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News & Events (<http://#>) / Sixteenth Annual Faculty Institute at Barnard College

Sixteenth Annual Faculty Institute at Barnard College

Thursday, June 9 - Sunday, June 12, 2016 New York, NY

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Registration is now closed (<https://www.regonline.com/builder/site/?eventid=1813315>) for the Sixteenth Annual Faculty Institute at Barnard College in New York City! We look forward to seeing you at our largest yearly event, where faculty and administrators gather from around the country to learn about "Reacting to the Past." Institute offerings include intensive workshops on twelve different games, as well as plenary and concurrent sessions that explore issues related to teaching and learning, faculty development, and the future of higher education more generally.

More information about the program will be posted and accessible through the right-column links as it becomes available.

If you are registering on behalf of others, you will need the following information for each registrant:

- Email
- Whether or not s/he is a Reacting Consortium Member or grad student
- Full Name
- Preferred First Name (as it would appear on a badge)
- Job Title, including Department
- Institution/Organization
- Work Phone
- Cell Phone (optional)
- Date of Birth
- Gender
- Emergency Contact Name & Phone
- Areas of Academic Interest
- Mailing Address (where materials can be sent/retrieved AFTER mid-May)
- Which days and workshops s/he plans to attend
- Dietary Preference (vegetarian/kosher/none)
- If s/he is new to RTTP
- If s/he will need lodging for the conference, and if so, for which nights (@ \$75/night/person)
- If s/he would like a fitness pass to the campus gym (@\$25)

- Payment method (credit card or check; institutional or personal)

Institute Home

Institute (<http://reacting.barnard.edu/ai-2016>) Home (<http://reacting.barnard.edu/ai-2016>)

Institute Program

Download the Program (http://reacting.barnard.edu/sites/default/files/rttp_program_2016_online_version.pdf)

Schedule at a Glance (<https://reacting.barnard.edu/ai-2016-schedule>)

Featured Games (<https://reacting.barnard.edu/ai-2016-games>)

Keynote Speaker (<https://reacting.barnard.edu/ai-2016-speaker>)

Concurrent Sessions (<https://reacting.barnard.edu/2016-institute-concurrent-session-call>)

Registration

Rates and Policies (<https://reacting.barnard.edu/ai-2016-rates>)

Register Now!


Travel and Lodging

Lodging on Campus (<https://reacting.barnard.edu/ai-2016-housing>)

Travel Information (<https://reacting.barnard.edu/node/31576>)

Barnard Campus Map (http://reacting.barnard.edu/sites/default/files/campus_map.pdf)

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2016 Institute: Featured Games

Overview

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

Thursday, June 9 - Friday, June 10

- 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

Saturday, June 11 - Sunday, June 12

- Rousseau, Burke, and Revolution in France, 1791 *
- Greenwich Village, 1913: Suffrage, Labor and the New Woman*
- The Trial of Galileo: Aristotileanism, 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

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2016 Institute: Schedule at a Glance

The schedule is still being finalized and is subject to change. Complete details will be sent to all participants in advance of the conference.

Wednesday, June 8

4:00 onwards	Sulzberger Check-in
7:00-9:00	Rooftop Reception for First-Time Reactors

Thursday, June 9

8:00–9:30	Institute Check-in; Breakfast
9:30–10:00	Opening Plenary
10:00–12:00	Game Setup & Faction Meetings
12:00-1:15	Lunch
1:15-3:00	Game Session 1
3:00–3:30	Coffee Break & Caucus
3:30–4:30	Game Session 2
4:30–5:30	Keynote Speaker: Jose Bowen
5:30–7:00	Reception

Friday, June 10

8:00–9:00	Breakfast
9:00–10:15	Concurrent Sessions A
10:30–11:30	Game Session 3
11:30–12:30	Game Debriefing
Afternoon Open	Optional Field Trips

Saturday, June 11

8:00–9:00	Breakfast
9:00–10:15	Concurrent Sessions B
10:30–12:30	Game Setup & Faction Meetings
12:30–2:00	Lunch Plenary: Mark Carnes
2:00–3:30	Game Session 1
3:30–4:00	Coffee Break & Caucus
4:00–5:30	Game Session 2

Sunday, June 12

8:00–9:00	Breakfast
9:00–10:15	Concurrent Sessions C
10:15–11:15	Game Session 3
11:15–12:00	Game Debriefing: Discussion of Participant Reactions to the Game
12:00–12:30	Closing Plenary

2016 Institute: Concurrent Sessions

Debate Skills for Reacting**

Daniela Kempf, Manager, Speaking Program, Barnard College

This highly interactive workshop will showcase pre-game debate activities using questioning, refutation, and rebuttal techniques, and will involve participants in brief SPAR debates and a rebuttal chain exercise that can help you prepare your students for more effective gameplay.

Identifying Best Practices for Reacting to the Past Workshops

Paula Lazrus, Associate Professor, Institute of Core Studies, St. John's University;

Mary Beth Looney, Associate Dean, College of Fine Arts and Humanities, Brenau University

This session will investigate the range of best practices for RTTP workshops used by faculty and administrators across school types to expose and hopefully attract faculty to Reacting. Formats, timing, game selections and strategic manipulations are just some of the choices that successful workshop hosts employ, with varying degrees of success. In our experience, even those who have run multiple workshops run into recurring challenges that might be mitigated by sharing our experiences and creating a set of best practices that can be shared with the whole RTTP community.

The Radical Power of Play in Humanities Inquiry

Dr. Paul Wright, Co-Director, Honors Program, Cabrini College;

Matthew Harshberger and Samantha Murray, RTTP Classroom Coaches, 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.

Reacting to the Past: The Students Speak!**

Student Presenters to be Announced

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. After brief opening remarks, the majority of this session will be given over to Q & A.

Adapting Reacting Games to Online Classes

Dr. Scout Blum, Professor, Associate Chair Department of History, 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.

Building Institutional Change in RTTP: Tips on Starting Curricular Discussions on Your Campus

John Burney, Vice President of John Burney, Doane College;

Charlie McCormick, Provost and Vice President for Academic Affairs, Schreiner University

If you are excited about the possibilities created by Reacting and can envision the role it might play on your campus, this session will provide ideas on how to start a larger discussion about student learning and curricular revision. We'll review reasons for curricular reform, frameworks for evaluating a coherent curriculum, and methods to engage faculty and administrators in the process. We'll also reveal the worst potholes--and ways to avoid them--on the road to reform. The session will preview the larger discussions that will take place as part of the Consortium's team-based workshops in 2017 and provide you with arguments to take to decision-makers at your campus about why your institution should participate.

Rhetoric and Beyond: Expanding Our Views on Writing in RTTP Courses**

Toby F. Coley, PhD Assistant Professor of English, University of Mary Hardin-Baylor;

Deborah Maltby, Associate Teaching Professor of English, 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.

Files

Deborah Maltby's Dream Up a RTTP Game Assignment

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

Deborah Maltby's RTTP Portfolio Assignment

(http://reacting.barnard.edu/sites/default/files/deborah_maltbys_rttp_portfolio_assignment_.docx)

Elizabeth Robertson's RTTP Reflection Assignment

(http://reacting.barnard.edu/sites/default/files/eizabeth_robertsons_rttp_reflection_assignment_.doc)

Elizabeth Robertson's Final Reflective Paper

(http://reacting.barnard.edu/sites/default/files/elizabeth_robertsons_rttp_final_reflective_paper.doc)

Emily Beard's RTTP Argumentative Research Paper

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

Emily Beard's RTTP Character Assignment

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

Hannah Schulz's Final Writing Assignment

(http://reacting.barnard.edu/sites/default/files/hannah_schulz_final_writing_assignment.docx)

Martha Payne's Roman Virtues Document

(http://reacting.barnard.edu/sites/default/files/martha_paynes_roman_virtues_document.docx)

Martha Payne's Writing Assignments for Beware the Ides of March

(http://reacting.barnard.edu/sites/default/files/martha_paynes_writing_assignments_for_beware_the_ides_of_march.docx)

Martha Payne's Written Speech Assignment

(http://reacting.barnard.edu/sites/default/files/martha_paynes_written_speech_assignment1.docx)

Nick Proctor's RTTP Yalta Writing Assignment

(http://reacting.barnard.edu/sites/default/files/nick_proctors_rttp_yalta_writing_assign.docx)

Nora Corrigan's RTTP Writing Assignment

(http://reacting.barnard.edu/sites/default/files/nora_corrigan_reacting_writing_assignments.docx)

RTTP Session Handout 2016 (http://reacting.barnard.edu/sites/default/files/rttp_2016_handout.docx)


Learning the Language: How Reacting to the Past Promotes Language Learning in Norway

Sean Taylor, Professor, Department of History Minnesota State University;

Jan Erik Mustad, Associate Professor, Department of Foreign Languages and Translation, 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. Instructors will need to facilitate language learning through different methods. We propose in this session that 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. 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.

*****These workshops are recommended for people new to Reacting to the Past***


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2016 Institute: Keynote Speaker

We are pleased to announce that José Antonio Bowen, President of Goucher College, will be joining us as our Keynote Speaker for the Sixteenth Annual Faculty Institute.



José Antonio Bowen is President of Goucher College. Bowen began his teaching career at Stanford University in 1982 as the Director of Jazz Ensembles. In 1994, he became the Founding Director of the Centre for the History and Analysis of Recorded Music (C.H.A.R.M.) at the University of Southampton, England. He returned to America in 1999 as the first holder of the endowed Caestecker Chair of Music at Georgetown University where he created and directed the Program (now Department) in Performing Arts. He was Dean of Fine Arts at Miami University, before moving to SMU in Dallas in 2006 to become Dean of the Meadows School of the Arts and Algur H. Meadows Chair for 8 years (ending with a No. 1 ranking for the School of Music in USA Today in 2014).

He has written over 100 scholarly articles for the *Journal of Musicology*, the *Journal of the Society for American Music*, *The Journal of Musicological Research*, *Performance Practice Review*, *19th-century Music*, *Notes*, *Music Theory Spectrum*, the *Journal of the Royal Musical Association*, *Studi Musicali*, the *New Grove Dictionary of Music and Musicians* and in books from Oxford and Princeton university presses. He is the editor of the *Cambridge Companion*

to *Conducting* (Cambridge University Press, 2003) and received a National Endowment for the Humanities (NEH) Fellowship. He contributed to *Discover Jazz* (Pearson, 2011) and is an editor (along with David Baker, Dan Morgenstern, John Hasse, and Alyn Shipton) of the 6-CD set, *Jazz: The Smithsonian Anthology* (2011). He has a TED talk on Beethoven as Bill Gates.

Bowen has also been a pioneer in active learning and the use of technology in the classroom, including podcasts and online games, and has been featured in *The Wall Street Journal*, *Newsweek*, *USA Today*, *US News and World Report*, and on NPR for his book *Teaching Naked: How Moving Technology out of your College Classroom will Improve Student Learning* (Jossey-Bass, 2012, and winner of the Ness Award for Best Book on Higher Education (2013) from the American Association of Colleges and Universities. He is currently working on *Transforming the University: Learning for Change* (San Francisco: Jossey-Bass, due 2015), a comprehensive approach to integrating campus life with massively better classrooms and using the latest research on learning and adolescent development to focus college on opening minds in the post-technology era. He has been honored by students and colleagues for his teaching at SMU, Miami and Georgetown and he received a Stanford Centennial Award for Undergraduate Teaching in 1990. He currently serving on the Digital Working Group of the Association of American Colleges & Universities (AAC&U's) General Education Maps and Markers (GEMs) program. For teaching ideas, see his blog at teachingnaked.com (<http://teachingnaked.com>) or follow him on Twitter @josebowen, or watch his Teaching Naked TED talk.

In over 35 years as a jazz performer, he has appeared in Europe, Africa, Asia, the Middle East and the Americas with Stan Getz, Dizzy Gillespie, Bobby McFerrin, Dave Brubeck, Liberace, and many others. His compositions, conducting and playing are featured on numerous recordings and he currently performs with the jazz collective Jampact. His latest CD, *Uncrowded Night*, features his playing with the José Bowen Quartet (also on iTunes.) He has written a symphony (which was nominated for the Pulitzer Prize in Music in 1985), a film score, and music for Hubert Laws, Jerry Garcia and many others. His Jewish music (published by Transcontinental Music) is also widely performed and includes a Jazz Shabbat Service (with over 80 performances around the world). Other awards for his compositions include the Hubbell, Popular and Standard Awards (from ASCAP), the Louis Sudler Prize in the Arts, the Bell T. Richie Prize, and the Koret Israel Prize.

He has served on the Editorial Boards for *Jazz Research Journal*, the *Journal of the Society for American Music* (Cambridge University Press), the *Journal of Music History Pedagogy*, and *Per Musi: Revista Acadêmica de Música*. He is also on the Advisory Board for the *New Grove Dictionary of American Music* (Oxford University Press) and is a Founding Board Member of the National Recording Preservation Board for the Library of Congress. In 1996, Bowen was elected as a Fellow of the Royal Society of Arts (FRSA) in England.

Bowen holds four degrees from Stanford University: a Bachelor of Science in chemistry, a Master of Arts in music composition, a Master of Arts in humanities and a joint Ph.D. in musicology and humanities. Stanford honored him as a Distinguished Alumni Scholar in 2010.

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2016 Institute: Lodging on Campus

Room Rates and Availability

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

During online registration, participants can reserve a single-occupancy room for a nightly rate of \$90.00, or double-occupancy room for a nightly rate of \$75.00.

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

Guest rooms will be available during the following times:

DATE	CHECK IN	CHECK OUT
Wednesday, June 8	after 4:00PM	
Thursday, June 9	after 4:00PM	by 7:00PM
Friday, June 10	after 4:00PM	by 7:00PM
Saturday, June 11	n/a	by 7:00PM
Sunday, June 12	n/a	by 7:00PM

DATE	CHECK IN	CHECK OUT
Monday, June 13	n/a	by 10:00AM

Changes, Cancellations, and Payments

Barnard College requires advanced notice of any changes/cancellations to guest room reservations. No refunds (full or partial) will be processed after May 8, 2016. Participants paying by check should be sure to include the total lodging charges when they remit payment for registration fees. Participants paying by credit card will be charged at the time of registration. Guests will not be permitted access to their rooms until payment is received in full.

Alternative Accommodations

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

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