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Office Hours: Tuesday 10:00-12:00, Thursday 1:00-2:00, and by arrangement.

The purpose of this course is to examine the use of simulations, games, and exercises and their applications in teaching, research, policy planning, organizing and sensitivity training. In the process, we will examine several key social issues including organizing for social change, policy planning, stratification, power, racism, and sexism. We will study the theory behind gaming and simulation and students will learn to design, run and debrief social simulations.

When you complete this course, you should have accomplished the following objectives. They can be the basis for resume items, as these skills are relevant for many kinds of jobs. Simulations are used in human resources, diversity training, higher education, community organizing, policy analysis, teaching, youth work, and counseling contexts.

- Analyze and assess the effectiveness of group exercises or simulations
- Design simulations or exercises to illustrate a social process
- Obtain and report on background research on the social process
- Lead simulations or exercises
- Lead group discussion to debrief group activity

TOPICS AND READINGS

Week 1 (January 22) -- Introduction. Exercises.

READ: Coover, et al. "The Educational Theory of Paulo Freire..." Resource Manual for a Living Revolution, Pp. 140-149.

Abt, Clark (SIMSOC) -- "The Reunion of Action and Thought." Pp. 41-43.

Raser, John (SIMSOC) -- "What and Why Is a Simulation?" Pp. 43-47.

Week 2 (January 29) -- Simulation: "BaFa BaFa"

READ: Liazos, A. -- Selection from Sociology: A Liberating Perspective. Pp. 82-91.

Bruin, Klass. -- "Prejudices, Discrimination, and Simulation/Gaming," Simulation & Games, Vol. 16 No. 2, June 1985, pp. 161-173.

Bruschke, J., Gartner, C. and Seiter, J. -- "Student Ethnocentrism, Dogmatism, and Motivation: A Study of BAFA BAFA," Simulation & Gaming, Vol. 24 No. 1, March 1993, pp. 9-20.

Week 3 (February 5) -- Decision making exercises; working with groups

READ: Verba, Sidney (SIMSOC) -- "Leadership: Affective and Instrumental." Pp. 62-66.

Senge, Peter (SIMSOC) -- "Communities of Leaders and Learners." Pp. 49-50.

Coover, et al. "Group Dynamics," Resource Manual for a Living Revolution, Pp. 44-53.

Week 4 (February 12) -- Simulation: "The Commons Game"

READ: Selections from "The New Commons Game."

Harden. "Tragedy of the Commons."

Week 5 (February 19) Simulation: "ECOTONOS"

READ: Pepin, Claude. "A Short Guide to Designing and Conducting an Experiential Exercise," in Theodore Gochenour (ed.), An Experiential Approach to Cross-Cultural Education, Intercultural Press, Inc. 1993. Pp. 73-77.

Week 6 (February 26) -- Simulation: "Plea Bargaining"

READ: Holten and Lamar. "Adjudication by Plea," *The Criminal Courts*, Pp. 214-239.

Week 7 (March 4) -- A role-playing game: "Interaction"

-- Form groups for final projects

READ: Fisher, Roger and William Ury (SIMSOC) -- "Inventing Options for Mutual Gain." Pp. 87-95.

SPRING BREAK (March 11)

Week 8 (March 18) -- Games: "That's Not Fair" and "Barriers to Collective Action"

READ: Petranek, C., Corey, S., and Black, R. -- "Three Levels of learning in Simulations: Participating, Debriefing, and Journal Writing," *Simulation & Gaming*, Vol. 23 No. 2, June 1992, pp. 174-185.

Steinwachs, B. -- "How to Facilitate a Debriefing," *Simulation & Gaming*, Vol. 23 No. 2, June 1992, pp. 186-195.

Hertel, John P. & Barbara J. Millis, *Using Simulations to Promote Learning in Higher Education*, Stylus Publishing, 2002. Chapter 1, "Why Simulations Further Educational Goals," Pp. 1-14.

Week 9 (March 25) -- Computer Simulation: SimSeg Lite

READ: Readings to be assigned.

DUE FRIDAY, March 28 by 5 p.m.: Literature Review/Theory/Data Section for final project

Week 10 (April 1) -- Exercises: "The Titanic Game" and "Occupation and Income"

READ: Readings to be assigned.

Week 11 (April 8) -- Group Activity: Planning a Change Campaign

READ: Alinsky, Saul. (SIMSOC) -- "The Process of Power." Pp.75-78.

Gamson, et al. (SIMSOC) -- "The Theory and Practice of Rebellion." Pp. 78-80.

Weeks 12 - 14 (April 15, 22, 29) -- Student run games and simulations

NOTES:

If needed, a special session of the class will take place on Sunday afternoon, May 4, at Jim's house.

The final exam for this class is scheduled for 4:00 – 6:40 p.m. on Monday, May 12. There is no final exam for the course, but we will meet from 9:00 a.m. to 10:00 a.m. during that time for the student run games and simulations and for a wrap up of the course.

Failure to attend this session will result in the lowering of your final grade.

RECOMMENDED FOR PURCHASE

SIMSOC: Participant's Manual, Fifth Edition. Author: William Gamson.

WebCT

COURSE ASSIGNMENTS and other course information can be found on **WebCT online** at: <http://courses.ithaca.edu>. You will be asked for your username (same as your IC3 username) and a password (your Ithaca College I.D. number - once at the site, you can change your password)

COURSE REQUIREMENTS

Readings. Weekly readings will include theory and methods of gaming and simulation as well as substantive readings related to specific simulations.

Analysis Papers. You will be asked to analyze and evaluate the simulations, games and exercises encountered during class sessions. There will be **five** analysis papers assigned during the first half of the semester. Two of these papers will be worth 15% of the final grade and three will be worth 10% of the final grade.

1. You are **REQUIRED** to refer to do the assigned readings for the week in your essays. Any paper that fails to do so, no matter how good it is otherwise, will have its grade significantly reduced.
2. Detailed description and analysis of the behavior and feelings elicited by specific structures and processes in the course of the exercises. Brief summaries and/or shallow analyses are not enough!

Paper on games and simulations. After Spring Break you will be asked to read several articles about using games and simulations for educational purposes and then to write a paper, worth 10% of the final grade, linking those ideas to the games, exercises, and simulations you played during the first part of the course.

Design and run a simulation or game. See instructions on the next page. This will be worth 30% of the final grade.

Class attendance. If you cannot attend a particular class due to illness or family emergency, please notify me in advance.

UNEXCUSED ABSENCES WILL RESULT IN THE LOWERING OF YOUR FINAL GRADE.

Games and simulations require initial instruction and preparation and they are most valuable if there is adequate discussion after the playing of a game. Students who come to class late or who leave early will be far more disruptive than is the case in most other types of classes.

Please,
come to class on time
and
do not plan to leave early!

DESIGN AND RUN A SIMULATION OR GAME

We will organize small groups of two to three students based on common interests. Each group must design and run a simulation or game.

In order to design a simulation or game, you must become an expert in the social process that is to be illustrated. This will require you to do extensive reading in your area of interest.

Each group must write a manual to accompany their simulation or game. The manual must include a set of directions and appropriate questions for discussion so that others can run the game. The manual also should include a section that discusses the relevant sociological theory and data. Finally, the manual should contain a bibliography of readings so that users of the game can read about the topic in more depth. Examples of manuals and more detailed instructions will be available.

Project assignments and deadlines

AS A GROUP:

Friday, March 28: Turn in literature review, including theoretical and data sections and the bibliography for your manual.

On the day you run your simulation or game in class: turn in a hard copy of your manual.

One week after you run your simulation or game: turn in a revised and final version of the manual based on your experiences in actually running the exercise. This should be prepared so it looks professional and should include both paper and electronic materials.

INDIVIDUALLY:

One week after you run your simulation or game: Write an evaluation of your simulation or game. Discuss strengths and limitations. What worked well? Why? What did not work well? Why not? Also discuss possible applications and appropriate audiences for the simulation or game you developed. Finally, evaluate the process by which your group worked together.

FINAL PROJECT 30% of the final grade

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|-----------------------------------|-----------|
| 1. Manual (instructions, etc.) | 30 points |
| 2. Lit Review/Theory/Data section | 40 points |
| 3. Post-game discussion questions | 10 points |
| 4. Individual paper | 20 points |

ACADEMIC HONESTY

Your simulation must be original, and not drawn from an exercise available elsewhere.

Each simulation manual will include a review of the literature about the social process it is illustrating. You must cite your sources of information.

For weekly papers, each of you must write your own paper, although I encourage you to discuss the course outside class.

The section below is from the 2007-2008 Ithaca College Student Handbook.

http://www.ithaca.edu/attorney/policies/vol7/Volume_7-70104.htm

Please pay particular attention to the section on collaborative work (in italics).

PLAGIARISM

Whether intended or not, plagiarism is a serious offense against academic honesty. Under any circumstances, it is deceitful to represent as one's own work, writing or ideas that belong to another person. Students should be aware of how this offense is defined. Plagiarism is the unacknowledged use of someone else's published or unpublished ideas, whether this use consists of directly quoted material or paraphrased ideas.

Although various disciplines follow styles of documentation that differ in some details, all forms of documentation make the following demands:

- That each quotation or paraphrase be acknowledged with a footnote or in-text citation;
- That direct quotations be enclosed in quotation marks and be absolutely faithful to the wording of the source;
- That paraphrased ideas be stated in language entirely different from the language of the source;
- That a sequence of ideas identical to that of a source be attributed to that source;
- That sources of reprinted charts or graphs be cited in the text;
- That all the sources the writer has drawn from in paraphrase or direct quotation or a combination of paraphrase and quotation be listed at the end of the paper under "Bibliography," "References," or "Works Cited," whichever heading the particular style of documentation requires.

A student is guilty of plagiarism if the student fails, intentionally or not, to follow any of these standard requirements of documentation.

In a collaborative project, all students in a group may be held responsible for academic misconduct if they engage in plagiarism or are aware of plagiarism by others in their group and fail to report it. Students who participate in a collaborative project in which plagiarism has occurred will not be held accountable if they were not knowledgeable of the plagiarism.

What, then, do students not have to document? They need not cite their own ideas, or references to their own experiences, or information that falls in the category of uncontroversial common knowledge (what a person reasonably well-informed about a subject might be expected to know). They should acknowledge anything else.

Other Forms of Academic Dishonesty

Other violations of academic honesty include, but are not limited to, the following behaviors:

- Handing in to a class a paper written by someone else;
- Handing in as an original work for a class a paper one has already submitted to another course;
- Handing in the same paper simultaneously to two courses without the full knowledge and explicit consent of all the faculty members involved;
- Having someone else rewrite or clean up a rough draft and submitting those revisions as one's own work.