

Assignments for 10/2

1. Individual reading assignment

Everyone read “Manchester, vignette” and “Manchester, historical context” in the “Readings” folder of our MyWPI site. In addition, read Michal Meyer, “Writing Outside the Academic Box”:

<http://www.hssonline.org/publications/Newsletter2012/July-writing-outside-box.html>

Optional: read Curthoys, *How to Write History that People Want to Read* (available as an e-book through the Gordon Library website).

2. Group writing assignment

After reviewing both the Manchester and Cholera vignettes, write an opening vignette that will set the scene for your Worcester game. The point of view you choose can be one taken by a particular character or by a slightly more objective source: say a newspaper reporter who is preparing to cover the city council meeting, or a former (retired) member of the council who is thinking about the great changes since he held office and is grateful that he doesn't have to decide on the contemporary questions. In any case, the vignette should introduce the topic of the sewage question (briefly, what's the issue, what previous improvements have been made and why are they now inadequate, why is this meeting being planned and who will be present?). You should also find a way to introduce the topic of labor unrest. This is tricky: you don't want to draw too easy a connection between the engineering and social questions, but the character whose point of view you're revealing should somehow introduce the topic of labor unrest as he or she is reflecting on the more dominant topic of the sewer system.

Notes:

- Vignette should be **4-5 double-spaced pages**.
- **This assignment should be emailed to me by 6:00 am Tuesday morning** so I can put it up on our website and make copies; we will be doing some in-class revision exercises.

3. Individual writing assignment

To remind yourself about the nuances of designing individual roles, re-read Chapter 4 of *Game Designer's Handbook*. Keep in mind that some degree of indeterminacy should be included in each role, even the ones with strong factional alliances. Let the players decide how they'll vote or argue on a given issue, based on their identities, professions, beliefs, and factional loyalties. (For instance, assuming Nate will include the papal encyclical on labor and human rights, you may want your factory owner or shop foreman to be a practicing Catholic with respect for papal authority; that will make it harder for him to respond to the arguments about labor, or it will make some arguments more persuasive to him than others. As game designer you don't have to script this out for the player.)

Using the Role Sheet Template from p. 61 in *Game Designer's Handbook*, write out the first of your two roles. Be sure to include both your factional objectives (if your

character belongs to a faction) and secret objectives (which each character should have). Consult your cholera role sheet for guidance about how to present each of the items on your role sheet. (That is, these roles should be written in prose, not a bulleted list, but they should be clearly organized and labeled for the person playing the role.) Be sure to include both the common readings your class has agreed on and specific readings for your character alone.

Please bring 3 copies of your role sheet to class.