

When the Center Breaks

Who can still govern

Created by Yoav Duman

Advanced comparative politics evidence quest

Revised edition 30 October 2026

The learning problem

Students often connect hardship, crowds and a ruler's departure with a single label such as revolution. This quest asks them to explain the links between those events and to investigate what happened to governing authority afterward.

The full facilitated route budgets **three 50-minute meetings**. An accelerated two-meeting assignment requires **20-25 minutes of preparation and explicit between-meeting and final follow-up**. These are provisional teaching plans, not measured completion times. Students learn the toolkit, investigate Tunisia, compare Egypt, test a generalization in Belarus, and transfer the reasoning to Sri Lanka.

Deployment address - verify the displayed edition before assigning

<https://when-the-center-breaks-quest.ishmaldon.chatgpt.site>

What this package contains

A revised playable edition; this curriculum and instructor manual; companion teaching data; a 37-entry source register; and credited historical-photo references. The optional Armenia and Sudan investigations are expansion plans, not playable chapters. Two invented individual probes and two authored Sri Lanka exemplars appear in this manual.

How to use this edition

Read the outcomes and skills pages before assigning. Test the exact URL and a save/restore on a student device. Use the objective items for feedback and the final brief for substantive assessment. The game records attempted work; instructor judgment is needed to assess causal reasoning.

This revision draws on 15 independent AI-simulated disciplinary reviews and a second round of cross-disciplinary discussion. They are not human faculty, student, artist or regional-expert validation. No classroom pace or learning gain was measured. A human pilot remains necessary.

The governing order is the object of inquiry

The central question is how discontent becomes organized action, how action changes the behavior of actors sustaining a ruler, and why an opening produces different institutional outcomes. The game is distinct from *The Square*, which centers participation, and *The Repression Trap*, which centers movement strategy under repression.

Outcome	Working criterion	What does not establish it
Incumbent exit	A specified ruler leaves the office by the stated cutoff.	A large gathering, a pledge to resign, or a claim that the ruler has lost legitimacy.
Regime transformation	Rules and organizations determining access to power change substantively. Students must state their threshold.	A replacement officeholder or a new document by itself.
Democratization	More meaningful competition, inclusion, participation or accountability under an explicit definition.	An election by itself, a popular successor, or military support for an uprising.
Social revolution	Rapid fundamental transformation of state and social or class relations, substantially accomplished through popular mobilization from below.	Leadership turnover without evidence of those relations changing.

Prerequisites and learning products

Students should know state, regime, government, coercion, institutions and democracy. The opening outcomes and theory notebook provide working definitions. The main product is an evolving causal brief, with dated evidence, a rival and a bounded conclusion. The current route has 14 stages, 29 evidence cards and 33 responses (30 required); required prose floors total 450 words. These are mechanical content counts, not expected writing length or learning measures. The alias and two planning choices are optional. Accept dictated or instructor-recorded equivalents when needed.

A role with honest limits

The Commission on Political Change is a fictional instructional frame. The cases and historical outcomes are real. Students prioritize inquiries, evaluate accounts and make recommendations about what to investigate or verify. They do not command historical actors, choose repression, or change documented outcomes.

This changes the earlier crisis-negotiation concept into a theory-to-case quest while preserving its question about governing authority. Fiscal bargains, insider interests, patron resources, obedience and succession remain recurring inquiries. This edition prioritizes evidence analysis over a numerical bargaining simulation.

Four desks and an interacting process

Teach the toolkit before the first substantive case. The desks are organizing aids, not mutually exclusive country explanations. Goldstone provides an integrative framework; do not turn his historical research into a demographic forecasting formula. [A1-A8]

Desk	Mechanism and evidence to seek	A useful challenge
Pressure and expectations	Gurr: perceived expectations and capabilities. Skocpol and Goldstone: fiscal, administrative and elite pressures. Seek distributional losses, expectations, revenues and threatened bargains.	A national hardship statistic cannot establish perceptions, state fiscal crisis, timing or sufficiency. Ask why similar pressure does not always produce breakdown.
Organization and changing beliefs	McCarthy and Zald: networks, resources and coordination. Chenoweth and Stephan: participation and institutional pressure. Kuran: concealed preferences and changing expectations.	A photograph does not measure coordination. A sudden crowd does not prove preference falsification. Seek actions, ties, expectations and compliance.
Governing coalition and obedience	Skocpol and Bellin: state vulnerability, coercive capacity and willingness. Identify which organizations defend, withhold support from, or replace a ruler.	Disaggregate police and military. A statement is not a deployment; abandoning an incumbent is not accepting civilian control.
Projects and settlement	On Revolutions: partial, contested and reversible processes. Follow bargaining, inclusion, implementation and the distribution of institutional power.	An anti-ruler coalition may lack agreement over successor rules. A written constitution is not evidence of every actor complying.

A sequence to investigate rather than a law to memorize

Pressures and claims of injustice can interact with organization and changing beliefs. Those interactions affect contention and the conduct of governing institutions. Incumbent survival or exit is followed by bargaining and a subsequent trajectory. Repression, disruption and anticipated settlements can feed back into earlier stages. Students may argue that a desk explains little in a particular episode.

International relations and geography cross the desks

Ask who can replace a threatened resource, supply diplomatic legitimacy, or protect a domestic organization. An aid amount is evidence of a relationship, not proof of control. Ask which places and institutions disappear when the story is told only through the capital. Location is not a measure of participation or a causal mechanism by itself.

Operationalize a lens before naming it

Keep the mechanisms distinguishable

Relative deprivation concerns perceived expectations and capabilities; a state fiscal mechanism concerns revenue, payment and administrative dependencies. Resource mobilization asks how networks and resources enable action. A preference-expression cascade asks how visible participation changes what people publicly do despite concealed opposition; it is not automatically an information-learning cascade. Coercive capacity and willingness are separate questions. Skocpol supplies a state-centered insight here, not a test of her entire class-based social-revolution account. Other authors remain bounded reading connections rather than compulsory biographies.

Question	What would make the lens operational?	What remains insufficient?
Grievance or fiscal dependency?	Specify whose perceived gap matters, or which revenue/payment dependency changes whose conduct.	An inflation or unemployment rate alone does not observe perceptions or the state payroll.
Organization or expression cascade?	Trace a resource/network solving coordination, or a visible change in others' behavior affecting an actor's public participation.	A large crowd alone does not establish either a durable network or concealed preferences.
Capacity or willingness?	Separate personnel, resources and deployment from decisions to comply with particular orders.	An order, aid total or statement does not establish the same fact as actual conduct.

A reusable planning structure

Outcome and date: what is being explained?

Actor and action: who changes what behavior?

Dependency: why could that action affect the outcome?

Evidence: which observation supports which link?

Rival: what else could generate this observation?

Discriminator and scope: what pattern would differ, and where might this account not apply?

Use the structure to coach one claim, not as a compulsory sentence template for every response. An accurate, limited statement can be stronger than a grand explanation. Once learners can name the actor, action and dependency, fade the frame and ask them to select the relevant evidence independently.

A full facilitated route: three meetings

The authored stage suggestions total **119 minutes**. The following 150-minute teaching budget adds discussion, the individual post probe and saving. It is a plan to pilot, not an observed pace or a deadline. Each meeting totals 50 minutes. Keep a flexible chapter pause if learners need longer; protect explanation and debrief rather than a completion badge.

Meeting	Activities and minutes	Evidence and pause
1 / 50 min	Commission 3; theory 10; invented practice 8; Tunisia initial 10; source audit 8; discussion 6; backup and exit 5.	Worked, partially completed and independent causal steps; first claim and defended revision. Pause after the source audit.
2 / 50 min	Tunisia horizons 9; retrieval 4; Egypt initial 7; Egypt institutional inquiry/comparison 16; Belarus initial/audit 10; backup 4.	Dated ledger; prediction, chosen first document and interpretation; common-archive comparison; Belarus qualification. Pause after Belarus.
3 / 50 min	Sri Lanka initial/audit/brief 24; final hearing/hypothesis 10; individual unfamiliar-case post probe 8; debrief 5; export 3.	Independent pre-audit brief, preserved revision, hearing challenge, research hypothesis and individually attributable reasoning.

Do not hide assessment time

The eight-minute individual post probe is included in meeting 3. Administer its parallel baseline in a preceding lesson or replace an announced activity with it; the baseline is not additional invisible time. A delayed probe about one week later also needs a separately announced allocation. Students may use typed, oral or dictated equivalents with the same evidence demands.

Pause with a recoverable record

At a chapter pause, save a JSON backup and identify the next file without opening old answers. On return, restore the intended investigation before the retrieval task. The theory, prior claim and relevant evidence remain available beside later writing; deliberate retrieval asks students to try first, then check. It does not require an inaccessible reference.

Preserve the whole route

Keep all four cases, date boundaries, the rumor audit, canal correction, institutional denominators and the final hearing. Tunisia and Egypt receive deeper investigation; Belarus changes the selected outcome and Sri Lanka changes the institutional starting point. Optional original-source reading and Armenia/Sudan extensions sit outside this budget. There is no countdown or speed score.

Two meetings with preparation and follow-up

This option reduces classroom meetings, not total work. Assign the following preparation and follow-up explicitly, provide an equivalent supported preparation opportunity, and pilot the time burden. Do not advertise the whole activity as fitting within the two class periods.

Phase	Provisional allocation	Required work
Preparation	20-25 min	Commission, outcome definitions, theory and invented practice; check understanding and keep the backup. The authored suggestions total 21 minutes.
Meeting 1	50 min	Restore/check understanding 3; Tunisia initial/audit 18; horizons 9; retrieval 4; Egypt initial expectation 7; discussion 6; backup 3.
Between meetings	16-20 min	Complete the Egypt institutional inquiry: prediction, first-document choice, interpretation, then common-archive comparison. Preserve the first interpretation.
Meeting 2	50 min	Re-entry retrieval 3; Belarus 10; Sri Lanka initial/audit/brief 24; individual unfamiliar-case response 8; debrief 3; export 2.
Final follow-up	10-15 min	Final hearing, challenge-linked hypothesis and reflection. Export the finished notebook and submit by the instructor-specified channel.

If preparation is unavailable

Use the full three-meeting route. A one-meeting preview can model the inquiry but is partial participation, not completion of all cases or evidence of independent transfer. The student route is sequential; instructor demonstration navigation is for teaching and review, permanently labels its exports, and must not be used to manufacture normal student completion.

Support without changing the evidence standard

Allow extra time, dictation, accessible reading and paired discussion. Keep the individual probe separate from the shared dossier. If a short assignment omits or postpones work, list the affected cases, skills and submission dates. Never cut the Belarus countercase or independent Sri Lanka reasoning silently to meet a time label.

Practice an explanation and then make it travel

The design uses explicit instruction, worked examples, retrieval, relevant visual evidence, contrasting cases and explanatory questioning. The IES guide supports these approaches with different evidence ratings. Worked examples and abstract-concrete links receive moderate support; re-exposure quizzes and deep explanatory questions receive strong support. These general findings do not validate this particular game. [D1]

The repeated inquiry loop

Specify the outcome and date. **Claim** a mechanism. **Request** evidence that could separate it from a rival. **Inspect** the common packet. **Explain** what changes and what remains unresolved. **Transfer** the question to a different case. Students receive more sentence stems in Tunisia and fewer in Sri Lanka.

Worked, completed, then independent practice

The invented port-authority record models an observation, a payment-to-compliance inference, a political-boycott rival and a discriminating payroll-restoration observation. Students reconstruct the chain and then complete a changed record: staff were paid on time but stopped after a union call. The completion response must explain why organization is now more plausible, name a remaining rival and propose an observation that separates them. It is a reasoning attempt, not an automatically graded argument. Carry a generic checklist into Tunisia, offer it optionally in Egypt and Sri Lanka, and avoid supplying the transfer diagnosis.

A scripted Socratic exchange

Student account: Prices rose, so people protested and the president fell.

Guide: Which link needs investigation: coordination, government resources, or obedience?

Student selects obedience.

Guide: Which organization withdrew support from whom? What power did it keep?

Student writes and cites a card.

Guide: Compare abandoning a ruler with accepting civilian oversight. What observation would distinguish them?

Transfer: Apply that same question to the next case.

The guide follows explicit choices and prewritten prompts. It does not interpret open prose. It can explain why a source-reading answer is wrong, but a word minimum only records an attempted response. It cannot declare a causal argument correct, original or thoughtful.

Fade help while preserving the learning task

The independent brief and its delayed self-audit

Sri Lanka asks for an independent explanation through 22 July 2022, aiming for **120-180 words**. The **100-word floor** records an attempt; the target is not a maximum or a quality score. Optional planning help is neutral: outcome/date, claim, observations, rival and what could change the account. After the first saved attempt, a self-audit asks learners to distinguish observation from inference, retain units and denominators, assess how far the organizational interview traces a pathway, and bound the succession claim. Preserve the first version. Accept a defended retention as well as revision.

Keep challenge in the reasoning

Open one stage at a time. Evidence is never withheld as a speed penalty. Use cards, source labels, file routes and case photographs to orient attention. Hints do not cost points. Avoid countdowns, outcome meters, punitive reading speed, mandatory drag-and-drop and rewards for choosing a politically preferred ending. The final hearing lets students prioritize election rules, coercive oversight, inclusion or material relief, then face a scripted challenge about opportunity cost. The final challenge is producing a defensible explanation, not escaping a nation's crisis.

Support settings include type size, font choice, contrast, reduced motion and keyboard-accessible controls. Claims about brain rewiring, fixed learning styles or universal attention spans are not part of this design.

An explanation survives a source challenge

Role in the sequence: guided application. The first packet is explicitly retrospective: IMF figures about 2010 were published in 2012. It is not presented as a forecast made by a January 2011 actor.

Card	Observation and task	Instructor interpretation
TN1	About 13% overall unemployment and 30% youth-labor-force unemployment in 2010, reported by IMF in 2012.	Evidence of uneven opportunity, not a direct measure of expectations or proof of a sufficient cause. Preserve approximate values and population denominators. [T1]
TN2 and TN3	IUF reported a two-hour UGTT strike on 14 January and union-property violence in Kasserine. Photograph is Tunis the same day.	Compare capital visibility with organizational and regional evidence. Do not assume identical positions for national leaders, local offices and members. [T2]
TN4	Grewal disputes the story that Ammar refused an order to fire.	Separate reported testimony, conduct and beliefs about conduct. The rejection of an order-refusal story does not mean military behavior had no effect. [T3-T4]
TN5	Ben Ali left in 2011; constitution adopted in 2014 by 200 for, 12 against, 4 abstaining.	Leadership exit and a constitutional agreement are separate observations. The Quartet offers a mediation mechanism to investigate, not an identified single cause. [T5-T7]
TN6	2021 parliamentary suspension and 2022 expansion of presidential powers.	Recode a later horizon without erasing the earlier opening. 30.5% turnout and 94.6% yes concern different denominators. [T8]

Objective answer guidance

The first source audit supports investigating conduct and beliefs separately, with order refusal treated as disputed. The referendum item requires approval among participating voters to be separated from the eligible electorate. Multiplying reported turnout and approval gives only an approximate ballot share under aligned definitions; it cannot reveal nonvoters' preferences.

What to listen for in discussion

A strong response connects a pressure to an organization and action, identifies the missing institutional link, and revises a specific claim when testimony challenges it. The additional TN7 card gives a positive institutional hypothesis: Grewal describes a military historically sidelined from political and economic power. Students can compare this with EG5, which uses the Bellin analysis of Egyptian military economic interests. A student may retain the organization claim while revising the military story. Ask what would make either account fail. Do not require a verdict that one theory explains the whole case.

Code a positive finding and its limits

TN8: positive evidence beyond a constitutional promise

TN8 adds retrospective CRS and Carter Center accounts of implemented 2014 legislative and presidential elections. CRS describes Ennahda leaving government through a negotiated technocratic transition and accepting the results. Carter observers describe genuine choice and orderly polling alongside weaknesses. These observations support a bounded finding about competitive selection and compromise by end 2014. They do not isolate the Quartet's effect or establish permanent civilian control. T9 supplies institutional history and counterevidence to an undifferentiated story of regional military power; it is not a timeless guarantee of military restraint. [T9-T11]

Horizon	Affirmative observation	Bound the classification
January 2011	Ben Ali left office.	This establishes leader exit, not every successor rule or social relation.
End 2014	A new constitutional agreement was followed by competitive legislative/presidential selection and acceptance of results.	State the specific access, competition or compromise dimension supported. Do not infer permanent accountability.
End 2022	Parliamentary suspension and expanded presidential powers change the later institutional record.	A later reversal does not erase an earlier implemented practice. Keep turnout and approval denominators separate.

Practice the outcome criterion before explaining its cause

Ask students to state the observable criterion they are using: an officeholder leaving, a rule changing, competitive selection occurring, a powerful actor being constrained, or deeper social/class relations transforming. Permit “unclear” where the packet cannot measure that dimension. Then explain one supported difference. This prevents the comparison from treating a constitution as a synonym for democracy or a later intervention as proof that no earlier opening occurred.

Counterevidence and transfer to Egypt

Use TN7/T9 and EG5 to compare institutional stakes while retaining their retrospective dates and source limits. They offer reasons to investigate different organizational interests, not proof of every officer's motive. Ask which direct observation of behavior would challenge the inference. The common end-2014 comparison should use TN8; the 2022 epilogue stays in its own later window.

A ruler leaves while an institution remains

Role in the sequence: a less guided comparison. Save an expectation using the packet available through 9 February 2011, then reveal the later record. Compare both core cases at end 2014 before considering Tunisia's longer epilogue.

Card	Observation	Interpretive boundary
EG1 and EG2	ITUC reported labor action in Suez, Cairo, Luxor, Mahalla, Menya and Quesna. The photograph shows Tahrir on 8 February.	The labor report expressly says maritime traffic was unaffected. A workplace near the canal is not proof of a shipping shutdown. [E1]
EG3	FY2010 US military assistance was \$1.3bn; Mubarak departed and authority passed to SCAF in February 2011.	The historical aid value is used only after the initial boundary, because this CRS source was released on 11 February. Resources and relationships do not demonstrate outside command. [E2-E3]
EG4	Competitive presidential election in 2012; Morsi's government removed by military in July 2013; Sisi presidency in 2014.	Electoral competition and a coercive veto can coexist. Later intervention does not make the earlier election nonexistent or a coup inevitable. [E4-E6]

A comparison that can earn full reasoning credit

By end 2014, Tunisia's implemented elections and bargaining, compared with Egypt's continuing military role, support a bounded institutional contrast. A student may emphasize mediation, coercive autonomy, civilian projects or resources if they trace a pathway and acknowledge what the packet cannot distinguish. Two cases do not isolate an independent causal effect. EG5 adds economic interests as a hypothesis while flagging Bellin's older disputed Tunisia story. An influential explanation remains open to factual correction.

Serious rivals rather than a straw person

A useful rival explains much of the same evidence. For example, a military-autonomy account and a civilian-polarization account can both predict an unstable transition; evidence on decision making, timing, concessions, command and vetoes helps separate them. Saying only that culture caused the outcome lacks an actor-action mechanism and is not supported by this packet.

Questions that deepen the case

Who could appoint or remove commanders? Who controlled budgets? Which civilian claims were included in the successor bargain? What would show that a public promise constrained actual behavior? What did a union statement establish, and what requires a workplace record or interview?

Predict, inspect, interpret, then compare

The inquiry makes an evidence priority consequential to what appears first. Everyone eventually reaches the same archive. It is neither a permanent branch nor a race to find the politically preferred answer.

Step	Student action	What the instructor checks
1 / Predict	Before opening the archive, predict different observations under H1 and H2.	Both hypotheses concern the same formal appointment rule at end 2014, not one claim about law and another about actual control.
2 / First document	Choose the labor record (EG1R), historical appointment rule (EG6), or finance record (EG3). The selected record appears first.	The source must be relevant to the appointment-control question; a useful record for another question can be nondiagnostic here.
3 / Interpret	Explain which expectation the selected record supports or weakens and what still needs another observation.	A labor report or aid total cannot establish the legal appointment rule. A legal rule cannot establish every implemented decision.
4 / Common archive	After the interpretation, everyone opens the shared institutional record and writes the Tunisia-Egypt comparison.	Separate the earlier forecast, initial prediction, first interpretation and later comparison in the portfolio.

Keep the hypotheses on the same level

H1: the 2014 written rules allowed a civilian defense-minister appointment without required SCAF approval.

H2: those written rules required SCAF approval for that appointment.

Separate next question: what evidence about actual appointments would show how the rule operated, and whether civilian authority was binding in practice?

EG6 / E7: use the historical 2014 Constitution, Article 234. It required approval by the Supreme Council of the Armed Forces for appointment of the defense minister, specified for two full presidential terms from entry into effect. This weighs against H1 on the stated formal-rule question. It is not the later amended text and does not by itself demonstrate every appointment, all command decisions or a complete causal explanation of the transition.

E4 access and scope: the Carter Center's official publication landing page replaces a retired PDF destination. The report is dated 21 December 2012 and describes a limited witnessing mission, not unrestricted observation or blanket certification. Preserve that qualification when discussing the 2012 election.

A survival case and an institutional succession

Belarus tests selection on the outcome

The August-December 2020 window includes an initial OSCE statement about coercion, a September inauguration and a December UN report of more than 27,000 arrests since 9 August. Attribute the reports and preserve the reporting window. An arrest count is not a count of unique long-term prisoners. Missing evidence about defections is not evidence that no defections occurred. [B1-B3]

Ask which generalization now needs a condition. A reasonable answer might be that mobilization requires an account of institutional cooperation, rather than an inference from crowd visibility to ruler removal. The packet cannot identify repression's independent effect or establish a universal law that coercion always succeeds.

BY3: organized action and targeted suppression

The independent OSCE Moscow Mechanism rapporteur report was presented on 5 November 2020, with a 29 October cover date. Printed pages 33-34 describe state-factory strikes, workplace closure or dismissal threats and detention or persecution of strike leaders. It draws on submissions and remote interviews; Belarus declined cooperation. The evidence weakens a claim that no organized mobilization occurred and supports a bounded account of action targeting workplace resistance. It does not identify suppression's independent effect, establish uniform command cohesion or prove that coercion always secures survival. [B4]

Discussion and attribution

Ask what organized action would look like even when the incumbent remains. Require a rival to targeted suppression, such as limited leverage, resource replacement or a distinct institutional bargain, and request evidence that would differ under the accounts. Explaining state violence does not assign victims responsibility for it. Neither peaceful participation nor officeholding measures consent, legitimacy or every participant's political project.

Evidence for a different institutional starting point

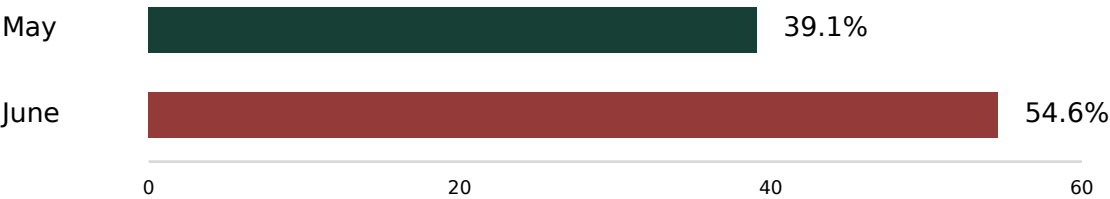
At the 8 July 2022 boundary, students have April reports of shortages/protest, the May institutional interview and a June inflation release. Sri Lanka already had competitive electoral institutions. The audit adds resignation effective 14 July, parliamentary succession on 20 July and the EU rights statement on 22 July. This is not a generic dictatorship-to-democracy transition. [L1-L6]

LK5 supplies positive organizational and administrative observations

UN Resident Coordinator Hanaa Singer-Hamdy was interviewed on 13 May, published 17 May 2022. She describes citizen-led protests joined by parties, trade unions, student unions and clergy, while technical parts of ministries continued to function with UN focal points after the cabinet dissolved. The interview has an institutional working position. It supports observations about participation and administrative continuity; it does not measure recruitment, each organization's importance or the independent effect on the later resignation. Students decide how it bears on their mechanism. [L6]

Colombo CPI headline inflation 2022

Year on year percent | common zero baseline | CBSL release 30 June 2022



CCPI headline rate	Value	Unit / publication boundary
May 2022	39.1%	Colombo CPI, year on year; 2013=100 base.
June 2022	54.6%	30 June 2022 release; available by 8 July.

Data answer: 54.6 minus 39.1 equals **15.5 percentage points**. This is a change in a year-on-year rate, not a 15.5% monthly price increase. The measure is Colombo CCPI, not national NCPI. September peaks and full-year GDP are kept outside the July information set.

Succession answer: 134 / 219 is about **61.2% of valid MP ballots**, not citizen approval. The independent brief targets **120-180 words**, with a **100-word attempt floor**, one numeric observation and one institutional observation with card IDs. Evaluate the mechanism, serious alternative, discriminating evidence and bounds. Do not require a supplied diagnosis that organization is absent: LK5 now provides relevant observations, while leaving causal links to assess. Resignation and existing parliamentary succession are established; a broader transformation needs explicit criteria and further evidence.

Different bounded explanations can earn full credit

These are **authored instructional exemplars**, not student responses or observed outcomes. Keep them out of the game before an independent attempt. They illustrate materially different mechanisms; neither is the required historical verdict. Both can earn full reasoning credit when accurate, evidenced and bounded.

Exemplar A: coordinated contention increased the costs of support

Through 22 July 2022, I would explain the leadership change partly through coordinated contention increasing the costs of continuing to support Rajapaksa. LK1 records shortages, protests and restrictions; LK5 reports participation by parties, unions, students and clergy. Those are observations, while the claim that coordination converted grievances into pressure is an inference. LK3 establishes resignation effective 14 July and selection through the existing Parliament on 20 July, not a new popular mandate. A rival is that deteriorating resources and an elite bargain drove the exit even without substantial protest leverage. I would compare dated strike coordination and disruption records with cabinet and parliamentary communications: pressure preceding changes in elite support would strengthen my account, while decisions preceding the relevant disruption would weaken it. LK4 warns against treating departure as settlement of rights questions. The packet supports bounded succession claims, not a complete explanation of mobilization or deeper transformation.

Exemplar B: the executive bargain eroded while institutions continued

My account emphasizes selective loss of executive governing capacity and a changed elite bargain, rather than treating protest participation as the decisive cause. LK1 records shortages and power cuts; LK2 reports Colombo year-on-year inflation rising from 39.1% to 54.6%, a 15.5 percentage-point change. These observations indicate severe strain but do not directly measure political loyalty. LK5 describes a dissolved cabinet alongside functioning technical ministries. I infer that an executive coalition could become untenable while administrative and parliamentary institutions remained usable. LK3 then establishes resignation and succession through that Parliament, including 134 of 219 valid MP ballots, not citizen approval. Organized contention is a serious rival or interacting pressure, supported by participation reported in LK5. Dated resource-allocation records, coalition negotiations and protest exposure could distinguish the contributions. The record does not show that scarcity automatically caused exit; LK4 also leaves democratic deepening and coercive accountability unresolved.

Assessment: identify which sentences report cards and which infer a pathway. Reward an actual rival and discriminating record, not agreement with either author. Neither an aggregate inflation rate nor a list of participating organizations completes the causal chain. No exemplary response proves the activity's effectiveness.

Skills practiced and evidence an instructor can inspect

Use this mapping in the activity description and instructor manual. Say **skills practiced** until assessment supports a stronger statement about learning. Every skill should connect to a student action and a piece of work, rather than appearing as an unassessed promise.

Skill	Student action	Observable artifact	Assessment criterion
Theory application	Turn an explanatory lens into an actor-action mechanism.	Tunisia claim; Egypt comparison	An actor and action connect a documented condition to an outcome; the link is not merely a theory name.
Concept formation	Separate leader exit, governing rules, democracy and social transformation.	Dated outcome ledger	Separates leader exit, rules, democracy and social change under dated, explicit criteria.
Data literacy	Read units, percentages, percentage points and denominators.	Inflation reading; MP-ballot interpretation	Preserves unit, denominator, geography, release date and uncertainty.
Source evaluation	Separate observation, testimony, institutional position and inference.	Rumor audit; canal correction; document interpretation	Distinguishes observation, testimony, conduct and inference; requests relevant corroboration.
Causal and comparative reasoning	Use a serious rival and seek evidence that discriminates between explanations.	Egypt comparison; Belarus qualification	Asks the same dated question, gives a serious rival and names evidence predicted differently by the accounts.
Historical reasoning	Keep source availability and outcome dates separate.	Initial claims versus later audits	Does not import later evidence or outcomes into an earlier information set.
Intellectual revision	Revise or retain a claim for a stated evidentiary reason.	Preserved first and revised explanations	Explains why evidence changes a claim or why retention remains warranted.
Transfer and research design	Apply mechanisms to a different setting and formulate a testable hypothesis.	Sri Lanka pre-audit brief; individual probe; final hypothesis	Applies a mechanism in a changed setting and proposes a useful comparison and possible disconfirmation.

A standing standard for future manuals

Include a table with skill, student action, observable artifact and assessment criterion. Identify which skills a shortened route omits. Keep process completion, factual accuracy, substantive reasoning and demonstrated learning gains separate. Pair any public claim about effectiveness with the evidence used to assess it.

An eighteen point reasoning rubric

Assess six dimensions from 0 to 3. The general ladder is **0** absent or contradicted; **1** named but largely asserted; **2** explained with relevant evidence and a limit; **3** accurate, integrated and bounded reasoning. The anchors below clarify what high-quality work can look like. They are examples, not mandatory conclusions.

Dimension	A useful 3 point anchor	A common weak response
Conceptual distinction	Codes leader exit separately from institutional and democratic change, using the stated observation date.	The president left, so democracy won.
Mechanism	Names an organization, the conduct that changes a dependency, and the consequence; separates capacity from willingness.	The army caused it, with no action or relationship.
Evidence and data	Combines a correctly interpreted number with an institutional observation and a source limitation.	Treats MP ballots as public approval or a crowd photo as national turnout.
Rival explanation	Explains why a serious alternative could fit, then names evidence that would distinguish it.	Dismisses an alternative without showing what it predicts.
Revision and uncertainty	Identifies the exact claim challenged by new evidence and gives a reason to revise or retain it.	Becomes more certain because the ending is now known.
Transfer and scope	Uses a mechanism in Sri Lanka while recognizing existing electoral institutions and limited outcome evidence.	Applies a dictatorship-to-democracy label without checking the starting regime.

Keep completion separate from quality

The browser records evidence opened and drafts, explicitly checks objective items, and commits prose attempts on Continue when their floors are met. These are completion records, not judgments of originality, effort, sincerity, collaboration or causal understanding. The 100-word Sri Lanka floor is not its quality standard. Assess the pre-audit version and any reasoned revision, rather than converting clicks or word totals into a grade.

Do not reward clairvoyance

An uncertain prediction overturned by events can earn full reasoning credit. A correct guess without a mechanism cannot. Changing one's mind is not automatically better than retaining a claim: the evidentiary reason matters. If teams compete, recognize the strongest evidence request or best-supported explanation; do not rank speed or political agreement.

An unfamiliar invented record: Aster

Student handout. All names, dates and records below are invented for assessment. They are not claims about any historical country. Use only this packet. Suggested allocation: eight minutes, to pilot; allow agreed access accommodations. Short bullets are acceptable and there is no minimum-word gate. A calculator is permitted for both forms.

Information cutoff: 12 June 2032.

In the invented polity of Aster, customs inspectors had gone unpaid for ten days. A union circular dated 7 June called for a service boycott until the cabinet resigned, even if wages were paid. A service log records inspections suspended at four of six ports on 8 June. The packet gives no payroll-restoration or individual-motive records.

The president resigned on 9 June. On 10 June the existing Assembly selected a successor under the existing selection procedure: **72 votes for the successor out of 120 valid Assembly ballots**. The packet contains no national opinion survey, public election for this succession, or evidence about subsequent rights or compliance with oversight.

1. Outcome and date

State one political outcome the packet establishes by the cutoff, with its date. Name one deeper outcome you cannot classify confidently and what evidence is missing.

2. Number and denominator

Calculate the successor's share of valid ballots. State the population counted and explain why the result cannot be reported as the same percentage of citizens approving.

3. Mechanism and evidence

Propose an actor-action mechanism connecting the crisis to political authority. Identify a supporting observation and a causal link that remains inference.

4. Serious rival and discriminating observation

Offer a plausible alternative mechanism. Request one feasible record or observation and explain the different pattern you would expect under each account.

An unfamiliar invented record: Belen

Student handout. All names, dates and records below are invented for assessment. They are not claims about any historical country. Use only this packet. Suggested allocation: eight minutes, to pilot; allow agreed access accommodations. Short bullets are acceptable and there is no minimum-word gate. A calculator is permitted for both forms.

Information cutoff: 20 October 2034.

In the invented polity of Belen, licensing clerks had gone unpaid for nine days. An association circular dated 15 October called for a work stoppage until the executive resigned, even if wages were paid. A service log records processing suspended at six of eight regional offices on 16 October. The packet gives no payroll-restoration or individual-motive records.

The executive resigned on 17 October. On 18 October the existing Council selected a successor under the existing selection procedure: **98 votes for the successor out of 140 valid Council ballots**. The packet contains no national opinion survey, public election for this succession, or evidence about subsequent rights or compliance with oversight.

1. Outcome and date

State one political outcome the packet establishes by the cutoff, with its date. Name one deeper outcome you cannot classify confidently and what evidence is missing.

2. Number and denominator

Calculate the successor's share of valid ballots. State the population counted and explain why the result cannot be reported as the same percentage of citizens approving.

3. Mechanism and evidence

Propose an actor-action mechanism connecting the crisis to political authority. Identify a supporting observation and a causal link that remains inference.

4. Serious rival and discriminating observation

Offer a plausible alternative mechanism. Request one feasible record or observation and explain the different pattern you would expect under each account.

A separate ten-point individual reasoning rubric

These two authored probes have parallel demands; their equivalence has not been validated. They assess application to an unfamiliar record, not recall of country facts. Counterbalance A/B order across learners when feasible. Collect the baseline before instruction and the post form before releasing its answer guidance. Keep a shared dossier separate from these individual responses.

Dimension	0 / absent or incorrect	1 / partial	2 / explicit and supported
Outcome and date	Conflates departure with democracy or supplies a wrong date.	Identifies departure but leaves the date or deeper limit unclear.	Correctly dates departure/succession and explains a missing criterion for deeper change.
Numeric interpretation	Wrong population or treats institutional votes as citizens.	Correct share or denominator, with an incomplete interpretation.	Correct share and valid institutional-ballot denominator; rejects the citizen-approval inference.
Mechanism	Names only hardship, a crowd or a theory.	Names actor/action but leaves a dependency or consequence vague.	Explains how an actor's action changes a dependency, as a conditional claim.
Evidence and inference	Invents facts or treats correlation as established causation.	Uses a relevant observation but does not clearly mark the unsupported link.	Cites a packet observation, separates its inference and states a consequential limit.
Rival and discriminator	No serious rival or no relevant observation.	Plausible rival or useful record, without distinct predictions.	Serious rival plus a feasible record with different predicted patterns.

Score the individual explanation, not its ending

Instructor guidance - do not distribute with the baseline

Aster: resignation 9 June, existing-Assembly succession 10 June, **72/120 = 60%** of valid Assembly ballots. Belen: resignation 17 October, existing-Council succession 18 October, **98/140 = 70%** of valid Council ballots. Neither percentage measures citizen approval or establishes democracy. A payroll-dependency account and a coordinated political-boycott account are both plausible. Behavior after payroll restoration, paired with dated circulars and service logs, could discriminate: return after pay favors a payment contribution; continued withdrawal despite pay is more consistent with political boycott. Motives can interact and one event is not decisive proof.

Use the scores responsibly

Keep the five 0-2 dimensions separate as well as reporting the total out of 10. The portfolio's six 0-3 dimensions remain a different instrument. Double-score a subset, discuss disagreements and retain anonymized examples. A higher post score is descriptive evidence; it does not establish efficacy without addressing practice, form, selection and instruction effects. For delayed transfer about one week later, prepare a new invented record with the same demands before the pilot; reusing a disclosed answer measures retention of that answer as well as transfer.

Record separately	Why
Shared dossier	Documents collaboration, reasoning products and revisions; it does not attribute mastery to each partner.
Individual probe dimensions	Show which demand a learner can meet with the supplied unfamiliar evidence. Retain partial answers, not just totals.
Support and access	Record planner use, reading/dictation accommodations and technical incidents. An accommodation is not an error.
Form/order and delayed interval	Practice, form difficulty and elapsed time can change scores. Report these limits with any comparison.

A useful feedback move

After collection, point to one supported link and one place where an observation was promoted into a causal conclusion. Ask the learner to propose a record that would change the account. Do not make both rival explanations equally likely by decree; assess whether the response tells you why the available evidence is diagnostic or shared. If the learner correctly refuses an overclaim, ask for the strongest affirmative finding the packet does support.

Run the class with a visible intellectual task

Before class

Test the assigned URL, keyboard navigation, a manual backup, restore and report export. Select the full or shortened route and announce it. State the expected submission: a report file or printed PDF, not access to the student's browser. Reading all uploaded books is not a prerequisite. Useful assigned excerpts from *On Revolutions* are chapters 1, 2, 4 and 5; pair with a short theory introduction.

Opening script

Today you are investigating who could still govern. We will learn the theories first, then use evidence to test explanations. Your task is to show a mechanism, consider a rival, and keep the outcome date clear. You are not being graded for guessing what history did. Save both the first claim and your later revision.

During the investigation

Pause after theory to ask for an actor and a verb. In Tunisia, ask what a photograph cannot show and what the source audit actually changes. In Egypt, ask who inherited authority. In Belarus, ask what was missing from a story built only from successful incumbent removals. In Sri Lanka, remove extra prompts long enough to see what transfers.

Individual and team formats

The game works individually or in pairs. For groups of three, rotate evidence reader, mechanism builder and skeptic, then have every student produce an individual exit answer. Group roles are a facilitation option; the browser does not verify who contributed. Accept typed, dictated or instructor-recorded equivalents for written checkpoints when needed.

For pairs, ask each learner to jot a private position before discussion. Rotate analyst and skeptic at Egypt and Sri Lanka, and ask the non-typist to explain a claim. A team alias attributes the shared dossier to a team; it does not establish either learner's mastery. Collect the unfamiliar-case probe individually, with an equivalent accessible format. State which portfolio items will receive feedback or a grade and how optional help is treated.

A debrief that reaches the theory

Which observation was compatible with several explanations? Which was more diagnostic? What did the dates change? Which actor could lose a president yet keep institutional power? What comparison would challenge your preferred mechanism? Which political claims or social groups were absent from the settlement evidence?

Submission and continuity

Have students export their report and download a JSON backup before leaving. A TXT report is readable work; a JSON backup restores the activity. They serve different purposes. Students follow the instructor's chosen submission channel. The game does not automatically transmit records, sync across devices or maintain a class gradebook.

What the revised playable edition does

Feature	Revised behavior / release contract	Limit or instructor implication
Quest route	Fourteen staged files; evidence and completion checkpoints; earlier files can be revisited.	Historical outcomes remain fixed. Later files are gated for learning flow, not secure examination.
Socratic guidance	Prewritten prompts respond to explicitly selected issues.	No live language-model interpretation of prose.
Saving	Draft autosave; prose commits on Continue; explicit objective checks; JSON backup/restore. Schema 2 retains answers, histories and earned access.	Browser data can be blocked, cleared or device-specific. A backup is portable; prose length is an attempt check.
Reports	Notebook with relevant theory/evidence and exact inflation table; TXT and native print/PDF, with chapter scope.	Preserve all existing work in full exports, including after an early edit. Arguments still require instructor review.
Reading access	Font, text-size, contrast and reduced-motion controls; keyboard-friendly tasks.	Pilot on student devices and with assistive technology; settings do not replace accommodations.
Instructor desk	Local code 6717 supports review and stage navigation; demo work is labeled.	This is a convenience gate visible in client code, not an authenticated backend or secure answer vault.
Photographs	Four real, credited images with source and license links and factual text alternatives.	Image availability depends on assets and connection. Core text and reasoning tasks do not depend on image delivery.
Edition control	Content edition 2.0.0; save schema 2. Compatible v1 work migrates without losing answers or retained history.	No cloud draft editor, automatic release propagation or student-record server is claimed.

Time and evidence controls

The first Tunisia dossier is a retrospective analysis, with a later-source badge. Egypt, Belarus and Sri Lanka have saved initial expectations and separate audits. External archives can contain later outcomes; source links for forecast files become available after their checkpoint. Full sources should not be used as an in-time information set. This preserves a teaching distinction, not a cheat-proof barrier.

Artwork and credit

The original conceptual cover is labeled as an AI-created illustration of authority and ordinary cooperation, not a historical scene or causal model. Keep the historical photographs, factual captions and credit/license links distinct. Code-native mechanism, dated-outcome and numerical visuals must preserve exact labels and uncertainty. No generated historical scene, victory meter or puppetmaster image is evidence. Retain the title and Created by Yoav Duman credit.

Preserve work before changing the session

Normal return and submission

On the same device and browser, reopen the activity and check the restored route position. A name/alias is not an account or retrieval key. To move devices, download the JSON progress backup and restore that file on the destination. A TXT/PDF notebook is readable assessed work; it is not a restorable backup. Submission is manual through the instructor's stated destination. The activity does not sync accounts, email work or maintain a class gradebook.

Schema 2 and v1 migration

Schema 2 separates earned access from the current completion status. Revising an early response can require that response to be recommitted; it must not revoke later earned access or hide later answers/history from a full report. Existing compatible v1 saves and backups must migrate without deleting current responses, retained revisions or valid downstream work. Keep the original backup before a migration or restore. These are release requirements to verify on the deployed edition, not claims of human testing.

If a device save fails

Keep the current page open, download a backup containing the latest in-memory work and check that the backup exists. A save-error warning must remain visible at narrow widths and in Save / restore. Do not assume a checked-response message means durable storage succeeded. A later successful save may clear the warning; a task check alone must not conceal a continuing failure.

If a prior record is unreadable or incompatible

Preserve/download the rejected raw record through the recovery controls before starting a new session. Do not clear browser data or reset as the first response. The rejected record must be quarantined before any autosave can overwrite it. A failed import must leave the current investigation untouched. The application must accept its own safe, escaped prose as literal text and provide a lossless restore path for every supported exported state.

Instructor checks before assigning

Check	Expected observable result
Early revision	After finishing, edit an early answer, reload and export: later answers/history remain visible and earned access stays available.
Rejected save	Open recovery, navigate and leave/reopen: the rejected raw record remains recoverable.
Portable backup	Export and restore a supported state, including retained revisions: values, settings, access and history agree.
Narrow layout / print	With storage denied, backup remains actionable at phone width; native print shows every intended notebook section.

Data and sources belong to specific claims

The companion Case_Data.csv contains teaching records, not a panel suitable for regression. Source_Register.csv and the dynamic register below contain 37 entries from quest_content.json. Photo_Credits.csv identifies each historical image's creator, date, source and license. The data intentionally mix units for interpretation; do not pool them as one comparable outcome measure.

Measure	Preserve	Do not infer
Tunisia unemployment	Approximation, 2010 period, 2012 IMF source vintage, different labor-force populations.	A precise survey of deprivation, or post-2011 job losses as a cause of the earlier onset.
Sri Lanka CCPI	Colombo, year-on-year rate, May and June 2022, June 30 release.	Monthly price growth, national NCPI, or a uniquely identified political cause.
Assembly and MP votes	Institution, valid-ballot denominator, event date.	National public approval or a population share.
Belarus arrests	Reported more-than threshold, cumulative reporting window.	Unique prisoners or the percentage of all protesters arrested.
Egypt aid	FY2010 military assistance, dollars, historical CRS source.	Outside control over each decision or money available to every domestic actor.

How photographs enter the argument

Tunisia: Lisa Bryant / VOA, 14 January 2011, public domain in the US. Egypt: Mona, 8 February 2011, CC BY 2.0. Belarus: Homoatrox, 13 September 2020, CC BY-SA 3.0. Sri Lanka: AntanO, 13 April 2022, CC BY-SA 4.0. The files are displayed without substantive alteration. Preserve attribution and license links when reusing them. Any adapted ShareAlike photo needs an appropriate adaptation notice and license.

Optional democracy data

A later research extension can use V-Dem, but do not fabricate scores for this edition. Lock the dataset version, index, scale, uncertainty and unit of time. Do not compare absolute scores across releases as if they came from one unchanged model. An annual score is a descriptive outcome, not evidence of a specific causal path. No V-Dem scores are included in the 14-record teaching data.

Learning research references

Schwartz and Bransford 1998 A Time for Telling: https://aaalab.stanford.edu/papers/time_for_telling.pdf . Chi et al 1989 Self-Explanations: https://doi.org/10.1207/s15516709cog1302_1 . These inform the design and are not tests of this quest.

Expansion should add an intellectual problem

Armenia 2018

A 15-20 minute extension could connect street pressure, parliamentary bargaining, ruling-party defections and later electoral competition. Use Sargsyan's 23 April resignation statement, CRS's 9 May reconstruction, and OSCE's 10 December election assessment. Test whether political opening requires immediate geopolitical realignment. Keep later consolidation outside the December 2018 horizon. This extension is planned, not implemented.

Sudan 2018 to 2021

A deeper extension could study professional and neighborhood organization, the 2019 military-civilian bargain and the October 2021 takeover. Compare formal power sharing with who commands armed organizations. Use the 2019 constitutional declaration, UN statements and regional scholarship on resistance committees. A later war must be a separate, dated inquiry, not an inevitable ending written into the 2019 choice. This extension is planned, not implemented.

Return to a negotiation quest only with another learning objective

The earlier design included a fiscal bargain, a reform that threatens insiders, a patron's conditions, competing instructions and succession. A future fictional negotiation chapter could test credible commitments under constraints. It should be clearly separate from fixed historical cases, disclose its assumptions, and allow several defensible agreements. Adding it now would increase time and obscure the theory-to-evidence task.

More game depth without weakening the inquiry

An instructor-led evidence hearing can give teams competing accounts and require each to answer a real objection. A location map can use verified subnational event data with a period, coverage rule and missingness statement. An institutional network can connect actors to documented resources and command relations. Neither should be a decorative or secretly deterministic revolution meter.

Do not add for novelty alone

Avoid more countries without a different test, synthetic numbers presented as evidence, invented quotations from historical participants, speed rewards, or a generic live chatbot that supplies the final brief. Maintain the distinction among engagement, completion and learning.

Test the work before claiming the effect

A practical first pilot

Begin with a small mixed group of students and instructors. The 15 independent reviews and second-round discussion informing this revision were AI-simulated, not human validation. Ask actual participants to state the task, explain a theory desk, find a source date, recover a save and complete a comparison. Record wall-clock stage time, discussion, pauses, unfinished work, help requests and UI recovery separately. Saved timestamps alone do not measure attention. No measured classroom pace or learning outcome is claimed here.

A learning assessment

Use the two invented individual probes with the separate five-dimension 0-2 rubric, counterbalancing form order where feasible. Collect baseline before instruction, post response before its feedback, and a separately scheduled new-record transfer probe about one week later. Preserve the Sri Lanka brief before and after self-audit. Record prior knowledge, language/access needs, route, optional-help use and collaboration format; anonymize and double-score a subset. Discuss disagreements before comparing dimensions. An effectiveness comparison needs a design addressing instructor, selection, form and practice effects.

Separate the collection streams

Learning evidence	Engagement / usability evidence
Individual rubric dimensions, dated outcome and denominator accuracy, serious rival/discriminator, justified revision and delayed new-record performance.	Enjoyment, confidence, immersion, opened cards, retries, words, discussion participation and completion.
Pair/shared portfolio and individual probe results reported separately; include high-baseline learners and non-gains.	Wall-clock pace, interruptions, help requests, save/restore incidents and optional support use. These cannot stand in for mastery.

Acceptance criteria for classroom release

First meet the recovery, migration, earned-access, native-print and device-access checks. Release the teaching route initially as a pilot. A proposed pacing criterion is that at least 80% reach the individual task with its full eight minutes plus the announced debrief/export allocation still available: 16 minutes remaining in full-route meeting 3, or 13 in accelerated meeting 2. Revise the route or advertised budget otherwise. Report independent outcome/denominator accuracy and mechanism/rival scores. These are proposed design decisions, not validated efficacy cutoffs. Completion or enjoyment is not proof of learning.

State the learning task and the actual time commitment

Suggested activity description

When the Center Breaks
The ruler can leave. Who can still govern?

Investigate political crises in Tunisia, Egypt, Belarus and Sri Lanka. Learn competing explanations, choose an initial Egypt document, inspect real evidence, challenge a persuasive story and revise a commission brief.

Skills practiced: theory application, concept formation, source evaluation, data literacy, causal comparison, historical reasoning, intellectual revision, transfer and research design.

Advanced comparative politics | Full facilitated budget: three 50-minute meetings | Individual or pairs

Accelerated two-meeting option: 20-25 minutes of preparation plus assigned between-meeting and final follow-up. Timing is provisional and awaits a classroom pilot.

Save and export the evidence brief; complete the individual response separately.

Created by Yoav Duman

This copy describes the full route. A shortened assignment should list only the skills and cases it actually includes. Do not advertise proven learning gains before assessing them.

Complete this before assigning

Instructor supplies	Announce to learners
Route and meeting dates	Which preparation/follow-up is required; flexible pause points; time accommodations.
Assessed work	Which portfolio items receive feedback or a grade; whether an individual probe is required; the rubric.
Source expectations	Whether curated cards suffice; any optional original-source reading and access alternatives.
Submission destination	Which TXT/PDF report to submit, where and when; JSON backup for continuity rather than grading.

Sources 1 to 8 of 37

Access note: the project's automated audit found no confirmed 404 among 41 tested destinations; E4's official replacement landing page returned 200. A3, A4, A6, T1, T4 and L2 returned 403; E3 returned 503. These are access limits, not proof of dead sources. Success does not guarantee full text. Recheck before class and use the specific fallback/access notes below. This manual does not independently browser-verify every destination.

A1 Goldstone 2001 Toward a Fourth Generation of Revolutionary Theory

Academic synthesis. Conditions interact; this is not an additive revolution formula.

<https://doi.org/10.1146/annurev.polisci.4.1.139>

A2 Skocpol 1979 States and Social Revolutions

Academic book. State crisis and social revolution; historical scope matters.

<https://www.cambridge.org/core/books/states-and-social-revolutions/A4A4926D8BCB40269FB55582E870D7F1>

A3 Gurr Why Men Rebel

Academic book. Relative deprivation concerns perceived expectations and capabilities, not national poverty alone. Access note: this primary-source destination restricted the automated link check; its availability may depend on browser or institutional access. The curated case evidence is included in the game.

<https://www.routledge.com/Why-Men-Rebel/Gurr/p/book/9781315631073>

A4 McCarthy and Zald 1977 Resource Mobilization and Social Movements

Original research. Access note: this primary-source destination restricted the automated link check; its availability may depend on browser or institutional access. The curated case evidence is included in the game.

<https://doi.org/10.1086/226464>

A5 Kuran 1991 Now Out of Never

Original research. A sudden crowd alone cannot demonstrate preference falsification.

<https://doi.org/10.2307/2010422>

A6 Bellin 2012 Reconsidering the Robustness of Authoritarianism

Original research. Access note: this primary-source destination restricted the automated link check; its availability may depend on browser or institutional access. The curated case evidence is included in the game.

<https://www.brandeis.edu/politics/people/faculty/pdfs/bellin-reconsidering-the-robustness.pdf>

A7 Beck et al 2022 On Revolutions

Academic book. Use the uploaded book for assigned reading, especially chapters 1, 2, 4 and 5.

<https://www.ericachenoweth.com/research/on-revolutions>

A8 Chenoweth and Stephan Why Civil Resistance Works and 2026 corrections

Academic book and corrections. This quest does not reproduce historical campaign-success percentages or a 3.5% victory rule.

<https://www.ericachenoweth.com/research/wcrw>

Sources 9 to 16 of 37

T1 IMF Tunisia 2012 Article IV Consultation

Retrospective institutional analysis. 2010 INS figures reproduced in the 2012 IMF source vintage: 13.0% overall and 29.4% among the youth labor force aged 15-24. Official PDF fallback:

https://www.imf.org/-/media/websites/imf/imported/external/pubs/ft/scr/2012/_cr12255pdf.pdf

<https://www.elibrary.imf.org/view/journals/002/2012/255/article-A001-en.xml>

T2 IUF UGTT takes strike action in support of Tunisia protests 14 January 2011

Contemporaneous union report. Interested participant; a report of action does not estimate its independent effect.

<https://www.iuf.org/news/ugtt-takes-strike-action-in-support-of-tunisia-protests/>

T3 Grewal How Disinformation Fueled the Tunisian Revolution 12 January 2024

Retrospective scholar analysis. Distinguishes rumored order refusal from conduct and beliefs about conduct.

<https://www.belfercenter.org/publication/how-disinformation-fueled-tunisian-revolution-0>

T4 Grewal Tunisia Shirking in the Revolution 2023

Original regional research. Publisher chapter abstract may require institutional access. T3 provides the author's accessible summary of the disputed refusal claim; it is not a substitute for the full chapter.

<https://academic.oup.com/book/46755/chapter-abstract/414397497>

T5 CRS Political Transition in Tunisia 2 February 2011

Institutional research hosted in a CRS archive

https://www.everycrsreport.com/files/20110202_RS21666_302717cf83bb38f733402ccf8018d39e52368fd5.html

T6 Venice Commission Tunisia constitution adopted 26 January 2014

Institutional record

<https://www.coe.int/en/web/venice-commission/-/event-1818>

T7 Nobel Committee National Dialogue Quartet 2015 announcement

Retrospective institutional statement. Commemorative recognition is not causal identification.

<https://www.nobelprize.org/prizes/peace/2015/press-release/>

T8 Library of Congress Tunisia New Constitution Consolidates Presidential Powers 23 August 2022

Retrospective legal account

<https://www.loc.gov/item/global-legal-monitor/2022-08-23/tunisia-new-constitution-consolidates-powers-in-the-hands-of-the-president/>

Sources 17 to 24 of 37

E1 ITUC Egypt Supports Strikes and Protests 9 February 2011

Contemporaneous union report. Reports strikes in multiple sectors; explicitly says maritime traffic was not affected.

<https://www.ituc-csi.org/egypt-ituc-supports-strikes-and.html>

E2 CRS Egypt The January 25 Revolution and Implications for US Foreign Policy 11 February 2011

Institutional research hosted in a CRS archive. FY2010 aid is historical; report release is after the initial case boundary.

https://www.everycrsreport.com/files/20110211_RL33003_db7b105c210af3966a794ef1f73ba0268f00e7b4.html

E3 Egypt State Information Service Supreme Council of the Armed Forces

Government retrospective record. Government retrospective record. If the page is unavailable, E2/E5 provide bounded contemporaneous institutional reporting; do not treat government framing as an independent democracy rating.

<https://sis.gov.eg/en/egypt/egyptian-figures/the-supreme-council-of-the-armed-forces/>

E4 Carter Center Egypt Presidential Election Final Report 2012

Election observation report. Official replacement for the retired PDF URL. Report dated 21 December 2012; a limited witnessing mission, not unrestricted observation or blanket certification.

<https://www.cartercenter.org/publication/final-report-presidential-election-in-egypt-may-june-2012/>

E5 CRS Egypt in Crisis 12 September 2013

Institutional research hosted in a CRS archive

<https://www.everycrsreport.com/reports/R43183.html>

E6 CRS Egypt Background and US Relations historical account

Retrospective institutional research. Historical 2014 account only. Automated access can be restricted. E5 supplies the 2013 removal sequence; E7 supplies historical 2014 appointment rules.

https://www.congress.gov/crs_external_products/RL/PDF/RL33003/RL33003.122.pdf

B1 OSCE ODIHR Belarus protests 10 August 2020

Contemporaneous observation statement. ODIHR did not observe the election because it received no timely invitation.

<https://odihr.osce.org/odihr/belarus/459664>

B2 Council of EU Belarus inauguration declaration 24 September 2020

Contemporaneous institutional position. EU judgment of legitimacy and evidence of continuing officeholding are different claims.

<https://www.consilium.europa.eu/en/press/press-releases/2020/09/24/belarus-declaration-by-the-high-representative-on-behalf-of-the-european-union-on-the-so-called-inauguration-of-aleksandr-lukashenko/>

Sources 25 to 32 of 37

B3 UN High Commissioner Belarus statement 4 December 2020

Contemporaneous UN statement. UN statement: more than 27,000 people reportedly arrested since 9 August. Not a count of people still detained, nor a verified measure of every arrest.

<https://belarus.un.org/be/node/103727>

L1 UN Geneva briefing Sri Lanka 5 April 2022

Contemporaneous UN briefing

<https://www.ungeneva.org/en/news-media/bi-weekly-briefing/2022/04/regular-press-briefing-united-nations-information-service-5>

L2 Central Bank Sri Lanka Inflation in June 2022 CCPI 30 June 2022

Official economic release. Colombo CPI headline year-on-year inflation, base 2013=100. May 39.1%, June 54.6%. Access note: this primary-source destination restricted the automated link check; its availability may depend on browser or institutional access. The curated case evidence is included in the game.

<https://www.cbsl.gov.lk/en/news/inflation-in-june-2022-ccpi>

L3 Parliament Sri Lanka sitting 16 July 2022 resignation effective 14 July

Parliamentary record. Parliament's unedited sitting summary points to Hansard for the official record; resignation effective 14 July, summary dated 16 July.

<https://www.parliament.lk/en/home/business-of-the-house/view/2655>

L4 Parliament Sri Lanka presidential election 20 July 2022

Parliamentary record. Unedited account directs readers to Hansard. 219 valid MP ballots, not national popular votes.

<https://www.parliament.lk/en/home/business-of-the-house/view/2663>

L5 Council of EU Sri Lanka declaration 22 July 2022

Contemporaneous institutional statement

<https://www.consilium.europa.eu/en/press/press-releases/2022/07/22/sri-lanka-declaration-by-the-high-representative-on-behalf-of-the-european-union-on-recent-developments/>

D1 IES Organizing Instruction and Study to Improve Student Learning

Learning research practice guide. Supports instructional design choices; does not validate this game or its target timing.

<https://ies.ed.gov/ncee/wwc/PracticeGuide/1>

T9 Grewal A Quiet Revolution The Tunisian Military After Ben Ali 24 February 2016

Original regional research. Retrospective institutional account drawing on interviews; its 2016 expectations are not permanent outcome labels.

<https://carnegieendowment.org/research/2016/02/a-quiet-revolution-the-tunisian-military-after-ben-ali?center=global>

Sources 33 to 37 of 37

T10 Carter Center Tunisia Election Observation Mission Report excerpt 28 December 2015

Retrospective election observation report. Reports on implemented 2014 legislative and presidential elections. Genuine choice and orderly polling coexist with legal and administrative weaknesses.

<https://electionstandards.cartercenter.org/2015/12/28/tunisia-election-observation-mission-report/>

T11 CRS Political Transition in Tunisia 11 August 2015

Retrospective institutional research. Describes the negotiated technocratic transition and acceptance of 2014 results; archival host reproduces CRS, not the original publisher.

https://www.everycrsreport.com/files/20150811_RS21666_8d04bec3e9b441a008b97d14260827967faa104c.html

E7 Egypt Constitution historical 2014 text Article 234

Primary legal text in translation. Historical 2014 version, not the amended 2019 text. SCAF approval for appointment of the defense minister, specified for two full presidential terms from entry into effect. A formal rule does not prove every actual decision.

https://www.constituteproject.org/constitution/Egypt_2014

B4 OSCE Moscow Mechanism rapporteur report on Belarus 5 November 2020

Independent fact-finding report. Wolfgang Benedek, cover dated 29 October, presented 5 November. Printed pages 33-34 discuss factory strikes, dismissal threats and detained strike leaders. Remote interviews/submissions; Belarus declined participation.

https://odihr.osce.org/sites/default/files/f/documents/2/b/469539_0.pdf

L6 UN Resident Coordinator interview on Sri Lankan crisis 17 May 2022

Contemporaneous institutional interview. Hanaa Singer-Hamdy interviewed 13 May, published 17 May. Describes participating organizations and functioning technical ministries from the UN's position; not a causal estimate.

<https://srilanka.un.org/en/182178-un-resident-coordinator-hanaa-singer-hamdys-interview-un-news-sri-lankan-crisis>