

# Nineteenth Annual Faculty Institute: Democratic Education in Uncertain Times

June 12-15, 2019



**The Reacting Consortium announces its 19th Annual Institute at Barnard College. Join the over 200 professors and administrators from throughout the world who, over four days, gather and immerse themselves in this highest of high-impact pedagogies.**

**REGISTRATION IS OPEN NOW!**

*Can democracy survive?* Twenty hundred years ago, Athenian democrats, having been defeated by militaristic Sparta, struggled to answer this question. Today, we struggle with it, too. Can people in the modern world sort the fake news from the real, and navigate the churning information streams on the internet? Do they possess the skills to defend and sustain democratic institutions?

Many college mission statements affirm a commitment to democracy, but often they fail to explain how traditional pedagogies help students make informed judgments and take an active role in their own democracy.

From June 12-15, the Summer Institute, hosted by The Reacting Consortium and Barnard College, will train several hundred instructors and administrators in the Reacting pedagogy.

The 2019 Annual Institute features games whose content explores the challenges of democracy: In addition to a game set in democratic Athens in 403 BCE, the Institute features other historical moments when the fate of democracy was uncertain: the French Revolution in 1791, the Constitutional Convention of 1789, the struggle of suffragists and radical labor before and during the First World War, the fate of the Indian subcontinent on the eve of independence in 1947, the collapse of democracy in Weimar Germany, the Rwandan genocide of the 1990s, and the crisis of climate change today.

The workshop will also feature panels, concurrent discussion sessions, and keynote speeches addressing what may be the most important challenge confronting modern democracies.

Please refer to the left hand column links for more information about the conference.

## Featured Games

### Overview

The institute program features the following games in two-day workshops. Participants should register for one game on Wednesday-Thursday and a second game on Friday-Saturday. 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. Games are described below.

#### **Games:**

##### Wednesday-Thursday Games

- The Constitutional Convention of 1787: Constructing the American Republic
- Paterson 1913: The Silk Strike
- Rousseau, Burke, and Revolution in France, 1791\*
- The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994
- The Prado Museum Expansion: The Diverse Art of Latin America
- The Threshold of Democracy: Athens in 403 BCE\*

##### Friday-Saturday Games

- 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\*

*\*games recommended for newcomers to RTTP*

## Game Descriptions

**The Constitutional Convention of 1787: Constructing the American Republic** (W.W. Norton, 2018) has as its subject the most fundamental legal event in American history—the Constitutional Convention of 1787. Students gather as delegates sent to Philadelphia to amend the Articles of Confederation or to replace it with something better. Familiar elements, such as the Virginia Plan, the New Jersey Plan, and the Great Compromise, structure the first half of the game. Here the principal theoretical divide is between large-republic advocates, called nationalists, and small-republic advocates, called confederalists. In order to give prominence to these competing visions of republican government, the game deviates from the historical original in one significant respect: it incorporates arguments articulated in Federalist and Antifederalist writings and at the state ratification debates. The purpose is to use this one, seminal event as a vehicle for teaching much of the thought of the Founding period.

In the second half of the game, the Convention takes up new issues not a part of the structure of government. What to do about slavery, how to regulate commerce, and whether to include a bill of rights are just a few of the topics that come up at this time. Sectional interests, backroom deal-making, personal rivalries, foreign intrigue, and the danger of leaks all work to add drama to the proceedings. The game ends in a vote to accept or reject the constitution.

- Convener: J. Patrick Coby, Smith College

**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, Simmons College Emerita

***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.

- Convener: John Moser, Ashland University

***The Needs of Others: Human Rights, International Organizations, and Intervention in Rwanda, 1994*** (W.W. Norton, Spring 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, Newman University

***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. 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.

- Convener: Bridget V. Franco, College of the Holy Cross

***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: Tony Crider, Elon University

***Bacon’s Rebellion and the Birth of American Racism, 1676*** (game in development). 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. This game transports the classroom to Jamestown for the Virginia Grand Assembly in 1676 to deliberate about the “Indian Problem.” However, the fate of Virginia is at stake.

- Convener: Verdis Robinson, Campus Compact

***Chicago, 1968*** (game in development) is set in August 1968, when delegates to the Democratic National Convention gather. They need to settle their party platform’s position on domestic issues as well as a policy on Vietnam, and 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 the *Reacting to the Past* game *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 Proctor, Simpson College

***Climate Change in Copenhagen, 2009*** (UNC Press, 2018) covers the negotiations at the Conference of Parties 15 meeting that was attended by a large number of national leaders. This short game also includes representatives of non-government organizations and the press. Students wrestle with the need to work within conflicting limits set by their governments.

- Convener: David E. Henderson, Trinity College Emeritus

***Defining a Nation: India on the Eve of Independence, 1945*** (W.W. Norton, 2016) 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, Barnard College

***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, Northern Michigan University

***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, Barnard College



## 2019 Institute: Keynote Speakers

**We are pleased to announce two Keynote Addresses for this year's Institute!**



**Nicolas W. Proctor** teaches history at Simpson College in Indianola, Iowa. After completing a traditional monograph, *Bathed in Blood: Hunting and Mastery in the Old South*, he focused his work on Reacting games. He is the author of *Forest Diplomacy: War and Peace on the Colonial Frontier; Kentucky, 1861: Loyalty, State, and Nation* (with Margaret Storey); *Modernism vs. Traditionalism: Art in Paris, 1888-89* (with Gretchen McKay and Michael Marlais). He is currently working on games about the Chicago Democratic Convention in 1968, the Reconstruction era in New Orleans, US involvement in Vietnam, and George Washington's inglorious escapades at Fort Mifflin (with Jeff Fortney). He is chair of the Reacting to the Past editorial board and author of the *Game Designer's Handbook* for the series.

Nick's keynote, "High Stakes and Mitigated Consequences: Reacting is a Laboratory for Citizenship" will take place on Wednesday, June 12.



**Judith Shapiro**, an anthropologist, is past President of Barnard College (1994-2008) and the Teagle Foundation (2013-2018), which works to support and strengthen liberal arts education and serve as a catalyst for the improvement of teaching and learning. She serves on the Boards of the Association of American Colleges and Universities, and Scholars at Risk. The 2002 recipient of the National Institute of Social Sciences' Gold Medal Award for her contributions as a leader in higher education for women, her essays and articles on education, like 2016's *Community of Scholars*,

*Community of Teachers*, are widely published.

## Concurrent Sessions 2019

**Below are a few of the concurrent sessions planned for the Institute. Dates are TBD.**

### **Maud Malone: Creating a Role for Librarians in Reacting**

*Session Presenters: Martha Attridge Bufton, Interdisciplinary Studies Librarian, Carleton University; Professor Pamela J. Walker, Carleton University*

Martha Attridge Bufton and Pamela Walker created a character for a librarian in Greenwich Village 1913. Maud Malone was a New York City librarian, union organizer, and suffragette. She 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.

### **Matrix Games: A Short-Form Gaming Option for Reactors**

*Session Presenters: John Carter McKnight, Assistant Professor, Sociology of Emerging Technologies at Harrisburg University; David Runyon, University Librarian, Harrisburg University*

Matrix games are tabletop games built around a map and argumentation. While typically used as foreign policy training tools, the format may be applied to any content with a physical setting and 3-8 players or teams with goals to accomplish. Gameplay is built around argumentation: a turn involves one player presenting an action they wish to take and their reasons why they think they can accomplish it with available resources. Other players critique the argumentation, providing their own reasons why the action may or may not succeed. Arguments are adjudicated by a facilitator by weighting a die roll.

This session will explain the use of Matrix games in the classroom 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.

### **Planning an RTTP Workshop on Your Campus**

*Session Presenter: Shoshana Brassfield, Associate Professor, Philosophy, Director of Center for Teaching Excellence, 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 support, budgeting, getting funding, planning a timeline, inviting and retaining participants, publicity, creating a schedule, and more.

### **Roundtable Discussion: Reacting to the Text: Using Reacting when "The Text's The Thing"**

*Session Presenters: Michael Ferguson, Associate Professor, Political Science, University of Colorado at Boulder; John M. Parrish, Professor, Political Science, Loyola Marymount University*

Reacting emphasizes serious engagement with significant historical, political, philosophical and literary texts. Yet many Reacting games involve a wide variety of competing considerations, including broad content coverage, full participation by all students, immersion in the historical time period, etc., which may not make it easy to engage simultaneously with deep textual engagement. In this roundtable session, we will discuss 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.

### **Roundtable on Utilizing Student Mentors and Coaches: Recruiting, Training, Consulting, and Supporting**

*Presenters: Mark Whitters, Senior Lecturer, Eastern Michigan University; Christopher Schemanske, Student University of Michigan (senior); Nicole Hollis, Student, Eastern Michigan University (senior); Walter Whitt, Eastern Michigan University (junior)*

How can Reacting teachers 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 presenter teaches at a commuter school and has used students in this capacity for ten years, most of the time without compensation from the university. He has a waiting list of 'veterans' who want to serve no matter if they get institutional support or not.

### **Roundtable on Inclusive Practices in Reacting to the Past**

*Presenters: Jae Basiliere, Assistant Professor of Women, Gender, and Sexuality Studies, Grand Valley State University; Gretchen Galbraith, Dean of the School of Arts and Sciences, SUNY-Potsdam; Verdis Robinson, Director for Community College Engagement, Campus Compact*

With this concurrent session, we continue 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.

# Registration Rates and Policies

## Reacting Consortium Member

Members (institutional or personal) who have paid their dues by March 31st, 2019 are eligible to register at the member rate. An annual individual membership costs \$75. To find out more about membership, please visit our Reacting Consortium (<https://reacting.barnard.edu/about/consortium>) page. If you are unsure whether your membership is active, please check our list of member institutions or email

[rttp@barnard.edu](mailto:rttp@barnard.edu) (<mailto:rttp@barnard.edu>). If you are not an institutional or personal member, you should register as a "Non-member."

**If you're a Personal Member of the Consortium, please use the email address associated with your membership, or enter the membership ID number from your confirmation message, in order to secure the discounted rate.**

**If your school is an Institutional Member, please contact the administrator who signed up for the membership for your institution's membership ID. With that number, you will be given the discounted rate.**

**If you have questions, or any issues ascertaining your institution's membership ID number, please contact [reacting@barnard.edu](mailto:reacting@barnard.edu) (<mailto:reacting@barnard.edu>).**

## Graduate Student/TA

Each institution may send up to two graduate students or TAs to the Annual Institute for a reduced rate. If your institution would like to send more than two graduate students, they must register as "Faculty/Administrator from all other institutions."

## Barnard Professors

Barnard College professors have a different registration process. If you would like to register and are a Barnard Professor, please email [rttp@barnard.edu](mailto:rttp@barnard.edu) (<mailto:rttp@barnard.edu>).

## Registration Rates

	Register by March 31	Register by April 30	Register after April 30
Consortium Member Rates: Faculty / Administrator	\$550	\$575	\$600
Non-Member Rates: Faculty / Administrator	\$625	\$650	\$675
Graduate Student/TA Rates <i>(Limit 2 per institution; additional students may register at rates above)</i>	\$500	\$525	\$550

## Other Fees

Barnard College also offers guest accommodations for participants in a campus residence hall. Participants can reserve their rooms during online registration at a rate of \$75/night for double occupancy, or \$90/night for single occupancy. If participants would like to bring a guest who will not be attending the conference, housing for the participant and the guest will be \$150/night. For additional information, please refer to the Lodging page.

## Payment Deadlines

Credit card payments will be processed live during online registration. All payments made by check or purchase order must be postmarked within 14 days of the registration deadlines above for the corresponding rates to apply. Institute materials will not be shipped until payment is received in full.

## Changes and Cancellations

Registrations are transferable within an institution up to two weeks before the event. Refunds will be provided for cancellations received in writing or via e-mail to reacting@barnard.edu (<http://reacting@barnard.edu>) by May 8, 2019; a \$50.00 processing fee will be deducted. After May 8, no refunds (full or partial) will be made for cancellations of registration or lodging reservations.

## Registration Information

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

- Email
- Whether or not they are 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 they plan to attend
- Dietary Preference (vegetarian/vegan/none)
- If they are new to RTTP
- If they will need lodging for the conference, and if so, for which nights (@ ~\$75/night/person)
- If they would like a fitness pass to the campus gym (@\$25)
- Payment method (credit card or check; institutional or personal)