

ADJUDICATION SPACE

SCHOOL TRACKER

School	Aesthetics
System	
Planet	
Planet description	Approach
School description	Beliefs
Freedom // Control	Favored abilities
Labor // Business	
Letter // Spirit	
Local // Federal	
Peaceful // Violent	
Strong // Weak	

THE 3 CASES

Here are 3 case studies you can review as you design your school. (You can also ignore them.) How would your character respond to each case as an adjudicator or judge? Your character's responses can inform your school's approaches, beliefs, and powers.

1. Planetary culture and geography cells have conspired to let native citizens act as security and law-enforcement in their home geographies. Guild cells have turned a blind eye and blocked consideration of the matter at the planetary cell level because the planet is especially profitable for their cross-planet guild cell. All three guilds are therefore in violation of treaties governing the disposition of security and law enforcement forces and cells, but none of the cells are in conflict with one another, and no other planets know about this arrangement because of the interference of the guild cells. How would your school resolve this conflict if none of the parties agreed to obey existing treaties governing market manipulation?
2. A conspiracy of planetary guild cells and a junta of security and law enforcement cells have agreed to conspire to break labor laws and exploit culture and geography guilds by threat of force to make the guild members and security and law enforcement cell members wealthy. An insurrection of culture and geography cells has waged violent resistance against the guild and security and law enforcement cells, leading to multiple deaths. Neither the exploitation of workers nor armed insurrection are permitted by treaty. How would your school resolve this conflict if none of the parties agreed to obey existing treaties governing labor and use of force?
3. A culture cell within a particular geography has begun teaching mystical traditions outlawed by treaty and refuses to obey security and law enforcement cells in the area. Native security and law enforcement cell members are deserting their assigned geographies to return "home" to defend their culture cells from the local security and law enforcement cells. How would your school resolve this conflict if the culture cell refused to stop its teaching and its security and law enforcement members refused to return to their assigned posts?