CTL January Newsletter

The CTL Newsletter is distributed electronically every month during the academic year.

Highlights from our January issue include:

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The Spring 2013 Events for Faculty calendar is now available at: www.stjohns.edu/ctl. It presents not only workshops sponsored by the Center for Teaching and Learning, but also presentations hosted by the Career Center, the Junior Faculty Research Colloquium, the University Libraries, and the Writing Across the Curriculum Program. In addition, there are offerings from Academic Service Learning, Human Resources and the Vincentian Center for Church and Society.

Remember: The best places to look for faculty-related information are the CTL Webpage and the CTL Forum.
Vincentian Mission: Opportunity and Responsibility-
No. XXXIX Vincent DePaul: An Introduction by Scholars
Margaret John Kelly, D.C. (Vincentian Center for Church and Society, kellymj@stjohns.edu)

In this series, Vincentian Center Research Fellows from across the University share their experience in advancing the Vincentian mission of St. John’s through curricula, pedagogy, service and research. In this issue, Sister Margaret John Kelly, Executive Director of the Vincentian Center, responds to a request to recommend a “brief, accurate account of the times and work of Vincent DePaul.” After admitting the herculean challenge of distilling Vincent’s long and very productive life, Sister endorses a recent DVD produced by DePaul University which does indeed capture the man who “changed the face of France.” Faculty are welcome to borrow a copy of the DVD from the Vincentian Center, St. Vincent Hall B-1, Extension 1612.

Frequently new faculty as well as senior professors will call the Vincentian Center with this simple question: “Where is the best place to find a brief, accurate account of the times and life of Vincent dePaul?” Generally the professors wish to introduce a class or club to St. John’s “Vincentian distinctiveness” or to relate Vincent (1581-1660) to an historical period, a piece of literature, an art object, or a charitable project they are working on. The request is simple but the response is not. Accuracy is easy but “brief” is impossible given Vincent’s long and productive performance on the very complex stage of French Church history. If in his day, Vincent had had a contact list it would have included the major figures of the 17th century: the French royalty, aristocracy, hierarchy and intellectual elites as well as the thousands of needy persons his organizations helped. He lived when civil and religious wars raged, disease was rampant, social needs were overwhelming, and the post-Trent Catholic Church was badly in need of reform. Vincent became totally immersed in this complex world and as some claim “changed the face of France” so his life and work is not easy to reprise especially not with brevity.

However, drawing on the talents of several American Vincentian scholars, DePaul University seems to have produced just such a resource in Vincent dePaul: Charity’s Saint. Developed by DePaul to mark the 350th anniversary of the deaths of St. Vincent dePaul and St. Louise de Marillac, this hour-long DVD meets the challenge and offers an intellectually rigorous but completely enjoyable journey with Vincent and Louise. Six highly experienced Vincentian scholars, five of whom are vowed members of the Vincentian family, provide carefully distilled and coordinated observations on these two seminal figures in 17th century France. Three of the presenters are historians: Rev. John Rybolt CM, Scholar in Residence at DePaul; Rev. Edward Udovic CM, Senior Executive for Mission at DePaul; and Dr. Barbara Diefendorf of Boston University. Two Daughters of Charity, Sister Marie Poole and Sister Louise Sullivan, are editors. Sr. Marie has just completed editing the 13 volume collection of Vincent’s writings. Sister Louise is the editor of the writings of St. Louise de Marillac and a biographer of Sister Rosalie Rendu, DC. Theologian Rev. Robert Maloney CM, former superior-general of the Congregation of the Mission, writes, lectures and preaches extensively on St. Vincent’s distinctive spirituality and advocates for persons in Africa with HIV-AIDS.

In recent years there has been a growing consensus among historians that Vincent was as strongly influ-
enced by St. Louise de Marillac as St. Louise was formed by his spiritual direction and friendship. Therefore, the documentary gives equal time to St. Louise de Marillac. The producer of the film follows the same format for the discussion of each saint. With focus on a few pervasive themes and transformative life events, the presenters are able to probe many aspects of these two complex and productive personalities. However, this review, because of the specific request about Vincent, will only treat of the St. Vincent de Paul component.

Through sharing their observations, the scholars collaboratively sketch the profile of Vincent as a man who in his personal and spiritual struggles over a long life evolved into “Charity’s Saint.” While very ambitious and “worldly” in his early life, Vincent learned that central to happiness and holiness is to seek out and follow God’s will. Vincent tried to be attentive to God’s voice in the persons and events of each day, and he trusted in God’s Providence. Faced with a difficult or new situation which needed remedy or invention, he would raise the question: “What ought to be done?” Vincent urged that all see opportunities for good works as given by God to make real His love for others. Vincent transitioned from a youth and early adulthood climbing the social and political ladder to midlife when he discovered “downward mobility,” serving Christ simply and humbly within the human family and “with the strength of one’s arm and the sweat of one’s brow.” This was Vincent’s call. He responded to the call in two major areas: first, in the development of charitable services which addressed the physical and spiritual needs of people living in poverty and in the reform of the clergy through education and formation. Vincent gradually learned that “God wants first the heart and then the work.” Open to grace, amazing things happened to Vincent and still happen within our world because of him.

Through a series of vignettes and interpretations, the presenters reveal an inspired and inspiring leader, masterful organizer, brilliant financial manager, a founder and sponsor of church organizations which have proved their sustainability through almost 400 years, and an effective church reformer in the area of priestly education and formation. The discussants detail Vincent’s genius of gaining collaboration from all sectors of society. He was able to identify and recruit assistance for needy persons because he was so convinced that there are two sides to Charity: the mutuality of giving and receiving and the need for sentiment and action (affective and effective love of others).

The scholars present Vincent’s two critical pastoral experiences at Folleville and at Chatillon as emblematic of his method of discernment and his manner of developing works and services. They tell the stories; Vincent’s mind and heart are opened. There is no sugar-coating here and the scholars do not hesitate to comment on Vincent’s shadow side: his choleric temperament, a tendency to be moody, and his easily stirred impatience. They also raise some debated points in Vincent’s life such as his alleged slavery on the coast of Africa and identify their own positions on that controversy. Through his leadership in the founding of the Conferences of Charity (1617), the Congregation of the Mission (1625) and the Daughters of Charity (1633), Vincent set forth creative structures and innovative services which have proven sustainable now for almost 400 years and which continue to prove his leadership.

Vincent is shown as a courageous, prudent leader. For example, as chaplain to the galley slaves, he was distressed by the dehumanizing treatment of the
Dr. Frank Barile (Pharmaceutical Sciences, barilef@stjohns.edu) coauthored two articles: “Epigenetic Histone Acetylation and Deacetylation Mechanisms in Experimental Models of Neurodegenerative Disorders” in the Journal of Pharmacological and Toxicological Methods and “Trace Metals Alter DNA Repair and Histone Modification Pathways Concurrently in Mouse Embryonic Stem Cells” in Toxicology Letters (2012).

Dr. Blase Billack (Pharmaceutical Sciences, billackb@stjohns.edu) spoke about being a scientist and how experiments are carried out in the laboratory at the Daniel F. Ryan Elementary School No. 19 in Passaic, NJ (January 2013).

Dr. Zhe-Sheng Chen (Pharmaceutical Sciences, chenz@stjohns.edu) published with Dr. Tanaji Talele (Pharmaceutical Sciences, talelet@stjohns.edu) “BIRB796, the Inhibitor of p38 Mitogen-activated Protein Kinase, Enhances the Efficacy of Chemotherapeutic Agents in ABCB1 Overexpression Cells” in PloS ONE; and published “The Pim Kinase Inhibitor SGI-1776 Decreases Cell Surface Expression of P-glycoprotein (ABCB1) and Breast Cancer Resistance Protein (ABCG2) and Drug Transport by Pim-1-dependent and Independent Mechanisms” in Biochemical Pharmacology.


Dr. Phyllis Conn (Institute for Core Studies, connp@stjohns.edu) presented the paper, “Building Engagement Through Peer Response: Freshmen Research on New York City History,” at the Researching New York Conference in Albany (November 2012).

Dr. Christopher Denny (Theology and Religious Studies, dennyC@stjohns.edu) presented a paper, “From Participation to Community: John Courtney Murray’s American Justification for Catholic Action,” at the annual meeting of the American Catholic Historical Association in New Orleans (January 2013).

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) presented a paper, “Do Images Trump Words in Identifying Plants?”, at the National Conference on Liberal Arts and the Education of Artists in New York City (October 2012).

Dr. Flora Keshishian (Rhetoric, Communication and Theatre, keshishf@stjohns.edu) published the chapter, “Transculturation: The Dicatoumous Journey of an International Student from Iran,” in E. L. Grigorenko (Ed.), Handbook of US immigration and Education (Springer: 2013).

Professor Claudia Sbrissa (Fine Arts, sbrissac@stjohns.edu) and Dr. Blythe E. Roveland-Brenton (University Libraries, rovelanb@stjohns.edu) coauthored the book chapter, “A Special Collection: A Fine Arts-Library Collaborative Project,” in Past or Portal? Enhancing Undergraduate Learning through Special Collections and Archives (Association of College & Research Libraries: 2012).

Dr. Richard Stalter (Biological Sciences, staller@stjohns.edu) coauthored the article, “The Biological Flora of Coastal Dunes and Wetlands: Sporobolus virginicus (C.Linnaeus) K. Kunth,” in the Journal of Coastal Research (2013).

Dr. Charles Wankel (Management, wankelc@stjohns.edu) appointed coeditor-in-chief of the Journal of Applied Research in Higher Education; coauthored the books: Increasing Student Engagement and Retention Using Immersive Interfaces: Virtual Worlds, Gaming, and Simulation and Increasing Student Engagement and Retention Using Online Learning Activities: Wikis, Blogs and WebQuests (Emerald).
Vincentian Mission: Opportunity and Responsibility continued)

prisoners. However, for practical reasons he preferred diplomacy and incremental gains to confrontation or blame as his tool of reform. His goal was to unify people in a very fractured world. The speakers point up how Vincent’s personal integrity and credibility were enormous assets in drawing others to work with him and to follow his leadership.

In style, the DVD is well-timed and engaging. To coordinate the ongoing contributions of this team of Vincentian scholars through an hour of uninterrupted commentary on two such important personalities is not an easy task, but the director has succeeded in achieving both continuity and fluidity. The format allows each of the speakers to move in and out of the commentary with grace. This collaborative method provides for different perspectives and interpretations on Vincent’s three basic achievements as seen by the scholars: the development of charitable works, the reform of the clergy and the founding of three major groups dedicated to the works of charity.

Technically, this consistent and unified discussion is sustained by the very effective re-creation of the 17th environment and history through a non-intrusive backdrop. The projection of period personalities, architecture and art pieces including stained glass, engravings, statuary and paintings quietly sets a reflective mood and is not distracting. The background music also captures the era.

Vincent DePaul: Charity’s Saint, offers an interesting and inspiring hour of 17th-century France and the foundations of the Vincentian family. It is appropriate for university students and adult discussion groups as well as for university professors. Its effect is the desire to learn more about Charity’s Saint and his influence. Thank you, DePaul University!

LIBRARY RESOURCES

ACLS Humanities E-Books

Arthur Sherman (University Libraries, shermana@stjohns.edu)

A rather new and little known source for older scholarly publications that have stood the test of time is the American Council of Learned Societies Humanities E-Book collection (ACLS Humanities E-Book), available on the Library’s Databases A-Z page, or at http://www.humanitiesebook.org. Titles in the collection are selected by a collaboration of twenty-five learned societies and over 100 contributing publishers. Over 3,700 titles in full text are offered in a variety of disciplines, and hundreds of titles are added annually.

The following fields are included: Archaeology, Art and Architectural History, Biblical Studies, Literature, Literary Criticism, Philosophy, Political Science, Religion, and Sociology. Individual titles now include monographs, collected essays, and primary sources. This resource proves to be an online, fully searchable collection of past works of major importance and continued demand in the Arts and Humanities. As many academic titles are never reprinted, digitization ensures the long life of this indispensable body of scholarly material.

Anyone doing research in the Arts and Humanities will find something of interest in this resource. It eliminates the necessity of storing these older titles off-site, searching for missing copies, or dealing with damaged print copies. ACLS Humanities E-Book collection keeps outstanding scholarly resources accessible to a new generation of readers and researchers.
CAREER CORNER

Career Development: A Four Year Plan
Laura Smith (Senior Career Advisor, Career Center, smithl2@stjohns.edu)

Some students arrive as freshmen with clear career goals in mind, while others are open about exploring majors and professions. As students move through classes, internships, service work and campus activities, they gather important information to help them form career plans and objectives. Though exciting, this career development process can often become confusing and overwhelming. Every student’s career journey is unique and the Career Center recommends specific developmental milestones, organized over four years, to help students engage in their career development.

First Year: Engage
The goal for students’ first year is to realize their skills, values and interests as they pertain to career choice. Students need to be active participants in the career planning process and utilize supportive campus programs. An important first step is to meet with a Career/Internship Advisor who will recommend ways for students to reflect on who they are and what they would like to do. In addition, students will meet with Freshman Center Advisors to select courses aimed at career interests. Participating in a Career Center program is another recommended step. For example, each spring, the Career Center offers job shadowing opportunities enabling first year students to visit St. John’s alumni in their workplaces. These visits provide first-hand exposure to new career fields and allow students to envision themselves working in these environments. For the first-year student, the combination of their classes with their engagement on campus will enable them to make choices for their future.

Second Year: Assess and Refine
After the first year, students should again meet with a Career/Internship Advisor to review what they have done and what they would like to do. By this time, many students will have chosen a major or will have focused in on one or two options. A Career Counselor can guide students toward information about potential career fields. It is important for students to gather accurate information about job outlook, work environment, salary and other characteristics of their chosen area. Career/Internship Advisors will also help students to view internship and job postings in order to gain awareness of the opportunities ahead of them. Students should begin to talk with their professors about internship requirements and consider when they will be engaging in an internship or other experiential activity.

Third Year: Explore and Experience
Now is the time to develop and move ahead with strategies to conduct an effective internship or job search. In their third year, students must be creating/updating their resumes and online profiles. Career/Internship Advisors can help students with building a resume from scratch or tailoring their current versions. Internships, part-time positions, or volunteer work will help students build their skills, network with professionals, and discover environments they enjoy. Some students will need to investigate graduate school programs. Supplementing these experiential activities with involvement in campus organizations or membership in professional organizations are also ways to build a strong resume.

Fourth Year: Reflect and Transition
In the fourth year, students aim to successfully complete their job search and transition from student to professional. Working with the Career Center and faculty, students should finalize their resume and make a list of employers in their field. Networking is a key activity for finding employment and students should tell everyone that they are graduating and looking for a position. Career/Internship Advisors can coach students on networking techniques to help them build confidence. Students will continue to participate in internships and part-time jobs to build skills and experience and should attend all applicable career and internship fairs, employer events and presentations.

Beyond their four years as students, the Career Center remains a resource to graduates. Alumni can util-
ize the CareerLink website and job fairs at St. John’s to further their career goals. Career Counselors can continue to assist with resume writing, job search coaching, and career planning. While every student’s path is different, using these guidelines and supportive services will help students achieve their goals.

Student Engagement: Findings from the 2012 National Survey of Student Engagement
Yuxiang Liu (Director of Institutional Assessment, Office of Institutional Research, liuy@stjohns.edu)

The National Survey of Student Engagement (NSSE), which has been administered annually since 2000, collects data from random samples of first-year and senior students about the nature of their undergraduate experience. The survey is designed to evaluate the extent to which students engage in effective educational practices empirically linked with learning, personal development, and other desired outcomes, including student satisfaction, persistence, and graduation. St. John’s University participated in NSSE in 2001, 2002, and every other year thereafter.

Following are some highlights from the NSSE 2012 results. St. John’s 2012 data are compared to the 2008 data. Engagement is one of the three areas of critical focus in St. John’s 2008-2013 Strategic Plan, and many initiatives have been implemented in that regard. The NSSE 2012 / 2008 comparison can give us a good sense of the impact of some of those initiatives. St. John’s data are also compared with the results for Carnegie peer institutions. The complete report of NSSE 2012, a NSSE Executive Snapshot (2012) for St. John’s, and other reports are available at http://www.stjohns.edu/about/ir/surveys/nsse/nsse_2012.stj.

Part One: St. John’s 2012 vs. 2008 data

A. Areas in which St. John’s first-year students became more engaged in 2012 than in 2008
   • The percentage of students, who Often / Very Often participated in a community-based project as part of a regular course, increased from 25% in 2008 to 44% in 2012.
   • In 2008, 37% of students did community service or volunteer work, and the percentage increased to 59% in 2012.
   • The percentage of students, who participated in a learning community or some other formal programs where groups of students take two or more classes together, increased from 20% to 25%.

B. Areas in which St. John’s first-year students became less engaged in 2012 than in 2008
   There are no areas in which St. John’s first-year students were significantly less engaged in 2012 than in 2008.

C. Areas in which St. John’s senior students became more engaged in 2012 than in 2008
   • In 2008, 64% of students Often / Very Often asked questions in class or contributed to class discussions, and the percentage increased to 73% in 2012.
   • The percentage of seniors, who had done community service or volunteer work, increased from 58% to 69%.
   • The percentage of seniors, who had participated in a learning community or some other formal programs where groups of students take two or more classes together, increased from 28% to 34%.
   • The percentage of seniors, who had done foreign language coursework, increased from 41% to 57%.
   • The percentage of seniors, who had studied abroad, increased from 11% to 21%.
   • The percentage of seniors, who had a culminating senior experience (capstone course, senior project or thesis, comprehensive, etc.), increased from 21% to 26%.
   • The percentage of seniors, who Often / Very Often used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment, increased from 59% to 67%.
D. Areas in which senior students became less engaged in 2012 than in 2008
- The number of assigned textbooks, books, or book-length packs of course readings has decreased from 10.6 in 2008 to 9.0 in 2012.
- In 2008, 35% of students Often / Very Often discussed ideas from readings or classes with faculty members outside of class, and the percentage decreased to 28% in 2012.

Part Two: St. John’s University vs. Carnegie Peers, 2012

A. Areas in which St. John’s first-year students were more engaged than Carnegie peers
- In 2012, 44% of St. John’s first-year students Often / Very Often participated in a community-based project as part of a regular course vs. 18% of Carnegie peers.
- 22% of St. John’s first-year students worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 19% of Carnegie peers.
- 59% of St. John’s first-year students had done community service or volunteer work vs. 42% of Carnegie peers.
- 24% of St. John’s first-year students had participated in a learning community or some other formal programs where groups of students take two or more classes together vs. 17% of Carnegie peers.
- 65% of St. John’s first-year students Often / Very Often had serious conversations with students of a different race or ethnicity vs. 54% of Carnegie peers.
- 63% of St. John’s first-year students Often / Very Often had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values vs. 55% of Carnegie peers.
- 70% of St. John’s first-year students Quite a Bit / Very Much experienced a campus environment that encouraged contact among students from different economic, social, and racial or ethnic backgrounds vs. 64% of Carnegie peers.

B. Areas in which St. John’s first-year students were less engaged than Carnegie peers
- In 2012, St. John’s first-year students spent an average of 12.1 hours a week preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) vs. 14.7 hours for Carnegie peers.
- In 2012, 66% of St. John’s first-year students Often / Very Often asked questions in class or contributed to class discussions vs. 73% of Carnegie peers.
- 46% of St. John’s first-year students Often / Very Often worked with other students on projects during class vs. 52% of Carnegie peers.

C. Areas in which St. John’s senior students were more engaged than Carnegie peers
- In 2012, 26% of St. John’s seniors Often / Very Often tutored or taught other students vs. 15% of Carnegie peers.
- In 2012, 30% of St. John’s seniors Often / Very Often participated in a community-based project as part of a regular course vs. 16% of Carnegie peers.
- 28% of St. John’s seniors Often / Very Often discussed ideas from their readings or classes with faculty members outside of class vs. 24% of Carnegie peers.
- 30% of St. John’s seniors Often / Very Often worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) vs. 17% of Carnegie peers.
- 18% of St John’s seniors had done work on a research project with a faculty member outside of course or program requirements vs. 13% of Carnegie peers.
- In 2012, St. John’s seniors spent an average of 6.2 hours participating in co-curricular activities (organizations, publications, student government, sports, etc.) vs. 2.8 hours by Carnegie peers.
- 72% of St. John’s seniors had done community service or volunteer work vs. 50% of Carnegie peers.
- 36% of St. John’s seniors had participated in a learning community or some other formal programs where groups of students take two or more classes together vs. 24% of Carnegie peers.
- 59% of St. John’s seniors had done foreign language coursework vs. 22% of Carnegie peers.
22% of St. John’s seniors had studied abroad vs. 9% of Carnegie peers.
70% of St. John’s seniors *Often / Very Often* had serious conversations with students of a different race or ethnicity vs. 56% of Carnegie peers.
65% of St. John’s seniors *Often / Very Often* had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, or personal values vs. 55% of Carnegie peers.
In 2012, 40% of St. John’s seniors *Quite a Bit / Very Much* experienced a campus environment that helps students cope with non-academic responsibilities (work, family, etc.) vs. 34% of Carnegie peers.
55% of St. John’s seniors *Quite a Bit / Very Much* experienced a campus environment that provides the support needed to thrive socially vs. 39% of Carnegie peers.

D. Areas in which St. John’s senior students were less engaged than Carnegie peers

- In 2012, St. John’s seniors spent an average of 12.2 hours preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) vs. 15.5 hours for Carnegie peers.
- In 2012, St. John’s seniors were assigned an average of 9 textbooks, books, or book-length packs of course readings vs. 12 for Carnegie peers.
- St. John’s seniors wrote an average of 2.1 papers or reports that were 20 pages or more vs. 3.1 for Carnegie peers.
- St. John’s seniors wrote an average of 5.7 papers or reports between 5 and 19 pages vs. 9.7 for Carnegie peers.
- St. John’s seniors written an average of 8.5 papers or reports fewer than 5 pages vs. 9.9 for Carnegie peers.
- 65% of St. John’s seniors worked harder than they thought they could to meet an instructor’s standards or expectations vs. 70% of Carnegie peers.
- In 2012, 73% of St. John’s seniors *Often / Very Often* asked questions in class or contributed to class discussions vs. 87% of Carnegie peers.
- 58% of St. John’s seniors *Often / Very Often* made a class presentation vs. 68% of Carnegie peers.
- 44% of St. John’s seniors *Often / Very Often* worked with other students on projects during class vs. 66% of Carnegie peers.
- 48% of St. John’s seniors *Often / Very Often* worked with other students on projects outside of class vs. 54% of Carnegie peers.
- 66% of St. John’s seniors *Often / Very Often* received prompt feedback from faculty on their academic performance vs. 76% of Carnegie peers.
- 71% of St. John’s seniors perceived that the campus environment provided the support they need to help them succeed academically vs. 76% of Carnegie peers.

The results of the NSSE survey are the perceptions of students about their engagement status in curricular and extracurricular activities. The data are very useful, and can be used with other data for action plans to improve student experience. Please share any initiatives you develop to respond to these results with Dr. Yuxiang Liu, Director of Institutional Assessment, in the Office of Institutional Research at LiuY@stjohns.edu.

**Faculty Growth Grant Program**
The upcoming deadlines to apply for a Faculty Growth Grant are:
- **February 11, 2013**
- **April 22, 2013**
If you have any questions regarding the application procedures look at our website under Growth Grant Program or email us at CTL@stjohns.edu.
Remember:
The best places to look for faculty-related information are the [CTL Webpage](http://www.stjohns.edu/CTL) and the [CTL Teaching and Learning Forum](http://www.stjohns.edu/CTL).

Faculty News:
If you would like to send an entry to “Faculty News,” the deadline for the February issue is **February 4**. We prefer that you email the information to [CTL@stjohns.edu](mailto:CTL@stjohns.edu). Please have your entries follow the style presented in “Faculty News.”

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**Reacting to the Past**
Institute for Core Studies & The Department of Theology & Religious Studies

*Invite you to a Reacting to the Past Workshop!*

**February 8-9, 2013**

Some things you can only learn through direct experience. Come join fellow faculty exploring this exciting, compelling, and interactive pedagogy!

“Reacting to the Past” (RTTP) is a form of active and highly engaged interdisciplinary teaching/learning where students drive discussions, present oral arguments, and write papers, coached and advised by professors. The process involves role-playing simulations informed by critical texts in complex contexts. Along the way students hone their critical thinking and research skills, are challenged in their writing and oral presentation abilities, work in groups, and gain an appreciation for the contingency of many important events and ideas.

In 2004 RTTP won the Theodore Hesburgh Award in teaching for pedagogical innovation and today it is used in more than 200 schools in the US and abroad in a wide range of disciplines from freshman seminars to core curriculum to disciplinary courses in a variety of subjects including: history, science, philosophy, and theology.

*Join us* February 8 (5:30-8pm) and 9 (9:15-4:00) to learn how to teach with this method by playing a compact version of the game *The Threshold of Democracy: Athens 403 BC*, designed and written by Josiah Ober, Stanford University, and Mark Carnes, Barnard College.

Our workshop will allow you to get a feel for what it is like to teach with this pedagogy, as well as provide time for an introductory overview and question/answer periods with experienced faculty and with students who have been in classes that have used Reacting.

You need not teach any subject related to this game to join us; there are many games covering a wide range of topics. Because it can be very difficult to teach “Reacting” without experiencing the dynamics of a game, we hope this workshop will give participants a sense of the problems and possibilities related to this innovative teaching method. The game itself should nonetheless appeal to a wide range of disciplines, as well as provide a good introduction to the pedagogy.

Spaces are limited and all participants will be actively involved in the simulation. Please register by emailing Paula Lazrus [Lazrusp@stjohns.edu](mailto:Lazrusp@stjohns.edu), or Monserrat Ocampo-Washburn [ocampom@stjohns.edu](mailto:ocampom@stjohns.edu) no later than Monday Jan 28th as we need to send you materials via interoffice mail so you can prepare. Additional information about the “Reacting to the Past” project can also be found online at [http://www.barnard.edu/reacting](http://www.barnard.edu/reacting).