

GREENWICH VILLAGE IN SEGUIN

In this class, we will spend several weeks on a detailed role-playing game called *Greenwich Village, 1913*, which is part of the Reacting to the Past curriculum. Being immersed in a historical scenario will help you to develop your skills in understanding arguments and their underlying values and persuading others through your written and oral communication.

Most of the material for the game is in the assigned book:

Mary Jane Treacy, *Greenwich Village, 1913: Suffrage, Labor, and the New Woman* (Reacting to the Past Series, New York: W.W. Norton, 2015). ISBN-13: 978-0-393-93890-6

This assignment sheet will describe the aspects of the game specific to our class, including:

- exact schedule of game sessions
- shortening of assigned readings
- due dates for written and in-class assignments
- grading information and logistics

Overview of the Game

The Reacting to the Past Game is worth 15% of the course grade. It will be played over 10 class periods. It simulates the neighborhood of Greenwich Village (in New York City) in 1913, which was well-known as a community of “bohemians”—artists, writers, thinkers, activists, and so forth—who were focused on innovation, reform, and developing a new, modern society. The game focuses on two rival groups: the Suffrage faction (which is attempting to make it legal for women to vote) and the Labor faction (which is attempting to improve the status of workers, especially in factories).

All students will be assigned roles or characters to play: either from the Suffrage faction, the Labor faction, or as an Indeterminate—that is, a “neutral” resident of Greenwich village. Throughout the game, students must earn Personal Influence Points (PIPs) to show how they are becoming important in the bohemian community.

At the end of the game, class members will vote and “give” their PIPs to show their support for one of two upcoming events—the Suffrage parade in Washington D.C. or a Labor pageant in New York City. The faction that gains the most PIPs wins the game. However, each character also has individual goals to achieve to win, and some of these have little to do with the main vote.

Strategy Advice

The game is open-ended. This game simulates in detail an authentic historical situation, but the point of the game is not to arrive at the same outcome as the real, historical outcome—anything can happen. This game is overwhelmingly complex. The texts are difficult; the setting is complicated. It is impossible for me (or the game book) to lay out all the possible strategies, options, and moves. Not to mention the oodles of information about the historical setting that is not included in the game book but is totally fair to use if you do some research...

Also, the “teams” are not set in stone. The role sheets say, “You are Labor which opposes Suffrage”—but that simply means that they’re on the other team at the beginning of the game. It does not mean that the Labor members are against giving women the vote. Characters can change

factions during the game. You do not have to vote for either Labor or Suffrage at the end (see p. 82-3 in the game book).

Characters have a wide range of goals and some of these have little to do with the main vote.

Additionally, some characters have potentially game-changing powers. Part of your job in this game is to find out about your classmates' characters and goals by interacting with them—this is a reflection of the bohemians' belief in communication as a way to change the world.

This game is about persuasion. To win this game, all you need to do is win the vote (and achieve your individual goals). That means

1. getting PIPs for yourself (both to further your individual goals and to contribute to your faction).
2. recruiting PIPs from other characters to your side. So how do you get someone onto your side?

Remember, pretty much all the characters are pro-women's rights and pro-workers' rights. So even if you are Suffrage faction, if you communicate that you are “anti-Labor,” you are not going to convince people.

This game is not really about whether women or workers should have rights. It is a game about what is the best way to achieve these goals. That is: how should we create social change in a democracy? How can you convince your classmates that you have the best plan of action to achieve social change?

Remember that your classmates are playing a specific role with goals and values. You recruit them by convincing them that your goals match best with their characters' goals. So the question is, what will make sense to their characters?

Read and listen aggressively. Your goal, then, is to persuade your classmates based on their characters' goals and values. That's hard. So why try to make this stuff up on your own? Throughout this game, you will be assigned readings of *primary sources* (that is, texts really written in the historical period). The primary sources were all written by people who were experts in appealing to exactly the factions that your classmates are part of. So the question is, how did *they* try to recruit and persuade people? This means that you should never “just read” a text. How can you borrow their arguments (WITH CITATIONS) and explain them in a way that makes sense to your classmates (and their characters)? Similarly, you should never “just listen” to a speech from another student. Always be thinking about how you can recruit them and also who is worth recruiting.

Inhabit your role. You should role-play your character as fully as possible with costumes, ways of interacting with others, and most of all your character's goals, ideas, and values. Most of the characters are based on real people from the time—researching to find out more about them and bringing it into the game somehow is a great way to get PIPs. (You should always start your research by looking through the game book: it has tons of links and lists of further books and articles—not to mention the fact that we will only read a tiny sliver of the primary sources included in the game book itself. If there is a reading in the game book written by your character, you really,

really ought to read it in detail). Some of them were brilliant writers, artists, etc. and this is your chance to “show off” and role-play that you wrote it! (WITH CITATIONS)

I will assign roles not based on how similar you are to the role in terms of sex, race, etc. but rather based on the needs of the overall game and based on your preferences described on the Questionnaire distributed before the game begins.

This is tricky: I want you to inhabit your role, but on the other hand, I want you to be careful about how you go about trying to “act like a girl” or “act Italian” or whatever. Overall, my advice is to focus on the ideas and viewpoints of the character, not the accent, mannerisms, etc.

Miscellaneous Tips

In the game sessions, we will pretend it is 1913. That means that you should not refer to later events. Also, when the game book, role sheets, etc. say “today”, they mean 1913! (There are a few primary sources that were written just a few years after 1913, but these are exceptions).

A quick rule of thumb: \$1 in 1913 is \$25 in 2017.¹

What do I have to do to get a good grade?

The short answer is, I don’t exactly know. Grading in this game is unlike any other grade you have ever received. The game simulates the real world: it is chaotic and open-ended. The choices you and your classmates make will cause important changes in the “landscape” of the game. This means that success does not simply mean giving the right answers to a set of questions. It is also not just reading or writing a certain number of words. (If this terrifies you, don’t worry—I am also terrified.)

Overall, you will be graded on

1. Participating in the game whole-heartedly
2. Producing well-organized and well-argued written assignments and formal oral presentations
3. Accomplishing the overall tasks needed to make the game function smoothly
4. With small bonuses for achieving your character’s goals (which requires cooperating with your classmates)

I will also give you an individualized grading rubric that will pinpoint your goals and responsibilities.

Requirements: The majority of your grade will be based on:

Role-playing:

- Participate actively in class activities.
- Act to further the goals to your individualized, assigned role (see your Role Sheet for details).
- Effectively communicate your role in your interactions with classmates.
- Adopt the mindset of your role (in terms of values, thought-processes, etc.).

Written and Oral Assignments:

- (Some individual roles have modified writing assignments: see your Role Sheet for details).
- Position Paper (due in Session 4, 5, 6 or 8 depending on your role).

¹ <http://www.usinflationcalculator.com/>

- In-class speech based on your Position Paper.
- Submission to *The Masses* magazine editor Max Eastman (due in Session 7).
- **Note:** Using material from real primary sources for your written assignments is highly encouraged, but you must clearly indicate what material you are reusing and where you got it (that is, USE CITATIONS). If you use material without citing, it is plagiarism. And you will still need to modify the material: it needs to answer the question at hand, fit into the space and time provided, respond to what other characters have said, etc.

Game Tasks, PIPs and the Vote:

- (Some individual roles have modified game tasks: see your Role Sheet for details).
- Earn at least one PIP (personal influence point) per game period.
- Earn at least 15 PIPs by Session 8.
- If you fail meet the PIP requirements, you may not vote; you also lose grade points and must complete a different assignment (see below).

- PIPs are not graded on a precise scale, but are evidence of participation and engagement.

Bonuses: You can gain extra points by:

- Achieving (or making progress toward) your character’s individual goals.
- Making arguments that are tailored to the game-world: the audience, context, and especially values of one’s opponents. (I will monitor this throughout the game sessions, including speeches and other in-class activities.)

- Being a member of the faction that wins the vote.

The Reacting to the Past Game is worth 15% of the course grade.

Personal Influence Points and Record-Keeping

- The formal written assignments will be submitted via turnitin.com.
- Submissions to *The Masses* magazine will be submitted to turnitin and then forwarded to Max Eastman.

- See 72-79 in the gamebook for detailed information about PIPs.

- All PIPs must be submitted to Polly (pollyingreenwich@gmail.com) by email before the beginning of the relevant class period. If the PIP involves an in-class activity (such as wearing a costume), Polly will verify it during class.

- Optional: each Session, you may turn in (via email to Polly) **one thoroughly completed** Reading Notes sheet, based on one of the assigned texts for that day to receive **one** PIP. You will need to read (and take notes on) more than that to succeed in the game.

- **Note:** Due to time constraints, you can gain PIPs by “virtual” activities that are posted to the class padlet. This could include videos of performances, in-character writings, and other options.

- As stated above, you must earn at least 1 PIP per Session and at least 15 PIPs by Session 8. If you do not meet these requirements, you may not vote. Additionally, you lose 30 points for your RttP grade. To get the remaining points, you must write a 300-600-word Critique of at least one faction (that is, what is wrong with their goals, arguments, tactics, etc.) or get a 0 for your RttP grade (15% of the course grade). This makes it unlikely that you will pass the class.

GREENWICH VILLAGE IN SEGUIN: SCHEDULE

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| <p>Mon. (Oct. 16) Assigned Readings:</p> <p>Announcements and work due</p> | <p>Session 0: Reacting to the Past Orientation: Greenwich Village, 1913 Greenwich Village in Seguin Assignment Sheet (on E-Racer) “Introduction,” 3-14 <u>and</u> 71-80 Note: All readings are in the <i>Greenwich Village, 1913</i> gamebook unless otherwise noted.</p> |
| <p>Wed. (Oct. 18) Assigned Readings:</p> <p>Announcements and work due</p> | <p>Session 1: Women’s Rights and Suffrage Historical Background: “Women’s Rights and Suffrage,” <u>22</u>-30 Stanton, “Declaration of Sentiments” 101-104</p> <p>Read your role sheet</p> |
| <p>Fri. (Oct. 20) Assigned Readings:</p> <p>Announcements and work due</p> | <p>Session 2: Labor and Labor Movements Historical Background: “Labor and Labor Movements,” <u>33</u>-50, <u>skip</u> “Uprising of the Twenty Thousand” (38-40). Marx, “Communist Manifesto” (<u>use modified version on E-Racer</u>)</p> <p>n/a</p> |
| <p>Mon. (Oct. 23) Assigned Readings:</p> <p>Announcements and work due</p> | <p>Session 3: The Spirit of the New Historical Background: “The Spirit of the New” 52-<u>64</u>, <u>skip</u> “The Old in the New” (56-58) (note that 64-67 may be important to the game!) Hapgood, “The Bohemian, the American, and the Foreigner”, 210-215 Bourne, “Youth,” 220-221 Lippman, “Introduction,” 222-225</p> <p>This is the first day you will talk with your classmates <u>in character</u>.</p> |
| <p>Wed. (Oct. 25) Assigned Readings:</p> <p>Announcements</p> | <p>Session 4: The Suffrage Cause (p. 87 in game book) Stanton, “Solitude of Self” Dorr, “American Women and the Common Law” Tarbell, “On the Ennobling of the Woman’s Business”</p> <p>Conversation and Plotting at Polly’s</p> |

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| and work due | <p>Surprises Might Occur...</p> <p>All <i>Suffrage Faction</i> members have assignments due: 900-1200 word written essay on “Why Suffrage Must Be Our Priority Today” 5-10 minute in-class speech based on your paper (but you may only have a notecard to speak from) Emma Goldman assignment due (see role sheet)</p> |
| Fri. (Oct. 27) | Session 5: Labor Has Its Day (p. 88 in game book) |
| Assigned | Addams, “Industrial Amelioration” 168-172 |
| Readings: | Haywood, “The General Strike,” 180-184 <i>The Socialist Party Platform</i> , 185-187 |
| Announcements and work due | <p>Conversation and Plotting at Polly’s</p> <p>Surprises Might Occur...</p> <p>All <i>Labor Faction</i> members have assignments due: 900-1200 word written essay on “Why Labor Must Be Our Priority Today” 5-10 minute in-class speech based on your paper (but you may only have a notecard to speak from) Note: The GM will invite three characters to share “What Feminism Means to Me” in Session 6 Emma Goldman assignment due (see role sheet)</p> |
| Mon. (Oct. 30) | Session 6: The First Feminist Mass Meeting |
| Assigned | Gilman, “Chapter XIV,” <i>Women and Economics</i> , 194-198. |
| Readings: | Parsons, “Ethical Considerations,” <i>The Family</i> , 199-203 Dell, “Charlotte Perkins Gilman,” 216-219 |
| Announcements and work due | <p>Conversation and Plotting at Polly’s</p> <p>Surprises Might Occur...</p> <p>All <i>Villagers and Friends</i> (that is, everyone except the Labor and Suffrage factions) have assignments due: 900-1200 word written essay on “What Should Be Our Priority Today” If invited by the GM (in previous Session) you will give a 5-10 minute in-class speech (but you may only have a notecard to speak from). You may use your written essay to prepare for your speech. Other players will also have a chance to speak up and promote their priorities. Mabel Dodge will secretly invite one player to speak at her Evening (Session 7), so this is your last chance to impress her. If you want to present a performance or some other presentation (during</p> |

Session 7), you must submit a 1-3 paragraph written proposal to Polly by the end of this class period.

Mabel Dodge: you must secretly invite one player to speak at your evening by the end of this Session. Secretly tell the GM who you have invited, and also what reading you are assigning

Emma Goldman assignment due (see role sheet)

Wed. (Nov. 1)

Assigned
Readings:

RttP Session 7: An Evening with Mabel Dodge

Assigned by Mabel Dodge (either from gamebook or distributed via E-Racer)

Announcements
and work due

All students have assignments due:
Submissions to *The Masses* are due to Max Eastman by the end of this Session
Emma Goldman assignment due (see role sheet)

Fri. (Nov. 3)

Assigned
Readings:
Announcements
and work due

Group Advising?

n/a

We will meet as a class to discuss what you need to have before meeting with your advisor to register for Spring Semester
In the meantime, you can continue to earn PIPs, strategize with your faction, and interact with your classmates outside of class.

Mon. (Nov. 6)

Assigned
Readings:
Announcements
and work due

Session 8: Thus Speak *The Masses* and the Vote

n/a

Publication of *The Masses* magazine
Max Eastman has assignments due:
You are responsible for editing and producing the magazine
You will make a 10-15 minute speech explaining your vision and themes for this issue, highlighting your choice of contributions and how they showcase your views
Determining Eligibility for the Vote (final PIP tally)
Labor and Suffrage present 1-3 sentence “Call to Vote”
Possible realigning of factions
Final vote
Emma Goldman assignment due: (see role sheet)
900-1200 word written essay on “Anarchist Views on the Issues”
5-10 minute in-class speech based on your paper (but you may only have a notecard to speak from)

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| | Announcement of winner |
| Wed. (Nov. 8) | Session 9: Debriefing |
| Assigned | n/a |
| Readings: | |
| Announcements | We will spend time reflecting on your experiences during the game |
| and work due | |

GREENWICH VILLAGE IN SEGUIN: STUDENT GRADING RUBRIC

Student Name: _____

Total Grade _____%

Role: _____

| | Exceeds Expectations | Meets Expectations | Below Expectations | Unmet |
|--|----------------------|--------------------|-----------------------|-------|
| Roleplaying the character | 40 38 36 | 35 32 28 | 24 22 20 12 6 | 0 |
| Actively participate in class activities | | | | |
| Act to further your goals (incl. PIPs and other activities) | | | | |
| Embrace the mindset (values, thought-process) of the role | | | | |
| Communicate the role to others via interactions | | | | |
| <i>Bonus: individual goals progress/achievement</i> | | | | |
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| Written and Oral Assignments | 30 27 | 26 24 21 | 18 15 12 9 | 0 |
| Position paper (10 pts) | | | | |
| In-class speech (10 pts) | | | | |
| Submission to <i>The Masses</i> (10 pts) | | | | |
| Modified assignments for role: | | | | |
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| <i>Bonus: arguments tailored to setting (audience, values, etc.)</i> | | | | |
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(see back)

| Game-Mechanic Requirements | 30 | 27 | 26 | 24 | 21 | 18 | 15 | 12 | 9 | 0 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|----------|
| 1 PIP per session; 15 PIP overall; vote (if 0, write Critique to get pts from other categories) | | | | | | | | | | |
| Modified Admin Tasks for Role: | | | | | | | | | | |
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| <i>Bonus: Winning faction</i> | | | | | | | | | | |