This course covers the theory and practice of social and economic justice, including analyses of racial-gender-sexual-class-national and other forms of justice, the history of influential movements for justice, and strategies of struggles for justice. We will primarily accomplish this by looking at two cases: Greenwich Village in 1913 and India in 1945. We will conclude by examining issues of justice in the contemporary US.

**The Basic Concept—Reacting to the Past**

In most classes students learn by receiving ideas and information from instructors and texts, or they discuss such materials in seminars. This course employs a different pedagogy. Students learn by taking on roles, informed by classic texts, in elaborate games set in the past; students learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations. That is because Reacting roles, unlike those in a play, do not have a fixed script and outcome. While students will be obliged to adhere to the philosophical and intellectual beliefs of the historical figures they have been assigned to play, they must devise their own means of expressing those ideas persuasively, in papers, speeches or other public presentations; and students must also pursue a course of action they think will help them win the game.

Both of our games consists of three components:

a) a student game book (on Sakai);
b) historical texts (on Sakai);
c) a role description, which will be provided to you by me.

The first two components (a and b) are available to everyone. The role description is secret: students should not show it to anyone.

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1 Much of this section is a modified version of selections from Mark Carnes’s “Reacting to the Past Overview.” You can read the complete document on Sakai.`
During the first few sessions of a game, known as the set-up phase, I will provide general guidance on the historical context, major texts, and intellectual issues of the game. These sessions will be much like a “normal” class. You might find the complexity of the game to be confusing, so you should ask questions! During or after the second or third set-up class, I will distribute the roles. Later in that class, or sometime in the next, the class will break into factions, allowing students in the same factions, or with similar roles, to determine how to work together to accomplish their objectives. Students should also meet regularly with their faction outside of class meetings.

By the fourth or fifth session, the game phase will commence. Students whose characters function in a supervisory capacity—for example, as Governor General of the Simla Conference in India—will preside over the proceedings. I, now a Gamemaster (GM), will likely sit in the back of the room, intruding only to resolve disputes or issue rulings. The GM will determine when the game is over. Then follows the “post-mortem” phase, in which winners are announced, students relinquish their roles, and the entire class freely discusses the game and attendant issues from (their own) contemporary perspective.

Course Requirements:
Reading
The central premise of “Reacting” is that ideas and life are interwoven. A less obvious corollary is that the study of ideas cannot be undertaken without consideration of the social context in which they emerged, and that the study of people requires an awareness of the intellectual constructs that have shaped their societies and cultures.

This is important to the game because you will be obliged, in a very short period of time, to acquire a solid understanding of complex ideas and difficult texts, and also to navigate through a historical situation that is equally complicated.

The readings, consequently, tend to be of two types: 1) the works of important thinkers; and 2) books and articles that establish the social or historical context. Students must engage with these texts fully and in the light of the historical moment that brought them to the fore. Students may be tempted to take a point that makes sense to their classmates without bothering to figure out how the argument was originally framed. ("We all know that democracy is good, right?") This lazy strategy almost surely will not work: the superficiality of the engagement with the material will be evident to all. More important, easy arguments, though perhaps attuned to one’s classmates, will be hard to defend when sharply examined by those whose roles contradict one’s own role. If students have failed to scrutinize the entire train of these ideas, they will be hard-pressed to make persuasive arguments.

A student’s task as reader is simplified by the fact that his or her position is determined at the outset. If a student is assigned to be a Hindu radical in India, 1945, he or she will be inclined to criticize the literature of the Islamic nationalism. A student will look for weaknesses of evidence or argument.

A key point: Students should not wait until the game phase begins to do the reading. Reacting games unfold swiftly and often shift focus. Students must possess
advance knowledge to be prepared and should commence reading even before the first setup phase class.

Writing
The purpose of written work is to complement class presentations: students write in order to win the game. Usually this means that a student’s writing will be an attempt to persuade people of his or her views.

For each game, students are to complete about 8-12 pages of writing. Usually, there will be two separate assignments, although the nature of the writing assignment depends on your particular role. Writing will constitute 2/3 of the grade for each game. “Introduction to Reacting,” which is on Sakai, includes an appendix on “Writing for Reacting, including four “writing advisories”. You must master these advisories; you should read them all before you write every paper for Reacting.

Because the purpose of written work is to persuade other students, it should be posted on the online class discussion board. Students must submit their work on time. A beautifully crafted call to attend a labor rally does not good if the rally is over. The requirements of the game—particularly the mechanism for posting all papers on the web site—further necessitate timely submission of written work.

Students are largely free to choose whatever form of written expression they wish. The purpose of written work is to help students achieve their “victory objectives.” A student may think it advantageous to write a legal indictment, a poem, a sermon, a newspaper article, a diary entry, or whatever else serves his or her purpose. The most common form of expression will be an essay that advances one’s position and rebuts the arguments of his or her opponents.

Class Participation
You—or, rather, your game persona—will be speaking in class—a lot. Your class participation will constitute 1/3 of your grade for each game.

Class participation complements the writing assignments; both are tools you must use to the best of your ability to win the game. Students will sometimes speak as a member of a particular team, or faction; sometimes alone; and sometimes they will have an indeterminate role and have the freedom to write some of their own game objectives in response to what they have read and heard. But in most roles, students must sooner or later seek to persuade others so as to achieve their objectives and win the game.

There is one constraint on your oral performance: although your may refer to notes, reading aloud is unnecessary (the full and precise text of major presentations may be posted on a web site) and often dull. You may not read your presentation, and my brings only index cards to assist you.

Unless a student is “dead” or has somehow been silenced, students can participate freely in all oral discussions. Students whose roles make them responsible for running the class may determine who speaks and when. This may prove frustrating. As a means of ensuring that everyone has an opportunity to speak, the classroom may be provided with a podium or some other privileged space, at which anyone may stand. Anyone who approaches the podium asserts the
right to give a speech, to pose questions, or to address the class. If someone is already at the podium, students may take a place in line behind him or her.

Game Notebook
During game sessions, you will be required to take structured notes. These will assist you in keeping tracking of the multiple advocacy positions. After each game, you will hand in all your notes. An additional part of your game notebook is your notes from the Primary Reading Sharing. On these days, you will be required to read one historical document of your choosing. At the start of class, you will find a person who you think would find this reading interesting, and discuss it with them. Your notes on this conservation should go in your game notebook.

In-Class Reading Responses
Frequently class will begin with a short writing assignment or quiz. You will be asked to respond to the assigned readings and demonstrate your understanding of the material.

You should bring your computers to class on Days 1-3 during the Greenwich Village scenario and Days 1-5 during the Indian Partition scenario, as the quizzes are likely to be online. Other days, you do not need to bring your computer since you will not be permitted to use them.

Attendance
Attendance is mandatory. You do not get any points for coming to class; you only lose points by not coming to class. After your second absence, you will lose one point from your final grade for each unexcused absence. In order to count as “excused” absences generally require a hospital stay or official notice from an administrator. Additionally, you must contact the instructor in advance in writing to be excused.

The least you need to know:
• 40% of your grade will be based on your writing and participation in the Greenwich Village 1913 game.
• 50% of your grade will be based on your writing and participation in the India 1945 game.
• 10% of your grade will be based on your writing and participation in the final, which will cover the Occupy movement.
• For each game:
  o 50% of your grade will be based on your written work. Each game requires two papers.
  o 35% of your grade will be based on formal and informal class participation.
  o 10% of your grade will be based on your game notebook.
  o 5% of your grade will be based on your in-class reading responses.
• Some roles are more active than others. You will not gain or lose participation points because of the prominence of your role.
• Readings and due dates for assignments and presentations vary depending on what role you have. It is your responsible to know when your deadlines are and what you have to do. If you have any questions, ask the TA or me.
• If you are uncomfortable with your role, let me know. The course is designed to challenge students, but not inflict emotional damage.
• Written assignments are due at or before the beginning of class. Late assignments lose a full letter grade for each day late. Most assignments will be posted to Sakai where other students will be able to see them. If you would like to make alternate arrangements, please let me know in advance.
• Formal presentations must be made on the assigned day. If you know of a conflict, please consult with me in advance.
• I will sometimes modify the directions or assignments that are in the game book. You will be informed in advanced about these.

Course Resources:
There are two required books for this class. Both are on Sakai.

Honor Code:
The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected.

All academic work in this course, including papers, quizzes, and exams, is to be your own work, unless otherwise specifically provided. It is your responsibility if you have any doubt to confirm whether or not collaboration is permitted.

Final exam:
The final exam will be given in compliance with UNC final exam regulations and according to the UNC Final Exam calendar.

Syllabus Changes:
The professor reserves the right to make changes to the syllabus, including project due dates and test dates. These changes will be announced as early as possible.
**Time Table:**

*Really Important Note:* Each of the two game books has important information about what you need to do and when it needs to be done by. When this is in conflict with the syllabus, the syllabus is usually correct. If you have any questions, please ask the TA or me.

January 8 – Introductions

January 13 - GV1913 – Day 1

*Readings*
- “1. Introduction” and “3. The Game” in *GV Gamebook*. This gives an overview of the first game.
- “2. Historical Background: Woman’s Rights and Suffrage” in *GV Gamebook*. Let the learning begin!

January 15 - GV1913 – Day 2

*Readings*
- “Historical Background: Labor and Labor Movements” in *GV Gamebook*
- IWW or SP reading (on Sakai)

January 20 - GV1913 – Day 3

*Readings*
- Green’s “The Show, the Pageant and the Audience” on Sakai.
- “Historical Background: The Spirit of the New” in *GV Gamebook*

January 22 - GV1913 – Day 4

*Readings*
- Elizabeth Cady Stanton. “Solitude of Self.” in *GV Gamebook*.

*Due*
- Suffrage faction presentations #1
- Primary Reading Sharing

January 27 - GV1913 – Day 5

*Readings*
- Elizabeth Gurley Flynn. “The IWW Call to Women.” in *GV Gamebook*.

*Due*
- Labor faction presentation and writing assignment #1
- Suffrage faction writing assignment #1
- Primary Reading Sharing

January 29 - GV1913 – Day 6
Readings
- Floyd Dell. “Charlotte Perkins Gilman” in *GV Gamebook.*

Due
- Villager presentations and *all* Villager writing assignment #1

February 3 - GV1913 – Day 6
Readings
- Elsie Clews Parsons. “Ethical Considerations,” in *GV Gamebook.*

Due
- Primary Reading Sharing

February 5 - GV1913 – Day 6
Readings

Due
- Primary Reading Sharing

February 10 - GV1913 – Day 7
Readings
- Randolph Bourne. “Youth” in *GV Gamebook.*

Due
- Writings for the Masses must be electronically submitted to Max Eastman.
- Primary Reading Sharing

February 12 - GV1913 – Day 7
Readings
- TBA

Due
- Writing assignment #2.

February 17 - GV1913 – Day 8
Readings
- *The Masses*

Due
- Primary Reading Sharing
February 19 - GV1913 – Day 9
Readings
•  The Quill

February 24 - India 1945 – Day 1
Readings
•  *Defining a Nation*, pages 1-30
•  *India’s Search for National Identity*, pages 44-54 in *Defining a Nation*
Watch:
•  BBC’s *The Meeting of Two Oceans*:
  [https://www.youtube.com/watch?v=4NorPxKaqA0](https://www.youtube.com/watch?v=4NorPxKaqA0)

February 26 - India 1945 – Day 2
Readings
•  *India’s Search for National Identity*, pages 87 – 148 in *Defining a Nation*
Watch
•  BBC’s *The Story of India: Freedom* (until 26:26)
  [https://www.youtube.com/watch?v=SihssFt8XGs](https://www.youtube.com/watch?v=SihssFt8XGs)

March 3 - India 1945 – Day 3
Readings
•  *India’s Search for National Identity*, pages 149- 174 in *Defining a Nation*
Watch
•  BBC’s *The Story of India: Freedom* (from 26:26 to 47:00---the moment he says "Simla")
  [https://www.youtube.com/watch?v=SihssFt8XGs](https://www.youtube.com/watch?v=SihssFt8XGs)

March 5 - India 1945 – Day 4 & 5
Readings
•  Read at least three primary documents associated with your character.
Due:
•  In class quiz on readings
•  Primary Reading Sharing

March 17 - India 1945 – Day 6
Readings
•  *Nationalism: A Very Short Introduction* (part 1) on Sakai.
Due:
•  Sikh, Nizam, Mahraja, and Communists present and submit paper #1
•  Primary Reading Sharing
March 19 - India 1945 – Day 7
Readings:
• *A Theory of Justice* (Chapter 1) on Sakai
Due:
• Untouchables, Gandhi adherents and Mahasabha present and submit paper #1

March 24 - India 1945 – Day 8
Readings:
• Primary Reading Sharing
Due:
• All India Women’s Conference, Hindu Mahasabha, and Bose present and submit paper #1

March 26 - India 1945 – Day 8
Readings:
• *A Theory of Justice* (pages 1-7) on Sakai
Due:
• National Congress present and submit paper #1

March 31 - India 1945 – Day 9
Readings:
• *A Theory of Justice* (pages 7-16) on Sakai
Due:
• Muslim League present and submit paper #1

April 2 - India 1945 – Day 10
Due:
• Governors General distribute draft recommendations
• Primary Reading Sharing
• Rural Village Leader #1 presents

April 7 - India 1945 – Day 10
Reading:
• Governors General draft recommendations
Due:
• Primary Reading Sharing
• Rural Village Leader #2 presents

April 9 - India 1945 – Day 11
Due:
• Response to draft recommendations (Paper #2)
• Rural Village Leader #3 presents

April 14 - India 1945 – Day 11
Due:
• Governors General distribute final recommendations

April 16 - India 1945 – Day 12
Reading:
• *India’s Search for National Identity*, pages 174-181 in *Defining a Nation*
Watch:
• *Partition: The Day India Burned*
  http://www.youtube.com/watch?v=jGiTaQ60Je0

April 21 - Occupy – Day 1
Reading:
• Ethan Earl’s “A Brief History of Occupy Wall Street”
• “Inside Occupy Wall Street”
Watch:
• OWS General Assembly Facilitation
  https://www.youtube.com/watch?v=WfTf2db6Yfl

April 23 - Occupy – Day 2
Reading:
• Consensus Based Decision making (on Sakai)
Watch:
• OWS General Assembly Facilitation
  https://www.youtube.com/watch?v=WfTf2db6Yfl

May 1 - Occupy – Day 3
• Final at 12pm