The Threshold of Democracy: Athens in 403 B.C.</i></p> <p><i>Henry VIII and the Reformation Parliament</i></p> <p><i>Patriots, Loyalists, and Revolution in New York City, 1775-76</i></p> <p><i>Forest Diplomacy: War & Peace on the Colonial Frontier, 1756-57</i></p> <p><i>The Struggle for Palestine, 1936</i></p> <p><i>The NSF-CCLI initiative - Kansas, 1999</i></p>
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Friday, June 10

8:15– 9:00	Continental Breakfast
9:00– 11:15	<p>Game Sessions (in tracks)</p> <p><i>The Threshold of Democracy: Athens in 403 B.C.</i></p> <p><i>Henry VIII and the Reformation Parliament</i></p> <p><i>Patriots, Loyalists, and Revolution in New York City, 1775-76</i></p> <p><i>Forest Diplomacy: War & Peace on the Colonial Frontier, 1756-57</i></p> <p><i>The Struggle for Palestine, 1936</i></p> <p><i>The NSF-CCLI initiative - Kansas, 1999</i></p>
11:15– 12:30	<p>Concurrent Sessions 1</p> <p><i>Setting Minds On Fire: A New Approach to an Old Problem (Recommended for newcomers)</i></p> <p>Are students or faculty to blame for poor retention and declining achievement? Neither, Mark Carnes contends, an answer that illuminates the sources of RTTP’s pedagogical power.</p> <p><i>The Possibilities and Challenges of Teaching Science through RTTP</i></p> <p>Discusses the evolution of the science component of RTTP, including the new NSF-funded initiative, and explores the prospects of science-instruction through role-playing.</p> <p><i>Bringing RTTP to Your Campus: Dispatches from Trailblazers</i></p> <p>Recounts the experiences of RTTP campus leaders who seek to change perhaps the most change-resistant institutions in America: its colleges and universities.</p>
12:30– 2:00	Lunch

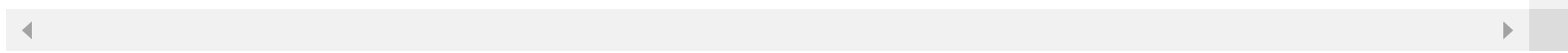
2:00– 4:00	<p>Game Sessions and Post-Mortem Discussions (in tracks)</p> <p><i>The Threshold of Democracy: Athens in 403 B.C.</i></p> <p><i>Henry VIII and the Reformation Parliament</i></p> <p><i>Patriots, Loyalists, and Revolution in New York City, 1775-76</i></p> <p><i>Forest Diplomacy: War and Peace on the Colonial Frontier, 1756-57</i></p> <p><i>The Struggle for Palestine, 1936</i></p> <p><i>The NSF-CCLI initiative - Kansas, 1999</i></p>
4:00– 4:15	Coffee Break and Caucus
4:15– 5:30	<p>Concurrent Sessions 2</p> <p><i>The Classroom Experience: RTTP According to Students (Recommended for newcomers)</i></p> <p>Students field questions on both the benefits and challenges of learning through RTTP. Topics include assessment of writing and speaking; lingering personal resentments; work management; and more.</p> <p><i>The Future of Active Learning: RTTP, Simulations, Gaming, and More</i></p> <p>Surveys the terrain of active-learning pedagogies and considers RTTP's place within it.</p> <p><i>Teaching RTTP in Community Colleges and to Students with Academic Challenges</i></p> <p>Examines the challenges of RTTP, which requires predictable student performance, among students whose performance and/or preparedness is often unpredictable. Considers ways to adapt RTTP to such contexts.</p>
:00	Reception

Saturday, June 11

8:15– 9:00	Continental Breakfast
9:00– 11:15	<p>Game Setup and Faction Meetings (in tracks)</p> <p><i>Defining a Nation: India on the Eve of Independence, 1945</i></p> <p><i>Greenwich Village, 1913: Suffrage, Labor, and the New Woman</i></p> <p><i>Marlowe and Shakespeare, 1592</i></p> <p><i>Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution</i></p> <p><i>Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty</i></p> <p><i>The NSF-CCLI initiative - New Games</i></p>

<p>11:15– 12:30</p>	<p>Concurrent Sessions 3</p> <p><i>The Art of Teaching in the RTTP Classroom (recommended for newcomers)</i> Examines how to “teach” when students do all the talking; also discusses how to get students to speak—and speak well; and how to grade and assess student performance.</p> <p><i>“Facing the Elephant”: Overcoming Faculty Fears about Active Learning and Game-Playing</i> Explores how to address the most frequent problem confronting proponents of active learning in higher education; an interactive session.</p> <p><i>When Worlds Converge: Reacting Beyond the Classroom</i> Ponders the ways in which RTTP edges into uncharted waters: unbounded student projects; You Tube videos; and convergences of RTTP reconstructions with the “real world”.</p>
<p>12:30– 2:00</p>	<p>Lunch</p>
<p>2:00– 4:00</p>	<p>Game Sessions (in tracks)</p> <p><i>Defining a Nation: India on the Eve of Independence, 1945</i> <i>Greenwich Village, 1913: Suffrage, Labor, and the New Woman</i> <i>Marlowe and Shakespeare, 1592</i> <i>Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution</i> <i>Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty</i> <i>The NSF-CCLI initiative - New Games</i></p>
<p>4:00– 4:15</p>	<p>Coffee Break and Caucus</p>
<p>4:15– 5:30</p>	<p>Game Sessions (in tracks)</p> <p><i>Defining a Nation: India on the Eve of Independence, 1945</i> <i>Greenwich Village, 1913: Suffrage, Labor, and the New Woman</i> <i>Marlowe and Shakespeare, 1592</i> <i>Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution</i> <i>Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty</i> <i>The NSF-CCLI initiative - New Games</i></p>
<p>Sunday, June 12</p>	
<p>8:15– 9:00</p>	<p>Continental Breakfast</p>

<p>9:00– 11:15</p>	<p>Game Sessions and Post-Mortem Discussions (in tracks) <i>Defining a Nation: India on the Eve of Independence, 1945</i> <i>Greenwich Village, 1913: Suffrage, Labor, and the New Woman</i> <i>Marlowe and Shakespeare, 1592</i> <i>Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution</i> <i>Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty</i> <i>The NSF-CCLI initiative - New Games</i></p>
<p>11:15– 12:30</p>	<p>Closing Plenary</p>



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