**Justice: Gamemaster’s Guide**

*Description*

Justice is a role-immersion game designed to teach political philosophy. Students play the roles of representatives in a national assembly. While acting in character they must give speeches, vote on resolutions and write an essay. Roles are based on different political philosophies such as libertarianism, utilitarianism, luck egalitarianism and different forms of liberalism. Sometimes students will be able to quickly reach agreement on particular measures with proponents of rival theories. Other times they will be forced to resort to intrigue to achieve their ends. The game provides students with a strong incentive to achieve mastery of the class reading(s) on which their role is based. Students are often highly motivated to play well, up to the point of spending significant time outside of class trying to achieve their in-game objectives.

An important feature of Justice is that class sessions are run by students. Within broad limits imposed by the game, students determine the proceedings and rules of the assembly. The instructor plays the role of a gamemaster (GM) in which capacity they are available to answer questions and make minor interventions, such as encouraging hesitant students to make a speech. In general however the GM observes the assembly rather than manages it.

*Game Documents*

Names of game documents appear in small caps. They can all be found in the appendix to this GM guide and at andylamey.com.

Important note: role sheets are confidential. If they are posted online or otherwise disseminated they may be seen by students who are playing Justice in a different class, which would damage the quality of their game experience. GMs should therefore distribute role sheets as hard copies rather than electronically.

*The National Assembly*

The national assembly is set in whatever country the game is being used in. When the game is played in the United States, for example, the national assembly is envisioned to be the governing body of the U.S. The assembly is unicameral—whatever it passes becomes law—and exists in the current day. But for the nature of the assembly itself, which differs significantly from the legislatures of the United States and many other countries, everything that is true in reality is true in the game. This allows students to make reference to current events in their speeches, which some may wish to do, and makes playing the game slightly easier by setting it in a familiar time and place.

Some students are part of a faction. The three standard factions are the libertarians, uniform liberals and difference liberals. Students in factions receive a role sheet identical to that which other members of their faction receive. They have the same goals and work together as a team. In a class of 20 students there will normally be three students on each factions. Factions can be made larger or smaller depending on the size of the class.

The majority of students play the role of indeterminates. Indeterminates normally receive an individual role sheet (but GMs can give more than one indeterminate the same role sheet in order to accommodate a larger class size). Indeterminates have their own victory objectives, which variously align with or oppose those of factions. A central aspect of the game involves factions and indeterminates seeking to persuade one another to vote according to their factional or individual objectives.

A complete list of roles appears in Appendix A. The game is meant to be played after the class has covered most or all of the readings which form the basis of roles. This is meant to ensure that students have an adequate understanding both of their own role as well as that of other characters with which they must interact.

*Mystery Roles*

GMs also have the option of assigning some roles as mystery roles, which involves giving one or more students a role based on a reading not on the class syllabus. Mystery roles have two benefits. They allow the GM to assign roles based on more readings that it may be possible to cover in a single class or unit; and they add an element of intrigue to the game by introducing players whose goals and identities are unknown, allowing the student in question to decide how much of their role to disclose.   
  
Mystery roles requires giving the student in question a new reading, above and beyond those already assigned. Some students may be adverse or respond poorly to this requirement, while others are enthusiastic at the thought of playing a mysterious character. For this reason the pre-game questionnaire referred to below asks students about their interest in playing a mystery character.

*Assignment Weighting*

Although Justice normally takes only four class sessions, students often devote considerable time and energy to this game, including hours spent on negotiating and emailing outside of class. For this reason, and to encourage active game play, instructors are strongly encouraged to include a game participation component as part of the overall class grade.

A good rule of thumb is to make the game participation grade worth the same as the participation grade corresponding to the non-game portion of the class. For example, in a class in which participation in lectures and discussion in the weeks prior to the game is worth ten per cent, it would be appropriate to have a game participation grade of ten per cent. This weighting reflects the extra effort students often put into the game.

A sample syllabus weighting that includes the optional gameplan and game narrative assignment referenced below would be as follows:

Game participation (10 per cent of final class grade)

Gameplan assignment (2.5 per cent)

Game narrative assignment (12.5 per cent)

Instructors can adjust weightings as appropriate for their class. An alternative weighting that can also work is for the game participation and the gameplan grades to combine to total ten per cent.

An optional additional requirement to encourage active game play is to set a minimum speaking time: in a game of 20-24 students for example each student might be required to speak for four or five minutes throughout the entire game (i.e. an average of a minute or 75 seconds per game session). Note that for larger classes this rule quickly becomes unwieldy, and so the minimum speaking time should be reduced if not eliminated altogether if the GM is not able to add additional game sessions beyond the standard four.

*Before The Game*

Justice is best played at the end of a semester or quarter. Students will be better able to bring their roles to life after they have spent eight or more weeks learning about the readings that form the basis of game roles.

The following schedule is for a class of 20-24 students that meets three times a week for 50 minutes. Possible modifications for classes with more students are noted below.

Note that the same number of game sessions can work in classes with longer class times (e.g. 80 minutes), which can accommodate more speeches or speeches of longer length. The default game resolutions can also sustain the 20-24 students over four 80-minute sessions at a more relaxed pace of play. In most game sessions students will want time to meet and negotiate before voting on one or more resolutions. The student who plays the role of speaker (see below) has discretion over meeting time, which can be shortened or lengthened depending on how much time is available.

Weeks 1-13 (1-8 for classes on the quarter system) take the form of conventional lecturing or discussion. Several gamemaster (GM) tasks need to take place during this time. Indispensable tasks below are labelled “required.” Those that would enhance the game, but which are not strictly required, are labelled “recommended.” GMs who are using the game for the first-time may want to perform only required actions, depending on their prior familiarity with role-immersion games.

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| Time | Action | Notes |
| Three or More Weeks Before the Game Begins | Distribute questionnaire (recommended) | Provides information helpful in assigning roles. References to intrigue in the questionnaire also pique student interest in the game. GMs can give students 5-10 minutes of class time to complete the questionnaire or collect it next class. |
| Two or More Weeks Before the Game Begins | Determine role assignments (required) | For a class of 20-24 this should take no more than 2-3 hours. For further details see *Assigning Roles*, below. |
| One Week Before the Game Begins | Inform students of their roles (required) | Print and distribute all the role sheets in class. Electronic distribution is strongly discouraged. Each student should be given a copy of their role sheet and told not to show it to anyone. |
| One Week Before the Game Begins | Distribute gameplan assignment (recommended) | The gameplan obliges students to reflect in advance on their game strategy and to take note of how their overall game performance will be graded. (It also includes the prompt for the game narrative assignment described below.) The gameplan is most effective when it is a graded assignment for small stakes (e.g. 2-3 per cent of the final class grade).  Students should be told that they can deviate from their gameplan at any time. The purpose of the exercise is simply to ensure that they have a plan.  NB: GMs not using the gameplan will need to otherwise make available the game narrative prompt. We recommend doing so no later than the last class before the game. |
| Final Class Before the First Game Session | 15-20 minute Initiative exercise (recommended) | Group students in pairs. Each student must tell their partner about a time when they showed initiative in any way, e.g. with school, work, or family. The instructor then asks students who heard notable accounts of initiative to repeat what their partner told to the entire class. The instructor emphasizes that the game requires students to take initiative, which their own stories show they are capable of. |
| Final Class Before the First Game Session | Elect the speaker (required) | The final 25 minutes of the class period should be devoted to electing the speaker. Classroom furniture should be rearranged to model assembly seating. Candidates for speaker should give a short speech explaining why they should be elected and answer any questions. All speeches and questions should be in character. The winner should be given the speaker’s rules document. |
| Final Class Before the First Game Session | Distribute required and default Resolution Sheets (required) | Give each student a copy of the Welfare, Open Borders and Indigenous Rights Resolution Sheets, which contain the wording of each resolution. |
| Final Class Before the First Game Session | Distribute email addresses (recommended) | Providing the class with a list of student emails significantly increases opportunities for in-game communication and eases time-pressure on assembly meetings. Students should cc the GM on all game emails, as a record of participation and to discourage “flaming.” |
| First Game Session | Distribute Speaker’s Rules. | See: distributing the Speaker’s Rules below. |

*Assigning Roles*

A Hollywood saying has it that a director’s most important decision is casting. The same is true of Justice. Assigning roles is an important step that significantly influence the proceedings of the game. Adhering to the following guidelines will reduce the possibility of one faction dominating the game.

For games of all sizes it is best if indeterminates outnumber factional players. We recommend the following ratios:

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| --- | --- | --- |
| Class Size | Size of Factions | Number of Indeterminates |
| 24-30 | 4 players each, 12 total | 12-18 |
| 20-24 | 3 players each, nine total | 11-13 |
| 13-19 | 2 players each, six total | 7-12 |

Above 30 or below 13 students the game becomes unwieldy and difficult to play for all but the most experienced GMs.

Note that large classes will need to assign more than one student the same indeterminate role. (This is true even for classes over 20). The utilitarian role is an especially convenient one to assign to multiple students. A utilitarian’s vote on any given issue is not set in advance but rather will be determined by what outcome maximizes happiness. For this reason, other students can still achieve their victory objectives with multiple utilitarians in the game by presenting a strong utilitarian rationale for their preferred resolutions.

GMs should not hesitate to double other roles in addition to or instead of the utilitarian role depending on their own interests and class content. In doubling any role, it is better to make the second role independent of the first, rather than force two students to co-mange one role. While students playing the same role will naturally want to collaborate, each should have individual autonomy over their decisions in the game.

For smaller classes instructors should similarly remove indeterminates according to their own interests and class content. GMs are encourage to keep at least one role who is likely to work with the libertarians (Kukathas or Shklar) who otherwise can have a more difficult time finding allies than the two liberal factions.

For classes of all sizes, it is recommended that each faction include at least one academically strong student and one academically less strong student to even out the strength of each faction.

*Electing the Speaker*

The first order of game-business is the election of the speaker. The player who occupies this influential position overseas the running of the assembly. The speaker schedule resolutions to be voted on, call for votes and determine when and for how long the assembly can break for meeting time. The election is best held in the final 15 minutes of the class *before* the first game session.

Role sheets require each faction to nominate one member to stand for election. Similarly, the role sheets of several indeterminates strongly encourage them to also run. Before the election is held the class should arrange classroom furniture to resemble an assembly: libertarians on the right, difference liberals on the left and uniform liberals and indeterminates in the center. Precise location is less important than that members of each faction should sit together. Rearranging furniture, however it is done, symbolizes entry into the gameworld.

*During the Game*

The GM should encourage the speaker to begin each game session with 10-15 minutes of meeting time for assembly members to lobby and negotiate with one another before speeches begin. The GM should otherwise allow students in general, and the speaker in particular, to run all the game sessions. In general the GM should only intervene as much as is required to keep the game on track, as by occasionally passing notes, whispering encouragement to passive students or bringing order to an especially unruly assembly.

As per the speaker’s rules document, before the end of each session the speaker should either inform the assembly of what items will be on the agenda for the second session, or promise to email them this information by a particular time (e.g. 24 hours before the next session).

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| Session | Action | Notes |
| Beginning of the First Game Session | Collect completed gameplans (recommended) |  |
| First Game Session | Welfare Resolution (required) | The assembly *must* vote on the Welfare Resolution before the end of the first session. Discussing, debating and voting on this resolution is likely to take up the majority of the session. Especially strong players might successfully propose resolutions of their own, as suggested by their role sheets, to be voted on in future sessions.  See also: distributing the Speaker’s Rules below. |
| Second Game Session | Open Borders Resolution (default) | The assembly can vote to put off the Open Borders Resolution to a later session, to replace it with a different resolution or to remove it from the docket altogether. Unless they do so however the assembly will vote on open borders before the end of the session. Players are also likely to have added at least one other matter to the assembly’s docket, which it is normal to begin debating and possibly voting on in game session two. |
| Third Game Session | Indigenous Rights Resolution (default) | The assembly can vote to put the Indigenous Rights Resolution off to a later session, to replace it with a different resolution or to remove it from the docket altogether. Unless they do so however the assembly will vote on indigenous rights before the end of the session. Other resolutions as suggested in student role sheets are almost certain to also be debated or voted on. |
| Fourth Game Session | Open | There are no required or default resolutions for the final game session in order to leave time for additional resolutions.  Note that the Anderson Rule is in place during the final game session: any resolution that is subject of one or more speeches must be put to a vote before the session ends. |
| Post-mortem | Discussion of the game (required). | One full class session should be devoted to discussing the game. Students often appreciate the opportunity to disassociate themselves from their roles. Ask students to explain key moves in the game and how they were in keeping with their roles. GMs have the option of asking students how well they did at achieving their victory objectives and/or assessing how difficult they were. |
| Post-mortem or later | Game Narrative Assignment (required). | During or after the post-mortem students should submit a Game Narrative justifying their game play. The Gameplan includes the following prompt for this assignment: “Write a narrative of your actions and speeches in the game and indicate how they reflected the ideas of the thinker your role was based on.”  For a four-session game 1,500 words will generally be sufficient. GMs can modify the assignment length as needed. |

*Speaker’s Rules*

The Speaker’s Rules outline the rules of national assembly. They should be given to the student who is elected speaker as soon as they are elected. Any subsequent speakers should also be given the rules immediately upon becoming speaker.   
  
The GM has discretion in how to distribute the Speaker’s Rules to the rest of the class. The case for making them available to all players is that it makes all the game rules transparent to everyone. The case for more limited or delayed distribution is that a full understanding of the assembly’s processes can be a form of power. In particular, knowledge that the speaker can be replaced can have a significant impact on the game when it becomes known to strong players. Delaying universal distribution of the Speaker’s Rules until after the first game session can therefore give the initial speaker a chance to get used to running the game and reduce the possibility of having to face a challenge to their speakership. Some GMs may therefore want to stagger the distribution of the Speaker’s Rules, perhaps making them available to the speaker, or to the speaker and each faction before the first game sessions, only making them available to the entire class after the first game session.

Regardless of what decision the GM makes about distributing the speaker’s Speaker’s Rules, they should make the rules available to any student who has the presence of mind to ask to see them.

*Advising Students*

Role-immersion games typically see more student-instructor interaction than a typical class. It is common for example for students to make more visits to office hours than they otherwise would, for advice on strategy and other game matters.

It is not realistic to expect GMs to familiarize themselves with every role sheet before the game begins. For this reason, a standard response when a students comes to the GM for advice is to ask to see the student’s role sheet. Often by asking the student how they interpret a particular passage the GM can begin to answer the student’s question.

A possible pitfall in the game is for students to act according to their own views, not those of their role. If a student seeks input on an off-role course of action, a helpful question for the GM to ask them is, how does this help your narrative? The game narrative assignment requires students to justify their major game decisions. Asking a student to envision in advance the difficulty of justifying a particular decision can be a gentle way of directing them back on track.

It can sometimes happen while GMing that an instructor will have to make a spur of the moment decision about a procedural rule or other game element. GMs should not agonize about these decisions. Particularly when they first use the game, they should give themselves permission to make mistakes and discover good practices as they go. It is unlikely that any single decision will ruin the game, and discovering that a particular policy does not work can be valuable in crafting policies for the next game.

*Post-Mortem*

The class after the fourth game session should be reserved for the post-mortem. Here students speak as themselves again, not as their characters. This is important because some students will want to publicly disassociate themselves from their role. Students in general however often want to discuss the game and how it unfolded. The GM can ask them to describe their major decisions, how close they came to achieving their victory objectives and to reveal any secrets they held during the game.

*Modifying the Game*

Justice can be modified to suit the interests and learning objectives of the instructor. For example, one of the factions can be replaced with another one of the instructor’s choosing. Perhaps for example an instructor wants to have three factions of libertarians, (uniform) liberals and utilitarians. A utilitarian faction is easily created by given multiple players the utilitarian role sheet. In such a game, one or more students could then play a difference liberal as an indeterminate. In the latter case, a student should only have to master one of the factional class readings (e.g. Kymlicka or Patton) instead of both.

Instructors can also create role sheets for philosophers not included in the game. Writing role sheets does not take long. It is best to assign roles based on article- or chapter-length readings. Otherwise, the only limit on which thinkers can be the basis of roles is the imagination of the instructor.

*Further Reading*

Justice is modelled on the Reacting to the Past series of games that are now widely used to teach history. The Reacting to the Past web site, <https://reacting.barnard.edu/> contains more information of role-immersion games. Justice presupposes no background with Reacting, and can be used by instructors who have not previously used role-immersion games.

**List of Role-supporting Readings**

Anderson, Elizabeth. 2013. “What is the Point of Equality?” in *Political Philosophy in the Twenty-first Century*: *Essential Essays*. Steven Kahn and Robert Talisse, eds. Routledge: New York, pp. 31-56.

Arneson, Richard. 1989. “Equality and Equal Opportunity for Welfare.” *Philosophical Studies* 56, 1, pp. 77-93.

Carens, Joseph. 1987. “Aliens and Citizens: The Case for Open Borders.” *The Review of Politics* 49, 2, pp. 251-273.

Dworkin, Ronald. 2011. *Justice For Hedgehogs*. Cambridge, MA: Harvard University Press, pp. 351-64.

Hayek, Friedrich. 1945. “The Use of Knowledge in Society.” *The American Economic Review*, 35, 4, pp. 519-530.

Hayek, Friedrich. 1973. “Cosmos and Taxis.” *Law, Legislation and Liberty: Volume I* (Chicago: University of Chicago Press), pp. 35-54.

Kukathas, Chandran. 2007. “The Cultural Construction of Society (excerpt),” in *The Liberal Archipelago*: *A Theory of Diversity and Freedom*, Oxford: Oxford University Press, pp. 211-45.

Kymlicka, Will. 1991. “Equality for Minority Cultures,” in *Liberalism, Community and Culture*. Oxford: Clarendon Press, pp. 182-200.

MacIntyre, Alasdair. 1981. *After Virtue: Second Edition.* London: Duckworth, pp. 204-225.

Marx, Karl. 1964. *The Economic and Philosophic Manuscripts of 1844*. Dirk Struik, ed. New York: International Publishers, pp. 35-69.

Mill, John Stuart. 1992 [1859]. “What Utilitarianism Is,” in *On Liberty and Utilitarianism* London: David Campbell, pp. 117-136.

Nozick, Robert. 1974. *Anarchy State and Utopia*. New York: Basic Books, pp. 149-82.

Nussbaum, Martha. 2003. “Capabilities as Fundamental Entitlements: Sen and Social Justice.” *Feminist Economics* 9, 2-3, pp. 33-59.

Okin, Susan Moller. 1989. “Toward a Humanist Justice,” in *Justice, Gender and the Family.* New York: Basic Books, pp. 170-86.

Parfit, Derek. 1997. “Equality and Priority.” *Ratio* 10, 3, pp. 202-221.

Patten, Alan. 2014. *Equal Recognition: The Moral Foundations of Minority Rights*. Princeton: Princeton University Press, pp. 149-85.

Rawls, John. 1987 [1971]. *A Theory of Justice*, excerpted in George Sher (ed.) *Moral Philosophy: Selected Readings*. San Diego: Harcourt Brace Jovanovich, pp. 453-72.

Sen, Amartya. 2009. “Capabilities and Resources,” in *The Idea of Justice*. Cambridge, MA: Harvard University Press, pp. 253-68.

Singer, Peter. 1990. *Animal Liberation: Second Edition*. New York: New York Review of Books, pp. 1-25.

Shklar, Judith. 1989. “The Liberalism of Fear,“ in *Liberalism and the Moral Life*, Nancy Rosenblum ed. Cambridge, Mass: Harvard University Press, pp. 21-38.

Tan, K. C. 2008. “A Defense of Luck Egalitarianism.” *The Journal of Philosophy,*105, 11, pp. 665-690.

Walzer, Michael. 1983. *Spheres of Justice: A Defense of Pluralism and Equality*. New York: Basic Books, pp. 3-30.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Justice: The Game**

***Questionnaire***

Use back of sheet if necessary.

For most students, our game will involve playing a role based on a class reading. There are a small number of roles however that are based on mystery readings that we did not cover. Would you be willing to play a mystery role? It will require reading a new essay, because of which, your performance will be graded more leniently.

Is public speaking something you do comfortably and well? Everyone speaks in the game, but a few roles require more. Do you want the challenge of an oratorical role?

Have you an excitable, exuberant, and extroverted personality? Do your friends think that you are a little crazy?

Do you like intrigue, conspiracy, and cloak-and-dagger? Can you keep your bearings in a world where people conceal and mislead? Can you deceive, when given license to deceive by a game?

Is it easy for you to defend an unpopular view, or is being liked and getting along too important to you?

**Welfare Resolution Sheet**

Resolution: Economic inequalities will only be permissible if they are to the benefit of the worst off members of society. The worst off members of society are those who have less than half the median level of wealth and income.

Sponsor: Uniform Liberal Faction

Status: This resolution, or a version of it, must be voted on by the close of the first legislative session.

**Open Borders Resolution Sheet**

Resolution: State and international borders shall henceforth be opened to allow the free passage of citizens and non-citizens alike. This free movement shall be restricted only in specific instances in which its allowance would thereby violate individual rights or their necessary protection.

Sponsor: Libertarian Faction

Status: This resolution (or a version thereof) must be voted on by the close of the second legislative session, unless the majority of the assembly votes to consider a different resolution.

**Indigenous Rights Resolution Sheet**

Resolution: The land title of indigenous groups in the United States shall be expanded to encompass all traditional territory controlled by that indigenous group, even if that group was semi-nomadic.[[1]](#footnote-1) This would bring the United States into line with international best practices, exemplified by Canada’s Indigenous People’s Act and upheld in the 2014 Supreme Court of Canada decision, *Tsilhqot'in Nation v British Columbia* [2014 SCC 44](https://www.canlii.org/en/ca/scc/doc/2014/2014scc44/2014scc44.html).

Sponsor: Difference Liberal Faction

Commentary: “Because the state cannot be neutral with respect to culture, it has a special duty to protect the property rights of indigenous peoples. This resolution will reduce the normalizing effect of non-ownership on disadvantaged groups, and go some way towards rectifying unchosen inequalities.”

Status: This resolution, or a version of it, must be voted on by the close of the third legislative session unless the assembly, by majority vote, chooses to consider a different resolution.



**Speaker’s Rules**

Congratulations! The delegates have elected you Speaker of the National Assembly. You are arguably the most powerful person in the game.

**Setting the Agenda for Meetings of the National Assembly**

For the first full Game Session, you must announce that at least one of the agenda items is welfare reform resolution sponsored by the uniform liberals.

Before every subsequent session of the National Assembly, you should announce the agenda for that session. You may do so by e-mail or by a public announcement at the end of the preceding class. You may include several topics.

**Presiding over Meetings of the National Assembly**

Your main task is to preside over the proceedings. Though you may do so as you see fit, you must adhere to certain procedures:

* 1)  Require all speakers to identify themselves, whether they are giving a speech at the podium or asking questions from the floor.
* 2)  Strongly encourage speakers not to read statements or papers aloud. Remind them that the agenda is tight and many people need to speak. You should impose a time limit of three minutes on all speeches.
* 3)  Remind delegates that they are always free to approach the podium; if someone is already at the podium, others are free to form a line behind the speaker. If you fail to call on delegates who are waiting at the podium, the Gamemaster will warn you. If you repeatedly allow one faction to monopolize the time for discussion, the GM may penalize you by reducing your number of delegates.
* 4) Ensure that speeches do not exceed three minutes.

**Voting on Issues**

Ask the speaker in favor of a motion to write it somewhere that everyone can read it. Powerpoint should be available for this purpose.

When you feel an issue has been sufficiently debated, you should call for a vote on the matter. The Gamemaster will frown if you arbitrarily cut off a good debate, especially if someone is still waiting to speak at the podium. But time may be short, especially toward the end of the game, and you may need to move rapidly to voting.

You then simply restate the proposal before the assembly and ask those dele- gates who favor the measure to raise their placards (which indicate the number of their votes); then ask those who oppose to raise their placards. Ask for any abstentions. You may ask the clerks/GM to help expedite the counting and tabulating of the votes. While they are doing so, move on to the next item of business.

**The Anderson Rule**

In most game sessions, if the assembly runs out of time before voting on a resolution it can simply hold the vote in the next session. Because this is not possible in the final session, a special rule applies in the final game session: Any resolution that is the subject of at least one speech must be put to a vote before the session ends.

The Anderson Rule is meant prevent incidents such as that which occurred playtesting, in which a resolution sponsored by the Anderson character, for which she had assembled strong support, never came to a vote due to deception by the speaker.

**Governmental Functions**

The National Assembly functions as the national lawmaking body of the country. Note that there is no upper house: measures that pass the assembly will have the force of law. Virtually no subject is beyond the scope of powers held by the National Assembly. The precise functioning of the National Assembly is in many ways up to you. As speaker you will sometimes need to determine a particular question of procedure. You should try to ensure that procedural questions do not bring the game to a standstill and generally keep the game moving.  
  
**Installing a New Speaker**

While you have broad discretion in this area one power you do not have is the power to prevent your replacement. Should one or more delegates request a vote to install a new speaker, you must hold such a vote at the first available opportunity. For example, if the assembly is in the middle of debating a resolution and someone asks for a vote to change speakers, then as soon as the current resolution is voted on, time should be made available to debate the resolution to change speakers, followed by a vote. Note that you retain full voting rights at all times as speaker, and so are free to vote on each issue that comes before the assembly, including votes on who should be speaker.

Note that there is a maximum of one vote to change speakers per session. Someone can in principle be voted out as speaker and voted back in during a subsequent session.

**Control of the Assembly**

Some troops are at your command in the National Assembly. If you ever need the assistance of those troops, merely request them: “Gamemaster, I ask that the soldiers in the hall oblige the person causing the disturbance to sit down—or remove him entirely.” (If the Gamemaster seems unresponsive, she may have forgotten this rule. You may gently bring this to her attention.)

**Agenda Topics**

You are obliged to indicate in advance of every Game Session the agenda topics for each session. Delegates need advance notice to prepare speeches. The tentative list of topics (below) can serve as a rough guide. Note however that some issues may emerge suddenly and unexpectedly and the assembly may have to deal with them without advance notice. If you fail to distribute agenda topics well in advance of the next session, the Gamemaster may do so, perhaps as follows.

**Game Session One: Welfare resolution.** Sponsor: uniform liberal faction. Note: the assembly has to vote on this resolution before the end of the first game session.

**Game Session Two: Open borders resolution.** Sponsor: libertarian faction. Note: this is the default topic of the second game session, but it is within the power of the speaker to move it to a later time or remove it from the agenda.

**Game Session Three: Minority rights resolution.** Sponsor: difference liberal faction. Note: this is the default topic of the second game session, but it is within the power of the speaker to move it to a later time or remove it from the agenda.

**Game Session Four: This session has no necessary or default resolutions.** Matters to be voted on are determined by the speaker.

Note that the Anderson Rule is in effect during the final game session. Any resolution that is the subject of at least one speech must be put to a vote before the session ends.

**Public Rules**

Note that these rules are public and can be read by anyone who asks to see them.

1. Much of the Western United States, including more than 40% of Arizona, California, Idaho, Oregon, Montana, Nevada, New Mexico, Utah and Washington would be returned to native ownership. [↑](#footnote-ref-1)