

Affordable Learning Georgia Pilot Grants For Developing an Open-Licensed Historical Game

Proposal 402.c. Form and Narrative

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Position / Appointment Title	Professor, Journalism Department Head Carolyn McKenzie and Don E. Carter Chair in Journalism Excellence
Institution Name(s)	University of Georgia, Grady College of Journalism and Mass Communication
Team Members	Janice Hume and doctoral student Andrea Briscoe Consulting team: Chase Hagood, Director, Division of Academic Enhancement, UGA; Sheila McAlister, Director, Digital Library of Georgia; Naomi Norman, Associate Vice President for Instruction, UGA
Sponsor, Title, Department, Institution	University of Georgia Division of Academic Enhancement
Proposed game concept	The game will take place in two parts, in 1915 and 1986, in the aftermath of two of the most notorious crimes in Georgia history, the murder of 13-year-old child laborer Mary Phagan and the lynching of Leo Frank, the Jewish factory supervisor convicted of her murder. Players will consider the appeal in 1915 of Frank's murder conviction and the 1986 question of whether to posthumously pardon him. In addition to the legal and political questions, journalistic norms and ethics in both time periods will be considered as players determine editorial positions in national and local newspapers.
Course Names, Course Numbers and Semesters in which the game would be played	JRLC 5490 History of American Mass Media Students in Spring 2019 will help with research and with developing subsidiary themes for the game. Students in Spring 2020 (and beyond) will play the game.
Do those courses currently use OERs?	No

If yes, list OERs here:					
Anticipated First Semester To Be Used	Students in Spring 2019 will locate and analyze primary documents and will help develop subsidiary themes for the game. Students in Spring 2020 will play the game.				
Average Number of Students Per Course Section	40	Number of Course Sections Affected by Implementation in an Academic Year	1	Total Number of Students Affected by Implementation in an Academic Year	40
Average Number of Students Per Summer Semester	The course is offered in Spring semesters.				
Average Number of Students Per Fall Semester	The course is offered in Spring semesters.				
Average Number of Students Per Spring Semester	40				
Requested Amount of Funding	\$9,000				

NARRATIVE

1.1 BASIC INFORMATION ABOUT THE GAME

Game Title	Justice in Georgia: The murder of Mary Phagan and the memory of Leo Frank
Game Author/s Other than yourself	
Game Location	Atlanta, Georgia
Game Year/s	1915 and 1986

Number of Players	Minimum 20, Maximum 50
Number of Set-Up Sessions (Minimum and Maximum)	Minimum 2, Maximum 3
Number of Game Play Sessions (Minimum and Maximum)	Minimum 10, Maximum 12
Number of Debriefing Sessions (Minimum and Maximum)	Minimum 1, Maximum 2
Historical Documents Foundational to the Concept	Digitized era press coverage in sixteen historic newspapers and magazines both local and national. Court documents. Digitized era books, photographs and correspondence.
DLG & DPLA Sources Foundational to the Concept	<p>A preliminary search of the Digital Library of Georgia and the Digital Public Library of America found myriad primary documents available for this project.</p> <p>Among the resources at the DLG are the Leo Frank papers; era news articles from the Atlanta Journal and Constitution and the Atlanta Georgian, owned by William Randolph Hearst, and the national press; a 1913 book with “the inside story of Georgia’s greatest murder mystery;” Georgia court documents and correspondence with attorneys; an era booklet containing “five arguments in the Frank case;” a petition to the United States Supreme Court; numerous letters of sympathy to the Frank family; the Georgia governor’s clemency decision; many photographs, including of the Frank lynching and the Georgia governor hung in effigy. Resources at the DPLA include letters, photographs and clemency records.</p> <p>The DLG and the DPLA have a joint digital exhibition on the murder of Mary Phagan and the lynching of Leo Frank, including important historical context about racial violence, economic transformation and child labor, the idealization of women, and Jews and antisemitism.</p> <p>Of course Georgia Historic Newspapers are digitized and available via the University of Georgia Libraries as well as many national newspapers and magazines with coverage of the Frank case.</p> <p>The WSB archives at UGA contain video footage of an interview with a witness who describes intimidating crowds outside the courthouse. It also includes pre-recorded footage of documents and old photographs.</p>
Suggested Courses for Gameplay (e.g., World History, French History)	JRLC 5490, History of American Mass Media

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

Grady Journalism student learning outcomes that apply to this project:

- Students will demonstrate an understanding of the history and role of professionals and institutions in shaping communications.
- Students will apply appropriate tools and technologies to communicate visually and verbally.
- Students will recognize, evaluate and value the role of journalism in a democratic society.
- Students will understand and apply the principles and laws of freedom of speech and press.

- Students will demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.
- Students will demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Students will think critically, creatively and independently.
- Students will conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Students will write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.

Additional student learning outcome specific to this project:

- Students will learn how to critically evaluate and use primary documents in historical research.

2.2 STATEMENT OF CURRICULAR TRANSFORMATION

This historical game will transform my History of American Mass Media course. I have always asked students to engage in primary sources as they consider the past. Yet they have done so with the detachment that young people feel towards history and that journalists sometimes feel about their subjects. This project will immerse them into another time period and ask them to live the historical moment. It will teach them skills of both verbal and written persuasion, and it will ask them to engage with the ethical norms of their profession.

If the game is successful, I will plan to incorporate it in future classes. I offer this course in subsequent spring semesters with enrollment typically running from 35 to 60 students.

2.3 TRANSFORMATION ACTION PLAN

This will be my first attempt at designing any kind of game. My plan is to attend the January 2019 Winter Conference to learn more about best practices and then to include students in my History of American Mass Media course in Spring 2019 in the planning phase. They will find, analyze and sort primary documents, develop subsidiary themes, and propose elements for a game that would be part of the same course in Spring 2020.

What follows are my preliminary thoughts.

The game will take place in two distinct historical time periods (1915 and 1986) in Atlanta, Ga. It begins in 1915, two years after the brutal murder of 13-year-old Mary Phagan and immediately after the U.S. Supreme Court has declined to overturn the murder conviction of Leo Frank, supervisor of the pencil factory where Phagan's body was discovered. In 1986, students will consider the controversial proposal to posthumously pardon Frank.

As this is a media history class, I am particularly interested in students doing a deep dive into journalism of both periods and the ethical decisions about coverage that might have influenced decision makers and the people of Atlanta. Obviously themes of racial violence, economic transformation and child labor, the idealization of women, and Jews and antisemitism will have an impact on the moves and decisions game players will make.

Real historical setting: The game will take place in Atlanta, Ga., in 1915 and 1986.

Rich written texts: Much has been written about this murder mystery and its aftermath. Two core texts that I would include were written by journalist Steve Oney, a Grady Journalism graduate now a successful freelance journalist and author. Students wouldn't read his 742-page award-winning narrative about the case, but would read two articles that well summarize the issues. One is "And the Dead Shall Rise: An Overview," *Southern Cultures* 11:4 (Winter, 2005), pp. 28-46, available free via JSTOR. The other is "Murder Trials and Media Sensationalism: The press frenzy of a century ago echoes in the coverage of trials today," *Neiman Reports* (Spring 2004), pp. 63-67, also available full-text via UGA Libraries.

Rich primary source material is described in part 1.1.

Rich visual material: The digital archives contain many photographs and at least one video relevant to the game.

Multiple meetings: My media history class meets on Mondays-Wednesdays-Fridays. I am committed to devoting a month of class time to this game and reorganizing my syllabus to accommodate this change.

Roles with well-developed characters: Characters could include specific lawyers, Frank and Phagan family members, journalists, the governor of Georgia, members of the public, some of whom might have relatives who were involved in the lynching party.

Victory objectives: I will have a better idea of victory objectives after the work of designing the game. My preliminary thoughts are that "victory" would be determined by votes on whether the newspapers, on their editorial pages, would support the governor's decision to commute Frank's death sentence and later whether another governor should grant him a posthumous pardon.

Indeterminacy: Numerous characters will be free to consider the evidence with open minds, including journalists in the "yellow" period in 1915 and more "objective" period in 1986. Additionally, members of the public would be indeterminate.

Reading, writing and speaking: Students would be engaged in all three via reporting and advocacy roles. In addition to the reading, writing and speaking that would be part of the game, students will write an essay that considers journalism in relation to Atlanta culture in both periods, including themes of anti-Semitism, labor and gender.

Narrative structure with drama: The murder of Mary Phagan and the lynching of Leo Frank offer rich and complex narratives.

Possibility of alternative historical outcomes: While students might be aware that Frank's death sentence was commuted and that he was pardoned, editorial support or opposition in local and national press would be an open question.

Accessibility to non-specialists: Court documents, papers and newspaper coverage are all accessible to non-specialists. The core readings are meant for a general audience as well.

Common elements: This game would have all common elements – factions, opening vignettes, elements of secrecy and central texts, which are described above.

My course syllabus would be significantly redesigned with a month allocated to game play. While I always have students engage with the past via primary documents, write papers and do presentations, this project will add a new level of engagement. Students will have to live history, rather than consider it from a detached place. I believe this will be an unforgettable and valuable experience for them.

Following my participating in the 2019 Winter Conference, I will engage students in thinking about these elements as a class project in 2018. I will hire a graduate student for summer 2019 to help design, organize, write and plan. Ideally the graduate student will attend the Winter Conference as well. (As we live in Athens, the travel stipend will be more than enough for two registrants.) All materials will be made available online with no cost to student participants.

A significant portion of resources for this project are part of the Digital Library of Georgia and the Digital Public Library of America. All other resources are available free to University of Georgia Stories via UGA Libraries.

2.4 ASSESSMENT: QUANTITATIVE AND QUALITATIVE MEASURES

Student learning will be addressed with both direct and indirect measures.

- Focus group of student participants.

- Survey of all student participants using the survey available from Reacting to the Past at the University of Georgia (reacting@uga.edu).

- Survey of all student participants to measure Grady Journalism student learning outcomes.

Professor's evaluation rubric assessing student engagement and performance.
Professor's evaluation of written assignments.

2.5 TIMELINE

January, 2019	Attend winter conference to learn best practices
Spring semester, 2019	Engage media history students in primary research, theme building, and ideas for game design
Summer, 2019	Hire graduate student and summer stipend for professor; design game and write all course materials
Fall, 2019	Build online materials
Spring, 2020	Play game and gather assessment data
May, 2020	Analyze assessment data and report

2.6 BUDGET

Faculty summer stipend	\$3,000
Graduate assistant, Summer 2019	\$4,000
Travel, winter conference	\$1,000
Two peer mentors for Spring 2020	\$1,000

2.7 SUSTAINABILITY PLAN

I have an endowed chair with program money, so I would be able to fund any updates needed to sustain this course.

2.8 REFERENCES & ATTACHMENTS

Please see the attached letters of support.