

# Seventeenth Annual Faculty Institute

## June 8-11, 2017

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## 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 8 - Friday, June 9

- The Threshold of Democracy: Athens in 403 BCE\*
- Frederick Douglass, Slavery, Abolitionism, and the Constitution: 1845
- Rousseau, Burke, and Revolution in France, 1791\*

- Japan, Pan-Asianism, and The West: 1940-41
- The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994
- Charles Darwin, the Copley Medal and the Rise of Naturalism, 1861-64\*

## Saturday, June 10 - Sunday, June 11

- Constantine and the Council of Nicaea: Defining Orthodoxy and Heresy in Christianity, 325 CE\*
- Greenwich Village, 1913: Suffrage, Labor and the New Woman\*
- The Crisis of Diderot's Encyclopédie, 1759
- Yalta, 1945
- The Collapse of Apartheid and Dawn of Democracy in South Africa, 1993
- Henry VIII and the Reformation Parliament

*\*games recommended for newcomers to RTTP*

## Game Descriptions

***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, they have been expelled and the democracy restored. But doubts about democracy remain, expressed most ingeniously by Socrates and his young supporters. Will Athens retain a political system where all decisions are made by an Assembly of 6,000 or so citizens? Will leaders continue to be chosen by random lottery? Will citizenship be broadened to include slaves who fought for the democracy and foreign-born metics who paid taxes in its support? Will Athens rebuild its long walls and warships and again extract tribute from city-states throughout the eastern Mediterranean? These and other issues are sorted out by a polity fractured into radical and moderate democrats, oligarchs, and Socratics, among others. The debates are informed by Plato’s *Republic*, as well as excerpts from Thucydides, Xenophon, and other contemporary sources. By examining democracy at its threshold, the game provides the perspective to consider its subsequent evolution.

- Convener: Elizabeth Dunn, Indiana University, South Bend

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***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

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## Concurrent Sessions



The Annual Institute program includes a series of standing sessions sponsored by the Reacting Consortium Board, intended for newcomers to Reacting to the Past (these are starred below), as well as a variety of panels and roundtables on topics of interest to experienced faculty.

### Friday, June 9

#### **Writing and Speaking in Reacting\***

*Stephanie Jass, Professor of History, Adrian College*

*Lily Lamboy, PhD Candidate in Political Science, Stanford University*

*William Woods, Professor of English and Dean of the School of Liberal Arts, Schriener University*

Join us for a discussion on how to use Reacting to teach effective speaking and writing strategies. The session will feature possible assignments and rubrics for your classes, as well as a demonstration from Lily Lamboy on using her YouTube tutorials on public speaking.

### **Framing the Problem: Initiating Curriculum Discussions on Your Campus\***

*John Burney, Vice President for Academic Affairs, Doane University*

In this session, John Burney will review the context for curricular revision and explore strategies to initiate conversations and get faculty involved in the discussions.

### **Reacting to Special Needs: Supporting Students with Disabilities in RTTP Courses**

*Mary McIlrath Fischer, Learning Specialist, Coastal Carolina University*

*Shari Orisich, Assistant Professor of History, Coastal Carolina University*

Accommodating students with disabilities can be challenging, especially in high-impact learning courses such as Reacting to the Past. The idea of role-playing can induce uncertainty, concern, and anxiety in many students, but students with disabilities are presented with unique challenges. RTTP faculty aim to provide all students with opportunities to have meaningful learning experiences through role-playing games. How do we ensure that students with disabilities—defined broadly—are able to make the most of this experience? This presentation will discuss strategies for supporting students with disabilities in RTTP courses, from role assignment, to accomplishing victory objectives, to the postmortem.

### **Keep 'em Talking (and More) with Slack**

*Brian Klunk, Associate Professor of Political Science, University of the Pacific*

*Terri Nelson, Professor of French, California State University, San Bernardino*

*Joe Sramek, Associate Professor of History, Southern Illinois University*

What's all the buzz about Slack? Slack is team-communication app available for most devices and browsers that integrates multiple features, including email, text messaging, Facebook, and discussion boards. Team members can post documents and links, including newspapers, memes, video-links, videos, and URLs to public and private groups within the Slack team, as well as communicate privately. After a brief demo sharing examples of RTTP classes using Slack, this hands-on BYOD (bring your own device) workshop will demonstrate the features of Slack. Participants will create their own Slack teams. Everyone can join our virtual presentation:

[rttpai2017.slack.com](http://rttpai2017.slack.com)

### **Additional afternoon concurrent session:**

#### **Roundtable Discussion: RTTP Mentoring Program Brainstorming Discussion**

*Amy Curry, History Department Chair, Lone Star College, Montgomery*

This discussion will begin with a framework for building an RTTP mentoring program. After a proposal by the convener of a multi-week, discussion-based "course" designed for newcomers to RTTP, we'll open the floor to ideas about the "course:" topics that we should cover, ways to divide the mentees, and other issues that might arise.

## Saturday, June 10

**Student Panel\****Student Presenters TBA*

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.

**Combining Games Coherently\****John Burney, Vice President for Academic Affairs, Doane University**Gretchen Galbraith, Associate Dean for Faculty Resources and Scheduling, Grand Valley State University**Nick Proctor, Professor of History, Simpson College*

Information forthcoming.

**Roundtable Discussion: Adapting RTTP to Varying Class Schedules***Larry Adams, Professor of Social Sciences, Amarillo College**Eric Fauss, Assistant Professor of Social Sciences, Amarillo College*

Reacting to the Past is an infinitely adaptable pedagogy. Published games, however, offer limited guidance for instructors working within nonstandard class schedules. A new trend at community colleges is eight week classes: what would normally be accomplished within sixteen weeks is done in half the timespan by meeting twice as often each week. Many colleges offer similarly compressed schedules during the summer. How does scheduling affect the dynamics of RTTP games? How can instructors work within shortened schedules and provide the opportunities for reflection and plotting that make Reacting to the Past so appealing to students?

**Roundtable Discussion: Race & Racism, College Classrooms, and Reacting***Carolyn Ownby, University of Utah**Eleanor McConnell, Frostburg State University**Andrew Winckles, Adrian College**Bill Offutt, Pace University**Rebecca Hooker, Virginia Wesleyan College**Clare Sparkin, Washtenaw Community College**Elizabeth Hovey, John Jay College**Joe Sramek, Southern Illinois University**Mark Higbee, Eastern Michigan University*

We will explore how Reacting instructors have seen issues of race & racism in class by running the Frederick Douglass game. Are topics of race & racism too "sensitive" for Reacting? Or too important to avoid? What specific risks might race & racism topics pose for Reacting instructors and RTTP itself? Are these risks greater if we avoid the topics, or if we take them up with careful pedagogies? Is Reacting better able to contend with these issues than, say, the middle school teacher who "teaches" about slavery by designating his Black students "slaves" and his white students their "slave masters"? Very short comments from the roundtable will be followed by discussion from the floor.

## Sunday, June 11

## **Reacting in First Year Seminars\***

*Stephanie Jass, Professor of History, Adrian College*

*Matthew Maher, Senior Lecturer in History, Metropolitan State University of Denver*

*William Woods, Professor of English and Dean of the School of Liberal Arts, Schreiner University*

This concurrent session will explore the use of Reacting to the Past in first year seminars and English classes. More information forthcoming.

## **When Games Go Wrong\***

*Marsha Driscoll, Professor of Psychology, Bemidji State University*

*Elizabeth Dunn, Dean of the College of Liberal Arts and Sciences, Indiana University, South Bend*

*Linda Mayhew, Academic Advisor, University of Texas at Austin*

Now and then, a game simply doesn't 'take off' or the Gamemaster needs to do some re-engineering to get everyone back on track. This session will address practical solutions, and specific instances and examples will be provided.

## **Big Time Reacting: Successful Strategies for Large Classes**

*Michaele Ferguson, Associate Professor of Political Science, University of Colorado, Boulder*

*Steve Shay, Instructor, School of History Philosophy, and Religion, Oregon State University*

The Reacting pedagogy poses unique challenges to the instructor in large classes (40+ students). We will discuss techniques for adapting games designed for smaller courses, managing the Game Master's time, preparing aids to run the game, juggling the many different characters, ensuring individual student success, handling the grading, and effectively debriefing the simulation. Although each instructor's classroom and teaching style is different, these strategies will help beginning and experienced reactors address key concerns about bringing Reacting to large classes.

## **The Publication Process**

*Nick Proctor, Professor of History, Simpson College*

*Jace Weaver, Professor of Native American Studies and Religion, 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 WW Norton or the Reacting Consortium Press.

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## Lodging



### 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 ([https://reacting.barnard.edu/sites/default/files/campus\\_map.pdf](https://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, a double-occupancy room shared with another conferencee for a nightly rate of \$75.00, or a double-occupancy room for a participant and his/her guest for a nightly rate of \$150.00.

All rooms are furnished with either one or 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. Wheelchair accessible rooms are available upon request. Please email [rttp@barnard.edu](mailto:rttp@barnard.edu) (<mailto:rttp@barnard.edu>) for more information about accessible rooms.

Guest rooms will be available during the following times:

<b>DATE</b>	<b>CHECK IN</b>	<b>CHECK OUT</b>
Wednesday, June 7	after 4:00PM	
Thursday, June 8	after 4:00PM	by 7:00PM
Friday, June 9	after 4:00PM	by 7:00PM
Saturday, June 10	n/a	by 7:00PM
Sunday, June 11	n/a	by 7:00PM
Monday, June 12	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, 2017. 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>).



# REACTING TO THE PAST

SEVENTEENTH ANNUAL INSTITUTE  
BARNARD COLLEGE

June 8-11, 2017





## Wednesday, June 7

4:00–10:00 PM

### HOUSING CHECK-IN BEGINS

*Sulzberger Lobby*

## Thursday, June 8

8:00-9:30AM

### INSTITUTE CHECK-IN

*Diana Center Lobby*

### CONTINENTAL BREAKFAST

*Lower Level Diana Center Lobby*

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 203*

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

Rousseau, Burke, and Revolution in France, 1791  
*Diana Center 501 (John Burney)*  
*Diana Center 502 (Joseph Sramek)*

Japan, Pan-Asianism, and the West: 1940-41  
*Diana Center 308*

The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994  
*Diana Center LL103*

Charles Darwin, the Copley Medal and the Rise of Naturalism, 1861-64  
*Diana Center LL104*

12:00PM-1:30PM

### LUNCH PLENARY: “SO, WHAT’S IN IT FOR ME?”: FOUR REFLECTIONS FROM FACULTY

*Event Oval, Lower Level Diana Center*

Panelists: *Jessica Blatt, Marymount Manhattan College; Chase Hagood, University of Georgia; Terri Nelson, University of California-San Bernardino; Betsy Powers, Lone Star College-Montgomery; Moderated by Mark Carnes, Barnard College*

\* See game descriptions on following pages

## Thursday, June 8

(continued)

**1:30-3:00PM**

### **GAME SESSION 1**

*Diana Center Classrooms*

The Threshold of Democracy: Athens in 403 BCE  
Frederick Douglass, Slavery, Abolitionism, and the  
Constitution: 1845  
Rousseau, Burke, and Revolution in France, 1791  
Japan, Pan-Asianism, and the West: 1940-41  
The Needs of Others: Human Rights, International  
Organizations, and Intervention in Rwanda, 1994  
Charles Darwin, the Copley Medal and the Rise of  
Naturalism, 1861-64

**3:00-3:30PM**

### **COFFEE BREAK & CAUCUS**

*Student Dining Room, 2nd Floor Diana Center*

**3:30-5:30PM**

### **GAME SESSION 2**

*Diana Center Classrooms*

The Threshold of Democracy: Athens in 403 BCE  
Frederick Douglass, Slavery, Abolitionism, and the  
Constitution: 1845  
Rousseau, Burke, and Revolution in France, 1791  
Japan, Pan-Asianism, and the West: 1940-41  
The Needs of Others: Human Rights, International  
Organizations, and Intervention in Rwanda, 1994  
Charles Darwin, the Copley Medal and the Rise of  
Naturalism, 1861-64

**5:30-7:00PM**

### **RECEPTION**

*Barnard Hall, James Room*

## Friday, June 9

**8:00-9:00AM**

### **BREAKFAST**

*Student Dining Room, 2nd Floor Diana Center*

**9:00-10:15AM**

### **CONCURRENT SESSIONS A**

*Various Classrooms*

Framing the Problem: Initiating Curriculum  
Discussions on Your Campus\*\*

*John Burney, Doane University*

In this session, John Burney will review the context  
for curricular revision and explore strategies to initiate  
conversations and get faculty involved in the discussions.

*Diana Center 203*

**\*\*Recommended for  
newcomers to Reacting**

**Friday, June 9**

(continued)

### Writing and Speaking in Reacting\*\*

*Stephanie Jass, Adrian College; Lily Lamboy, Stanford University; William Woods, Schreiner University*

Join us for a discussion on how to use Reacting to teach effective speaking and writing strategies. The session will feature possible assignments and rubrics for your classes, as well as a demonstration from Lily Lamboy on using her YouTube tutorials on public speaking.

*Diana Center LL104*

### Keep 'em Talking (and More) with Slack

*Brian Klunk, University of the Pacific; Terri Nelson, California State University-San Bernardino; Joe Sramek, Southern Illinois University*

What's all the buzz about Slack? Slack is a team-communication app available for most devices and browsers that integrates multiple features, including email, text messaging, Facebook, and discussion boards. Team members can post documents and links, including newspapers, memes, video-links, videos, and URLs to public and private groups within the Slack team, as well as communicate privately. After a brief demo sharing examples of RTTP classes using Slack, this hands-on BYOD (bring your own device) workshop will demonstrate the features of Slack. Participants will create their own Slack teams. Everyone can join our virtual presentation: [rttpai2017.slack.com](http://rttpai2017.slack.com).

*Altschul 202, Lehman Auditorium*

### Reacting to Special Needs: Supporting Students with Disabilities in RTTP Courses

*Mary McIlrath Fischer and Shari Orisich, Coastal Carolina University*

Accommodating students with disabilities can be challenging, especially in high-impact learning courses such as Reacting to the Past. The idea of role-playing can induce uncertainty, concern, and anxiety in many students, but students with disabilities are presented with unique challenges. RTTP faculty aim to provide all students with opportunities to have meaningful learning experiences through role-playing games. How do we ensure that students with disabilities—defined broadly—are able to make the most of this experience? This presentation will discuss strategies for supporting students with disabilities in RTTP courses, from role assignment, to accomplishing victory objectives, to the concluding with an effective postmortem.

*Diana Center LL103*

**\*\*Recommended for newcomers to Reacting**

## Friday, June 9

(continued)

**10:30AM-12:30PM**

### **GAME SESSION 3 AND GAME DEBRIEFING**

*Diana Center Classrooms*

The Threshold of Democracy: Athens in 403 BCE  
Frederick Douglass, Slavery, Abolitionism, and the  
Constitution: 1845

Rousseau, Burke, and Revolution in France, 1791

Japan, Pan-Asianism, and the West: 1940-41

The Needs of Others: Human Rights, International  
Organizations, and Intervention in Rwanda, 1994

Charles Darwin, the Copley Medal and the Rise of  
Naturalism, 1861-64

**1:00-2:15PM**

### **OPTIONAL CONCURRENT SESSION**

Roundtable Discussion: RTTP Mentoring Program

Brainstorming Discussion

*Amy Curry, Lone Star College-Montgomery*

This discussion will begin with a framework for building an RTTP mentoring program. After a proposal by the convener of a multi-week, discussion-based "course" designed for newcomers to RTTP, we'll open the floor to ideas about the "course:" topics that we should cover, ways to divide the mentees, and other issues that might arise.

*Diana Center 203*

**Afternoon**

**FREE TIME**

## Saturday, June 10

**8:00-9:00AM**

### **BREAKFAST**

*Student Dining Room, 2nd Floor Diana Center*

**9:00-10:15AM**

### **CONCURRENT SESSIONS B**

*Various Classrooms*

**Student Panel\*\***

*Student Panelists from Columbia University, Eastern Michigan University, Newman University, and New York University;*

*Moderated by Victoria Sun, Barnard College alumna*

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*

**Saturday, June 10**

(continued)

### Combining Games Coherently\*\*

*John Burney, Doane University; Gretchen Galbraith, Grand Valley State University; Nick Proctor, Simpson College*

Using more than one game in a course creates interesting problems and opportunities. This panel will facilitate a discussion about where to locate games in the semester and how to link games together, as well as providing suggestions for good game “pairings.”

*Diana Center 203*

### Roundtable Discussion: Adapting RTTP to Varying Class Schedules

*Larry Adams and Eric Fauss, Amarillo College*

Reacting to the Past is an infinitely adaptable pedagogy. Published games, however, offer limited guidance for instructors working within nonstandard class schedules. A new trend at community colleges is eight week classes: what would normally be accomplished within sixteen weeks is done in half the timespan by meeting twice as often each week. Many colleges offer similarly compressed schedules during the summer. How does scheduling affect the dynamics of RTTP games? How can instructors work within shortened schedules and provide the opportunities for reflection and plotting that make Reacting to the Past so appealing to students?

*Diana Center LL103*

### Roundtable Discussion: Race & Racism, College Classrooms, and Reacting

*Mark Higbee, Eastern Michigan University; Rebecca Hooker, Virginia Wesleyan College; Stephanie Jass, Adrian College; Eleanor McConnell, Frostburg State University; Bill Offutt, Pace University; Claire Sparklin, Washtenaw Community College; Joe Sramek, Southern Illinois University*

We will explore how Reacting instructors have seen issues of race & racism in class by running the Frederick Douglass game. Are topics of race & racism too “sensitive” for Reacting? Or too important to avoid? What specific risks might race & racism topics pose for Reacting instructors and RTTP itself? Are these risks greater if we avoid the topics, or if we take them up with careful pedagogies? Is Reacting better able to contend with these issues than, say, the middle school teacher who “teaches” about slavery by designating his Black students “slaves” and his white students their “slave masters”? Very short comments from the roundtable will be followed by discussion from the floor.

*Diana Center LL104*

**\*\*Recommended for newcomers to Reacting**

**Saturday, June 10**

(continued)

**10:30AM-12:30PM**

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

Constantine and the Council of Nicaea: Defining Orthodoxy and Heresy in Christianity, 325 CE  
*Diana Center 203*

Greenwich Village, 1913: Suffrage, Labor, and the New Woman  
*Diana Center 501 (Stephanie Jass)*  
*Diana Center 502 (Rebecca Stanton)*

The Crisis of Diderot's Encyclopédie, 1759  
*Diana Center LL103*

Yalta, 1945: Security, Self-Determination, and Empire  
*Diana Center 504*

The Collapse of Apartheid and Dawn of Democracy in South Africa, 1993  
*Diana Center LL104*

Henry VIII and the Reformation Parliament  
*Diana Center 308*

**12:30-2:00PM**

**LUNCH & PLENARY DISCUSSION**

*Event Oval, Lower Level Diana Center*

**2:00-3:30PM**

**GAME SESSION 1**

*Diana Center Classrooms*

Constantine and the Council of Nicaea: Defining Orthodoxy and Heresy in Christianity, 325 CE  
Greenwich Village, 1913: Suffrage, Labor, and the New Woman  
The Crisis of Diderot's Encyclopédie, 1759  
Yalta, 1945: Security, Self-Determination, and Empire  
The Collapse of Apartheid and Dawn of Democracy in South Africa, 1993  
Henry VIII and the Reformation Parliament

**3:30-4:00PM**

**COFFEE BREAK AND CAUCUS**

*Student Dining Room, 2nd Floor Diana Center*

**\*\*Recommended for newcomers to Reacting**



## Saturday, June 10

(continued)

**4:00-6:00PM**

### **GAME SESSION 2**

*Diana Center Classrooms*

Constantine and the Council of Nicaea: Defining  
Orthodoxy and Heresy in Christianity, 325 CE  
Greenwich Village, 1913: Suffrage, Labor, and the New  
Woman  
The Crisis of Diderot's Encyclopédie, 1759  
Yalta, 1945: Security, Self-Determination, and Empire  
The Collapse of Apartheid and Dawn of Democracy in  
South Africa, 1993  
Henry VIII and the Reformation Parliament

## Sunday, June 11

**8:00-9:00AM**

### **BREAKFAST**

*Student Dining Room, 2nd Floor Diana Center*

**9:00-10:15AM**

### **CONCURRENT SESSIONS C**

#### **Reacting in First Year Seminars\*\***

*Stephanie Jass, Adrian College; Matthew Maher, Metropolitan  
State University of Denver; William Woods, Schreiner  
University*

This concurrent session will explore the use of Reacting to  
the Past in first year seminars, offering tips and discussing  
the challenges and opportunities of using RTTP with first year  
students.

*Altschul 202, Lehman Auditorium*

#### **When Games Go Wrong\*\***

*Marsha Driscoll, Bemidji State University; Elizabeth Dunn,  
Indiana University-South Bend; Linda Mayhew, University of  
Texas at Austin*

Now and then, a game simply doesn't 'take off,' or the  
Gamemaster needs to do some re-engineering to get  
everyone back on track. This session will address practical  
solutions, and specific instances and examples will be  
provided.

*Diana Center LL103*

**Sunday, June 11**

(continued)

**Big Time Reacting: Successful Strategies for Large Classes**

*Michaele Ferguson, University of Colorado and Steve Shay, Oregon State University*

The Reacting pedagogy poses unique challenges to the instructor in large classes (40+ students). In this session, we will discuss techniques for adapting games designed for smaller courses, managing the Game Master's time, preparing aids to run the game, juggling the many different characters, ensuring individual student success, handling the grading, and effectively debriefing the simulation. Although each instructor's classroom and teaching style is different, these strategies will help beginning and experienced reactors address key concerns about bringing Reacting to large classes.

*Diana Center LL 104*

**The Publication Process**

*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.

*Diana Center 203*

**10:15AM-12:15PM**

**GAME SESSION 3**

*Diana Center Classrooms*

Constantine and the Council of Nicaea: Defining Orthodoxy and Heresy in Christianity, 325 CE

Greenwich Village, 1913: Suffrage, Labor, and the New Woman

The Crisis of Diderot's Encyclopédie, 1759

Yalta, 1945: Security, Self-Determination, and Empire

The Collapse of Apartheid and Dawn of Democracy in South Africa, 1993

Henry VIII and the Reformation Parliament

**12:30-1:00PM**

**CLOSING PLENARY**

*Altschul 202, Lehman Auditorium*

**FEATURED GAMES**  
**Thursday, June 8–**  
**Friday, June 9**

**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: **Elizabeth Dunn** is the Dean of the College of Liberal Arts and Sciences at Indiana University South Bend. She is one of the co-authors of the Darwin game and is working to complete a new game that focuses on Seneca Falls and reform in the first half of the 19th century in the U.S. She is completing her second term on the RC Board, has been active in the Reacting community for many years, and has been assisting Endeavor Teams in their efforts to scale up Reacting.*

**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

**FEATURED GAMES**  
**Thursday, June 8–**  
**Friday, June 9**

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** has taught American history at Eastern Michigan University since 1994, and has used Reacting games in class since 2006. He wrote the Frederick Douglass game, and is now working on a game on the Montgomery Bus Boycott. Higbee now chairs the Reacting Consortium Board and worries that RTTP may collapse due to fiscal demands exceeding the Reacting community's resources.*

**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.

*CONVENERS: **John Burney** is the Vice President for Academic Affairs and Professor of History at Doane University. He was also Chair of the Reacting Consortium Board until June 2016. John holds a Ph.D. in European history from the University of Kansas, and held dean positions at Drake University and Loras College before starting as VPAA at Doane in 2010. He has conducted workshops on active learning, RTTP, assessment, and best practices in general education at numerous conferences including the Association of American Colleges and Universities, the Council of Independent Colleges, the International Conference on Teaching and Learning, and the Associated New American Colleges. He was named as an Outstanding First Year Student Advocate by the National Center for the First Year Experience and Students in Transition in 2000.*

***Joseph M. Sramek** is Associate Professor of History at Southern Illinois University Carbondale, specializing in the history of modern Britain and the British Empire. He has taught Reacting in five of his classes over the past two years, ranging from the advanced level to gateway courses in the major. In addition, he has served as a faculty advisor to a thriving Reacting club on his campus, which regularly attracts over 20 students to its weekly meetings.*

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**Japan, Pan-Asianism, and The West: 1940-41** (game in development). It is September 1940. It has been just over three years since the beginning of the “China Incident,” in which Japan has sought by force to bring about an anti-Western, anti-Soviet partnership with China. Yet after a series of stunning victories, the war has settled into a frustrating stalemate. Worse, while officially neutral, the United States, Great Britain, and the Soviet Union have been assisting the Chinese, and are threatening economic sanctions against Tokyo. With few natural resources of its own, Japan’s industrial economy depends on imported raw materials—particularly oil.

However, Germany’s recent conquests in Europe may have just presented Japan with a golden opportunity, as French, Dutch, and British possessions in Asia lay largely undefended. Taking on the roles of leading figures in Tokyo—army or navy officers, bureaucrats, and members of the Imperial Court—participants are thrust into the middle of Japan’s strategic dilemma. Drawing on important works from Japan’s past, they must advise the emperor on how to proceed. Will they call for a “strike south” to seize the natural resources of Southeast Asia—even at the risk of war with Britain and America? Or will they seek an understanding with England and America—even if it means giving up the ideal of a pan-Asian partnership? Similarly momentous decisions must also be made on domestic policy. How will Japan’s increasingly scarce resources be allocated? Will the economy be subject to further state control?

*CONVENER: John Moser is Professor of History at Ashland University, where he teaches courses on modern European, American, and East Asian history and serves as co-chair of Ashland’s M.A. program in American History and Government. He is the author of four books, the most recent of which is The Global Great Depression and the Coming of World War II, which was published by Routledge in 2014. In 2016 John was the recipient of the Edward and Louaine Taylor Excellence in Teaching Award. As a member of the Ohio Garrison of the 501st Legion, he dresses up as bad guys from Star Wars for charity events and other appearances.*

**The Needs of Others: Human Rights, International Organizations and Intervention in Rwanda, 1994** (game in development) 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.

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**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*.

**Charles Darwin, the Copley Medal and the Rise of Naturalism, 1861-64** (W.W. Norton, 2010) thrusts students into the intellectual ferment of Victorian England just after publication of *The Origin of Species*. Since its appearance in 1859, Darwin's long awaited treatise in "genetic biology" had received reviews both favorable and damning. Thomas Huxley and Samuel Wilberforce presented arguments for and against the theory in a dramatic and widely publicized face-off at the 1860 meeting of the British Association for the Advancement of Science in Oxford. Their encounter sparked a vigorous, complex debate that touched on a host of issues and set the stage for the Royal Society's consideration of whether or not they ought to award Darwin the Copley Medal, their most prestigious prize. While the action takes place in meetings of the Royal Society, Great Britain's most important scientific body, a parallel and influential public argument smoldered over the nature of science and its relationship to modern life in an industrial society.

**CONVENER:** *Marsha Driscoll* is one of the co-authors of the game: *Charles Darwin, the Copley Medal and the Rise of Naturalism, 1861-64*. She retired in August 2016 from Bemidji State University where she had been professor and chair of the psychology department as well as the director of the Honors Program. In addition to her Ph.D. in psychology, she has an M.A. in 19th century Anglo-American Social and Intellectual History from the University of East Anglia in Norwich, England. The history of science is one of her true passions.

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**Constantine and the Council of Nicaea: Defining Orthodoxy and Heresy in Christianity, 325 CE** (Reacting Consortium Press, 2017) plunges students into the theological debates confronting early Christian Church leaders. Emperor Constantine has just sanctioned Christianity as a legitimate religion within the Roman Empire, but now discovers that Christians do not agree on the most fundamental aspects of their beliefs. Some Christians have resorted to violence, battling over which group has the correct theology. Constantine is outraged that he has to settle what he regards as petty disputes between factions. Hoping to settle these problems at a great Church Council to be held in Nicaea, Constantine has invited all of the Bishops of the Church to attend. The outcome of this conference will shape the future of Christianity for millennia. The first order of business is to agree on a Creed which states the core theology of the Church and to which all future Christians will have to subscribe if they are to be regarded as holding to the "true faith."

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Those who will reject the Nicæan Creed will be deemed heretical and subject to discipline or even exclusion from the Church. The basic questions to be decided include: Who or what was Jesus and what was his relationship to God? How should the Church be organized? What should be the rules of behavior for its leaders? What is the role of women in the Church? Some will attempt to use this creed to continue their battles and to exclude their enemies from the Church. If they succeed, Constantine may fail to achieve his goal of unity in both empire and Church. He will do everything in his power to assure that agreement is reached, but, given the animosity between the factions, he will need all of the skills which allowed him to become sole Emperor. The debate over theology is informed by reading about the various theological positions of the time using Bart Ehrman's *Lost Christianities* and readings from a range of non-canonical Christian texts including the Gospel of Thomas.

*CONVENER: David Henderson is Professor Emeritus of Chemistry at Trinity College. He was one of the original users of Reacting and is author of a number of RTTP games in religion, science, and public policy.*

**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.

*CONVENERS: Stephanie Jass, is Professor of History at Adrian College in Adrian, Michigan, where they use RTTP with all first-year students. She received her M.A. in American Culture Studies from Bowling Green University and her Ph.D. in History from Western Michigan University. Her most recent publication is No Victory Without Work: A Pictorial History of Adrian College, written to celebrate the college's sesquicentennial. She discovered Reacting to the Past (RTTP) in 2007, and has been using it yearly in her classes since 2009. Dr. Jass is*

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currently a member of the *Reacting to the Past* Advisory Board where she serves as the Outreach Chair. Her research and teaching interests include American women's history, foodways, and popular culture. **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 Crisis of Diderot's Encyclopédie, 1759** (game in development). The first volume of *The Encyclopédie*, a monument of Enlightenment, is to be published shortly in 1751, and its editors promise many more to follow as they seek out contributions from intellectuals and scientists of the day. For promoting free inquiry into all areas of knowledge, its editors risk notoriety. Over the ensuing months and years, the publisher, potential investors and subscribers, Sorbonne theology professors, salon hostesses, the pope, the king, his mistress—many stakeholders will no doubt vie to influence the outcome of this most ambitious undertaking. Will the Monarchy and the Church condemn it? Will the editors and contributors resolve disputes over existing and future entries? Can the philosophes reconcile their differences? How will they engage with scholars of the Church? What role will the burgeoning civil society play in championing or rejecting this project?

*CONVENER: Gretchen Galbraith is Professor of History and Associate Dean of the College of Liberal Arts & Sciences at Grand Valley State University. Galbraith's work is principally concerned with Victorian and Edwardian British history. Her work with Reacting to the Past and collaboration with David Eick has recently encouraged an interest in the Enlightenment salon and the role of women in the production and preservation of knowledge. She has used RTTP in honors and general education classrooms and currently serves on the Reacting Consortium Board. David Eick is associate professor of French language and literature at Grand Valley State University. He is finishing a manuscript entitled Dictionary Wars: The Struggle for Language from the Birth of the Enlightenment to the French Revolution (Equinox, forthcoming). He is also a member of the RTTP Game Development Conference junta.*

**Yalta, 1945: Security, Self-Determination, and Empire** (game in development) explores the three-party diplomacy between the US, Great Britain, and the Soviet Union during the Yalta conference in 1945. Large delegations have accompanied Franklin D. Roosevelt, Winston Churchill, and Joseph Stalin to the conference, and each attendee is determined to shape of the postwar world. Together, the players must decide the fate of millions of inhabitants of Eastern Europe, Germany, and East Asia. At the same time, they must work to ensure that the Grand Coalition—through the structure of the proposed United



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Nations organization—will continue to function after the surrender of Germany and Japan. When it comes time to compromise, they must make sure that their nation is not making too many concessions, but they must also recognize that if they do not give way on some issues, the conference will collapse.

*CONVENER: Nick Proctor is a Professor of History at Simpson College, where he has served as department chair and director of the first-year program. After completing Bathed in Blood: Hunting and Mastery in the Old South, he focused on writing historical games, especially for RTTP, which include Kentucky, 1861 (with Margaret Storey); Forest Diplomacy: War, Peace, and Land on the Colonial Frontier, 1756-1757; Art in Paris, 1888-89 (with Gretchen McKay and Michael Marlais); Yalta, 1945, and Chicago, 1968. He also wrote the Game Designer's Handbook, serves as a member of the Reacting Consortium Board, and is chair of the Reacting to the Past Editorial Board.*

**The Collapse of Apartheid and Dawn of Democracy in South Africa, 1993** (Reacting Consortium Press, 2017) situates students in the Multiparty Negotiating Process that took place at the World Trade Center in Kempton Park, South Africa, in 1993. The object of the talks, and the object of the game, is to arrive at a consensus for a new constitution for a new post-apartheid South Africa in the midst of tremendous social anxiety and violence. Just as the cultural setting of South Africa was immensely diverse, so also is the game. Racial diversity—white, black, Indian—is only one dimension of diversity; in fact, by the time of the talks, racial diversity was less critical than were cultural, economic, and political differences. The game, then, requires students to seek to build consensus in the midst of profoundly puzzling complexity and a web of surprising alliances. The South Africa game is focused on the problem of how to transition a society conditioned to profound inequalities, harsh political repression, and great social and cultural diversity to a democratic, egalitarian system of governance. How, in other words, should a society shape itself ethically? Because the issues are complex and not strictly racial, the game forces students to ponder carefully the meaning of democracy as a concept. They are typically surprised at what they find—that justice and equality are not always comfortable bed fellows with liberty and that healthy democracy may sometimes not be best expressed through counting votes even though universal suffrage was one of the most important symbols of new democratic beginnings for South Africa. Indeed, they learn the important lesson that democracy in a diverse setting requires creative collaboration, compromise, and consensus building more than vote-gathering. Students engage in questions of justice based in principles established in the UN Declaration of Human Rights, the Freedom Charter of 1953, and the ideas of Stephen Biko and Nelson Mandela; many parties also have their own key texts (such as Gandhi, Marx, or Mill) from which some of their principles derive.

*CONVENER: John Eby is a medieval historian who branches into Islamic history, Israel-Palestine, and Gandhi. He leads a local movement in interfaith peacebuilding, called Children of Abraham, and he is currently chair of the faculty at Loras College.*

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**Henry VIII and the Reformation Parliament** (W.W.

Norton, 2005) transforms students into lords, commoners, and members of the English Parliament during the tumultuous years 1529-1536. Cardinal Wolsey has just been dismissed as Lord Chancellor for failing to obtain an annulment of King Henry's marriage to Catherine of Aragon. Thomas More, the humanist author of *Utopia*, is named as Wolsey's replacement. More presides over Parliament, which the king hopes will somehow find the means to invalidate his marriage, thus freeing him to marry his new love, Lady Anne Boleyn. Matters of state also apply, for Henry has no male heir to carry on the Tudor line, and Queen Catherine has passed her child-bearing years. But will Parliament be content with solving the king's marital and dynastic problems? For there are some in Parliament who wish to use the royal divorce to disempower the English church, to sever its ties to papal Rome, and to change it doctrinally from Catholicism to Lutheranism. Others are against the divorce, against supremacy and independence, and against this heretical creed filtering in from the continent. More is their leader, for as long as he can survive. Thomas Cromwell, reputed a Machiavellian, leads the king's party. The king himself is ambivalent about the reformation unleashed by his "great matter," as the divorce campaign is called, and so the conservatives are free to prosecute reformers as heretics, while the reformers are free to prosecute conservatives as traitors. Meanwhile, outside of England there sits the greatest power in all of Europe, the Holy Roman Empire under King Charles V of Spain—who just happens to be the nephew of Catherine! How will the emperor respond to this effort to put aside his aunt? At issue is the clash of four contending ideas: traditionalist Christianity, reformist Protestantism, Renaissance humanism, and Machiavellian statecraft. Depending on the outcome of this contest, the modern, secular nation-state will, or will not, be born.

*CONVENERS: Patrick Coby is 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*, will be out from Norton in the fall. 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.*

## ACKNOWLEDGMENTS

This year's "Reacting to the Past" Faculty Institute is the seventeenth 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:

Emily Eckert, Barnard College, RTTP Student Worker  
Gallant Zhuangli, Barnard College  
Jamie Lerner-Brecher, Columbia University, RTTP Student Worker  
Jessica Howell, Eastern Michigan University (alumna)  
Joseph Hogan, New York University GSAS  
Julian Chalifoux, Saint Joseph's University (alumnus)  
Linnea Ristow, Newman University  
Victoria Sun, Barnard College (alumna)



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