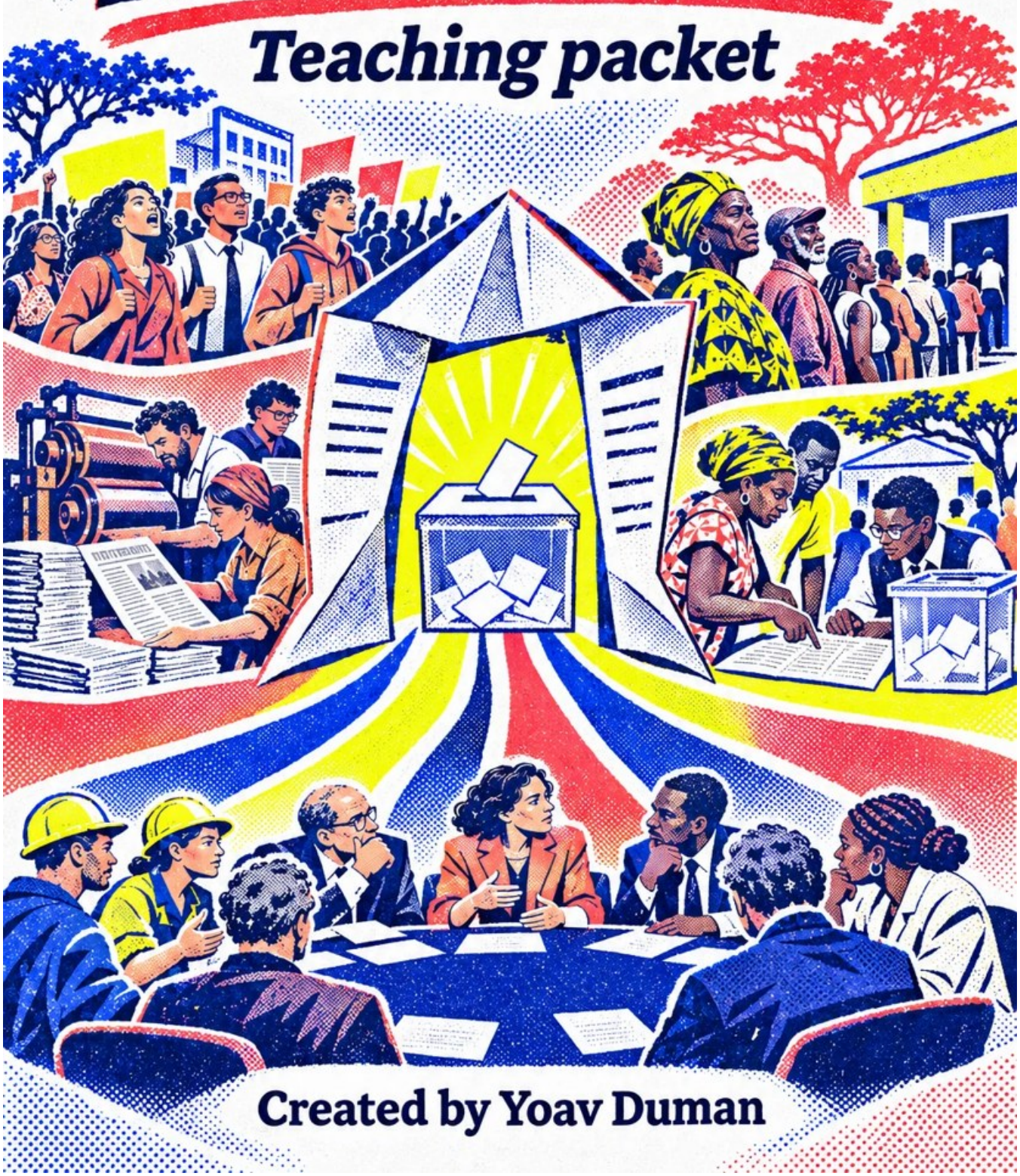
WHY OPEN THE RULES?

Teaching packet



Created by Yoav Duman

Teaching packet

Created by Yoav Duman

An individual simulation about how political competition becomes possible.
Five historical cases and a separate invented final exercise in Orvessa.
Public teaching edition November 2026

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All 46 historical evidence notes, locators and URLs

Use these materials alongside the game. The printable assignment supports the same in-game tasks and adds no required writing. Reports are submitted through the assigned class system. Saving in the game does not submit or automatically grade answers. Branch responses and Orvessa are invented.

INSTRUCTOR GUIDE

Why Open the Rules

An individual simulation about democratization for comparative politics, political sociology and related courses. Students advise actors in five historical cases, test their explanations against evidence, then apply their reasoning to an invented country.



The central puzzle

If people in power control the rules, why would they accept a contest they could lose? The activity asks students to connect a pressure or opportunity to an actor’s possible gain or loss, an action, and a concrete political rule or problem.

What students do

In South Korea, Poland, South Africa, Ghana and Taiwan, students make two linked decisions. Their first advice changes the second situation. They encounter invented responses, then a separate documented history, a formative claim check and a reconsideration of an earlier claim.

The final file compares any two completed historical countries and asks students to advise the invented Republic of Orvessa. No political choice earns a democracy score. An opening does not by itself establish consolidated democracy.

Created by Yoav Duman. Public teaching edition, November 2026. The separate Student Guide, Assignment and Sources accompany this guide.

SETUP AND WORKLOAD

Choose the mode and scope

Set the mode and, in Class, the assigned countries before starting. All five countries are selected by default. Class requires at least two; the other countries remain available with optional writing. Settings stay with the session.

Mode	Writing and identity	Claim checks and final file
Explore	Writing, name and class are optional.	Checks may be skipped. Final file opens after any two countries.
Practice	Writing, name and class are optional.	Complete checks with feedback and retries. Final file opens after any two countries.
Class	Name and class are required. Assigned-country writing and final writing are required.	Complete checks. Final file opens after every assigned country is complete.

Class entry floors

Task	Minimum
First prediction in each assigned country	10 words
Second-decision reason	Optional
Reconsideration in each assigned country	25 words
Comparison of any two completed countries	40 words
Orvessa prediction before feedback	40 words
Orvessa reflection after feedback	20 words

All five countries require 13 writing entries and at least 275 words in total. Two assigned countries require 7 entries and at least 170 words. For n assigned countries, the totals are 2n + 3 entries and 35n + 100 words. Second-decision notes, optional countries and later notes add no required writing.

These are length checks, not grades or evidence that an explanation is adequate. Clear notes are welcome. Explore and Practice have no writing minimums.

A flexible teaching sequence

One possible sequence is to introduce the model and work through South Korea, allow independent case work in class or between meetings, then discuss the comparison and Orvessa. Treat this as a provisional plan. Reading and writing time has not been established by a learner pilot; allow pauses and adjust the assigned scope.

COUNTRY WORK

Facilitate the evidence loop

1. Read the role, situation and all three evidence cards. Identify what the advised actor wants and what another actor could gain or lose.

2. Make the first decision. Predict who might respond and why, using a documented card detail. Keep the detail separate from the response being predicted.

3. Read the modeled response and tradeoff, then make the second decision. Its written reason is optional, including in Class.

4. Open the documented history, observed rule change, historical number and source key. The student’s imagined route did not cause this history.

5. Commit a claim check. In Practice and Class, use feedback and retry until the supported claim is selected. Explore may continue without completing the check.

6. Reconsider one earlier claim using historical evidence and the number, then finish the country. Replays and later dated revisions remain optional.

Keep three kinds of statement distinct

Statement	How to treat it
Documented fact	A source records an event, rule, result or stated reason. Use the evidence label to locate its support.
Historical inference	A proposed link between facts, such as a possible motive or the effect of pressure. Explain the link and its uncertainty.
Modeled possibility	An invented branch response or thought experiment. It tests an assumption; it is not historical evidence or a certain prediction.

Worked interpretations become available after the first committed check, including an incorrect answer, or after an Explore skip. A correct check is still needed to advance in Practice and Class. Interpretations are explanations to test, not proof of private motives. A replay can retain access from an earlier attempt.

Make revision specific

Students quote or restate their own earlier claim and explain why they would keep, change or leave it uncertain. They identify a historical person or group, action and rule or problem, and use a documented detail to support the link. They use the number to test that same claim: what it counts, its total, and one conclusion it cannot establish.

The game provides plain-language terms, evidence links, progressive hints and a causal example about an invented club. All historical facts needed for the tasks are in the activity; external reading is optional.

CASE NOTES FOR INSTRUCTOR REVIEW

South Korea and Taiwan

South Korea 1987 to 1988

Documented sequence. Torture, a cover-up and blocked constitutional debate preceded June mobilization. Students were joined by religious and opposition activists, office workers and industrial workers (KR2-KR3). Roh Tae-woo publicly accepted direct elections and linked the concession to ending unrest and reconciliation (KR4). Party agreement and the referendum institutionalized direct presidential voting (KR5).

Interpretation to test. Wider organization may have raised the cost of resisting reform; a concession still needed a legal route. Roh's public statement establishes a stated reason, not all private motives. Growth and a larger educated middle class were background conditions, not a demonstrated sufficient cause of constitutional change (KR1).

Number. Roh's rounded 36.6% counts valid votes for candidates in the December 1987 election. It excludes invalid ballots and nonvoters. Other candidates together received 63.4%, divided among rivals. Adding these shares cannot predict a hypothetical united race (KR6).

Claim-check key: the supported explanation connects broader pressure, a governing concession and constitutional change. A governing-party victory does not mean the presidential selection rule stayed the same.

Taiwan 1986 to 1996

Documented sequence. The DPP formed despite the party ban in 1986 and was tolerated. Chiang Ching-kuo ended martial law in 1987. After Chiang died in January 1988, Lee Teng-hui succeeded him. Party legalization in 1989, full national-body elections in 1991-1992 and direct presidential voting in 1996 were distinct steps (TW2-TW6).

Interpretation to test. The revision compares two hypotheses: suppressing opposition became costly, and toleration could help leaders preserve influence. One fact may fit both. Neither growth nor a later KMT victory establishes what officials privately wanted in 1986; students identify evidence that could distinguish the hypotheses.

Number. Lee won 54.00% of votes counted for candidates in 1996. This is not a population share and does not establish leaders' expectations ten years earlier (TW6).

Claim-check key: broader competition can coexist with a governing-party victory. The changed rule and the winner are different observations.

CASE NOTES FOR INSTRUCTOR REVIEW

South Africa and Poland

South Africa 1990 to 1994

Documented sequence. The Black majority lacked national voting rights. Resistance, repression and outside pressure formed the context for negotiations. De Klerk publicly presented talks as an alternative to conflict and Soviet changes as altering security concerns (SA1-SA3). Negotiations continued through violence and breakdowns (SA4).

The interim Constitution combined adult voting without racial exclusion, rights protections and temporary cabinet access for parties winning at least 20 Assembly seats (SA5). The National Assembly elected Mandela president after the 1994 election. The ANC, National Party and IFP entered government (SA6). This was not a direct presidential election.

Interpretation to test. Pressure could make exclusion harder to sustain, while temporary influence could reduce a losing party's fear of total exclusion. This is a possible interaction, not a measurement of each cause or proof of every private motive. Cabinet access did not reserve a legislative majority or create a permanent racial veto.

Number. The National Party won 82 of 400 seats, exceeding the 20-seat cabinet threshold. The ANC won 252 and IFP 43. Each party had to qualify separately (SA6).

Claim-check key: qualifying parties could retain some influence in government after losing a majority. The threshold concerned cabinet access after voting, not permission to contest the election.

Poland 1988 to 1991

Documented sequence. Strikes linked material demands to legal Solidarity and association rights (PL1). Polish leaders chose talks before Gorbachev supported the plan (PL2-PL3). The 1989 bargain legalized Solidarity, restored the Senate and opened every Senate seat, while reserving 65% of Sejm seats for rulers and allies (PL4).

Solidarity-backed candidates won all 161 open Sejm seats and 99 Senate seats. Two former ruling-bloc allies supported a Solidarity-led coalition. Reserved seats did not require continued coalition loyalty. All parliamentary seats opened in 1991 (PL5-PL6).

Interpretation and number. Soviet support may have reassured negotiators; its separate effect is uncertain. The 35% measures competitive Sejm seats, not votes. Later change does not establish that rulers planned to surrender all protected offices.

Claim-check key: the Polish plan preceded Soviet approval. Support may have reassured its authors, but this record does not isolate its contribution.

CASE NOTES AND ORVESSA

Ghana and the final transfer

Ghana 1992 to 2001

Documented sequence. Voters adopted the constitution in April 1992; the party ban was lifted in May. Rawlings won the presidential election, and major opposition parties disputed it and boycotted the parliamentary contest. The constitution took effect on January 7, 1993 (GH1-GH2).

Observers reported registration problems. The Carter Center did not observe a systematic pattern of rigging but could not determine whether the allegations were true (GH3). Legal commission safeguards were followed by inter-party meetings, a publicly checked register, party copies and transparent boxes. Opposition parties competed in 1996; which reform caused their return remains uncertain (GH4-GH5).

A separate two-term rule prevented Rawlings from running in 2000. His party's candidate, Mills, lost the runoff to Kufuor, who took office in January 2001. Kufuor's 56.90% is a share of valid votes in the second round, not of the population (GH6).

Claim-check key: public checks addressed election administration; the term limit separately restricted eligibility. Formal independence alone does not establish impartial behavior. The observer account does not prove that no fraud occurred.

Orvessa is invented

Students advise a small team that can support public checks and arrange talks but cannot command parties or the election commission. All parliamentary seats are already open. The voter list is disputed, staff time is limited, and the governing party fears losing every cabinet post. It offers temporary posts to qualifying losing parties. Opposition parties want public checks and a clear end to sharing; they have not agreed to participate.

Students choose a priority, identify whose choice it could change and why, use one historical detail from each of any two completed countries, and identify unfinished work. A contrast counts. For example, Poland's reserved-seat bargain addresses a restriction Orvessa does not have. Ghana and South Africa offer possible parallels, not required case choices or templates that guarantee success.

After the modeled response, students reconsider one claim from their original prediction. They explain why they would keep, change or leave it uncertain, identify an actor who could refuse the plan, and name one finding that would change their priority. The response supplies a possibility, not new historical evidence.

ASSESSMENT AND DISCUSSION

Review explanations and comparisons

Evaluate the explanation rather than the political choice. The activity does not automatically grade written answers. The claim check gives formative feedback on one distinction; completing it is not evidence that the full causal explanation is strong.

Criterion in the game	What to look for in the writing
Causal connection	A possible gain or loss connects an actor's action to a concrete rule or problem. When two factors are used, one changes the opportunities, costs or effects of the other.
Evidence and numbers	A specific historical detail supports the connection. Facts, inferred motives and imagined responses stay separate. The number uses the right group or total and does not carry a claim beyond what it shows.
Revision and comparison	A student gives a reason to keep, change or question an earlier claim, explains where a comparison fits, and identifies where it breaks down.

The comparison task

Students compare any two completed historical countries. For each, they explain how two factors could have worked together to change an actor's choice and a concrete rule or problem, using one specific historical detail. They then explain one similarity or difference and one uncertain link. Separate short notes are welcome.

Useful feedback moves

• When a response lists events, point to the missing link between an actor's expected gain or loss and action.

• When a motive is asserted, ask whether the evidence records it, only fits it, or also fits a competing explanation.

• When two causes are listed, ask how one changes the effect of the other.

• When a number is used, return to its denominator and the conclusion the student is trying to test.

• When a student copies an interpretation, bring the review back to that student's earlier claim, chosen fact and numerical warrant.

Optional debrief

Use students' existing comparisons to discuss which rules opened, which actors retained influence, and which links remain uncertain. A common contrast is between access to competition, electoral administration, eligibility and transfer of office. These discussion prompts are teaching options; they add no required written task to the activity.

PRACTICAL TEACHING NOTES

Save resume and collect work

Before students start

• Give the class one stable game link or the standalone HTML file, the mode, the assigned countries and the submission destination.

• Have students confirm Class mode, their name and class, and the assigned country set before choosing Open the country files.

• Explain that work is stored in that browser on that device. It is not an account-based cloud record.

• Provide the Student Guide. Use the printable Assignment as a reference or an alternative place to record the same answers when permitted, without duplicate writing.

Keep a restorable backup

Backup downloads a JSON file that can restore the session. Students should download it before changing devices, moving between website addresses, clearing browser data or resetting. Use Restore in the activity to load it. Restoring replaces the current answers and latest saved work; keep a backup of either copy that matters.

To resume automatically, use the same browser profile on the same device and the same game location. Browser storage belongs to the website origin. Work on yoavduman.com does not automatically appear on Possiblestates.com. A moved or downloaded file may also need a JSON restore. Private browsing and cleared site data can prevent resumption.

If another tab changes the saved copy, the game pauses saving rather than silently overwriting. Download a backup of the current tab before choosing Load latest saved work. If the browser reports that saving is unavailable, keep working only while you can still download a backup.

Collect a report through Canvas

1. After the final comparison, prediction and reflection, the student chooses Mark writing ready for review in Class.

2. The student uses Download text report or Print / Save PDF and checks the exported file. The concise report retains answers, drafts, attempts, check responses and revisions.

3. The student submits that text file or PDF through the assigned Canvas submission. The page itself sends nothing to the instructor. A saved or ready status is not a submission or a grade.

Full record and sources offers a longer export with saved task instructions, reading supports and the historical source appendix. Both export types include only material already opened. Editing an answer returns the ready status to in progress. A JSON backup is for restoration; a report or PDF is for review.

The Sources packet reproduces every historical evidence-key note and locator from the game. Public statements, private conversation records, observer reports, laws and later accounts support different kinds of claim. External reading remains optional.

STUDENT GUIDE 1 OF 2

Why Open the Rules

You advise actors in five historical countries and an invented final country. Your task is to explain how political competition becomes possible. Another actor can refuse your advice; no choice guarantees an outcome or earns a democracy score.

Start with the right settings

Mode	What is required
Explore	Choose countries freely. Writing, name and class are optional; claim checks may be skipped.
Practice	Choose countries freely. Writing, name and class are optional. Complete claim checks with feedback and retries.
Class	Enter your name and class. Complete the teacher’s assigned countries, claim checks and required writing. All five are selected by default; the teacher may assign at least two.

Work through a country

1. Read your role, situation and all three evidence cards. Identify what your actor wants and who could gain or lose.

2. Choose your first advice. Explain who might respond and why, using a documented card detail. A label such as KR3 helps identify your evidence.

3. Read the modeled response and tradeoff. Make the second decision; its written reason is optional.

4. Read the documented history, observed rule change, number and source key. Check one claim. In Practice and Class, use feedback and retry until the supported claim is selected.

5. Reconsider an earlier claim. Say why you would keep it, change it or leave it uncertain. Name a historical actor, action and changed rule or problem; support the link with a documented detail.

6. Use the historical number to test that same claim. Explain what it counts, who or what is included in the total, and one conclusion it cannot show and why.

A worked interpretation opens after your first committed check, even if it is wrong, or after an Explore skip. It is an explanation to test. Your own earlier claim, historical evidence and use of the number still matter.

Class writing floors

Each assigned country: first prediction 10 words; second-decision reason optional; reconsideration 25 words. Final file: comparison 40, Orvessa prediction 40, reflection 20. All five countries total 13 required entries and at least 275 words; two total 7 entries and at least 170 words. These are length checks. Your instructor reviews the explanation.

Created by Yoav Duman. Clear notes are welcome. All facts needed for the activity are in the game; opening external sources is optional.

STUDENT GUIDE 2 OF 2

Compare transfer and save

Keep evidence and prediction separate

A documented fact records an event, rule, result or stated reason. An inference is your explanation of what the evidence may mean. A modeled response is invented. It can help you think about a possibility, but it is not a historical quotation, proof of a motive or a certain prediction. Your route did not cause the documented history.

Compare any two completed countries

The final file opens after all assigned countries in Class, or any two in Explore and Practice. For each of two completed historical countries, explain how two factors could have worked together to change an actor’s choice and a concrete political rule or problem. Use one specific historical detail for each country. Explain one similarity or difference and one uncertain link.

Advise invented Orvessa

All parliamentary seats are already open. Parties dispute the voter list; time and staff are limited. The governing party fears losing every cabinet post and offers temporary posts to qualifying losing parties. Opposition parties want public checks and a clear end to sharing, but have not agreed to participate. Your team can support checks and arrange talks; it cannot order other actors to act.

1. Before feedback, choose your priority, identify the actor whose choice it could change and explain why. Use one specific detail from each of any two completed historical countries. A contrast counts. Explain how having every seat already open affects the comparison, and name one risk or task your plan leaves unresolved.

2. After feedback, quote or restate one claim from your original prediction. Explain why you would keep, change or leave it uncertain using history, a relevant difference or evidence you still need. For that same claim, identify an actor who could refuse your plan and one finding that would change your priority.

Save and submit your own report

Work saves in this browser on this device. Return to the same game location in the same browser profile. Website addresses have separate storage, so work on yoavduman.com does not automatically appear on Possiblestates.com. Download a JSON Backup before switching devices or addresses, resetting or clearing browser data. Restore can load that backup and replaces the current copy.

In Class, finish the final writing and choose Mark writing ready for review. Use Download text report or Print / Save PDF, check the file, then submit it through Canvas or your assigned class system. The game does not automatically submit answers or grade writing. The report is for review; the JSON backup is for restoring work.

Full record and sources exports a longer record. Replays and later dated revisions are optional; earlier answers remain. If saving pauses or is unavailable, download a backup before leaving the page.

INDIVIDUAL ASSIGNMENT REFERENCE 1 OF 2

Why Open the Rules

Name _____ Class / section _____

Use this sheet as a reference or, if your instructor permits, to record the same responses outside the game. Do not write the answers twice. Follow the assigned mode and country scope in the activity. Reuse this page for each assigned country when recording on paper.

Country

First decision

Record your advice and why. Who might respond, and what could they gain or lose? Use a documented detail from an evidence card; add its label if you can. Separate that fact from the response you predict.

Advice and prediction

Second decision

Choose advice for the new situation in the game. Written notes are optional. If you add notes, name who could gain or lose and separate a documented fact from the response you predict.

Advice and optional notes

Reconsider after the historical record and check

Follow the country-specific revision prompt in the game. Quote or restate one earlier claim and say whether you would keep it, change it or leave it uncertain. If you wrote no prediction, use an expectation behind your advice.

Name a historical person or group, their action and the rule or problem that changed. Explain how a possible gain or loss could have shaped that action. Use one documented detail and distinguish what it establishes from what you infer.

Use the historical number to test the same claim. Say what it counts and who or what is included in the total. Explain one conclusion about your claim that it cannot show, and why.

Explanation and reconsideration

This sheet adds no written task. Explore and Practice writing is optional. In Class, the game displays the required writing for your assigned countries. Created by Yoav Duman.

INDIVIDUAL ASSIGNMENT REFERENCE 2 OF 2

The final file

Name _____ Class / section _____

Compare any two completed historical countries

For each country, explain how TWO factors could have worked together to change an actor’s choice and a concrete political rule or problem. Use one specific historical detail for each. Explain one similarity or difference and one uncertain link. Distinguish documented facts from imagined responses wherever you use them.

Comparison

Prediction for invented Orvessa before feedback

Use the given facts and advice choices in the game. State your priority, the actor whose choice it could change and why. Keep the given Orvessa facts, documented historical facts and predicted responses separate.

Use one specific detail from each of ANY TWO completed historical countries. A contrast counts: explain why a mechanism fits or does not fit when every parliamentary seat is already open. Name one risk or task your plan leaves unresolved.

Advice and prediction

Reconsider one claim after feedback

Quote or restate ONE claim from your original prediction. If you wrote no prediction, name an expectation behind your advice. Explain why you would keep it, change it or leave it uncertain, using historical evidence, a relevant difference or evidence you still need. For that same claim, identify an actor who could refuse your plan and one finding that would change your priority.

Reflection

A modeled response is a possibility, not new historical evidence. These are the same final-file tasks as in the game. Submit the report or this alternative response record only as your instructor directs; the game does not submit it automatically.

WHY OPEN THE RULES

Historical sources

This packet gives the full historical fact notes, source types, locators and URLs for every evidence-key entry in the five real cases. Labels match the activity. Repeated labels are intentional because a label can have several supporting sources.

How to read a source note

Each note states the documented fact, identifies the kind of source, and gives a location within it. A public statement establishes a stated argument; a private conversation records what its participants said; a rule specifies formal authority; an observer report describes what observers could establish. None automatically settles every causal inference.

Coverage

Historical case	Period	Evidence notes
South Korea	1987-1988	8
Poland	1988-1991	8
South Africa	1990-1994	10
Ghana	1992-2001	10
Taiwan	1986-1996	10

Facts and interpretations

All facts needed for the activity appear in the game. Opening these external sources is optional. Branch responses, actor quotations labeled simulated, model challenges and the final Republic of Orvessa are invented possibilities. They are not historical evidence.

Historical explanations should distinguish recorded events and stated reasons from inferred motives and uncertain effects. The case numbers refer to different totals: valid votes, competitive seats or a party’s seats in a legislature. Keep each denominator attached to its claim.

Created by Yoav Duman. Public teaching edition, November 2026. Source notes and locators follow the evidence keys in the current activity.

HISTORICAL SOURCES 1 OF 2

South Korea

1987-1988. Source notes 1 to 4 of 8. Evidence labels match the game.

KR1 Source note 1

A contemporary U.S. report described rapid export growth, an educated urban population and a growing middle class while presidential competition remained restricted.

Source type: Contemporary government report

U.S. Department of State, Country Report on Human Rights Practices for 1987: Republic of Korea

Location: 1987 report, opening political and socioeconomic overview

https://www.ecoi.net/en/document/1049505.html

KR2 Source note 2

Park Jong-chul died under police torture in January 1987. Chun stopped constitutional debate on April 13; Catholic priests exposed the cover-up in May.

Source type: Historical account

Korea Democracy Foundation, 6·10 Movements

Location: 1987 chronology: Park’s death; April 13 announcement; May 18 disclosure

https://archives.kdemo.or.kr/display/en/move610.html

KR3 Source note 3

June protests included students, religious and opposition activists, office workers and industrial workers. Police repression continued as participation broadened.

Source type: Historical account

Korea Democracy Foundation, 6·10 Movements

Location: June 10 Uprising and participation of workers sections

https://archives.kdemo.or.kr/display/en/move610.html

KR4 Source note 4

In his June 29 statement, Roh accepted direct elections and presented them as a way to overcome social disturbances and achieve reconciliation. This establishes his stated reason, not every private motive.

Source type: Public statement recorded by an embassy

U.S. Embassy Seoul, Roh Tae Woo Calls for Direct Presidential Election - Text of Statement

Location: Cable Seoul 07642, June 29, 1987; PDF p. 4, first proposal

https://www.reaganlibrary.gov/public/digitallibrary/smof/nsc-asianaffairsdirectorate/kelly/r3/40-285-R3-055-2019.pdf

HISTORICAL SOURCES 2 OF 2

South Korea

1987-1988. Source notes 5 to 8 of 8. Evidence labels match the game.

KR5 Source note 5

Governing and opposition parties agreed on an amendment; voters approved it in the October 27, 1987 referendum. It restored direct presidential voting and a single five-year term.

Source type: Official historical account

National Election Commission of Korea, The 6th National Referendum

Location: October 27, 1987; historical account of the amendment and referendum

https://museum.nec.go.kr/eng/eexh/eexh_1987.html

KR5 Source note 6

The revised constitution took full effect on February 25, 1988, after Chun accepted Roh’s proposals and the parties passed a bipartisan revision.

Source type: Contemporary government report

U.S. Department of State, Country Report on Human Rights Practices for 1987: Republic of Korea

Location: Opening overview: July 1 acceptance, October revision, February 25, 1988 effective date

https://www.ecoi.net/en/document/1049505.html

KR6 Source note 7

Roh won the December 16, 1987 election with 36.6%. The NEC also records opposition division, campaign violence and election-law violations. The activity calculates 63.4% for all other candidates as 100 - 36.6.

Source type: Official election record and historical account

National Election Commission of Korea, The 13th Presidential Election

Location: December 16, 1987; result and campaign account; 36.6% is the NEC’s rounded figure

https://museum.nec.go.kr/eng/eexh/eexh_1987_12_16.html

KR6 Source note 8

The NEC-commissioned historical overview describes Roh’s rounded 36.6% as a share of valid votes. This category excludes invalid ballots; it is not a share of registered voters or the population.

Source type: NEC-commissioned retrospective report

Election Museum Basic Plan, NEC-commissioned report (2010, Korean)

Location: Historical overview, 1987 presidential election section; paragraph using 유효투표수 (valid votes)

https://m.nec.go.kr/files/nec_lab/outstudy/00102_01.pdf

Additional historical links in the game

National Election Commission of Korea: 1987 presidential election

https://museum.nec.go.kr/eng/eexh/eexh_1987_12_16.html

HISTORICAL SOURCES 1 OF 2

Poland

1988-1991. Source notes 1 to 4 of 8. Evidence labels match the game.

PL1 Source note 1

Gdańsk strikers' May and August 1988 demands combined higher wages or compensation for price rises with legal Solidarity, association rights and protection from reprisals.

Source type: Reproduced strike demands

NSZZ Solidarność, Gdańsk Region, Strike demands and committees

Location: Reproduced Gdańsk Shipyard demand lists for May and August 1988

https://solidarnosc.gda.pl/historia/postulaty-i-komitety-strajkowe-1980-i-1988-r-gdansk/

PL2 Source note 2

Czyrek described worsening economic conditions and a strategy of involving opposition figures willing to negotiate, seeking their support for reforms. The record shows a governing tactic, rather than a plan to surrender every office.

Source type: Private conversation record

Gorbachev Foundation archive, Record of Gorbachev-Czyrek conversation

Location: September 23, 1988; PDF pp. 3 and 6, economic crisis and negotiating tactic

https://nsarchive2.gwu.edu/NSAEBB/NSAEBB504/docs/1988.09.23%20Memorandum%20of%20Conversation%20between%20Gorbachev%20and%20Czyrek.pdf

PL3 Source note 3

The Polish leadership had chosen talks before this meeting. Gorbachev supported its approach and Polish decision making; he did not guarantee every later Soviet response.

Source type: Private conversation record and editors' introduction

Gorbachev-Czyrek memorandum, National Security Archive edition

Location: September 23, 1988; archival introduction and memorandum PDF pp. 10-11

https://nsarchive.gwu.edu/document/28338-document-18-memorandum-conversation-between-gorbachev-and-polish-politburo-member

PL4 Source note 4

The Round Table settlement restored the Senate in 1989. The April 7 constitutional amendment implemented it; there was no functioning Senate at the start of the 1988 crisis.

Source type: Official historical account

Senate of Poland, Senate since 1989

Location: First free elections section; February 6-April 5 talks and April 7, 1989 amendment

https://senat.edu.pl/historia-senatu-rp/senat-rp-po-1989-r/

HISTORICAL SOURCES 2 OF 2

Poland

1988-1991. Source notes 5 to 8 of 8. Evidence labels match the game.

PL4 Source note 5

The 1989 bargain legalized Solidarity, opened every Senate seat, and reserved 65% of the 460 Sejm seats for rulers and allies. The remaining 161 seats were 35% of the Sejm: a seat share, not a vote share.

Source type: Inter-parliamentary election report

Inter-Parliamentary Union, Poland Sejm election 1989

Location: April 5, 1989 accords; Background and outcome of elections; seat distribution

https://data.ipu.org/election-summary/HTML/2255_89.htm

PL5 Source note 6

Solidarity-backed candidates won all 161 open Sejm seats and 99 of 100 Senate seats across the June 1989 voting rounds. These results did not give Solidarity alone a Sejm majority.

Source type: Official historical account

Senate of Poland, Senate since 1989

Location: First free elections section, June 4 and June 18, 1989 results

https://senat.edu.pl/historia-senatu-rp/senat-rp-po-1989-r/

PL5 Source note 7

Former ruling-bloc allies ZSL and SD supported a Solidarity-led coalition. Mazowiecki became prime minister in August; the September cabinet included Solidarity and communist ministers. Reserved seats did not require continued coalition loyalty.

Source type: Official retrospective chronology

President of Poland, 1989: Break-Through Year

Location: Chronology entries for August 7, August 24 and September 12, 1989

https://www.president.pl/archives/bronislaw-komorowski/freedom-day/1989

PL6 Source note 8

The October 27, 1991 parliamentary election opened all seats to contenders, unlike the limited competition agreed in 1989.

Source type: Inter-parliamentary election report

Inter-Parliamentary Union, Poland Sejm election 1991

Location: Background and outcome of elections, first paragraph

https://data.ipu.org/election-summary/HTML/2255_91.htm

Additional historical links in the game

Gorbachev-Czyrek conversation memorandum, September 23, 1988

https://nsarchive.gwu.edu/document/28338-document-18-memorandum-conversation-between-gorbachev-and-polish-politburo-member

HISTORICAL SOURCES 1 OF 3

South Africa

1990-1994. Source notes 1 to 4 of 10. Evidence labels match the game.

SA1 Source note 1

Black South Africans were excluded from the 1989 national parliamentary vote, while the National Party remained the governing party.

Source type: Contemporary civil-society report

South African Institute of Race Relations, Survey 1988/89

Location: Overview, Introduction, discussion of the September 6, 1989 election

https://sahistory.org.za/sites/default/files/SAIRR%20Survey%201988-89.pdf

SA1 Source note 2

The ANC was banned in April 1960. Mandela remained imprisoned until his release on February 11, 1990.

Source type: Historical chronology

Nelson Mandela Foundation, Trials and prisons chronology

Location: Entries for April 8, 1960 and February 11, 1990

https://www.nelsonmandela.org/trials-and-prison-chronology

SA2 Source note 3

Trade unions and the Mass Democratic Movement organized stayaways and a defiance campaign around the 1989 election; police responses included repression.

Source type: Contemporary civil-society report

South African Institute of Race Relations, Survey 1988/89

Location: Overview, Introduction, election stayaways and defiance campaign

https://sahistory.org.za/sites/default/files/SAIRR%20Survey%201988-89.pdf

SA2 Source note 4

The UN Security Council urged member states to take economic and cultural measures against South Africa. This documents outside pressure without measuring its separate causal effect.

Source type: International resolution

United Nations Security Council, Resolution 569 (1985)

Location: July 26, 1985, operative provisions on economic and cultural measures

https://digitallibrary.un.org/record/87856/

HISTORICAL SOURCES 2 OF 3

South Africa

1990-1994. Source notes 5 to 7 of 10. Evidence labels match the game.

SA3 Source note 5

On February 2, 1990, de Klerk announced the unbanning of the ANC and other organizations. He presented negotiation as an alternative to conflict and Soviet changes as reducing security threats. These are his public arguments.

Source type: Public statement

F. W. de Klerk, Address at the opening of Parliament

Location: February 2, 1990, opening paragraphs and section on unbanning organizations

https://www.gov.za/news/address-state-president-mr-fw-de-klerk-dms-opening-second-session-ninth-parliament-republic

SA4 Source note 6

The ANC suspended negotiations in June 1992 after the Boipatong killings while still declaring support for a negotiated settlement. The statement’s allegations of responsibility are the ANC’s claims.

Source type: Party public statement

ANC National Executive Committee, Emergency meeting statement

Location: June 23, 1992, opening statement and Negotiations section

https://omalley.nelsonmandela.org/index.php/site/q/03lv02039/04lv02133/05lv02139/06lv02145.htm

SA4 Source note 7

The government and ANC agreed in September 1992 on an elected constitution-making body and an interim government of national unity, alongside prisoner and safety issues.

Source type: Negotiated agreement

Government of South Africa and ANC, Record of Understanding

Location: September 26, 1992, paragraphs 2(a)-2(d)

https://omalley.nelsonmandela.org/index.php/site/q/03lv02039/04lv02046/05lv02092/06lv02096.htm

HISTORICAL SOURCES 3 OF 3

South Africa

1990-1994. Source notes 8 to 10 of 10. Evidence labels match the game.

SA5 Source note 8

The interim Constitution provided adult voting without racial exclusion and protected basic rights. Parties with at least 20 Assembly seats could choose to join government and obtain cabinet portfolios.

Source type: Constitutional rule

Constitution of the Republic of South Africa, Act 200 of 1993

Location: Sections 6, 8, 21 and 88(2); commencement April 27, 1994

https://www.gov.za/documents/constitution/constitution-republic-south-africa-act-200-1993-repealed-28-jan-1994

SA5 Source note 9

Cabinet entitlements were transitional rather than a permanent racial veto. The final Constitution continued special national executive arrangements until April 30, 1999.

Source type: Constitutional rule

Constitution of South Africa, 1996, Schedule 6

Location: Item 9, National Executive; Annexure B, Government of National Unity

https://www.gov.za/documents/notices/constitution-republic-south-africa-1996-schedule-6-transitional-arrangements-07

SA6 Source note 10

In 1994 the ANC won 252 of 400 Assembly seats, the National Party 82 and the IFP 43. The National Assembly elected Mandela president and all three parties entered the cabinet. Each exceeded the 20-seat cabinet threshold separately.

Source type: Inter-parliamentary election report

Inter-Parliamentary Union, South Africa National Assembly election 1994

Location: April 26-29, 1994; seat distribution and May government-formation account; seat totals only

https://data.ipu.org/election-summary/HTML/2291_94.htm

Additional historical links in the game

South Africa: 1993 interim Constitution, section 88

https://www.justice.gov.za/trc/legal/sacon93.htm

HISTORICAL SOURCES 1 OF 3

Ghana

1992-2001. Source notes 1 to 4 of 10. Evidence labels match the game.

GH1 Source note 1

The 1992 transition included an April constitutional referendum and the lifting of the party ban in May. Government and opposition disputed how quickly organizing should be allowed.

Source type: Inter-parliamentary election report

Inter-Parliamentary Union, Ghana parliamentary election 1992

Location: Background and outcome, March-May 1992 timetable

https://data.ipu.org/election-summary/HTML/2123_92.htm

GH1 Source note 2

Voters adopted the constitution by referendum in April 1992. It took effect on January 7, 1993, after the 1992 presidential and parliamentary elections; the 1996 elections were the first held under it.

Source type: Election observer report

Commonwealth Observer Group, Ghana 1996 election report

Location: Electoral Framework chapter, printed p. 7, The Constitution

https://thecommonwealth.org/publications/presidential-and-parliamentary-elections-ghana-7-december-1996

GH2 Source note 3

Rawlings won the 1992 presidential election; major opposition parties disputed it and boycotted the later parliamentary election. They returned to competition in 1996 despite continuing concerns.

Source type: Election observer report

Commonwealth Observer Group, Ghana 1996 election report

Location: Political Background chapter, printed pp. 3-5; avoid its inconsistent historical turnout figures

https://thecommonwealth.org/publications/presidential-and-parliamentary-elections-ghana-7-december-1996

GH3 Source note 4

Carter observers reported a flawed register and inconsistent identification. They did not observe a systematic pattern showing rigging, but could not determine whether the allegations were true. Their observation does not prove that no fraud occurred.

Source type: Contemporary observer report

Carter Center, Ghana Election Mission report

Location: Executive Summary, November 6, 1992, paragraph on irregularities and allegations

https://www.cartercenter.org/publication/final-report-ghana-1992/

HISTORICAL SOURCES 2 OF 3

Ghana

1992-2001. Source notes 5 to 7 of 10. Evidence labels match the game.

GH4 Source note 5

The Constitution protects the Electoral Commission from another person’s or authority’s direction or control, subject to the Constitution. A legal safeguard alone does not establish impartial conduct.

Source type: Constitutional rule

Constitution of the Republic of Ghana, 1992

Location: Article 46, Independence of the Commission; PDF p. 49

https://osp.gov.gh/media/Resources/Ghana_Constitution.pdf

GH5 Source note 6

The commission rebuilt the register in 1995, displayed it for voter and party checks, supplied parties copies, introduced transparent boxes and held regular inter-party meetings. The sequence does not isolate which reform caused opposition participation.

Source type: Election observer report

Commonwealth Observer Group, Ghana 1996 election report

Location: Electoral Framework chapter, printed pp. 8-9 and 13-14: Voter Registration and Other Innovations

https://thecommonwealth.org/publications/presidential-and-parliamentary-elections-ghana-7-december-1996

GH6 Source note 7

The Constitution bars a person from being elected president for more than two terms. This is an eligibility rule, separate from procedures for registering voters or counting ballots.

Source type: Constitutional rule

Constitution of the Republic of Ghana, 1992

Location: Article 66(2), Term of Office of President; PDF p. 57

https://osp.gov.gh/media/Resources/Ghana_Constitution.pdf

HISTORICAL SOURCES 3 OF 3

Ghana

1992-2001. Source notes 8 to 10 of 10. Evidence labels match the game.

GH6 Source note 8

The Electoral Commission declared Kufuor president-elect after he won more than half of valid votes in the December 28, 2000 runoff.

Source type: Official result declaration

Electoral Commission of Ghana, Declaration of President-elect Instrument 2000, C.I. 32

Location: Signed December 30, 2000; Gazette notification January 5, 2001

https://judicial.gov.gh/jsweb/index.php/jsg-services/libraryservices/statute-on-elections/377-declaration-of-president-elect-instrument-2000-ci-32

GH6 Source note 9

Kufuor received 3,631,263 of 6,381,387 valid runoff votes, or 56.90%; Mills received 43.10%. The denominator excludes invalid votes and people who did not vote.

Source type: Election results database

IFES ElectionGuide, Ghanaian Presidency 2000 Round 2

Location: December 28, 2000, Results table; valid votes and vote share by candidate

https://www.electionguide.org/elections/id/1833/

GH6 Source note 10

Rawlings could not seek another elected term; Mills stood for the governing party. Kufuor took office on January 7, 2001.

Source type: Inter-parliamentary election report

Inter-Parliamentary Union, Ghana parliamentary election 2000

Location: Background and outcome: term limit, presidential succession and January 7 inauguration; presidential percentages not used

https://data.ipu.org/election-summary/HTML/2123_00.htm

Additional historical links in the game

Constitution of Ghana: Articles 46 and 66

https://osp.gov.gh/media/Resources/Ghana_Constitution.pdf

Ghana Electoral Commission: institutional overview

https://ec.gov.gh/chairperson-message/

HISTORICAL SOURCES 1 OF 3

Taiwan

1986-1996. Source notes 1 to 4 of 10. Evidence labels match the game.

TW1 Source note 1

Government infrastructure and economic development expanded in the 1970s; martial law continued until July 1987. Growth therefore preceded the removal of this restriction.

Source type: Official retrospective

Office of the President, Taiwan, Chiang Ching-kuo timeline

Location: 1972-1978 and 1978-1988 entries; July 14, 1987 announcement

https://english.president.gov.tw/Page/85

TW1 Source note 2

Local elections occurred under martial law; the first direct presidential election came in 1996. These were different electoral rules.

Source type: Official election chronology

Taiwan Central Election Commission, Election History

Location: Election Chronicles: 1949 martial law; 1950-1951 local elections; March 23, 1996

https://web.cec.gov.tw/english/article/24

TW2 Source note 3

Opposition candidates had run as independents. The DPP formed despite the party ban in 1986, and authorities allowed it to operate.

Source type: Government retrospective

U.S. Department of State, Taiwan Background Note

Location: December 2005, Political Conditions section

https://2009-2017.state.gov/outofdate/bgn/taiwan/52710.htm

TW2 Source note 4

Taiwan’s 1980s civic movements included campaigns for press freedom and labor rights as well as democratic reform.

Source type: Public retrospective account

Office of the President, Taiwan’s Vibrant Democracy, Moving Forward with the World

Location: Paragraphs describing 1980s civil society and its range of demands

https://www.president.gov.tw/qrcode/19e

HISTORICAL SOURCES 2 OF 3

Taiwan

1986-1996. Source notes 5 to 7 of 10. Evidence labels match the game.

TW3 Source note 5

Chiang Ching-kuo convened the KMT Central Standing Committee on October 15, 1986; it reached agreement on a national security law and establishment of new civic entities.

Source type: Official retrospective

Office of the President, Taiwan, Chiang Ching-kuo timeline

Location: Personal timeline, October 15, 1986

https://english.president.gov.tw/Page/85

TW4 Source note 6

Chiang announced that martial law would end on July 15, 1987, when the National Security Law would also take effect.

Source type: Official retrospective

Office of the President, Taiwan, Chiang Ching-kuo timeline

Location: Personal timeline, July 1 and July 14, 1987

https://english.president.gov.tw/Page/85

TW4 Source note 7

Chiang Ching-kuo died on January 13, 1988; Lee Teng-hui succeeded him as president that day. The official timeline records further constitutional reforms beginning in 1990.

Source type: Official retrospective

Office of the President, Taiwan, Lee Teng-hui timeline

Location: January 13, 1988 succession; Presidency (democratic reforms), 1990s

https://english.president.gov.tw/Page/86

HISTORICAL SOURCES 3 OF 3

Taiwan

1986-1996. Source notes 8 to 10 of 10. Evidence labels match the game.

TW4 Source note 8

A January 27, 1989 law provided the route for previously formed parties to register and obtain legal party status. Toleration and legal recognition were separate steps.

Source type: Court judgment about earlier law

Constitutional Court of Taiwan, Judgment No. 793

Location: August 28, 2020 judgment, paragraph 45 on the 1989 civil associations law

https://cons.judicial.gov.tw/en/docdata.aspx?fid=100&id=310974

TW5 Source note 9

Full elections were held for the National Assembly on December 21, 1991 and Legislative Yuan on December 19, 1992.

Source type: Official election chronology

Taiwan Central Election Commission, Election History

Location: Election Chronicles, December 21, 1991 and December 19, 1992

https://web.cec.gov.tw/english/article/24

TW6 Source note 10

Citizens directly elected the president on March 23, 1996. KMT candidate Lee Teng-hui received 5,813,699 votes, or 54.00% of votes counted for candidates. This does not establish his party’s expectations in 1986.

Source type: Official election results

Taiwan Central Election Commission, 1996 Presidential and Vice Presidential Election

Location: March 23, 1996 results table, Lee Teng-hui row

https://web.cec.gov.tw/english/article/21785

Additional historical links in the game

Taiwan Central Election Commission: 1996 presidential election results

https://web.cec.gov.tw/english/article/21785