

Proposal Form and Narrative

Applicant Name	M. Montgomery Wolf				
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Position / Appointment Title	Senior Lecturer				
Institution Name(s)	University of Georgia				
Team Members	N/A				
Sponsor, Title, Department, Institution	Naomi Norman, Associate Vice President for Instruction, OVPI, UGA Thomas Chase Hagood, Director, Division of Academic Enhancement, UGA				
Proposed game concept	"Atlanta and Black Uplift, 1905: Booker T. Washington vs. W.E.B. DuBois"				
Course Names, Course Numbers and Semesters in which the game would be played	Hist 3115: Reacting to the Past, spring 2020				
Do those courses currently use OERs?	Yes <input checked="" type="checkbox"/> No				
If yes, list OERs here:					
Anticipated First Semester To Be Used	Spring 2020				
Average Number of Students Per Course Section	25	Number of Course Sections Affected by Implementation	1	Total Number of Students Affected by Implementation	25

		in an Academic Year		in an Academic Year	
Average Number of Students Per Summer Semester	0				
Average Number of Students Per Fall Semester	0				
Average Number of Students Per Spring Semester	25				
Requested Amount of Funding	\$8,500				

NARRATIVE

1.1 BASIC INFORMATION ABOUT THE GAME

Game Title (e.g. Napoleon at Waterloo)	"Atlanta and Black Uplift, 1905: Booker T. Washington vs. W.E.B. DuBois"
Game Author/s Other than yourself	
Game Location (e.g. San Dimas, CA)	Atlanta, Georgia
Game Year/s (e.g. 1989)	1905-1906
Number of Players (Minimum and Maximum)	12-30
Number of Set-Up Sessions (Minimum and Maximum)	2-4
Number of Game Play Sessions (Minimum and Maximum)	6-9
Number of Debriefing Sessions (Minimum and Maximum)	2-4
Historical Documents Foundational to the Concept	Booker T. Washington, "Atlanta Compromise Speech" (1895), http://historymatters.gmu.edu/d/39/ . W.E.B. DuBois, "Of Mr. Booker T. Washington and Others" and "Of the Wings of Atalanta" in <i>The Souls of Black Folk</i> (1903), https://www.gutenberg.org/files/408/408-h/408-h.htm .

DLG & DPLA Sources Foundational to the Concept	<p>DLG Sources:</p> <ul style="list-style-type: none"> Historical Georgia newspapers such as <i>The Sunny South</i> and <i>The Atlanta Georgian</i>: https://gahistoricnewspapers.galileo.usg.edu/ Various sources related to Booker T. Washington, W.E.B. DuBois, Hoke Smith, and Clark Howell: for example, https://bit.ly/2yDsyaX, https://bit.ly/2zZEweS <p>DPLA Sources:</p> <ul style="list-style-type: none"> Various sources related to Booker T. Washington, W.E.B. DuBois, Hoke Smith, and Clark Howell: For example, https://bit.ly/2OMEKeD.
Suggested Courses for Gameplay (e.g., World History, French History)	U.S. History African-American History

1.2 DOES YOUR GAME HAVE THESE REQUIRED ELEMENTS? (Check all that apply.)

- ☐ Real historical setting
- ☒ Rich written texts
- ☒ Rich visual materials
- ☐ Rich video/tape materials
- ☒ Multiple meetings
- ☒ Roles with well-developed characters
- ☒ Victory objectives
- ☒ Indeterminacy (e.g., characters who are free to consider the debates with an open mind)
- ☒ Reading, writing, and speaking
- ☒ Narrative structure with drama
- ☒ Possibility of alternate historical outcomes
- ☒ Accessibility to non-specialists

1.3 DOES YOUR GAME HAVE THESE COMMON ELEMENTS? (Check all that apply.)

- ☒ Factions
- ☒ Elements of secrecy
- ☒ Opening vignettes
- ☒ Central texts

2.1 2.1 PROJECT GOALS

List the goals you are trying to achieve by writing a game to incorporate into your teaching, including goals for student learning, materials creation, and pedagogical transformation.

Goals for Student Learning

As with all Reacting to the Past games, my goal is to have students recognize historical contingency and individual agency an immersive role-playing experience. Along the way, students will develop writing and speaking competencies and build confidence in a student-led classroom. They will become better able to interpret primary sources and employ that evidence in historical arguments. More specifically, with this game, I will make the Reacting pedagogy more immediate and relevant for University of Georgia students by placing it in a local setting: Atlanta, 1905.

In terms of content, the student learning objectives are for students to be able to describe the differences between the philosophies of the two most important black leaders of the early twentieth century: Booker T. Washington and W.E.B. DuBois. Students will be able to explain the relative merits of each philosophy and why African Americans in the Jim Crow South would have faced a difficult and dangerous path if they chose to follow or publicly support the tenets of the more progressive DuBois. Students will be able to appraise the causes and effects of the Atlanta Race Riot on blacks, whites, and local politics.

Materials Creation Goals

During the grant period, I will bring the game to Level 2 as defined by the Reacting to the Past consortium, with all the components ready to allow it to move quickly to Level 3 by being playtested by myself and other Reacting instructors. More specifically, at Level 2 the game will have

- 1) a game book with opening vignette, historical background, rules and features of the game, core texts, and essential documents;
- 2) at least 25 well-developed role sheets;
- 3) and an instructor's manual.

Pedagogical Transformation

I have used Reacting to the Past for almost ten years, so this grant will not fundamentally transform my teaching. It will, however, allow me to make the Reacting experience local. To deepen the place-based experience, I plan to take students on a walking tour of the Atlanta Race riot following the game.

2.2 STATEMENT OF CURRICULAR TRANSFORMATION

Curricular Transformation

As stated above, I am a long-time user of RTTP, so this game will not transform my classroom radically. It will, however, allow me to employ place-based learning. Through this approach, students will see the impact of Jim Crow, racial violence, and efforts at black uplift in a local setting. A follow-up module will

explore the long-term effects of the 1906 Atlanta race riot on the local black community, race relations, and politics.

Stakeholders

- Students: Reacting to the Past develops students not only intellectually but in terms of team work, leadership, public speaking, problem solving, and adaptation in a fast-paced environment. All of these are highly valuable skills in professional development.
- Department: There are several faculty members in my department for whom this game would be particularly appropriate. Hopefully they will find the game appealing for their courses, especially Hist 2052: Multiculturalism in Modern America; Hist 3102: Modern African American Experience.
- Digital Library of Georgia: This game will create traffic for and awareness of the Digital Library of Georgia, a rich repository available for K12 and higher education as well as the general public.

2.3 TRANSFORMATION ACTION PLAN

Action plans must include:

- *The specific design elements and creation process of the historical game*
 - *Be sure to describe all required game elements checked in Section 1.*
- *The course and syllabus instructional design/redesign necessary for the inclusion of this historical game*
- *The activities expected from each team member and their role/s: subject matter experts, instructional designer, librarian, instructor of record, et al.*
- *The identification, review, selection, and adoption/adaptation of open resources available in the Digital Public Library of American and/or Digital Library of Georgia*

The action plan will include writing a game book with opening vignette, historical background, rules and features of the game, core texts, and essential documents; at least 25 well-developed role sheets; and an instructor's manual. More specifically, I will follow the RTTP 2.0 Game Development and Gamemaster's Materials Template:

GAMEBOOK

- Section 1: Introduction [3000-6000 words] (done by **June 14, 2019**)
- Section 2: Historical Background [10,000-20,000 words] (done by **June 14, 2019**)
- Section 3: The Game [5000-9000 words]. Counterfactuals. (done by **July 31, 2019**)
- Section 4: Roles and factions [2000-6000 words]. (done by **July 31, 2019**)
- Section 5: Core Texts [30,000-60,000 words]. (done by **August 15, 2019**)
 - Including material from DLG and DPLA
- Section 6: Selected Bibliography [100-1000 words]. (done by **August 15, 2019**)

INSTRUCTOR'S MANUAL (all done by July 31, 2019)

- Introduction [2200-2600 words]
- Game Setup [2000-7000 words]
- Managing the Game [6000-12,000 words]
- Debriefing [300-1,600 words].

- Annotated Bibliography [100-500 words]. This is for instructors who want to deepen their understanding of the game.

INSTRUCTOR'S MATERIALS (student-facing documents) [40,000-60,000 words]

- Role Sheets (completed **January-April 2018**)
 - Including identification of material from DLG and DPLA
- Handouts [100-4,000 words]. (done by **August 15, 2018**)

This game is set in Atlanta in 1905. Real historical figures will include Booker T. Washington, W.E.B. DuBois, Alonzo Herndon, Henry McNeal Turner, Andrew Carnegie, students and professors from Atlanta University, Hoke Smith, and Clark Howell.

The two core texts are Washington's "Atlanta Compromise Speech" (1895) and excerpts from DuBois's *The Souls of Black Folk* (1903). Additional sources from DLG and DPLA will include historic Atlanta newspapers and documents by and about the figures mentioned above.

The game will take place over 5 weeks in a classroom, including set-up time. The debrief will be longer than usual in a Reacting game. Students will go on a walking tour of Atlanta and spend about 2 weeks learning about black Atlanta through the 1950s.

Students, in their roles, will choose whether to support the ideas and plans of Washington or DuBois. Exactly how those ideas and plans will be expressed in the game is to be determined. One idea is that DuBois and Washington are each advocating for an new educational institution to be founded in Atlanta, one that supports their vision. They need to secure financial support, the approval of the white community in Atlanta, and a freshman class of students. As in most RTTP games, some roles will clearly support Washington or DuBois while others will be indeterminate. There will be opportunities for victory at both the faction and individual levels.

While there will be intellectual, social, and political tensions throughout the game, the biggest drama will come with a twist at the end of the game: the Atlanta Race Riot of 1906. The riot occurred during a very contentious gubernatorial campaign with plenty of race-baiting. Tensions among whites in Atlanta grew in the early twentieth century in response to a burgeoning black middle-class, the perception of black crime among "jobless" young men, and fears of black involvement in politics. The trigger for the riot came with a claim that a black man had sexually assaulted a white woman. At least 27 people died, only 2 of whom were white. At the end of the game, students who chose to support DuBois will face heavier potential consequences during the riot. The message: it was dangerous to step outside the strictures of Jim Crow at this time.

This game should be accessible to non-specialists. The general debate between Washington and DuBois is covered in any U.S. History textbook as is Jim Crow segregation and the concomitant racial violence. The primary sources are written in relatively modern and comprehensible language.

2.4 ASSESSMENT: QUANTITATIVE AND QUALITATIVE MEASURES

Assessment plans must address:

- *The quantitative and qualitative measures of impact on student success and experience. The quantitative and qualitative data collected will be utilized in your final report as well as within ALG program communications.*
- *How the data is to be analyzed for each data source, specifically, the action plan must address the project's quantitative impact on student success (items such as Learning Objective success, Drop, Fail, Withdraw (DFW) delta rate, and any other critical factors) to measure impact on student experience.*
- *Qualitative measures must include student feedback through student/faculty surveys, interviews, focus groups, or other means. Grantees are expected to use the student/faculty survey available from Reacting to the Past at University of Georgia (reacting@uga.edu); this survey includes data for similar courses across the county.*

This project will implement both quantitative and qualitative measures of impact on student success and experience. I will compare the Drop, Fail, Withdraw delta rate with other upper-division history courses at UGA.

I will administer the student/faculty survey available from RTTP at UGA and compare that data to similar courses across the country.

2.5 TIMELINE

Date	Task to be completed
1/31/2019	Identify 25 roles and related primary sources.
4/30/2019	Write 25 role sheets.
6/14/2019	Write opening vignette and historical background for gamebook.
7/31/2019	Write rules and features of the game (for gamebook) and instructor's manual.
8/15/2019	Compile finalized set of core texts and other primary sources.
8/15/2019	Request feedback from peers.
12/14/2019	Complete revisions based on peer feedback.
1/14/2020	Begin game in Hist 3115.
2/20/2020	Complete game in Hist 3115.

March 2020	Walking tour of Atlanta Race Riot and curriculum related to aftermath of riot.
1/14 – 5/15/2020	Collection of quantitative and qualitative data.

2.6 BUDGET

Include overall personnel & projected expenses. Be sure to include the required \$1000 in travel funding. Please keep all funding guidelines from the description on Pages 1 and 2 in mind. Format this as a Table.

Expense	Anticipated date of use	Expense Detail	Total Amount
RTTP Winter Conference 2019	January 2019	Registration Fee: 315.00	315.00
Graduate Assistant	Jan-May 2019	\$20/hour	520.00
Travel to and from Atlanta	February 2019	Mileage: 73.00 Parking 20.00 Meals 11.00	104.00
Faculty summer salary	June-July 2019	\$5000 + benefits	6136.00
RTTP Game Development Conference 2019	July 2019	Registration and Lodging: 550.00 Travel: 350.00 Per Diem: 200.00	1100.00
RTTP Winter Conference 2020	January 2020	Registration: 325.00	325.00
TOTAL BUDGET			8500.00

2.7 SUSTAINABILITY PLAN

What is your plan for offering the course in the future, including any necessary maintenance and updating of course materials?

I plan to offer this course once a year. The maintenance and updating of course materials should be a manageable part of my teaching duties, particularly if I am able to get a peer mentor to assist with the game.

I plan to get the game to Level 3 per RTTP guidelines as quickly as possible with the goal of making it widely available to the Reacting community.

2.8 REFERENCES & ATTACHMENTS

A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.

Two letters of support will arrive under separate cover. One will be from the UGA History Department Chair, Claudio Saunt; the other will be from T. Chase Hagood, Director of UGA's Division of Academic Enhancement, and Naomi Norman, Associate Vice President for Instruction at UGA.