

**Affordable Learning Georgia Pilot Grants
For Developing an Open-Licensed Historical Game
Creation and Implementation beginning January 2019
Running Through May 2020
Applications due end of November 15, 2018**

Description

Faculty are invited to submit a proposal that outlines how they would create or adapt a historical game for use within their classes. Proposals may involve teams of any of the following: faculty instructors, faculty librarians, instructional designers, subject matter experts, editors, graphic designers, or others as needed.

Funding will be available at three levels:

Basic Level (maximum \$5,000): This would be for a small implementation of a game in a single class. The game could be immersive for a few days or a week, or occasionally referenced throughout the course.

Standard Level (maximum \$11,000): This would be for a typical implementation of a game within a class, where fewer than 500 students are expected to be impacted within the academic year. The game should be a significant portion of the class experience, with students interacting with the game on an ongoing basis throughout the course.

Large-Scale Level (maximum \$30,000): This would be for an in-depth implementation of a game within a very large class, multiple sections of the same class, or at the department level, with 500 or more students expected to be impacted within the academic year. The game should be a significant portion of the class experience, with students interacting with the game on an ongoing basis throughout the course.

The proposal must make it clear how the game will be integrated into the class and address learning objectives. As this grant program is part of the Affordable Learning Georgia program, games created or modified under this grant must use freely-available materials and Open Educational Resources (OER), including a significant proportion of materials from the Digital Library of Georgia and/or the Digital Public Library of America. Faculty are expected to release student-facing materials developed under the grant as OER with a CC-BY license. We recognize that some instructor materials may need to be kept secure, but even those materials should be made available to other instructors who would like to use the game in their class.

It is expected that grant recipients will attend the Third Annual Winter Conference at University of Georgia on January 18-19, 2019. \$1000 in travel funding will be assumed in the grant funds provided; if that is insufficient to attend the conference, please specifically request additional travel funding for this purpose when submitting the proposal. Information about the conference is at <https://reacting.barnard.edu/winter-conference-2019>.

Proposal Form and Narrative

Applicant Name Faculty Member	D. Jason Slone, PhD
Applicant Email	dslone@georgiasouthern.edu
Applicant Phone Number	912-478-5909 (office); 419-575-3701 (mobile)
Position / Title	Professor, Department of Philosophy and Religious Studies
Institution	Georgia Southern University Research & Service Foundation, Inc.
Team Members	Claudia Cornejo Happel (Team Lead, Center for Teaching Excellence at GSU); Ruth Baker (Humanities librarian at GSU); Dr. Ahmet Akturk, Dr. Dan Pioske (GSU Faculty, Subject Matter Experts/Content Advisors); Dr. Nicholas Proctor and Dr. Mark Carnes (RTTP Game Design Advisors); Dr. Melissa Gayan (GSU Faculty, Play Tester)
Sponsor, Title, Department, Institution	Claudia Cornejo Happel, Team Lead, Center for Teaching Excellence, Georgia Southern University
Proposed game concept	<p>Two Nations, One Land: The UN Special Commission on Palestine (UNSCOP) and the Creation of Israel, 1947</p> <p>The game setting is the United Nations, 1947. The UN General Assembly has created a Special Committee on Palestine (UNSCOP) to make recommendations on what to do about the situation in Palestine, where there is deep and violent unrest between Zionist Jews and Palestinian Muslims.</p> <p>Given the recent atrocities of the Holocaust during WWII, Jews are pressuring Britain, and by extension the recently formed United Nations, to allow for the creation of Israel. They claim that Jews have either/both religious and political rights to the land, based on Biblical texts, the Belfour Declaration (1926), the Palestinian Royal Commission and Woodhead Commission reports (1938), and because many Jews already live there as a result of immigration/repatriation since the late 19th century.</p> <p>However, Palestinian Muslims claim that they have either/both religious and political rights to the land and that the partitioning of Palestine to create Israel would be an act—arguably illegal—of</p>

European imperialism. Recently emerged “super powers” the U.S. and the U.S.S.R. are watching closely, given their interests in the region (including theological motivations among evangelical Christians in the US).

Factions

The indeterminate faction is the UNSCOP, consisting of representatives (1-2, depending on class size) from 11 “neutral” nations. Their collective task is to make recommendations to the UN General Assembly on what to do about the situation in Palestine. Of course, individuals on the committee may—and likely do—have personal and national goals which may influence how they vote.

The other two main factions are (1) Zionist Jews who seek to convince the UNSCOP to recommend the partitioning of Palestine into two nations (Israel and Palestine), and (2) Palestinian Muslims who do not want Palestine to be partitioned and who see the creation of Israel as an act of European imperialism.

Further, there will be divisions within each faction: (a) religious (Orthodox) Jews who see Israel as a covenant with God and seek to have the Four Holy Cities (Jerusalem, Hebron, Safed, Tiberias) included within the boundaries of the new Israel, and (b) secular Zionist Jews who imagine Israel as a political nation-state and don’t care much about the holy cities, and care instead about gaining/maintaining control of areas on the Western and Eastern borders (for agricultural, economic, and military reasons).

Within the Palestinian faction, there will be divisions over how to deal with the UN and Zionists: traditionalist religious Muslims who see partition as unacceptable and condone the use of violence if needed (“jihad”), and modernist Muslims who seek political solutions to the situation and may be open to a two-state solution if the map is drawn favorably (including, perhaps, control of Jerusalem).

Fourth, there will be characters with “tangential” concerns. There will be representatives from the British and the US, Maronite and Palestinian Christians, a Druze role, and representatives from neighboring countries (e.g., King Abdullah from Transjordan; Lebanese Prime Minister Riad al-Sohl; Arab League members).

The UNSCOP will invite input from these stakeholders -- in the forms of speeches, papers, and debate – about whether to partition Palestine into two nations. Additionally, the UNSCOP will make recommendations on important related issues such as border demarcations, rates of immigration, access to holy sites, the status of Jerusalem, etc.

Calendar

Game Sessions 1-3 (game prep): Overview of Judaism (Hebrew Bible), Christianity (New Testament), Islam (Qur'an); WWII, the end of the Ottoman Empire, and the creation of the modern Middle East; WWII, Anti-Semitism and the Holocaust, the British Mandate of Palestine, the UN

Game Session 4 (game play session 1) – Opening session: UN General Assembly constitutes “Special Committee on Palestine.” Speeches by Zionists/Jews.

Game Session 5 (game play session 2) – Speeches by Palestinians/Muslims

Game Session 6 (game play session 3) – Speeches by others (British, US, Maronites, Palestinian Christians, Druze, Transjordan, Libya, etc.)

Game Session 7 (game play session 4) – Presentation of UNSCOP draft of recommendations; debate

Game Session 8 (game play session 5) – Continued speeches/debate

Game Session 9 (game play session 6) – Final debates; UNSCOP Vote

Game Session 10 – Post-mortem

Roles

Representatives from “neutral” countries (*Alternates are optional for larger classes):

- Australia
 - John Hood, representative
 - S. L. Atyeo, alternate
- Canada
 - Justice Ivan Rand, representative

- Leon Mayrand, alternate
- Czechoslovakia
 - Karel Lisicky, representative
 - Richard Pech, alternate
- Guatemala
 - Dr. Jorge Garcia Granados, representative
 - Lic. Emilio Zea Gonzalez, alternate and secretary
- India
 - Sir Abdur Rahman, representative
 - Venkata Viswanathan, alternate
 - H. Dayal, second alternate
- Iran
 - Nasrollah Entezam, representative
 - Dr. Ali Ardalan, alternate
- Netherlands
 - Dr. N. S. Blom, representative
 - I. Spits, alternate
- Peru
 - Dr. Alberto Ulloa, representative
 - Dr. Arturo Garcia Salazar, alternate
- Sweden
 - Justice Emil Sandström, representative
 - Dr. Paul Mohn,
- Uruguay
 - Professor Enrique Rodriguez Fabregat, representative
 - Professor Óscar Secco Ellauri, alternate
 - Edmundo Sisto, secretary
- Yugoslavia
 - Vladimir Simic, representative

Zionist/Jewish Roles

- David Ben-Gurion
- Moshe Shertok
- Chaim Weizman
- Golda Meir
- Menachim Begin (Zionist “terrorist”)
- More roles (if needed for larger classes):
 - Generic “Orthodox Jew”
 - Generic “Secular Zionist”

Palestinian/Muslim Roles

	<ul style="list-style-type: none"> • Amin al-Husayni • Sami Taha • Husayn al-Khalidi • Raghib al-Nashashibi • Ahmad al-Shukeiri • More roles (if needed for larger classes): <ul style="list-style-type: none"> ○ Generic “Muslim - Modernist ” ○ Generic “Muslim - Traditionalist/Wahhabist” <p>Additional Roles</p> <ul style="list-style-type: none"> • Sultan Pasha al-Atrash (Druze Leader) • Maximos Hakim (Palestinian Christian Leader) • Maronite Christian Leader (*TBD) • Ernest Bevin (British) • John Singleton (British) • John Stanley Grauel (USA – Christian Zionist) • Franklin Ridgeway Aydelotte (USA) • Joseph Chappell Hutcheson, Jr. (USA) • King Abdullah of Transjordan • Libyan Prime Minister Riad al-Solh • More roles (if needed for larger classes): Arab League Leaders <p><i>Texts (*All Open-Educational Resources [OER])</i></p> <ul style="list-style-type: none"> • <i>Hebrew Bible</i> • <i>Qur’an</i> • Historical/Political Documents <ul style="list-style-type: none"> ○ The Balfour Declaration ○ The Palestinian Royal Commission Findings ○ The Woodhead Commission Report ○ Others TBD with the help of OER librarians
<p>Course Names, Course Numbers and Semesters in which the game would be played</p>	<p>During the pilot project:</p> <ul style="list-style-type: none"> • 6 sections of RELS 2130: World Religions (Fall 2019; Spring 2020) • 1+ section of RELS 2100: Introduction to Religious Studies (Spring 2020, taught by Dr. Dan Pioske) • 3 sections of FYE classes (Fall 2019; sections taught by Dr. Slone, Dr. Melissa Gayan, and Dr. Dan Pioske)

	<ul style="list-style-type: none"> 2+ sections of HIST 1112 (Fall 2019; Spring 2020, taught by Dr. Melissa Gayan) <p>Importantly, Dr. Gayan is play-testing the game in a large class (156) and a condensed version. This will help me to write variations of the game, which will make the game more flexible and thus more likely to be adopted and played by a wide range of faculty members.</p> <p>Also, long-term, this game has the potential to be played in many high-enrolled courses, notably those which count towards fulfillment of the Area B requirements in the Core Curriculum. See below.</p>				
Do those courses currently use OERs?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
If yes, list OERs here:					
Anticipated First Semester To Be Used	Fall 2019				
Average Number of Students Per Course Section	24-156* *Varies by course (e.g. FYE 1220 has 24; HIST 1112 has 156)	Number of Course Sections Affected by Implementation in an Academic Year	12+	Total Number of Students Affected by Implementation in an Academic Year	500+
Average Number of Students Per Summer Semester	100+* *Varies by course (35-156)				
Average Number of Students Per Fall Semester	250+* *Varies by course (24-156)				
Average Number of Students Per Spring Semester	250+* *Varies by course (35-156)				

Requested Amount of Funding	\$25,000 (*Itemized budget below)

NARRATIVE

1.1 BASIC INFORMATION ABOUT THE GAME

Game Title (e.g. Napoleon at Waterloo)	Two Nations, One Land: The UN Special Committee on Palestine (UNSCOP) and the Creation of Israel, 1947
Game Author/s Other than yourself	N/A
Game Location (e.g. San Dimas, CA)	Jerusalem
Game Year/s (e.g. 1989)	1947
Number of Players (Minimum and Maximum)	10-40
Number of Set-Up Sessions (Minimum and Maximum)	1-3
Number of Game Play Sessions (Minimum and Maximum)	1-6
Number of Debriefing Sessions (Minimum and Maximum)	1
Historical Documents Foundational to the Concept	The <i>Hebrew Bible</i> ; The <i>Qur'an</i> ; Balfour Declaration; Palestinian Royal Commission report; Woodhead Commission report; UN documents that establish UNSCOP
DLG & DPLA Sources Foundational to the Concept	The <i>Hebrew Bible</i> ; The <i>Qur'an</i> ; Balfour Declaration; Palestinian Royal Commission report; Woodhead Commission report; UN documents that establish UNSCOP
Suggested Courses for Gameplay (e.g., World History, French History)	Core Curriculum Courses: FYE 1220: First-Year Seminar HIST 1112: World History II (*Core Area B) IDS 2000: Diaspora Studies (*Core Area B) RELS 2100: Introduction to Religious Studies (*Core Area B) RELS 2130: World Religions (*Core Area B) POLS 1150: World Politics (*Core Area B) CRJU 2010: Universal Justice (*Core Area B)

	<p>Others:</p> <p>HIST 3532: The Modern Middle East</p> <p>RELS/HIST 3521: Muslim World from Genghis Khan</p> <p>POLS 3229: Human Rights in International Relations</p> <p>POLS 4180: Model United Nations</p> <p>RELS 3136: Introduction to Islam</p> <p>RELS 3330: Introduction to the Hebrew Bible</p> <p>RELS 3430: Religion and Politics</p>
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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 PROJECT GOALS

This game fills an important gap in the RTTP catalogue. The 1947 UNSCOP recommendations, which led to the partition of Palestine and the creation of Israel, transformed the modern Middle East and, by extension, contemporary global geopolitics. In fact, many post-colonialist historians see the UN decision to partition Palestine as a key cause of contemporary conflicts between Muslims and the West. Yet, despite its importance, no RTTP game is available for students to play and learn about this important historical event (*NOTE: a game was written on the Palestinian Royal Commission [aka the “Peel Plan”), but the author has chosen not to distribute it for others to play).

This game will enable students to wrestle with the consequences of the partitioning of Palestine and the creation of Israel, as well as broader issues around self-determination, state sovereignty, nationalism, the role of the United Nations in global affairs, and the role of religion in contemporary global conflict.

2.2 STATEMENT OF CURRICULAR TRANSFORMATION

This game has the potential to transform the curriculum significantly because it covers important material and events that are relevant to many disciplines and courses, including FYE 1220: First Year Seminar, 6 different high-enrolled courses in Area B of the Core Curriculum (see 1.1 above), as well as in Interdisciplinary programs like Interdisciplinary Studies and Africana Studies.

2.3 TRANSFORMATION ACTION PLAN

I will attend the RTTP Winter conference, including the OER pre-conference workshop at UGA January 17-19, 2019. Then I will conduct research and begin writing a draft of the game from January – May, including identifying and obtaining open educational resources (OER) with the help of the Georgia Southern University library.

Then I will write a draft of the game between May-July, attend the RTTP Game Development conference at Florida Atlantic University July 11-13, and then finalize the first iteration of the game between July and August.

I will play-test the game in all sections of my RELS 2130 in the Fall 2019 and Spring 2020 semesters, as well as in my FYE 1220 course in the Fall 2019 semester. In addition, Dr. Melissa Gayan has agreed to play-test the game in her FYE 1220 course (Fall 2019) and HIST 1112 courses (Fall 2019 and Spring 2020), and Dr. Dan Pioske has agreed to play-test the course in his FYE 1220 course (Fall 2019), and his RELS 2100 courses (Spring 2020).

Then I will analyze assessment data from Fall 2019, revise the game over the Winter break (December 2019-January 2020), as well as attend the January RTTP Winter conference at UGA. Colleagues and Then I will play-test the revised version of the game during the Spring 2020 semester, and after the Spring 2020 semester is over I will make another round of revisions and publish the game in May 2020.

Finally, though I will make the final version of the game available for play in May 2020, I recognize that there will be a need for on-going sustainability of the game and am committed to making on-going revisions of the game as others play it and make suggestions for improvement. This will be done in the online site that will house the game as well as on the Reacting to the Past website.

2.4 ASSESSMENT: QUANTITATIVE AND QUALITATIVE MEASURES

I will assess the impact of the game using both quantitative and qualitative measures.

Quantitatively, I will create game-specific rubrics for writing assignments, speeches, and participation in order to assess student learning. In addition, I will conduct:

- (1) a within-subjects grade distribution analysis on papers submitted, speeches given, and participation levels during the playing of the game, and
- (2) an ANOVA that compares final course grades against previous sections of the course(s), as a measurement of how the game affected how well students met the course SLO.

Qualitatively, I will conduct:

- (1) a content analysis of de-identified student comments on my Student Ratings of Instruction (SRI), and
- (2) semi-structured interviews of faculty members who play tested the game.

Finally, I will use the student/faculty survey from Reacting to the Past at University of Georgia, which includes data for similar courses across the county.

2.5 TIMELINE

January 17-19, 2019	Attend the RTTP Winter Conference at U.G.A., including the OER pre-conference workshop
January – May, 2019	Conduct research
May – July, 2019	Write first draft of the game

July 11-13, 2019	Attend RTTP Game Development Conference at Florida Atlantic University
July-August, 2019	Revise and finalize the first draft of the game
Fall Semester 2019	Play-test the game in RELS, HIST, and FYE courses
December 2019-January, 2020	Analyze assessment data, attend RTTP Winter Conference at U.G.A., revise game
Spring 2020 Semester	Play-test the revised game in RELS and HIST courses
May 2020	Revise and publish the game (open source)

2.6 BUDGET

Budget Summary

	P1 (01/17/2019 - 01/16/2020)	P2 (01/17/2020 - 05/01/2020)	Totals
Personnel			
Salary	\$16,686	\$0	\$16,686
Fringe	\$4,765	\$0	\$4,765
Calculated Direct Costs	\$0	\$0	\$0
Personnel Subtotal	\$21,450	\$0	\$21,450
Non-personnel			
Travel	\$2,550	\$1,000	\$3,550
Calculated Direct Costs	\$0	\$0	\$0
Non-personnel Subtotal	\$2,550	\$1,000	\$3,550
Totals			
Total Direct Cost	\$24,000	\$1,000	\$25,000
Total F&A Costs	\$0	\$0	\$0
Totals Subtotal	\$24,000	\$1,000	\$25,000

2.7 SUSTAINABILITY PLAN

The game will be housed online as an open-education resource. As such, I will have continual access to the game in order to make changes as needed. In addition, it will be available to faculty members at other universities via the Reacting to the Past BLORG (Big List of Reacting Games).

2.8 REFERENCES & ATTACHMENTS



November 11, 2018

To Whom it May Concern;

I write this letter in support of Dr. Jason Slone's grant proposal to write a reacting to the past game based on the Palestinian and Israeli conflict over the formation of the state of Israel. Dr. Slone has been using reacting to the past games in his Introduction to Religious Studies as well as his World Religions courses. He is very experienced with the games and has a deep commitment to student centered learning. Despite the intensive set up required for the games, as well as the multiple graded assignments, Dr. Slone has mentioned that his students are learning much more than before which is why he is so committed to the method of the reacting to the past games. His student ratings of instruction scores are near the top of the overall department scores, and students enjoy his talents as a teacher. Since Jason has published and edited several books, I am confident that he will meet the deadlines required. The game will be very useful in his classes. Please feel free to contact me with any questions you may have.

Sincerely,

A handwritten signature in blue ink that reads "Karin Fry".

Karin Fry

Chair and Professor of Philosophy

Department of Philosophy and Religious Studies

Georgia Southern University

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Friday, November 9, 2018

Dear members of the selection committee,

It is my pleasure to support Dr. Jason Slone in his application for the **Affordable Learning Georgia Pilot Grants For Developing an Open-Licensed Historical Game Creation and Implementation**. Dr. Slone has effectively and enthusiastically implemented Reacting to the Past (RTTP) games into most of his classes for several semesters. Additionally, he has actively engaged with the RTTP community by attending the Annual Winter Conference in Athens, GA for the past two years.

At Georgia Southern University, Dr. Slone has served as a mentor to other faculty interested in incorporating Reacting to the Past games into their teaching and has been an advocate for developing professional development programming and other faculty resources to support RTTP at Georgia Southern. In fact, he has been instrumental to the organization of a faculty workshop that will be hosted in Spring 2019 with support from the RTTP Consortium and W. W. Norton Publishers.

Dr. Slone has made plans to work closely with colleagues, Georgia Southern Libraries, and the Center for Teaching Excellence if his application is accepted. The grant application has been submitted to Georgia Southern's Office of Research Services and Sponsored Programs of and is currently under review.

A handwritten signature in black ink that reads "C. Cornejo Happel".

Claudia Cornejo Happel, Ph.D.

Team Lead, Center for Teaching Excellence - Statesboro Campus
Assistant Professor, Department of Foreign Languages

CENTER FOR TEACHING EXCELLENCE

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11/9/18

To whom it may concern,

In *Our Underachieving Colleges* (2006), Derek Bok insisted that the creation of active-learning pedagogies had become the main challenge for higher education. I think that Jason Slone's intention to develop a Reacting-style game on the creation of Israel constitutes a major advance in that important endeavor. I am writing this letter to support his application for one of the University System of Georgia Board of Regents grants for game-based Open Educational Resources. His project would be perfect for game-based learning, and I would be pleased to see it as an OER. It fills an important gap in the Reacting library (and in higher education as a whole) and it would be something that could be used in a wide variety of classroom settings.

Nicolas W. Proctor
Simpson College, Department of History
Reacting Consortium, Editorial Board Chair