Whose Terms?

Teaching review · 26 October 2026

The Common Fund instructor guide

Evidence and revision

Earlier recorded rules, writing and source selections are retained when the last decision is revised. The record includes the stored configuration and model context where available; it does not establish that this was the learner’s first exposure. The original explanation checks and class requirements remain. Evaluate the explanation, source fit and response to counterevidence rather than policy agreement or a completion count.

Trace this rule previews the current and proposed ledger rules and the exact teaching-reserve calculation before a choice is enacted. Compare membership, service access and authority as separate questions. The optional land example and the retrospectively dated 1932–1936 evidence can qualify an explanation; a model output cannot independently verify a historical argument.

Quick start for the current game

Your role. You play a Zionist decision-maker advising successive boards of a fictional Jewish cooperative in Palestine, beginning in 1905. The cooperative operates within the historical Zionist national project of building a Jewish national home through work, land, and social institutions. Palestinian workers and neighbors have their own rights, aims, and representatives. Playing this role calls for evidence-based analysis, including criticism; it does not require endorsing the project.

Choose an opening mode

Just for learning retains all cases, evidence, choices, and feedback. Writing and name are optional; no submission is required. Choose For class for assigned work, enter your name, and follow the assigned route and settings. Switching modes preserves writing and reopens missing class work.

For class retains the assigned decision explanations, specified evidence, separate evidence checks and feedback review, pauses, follow-ups, final analysis, new-case transfer, source acknowledgment, and any required midpoint backup. The screen shows the active minima and requirements.

Use the game in this order

The task overview shows choice and card counts before you open details.

• Select Core, Full, or Seminar as assigned. Read the case and fictional people; identify who can act.

• Read the focused source cards. Select the circle labeled Use E... in my explanation to attach evidence. Reading a card alone does not select it. Use every source named in the writing prompt.

• Choose a fund rule you can finance. Answer the separate evidence check and read its feedback when required. Your rule is a policy judgment; the check asks which explanation the evidence supports.

• Explain the rule and its human consequence. Apply a correction or distinction from feedback when prompted. Record the rule, inspect the outcome and its limits, and complete assigned pauses and final work.

Explain and test the argument

Evidence is material used to support or test a claim; your answer record contains your own choices and writing. Saving does not submit work.

Reconstruct Shafir and Peled's account accurately. Connect a named rule, actor, or resource to a consequence. Use the evidence the prompt specifies and explain its relevance, limits, or a serious alternative. Supported disagreement is allowed. Keep historical records, scholarly interpretation, fictional perspectives, and model outcomes distinct. Word counts check length, not argument quality. Completion confirms required entries, not a grade or certification of learning.

Save and hand in work

Use Save & export for class or Save progress for learning. Browser saves stay with this browser and address. Keep a JSON file to resume on another device or between online and downloaded copies. PDF, HTML, and TXT are readable records; submit the format your course requests separately to Canvas or your course system. Nothing is sent automatically. Just for learning records are personal; no submission is required.

Using the detailed guide

Detailed guidance follows. Older Explore, Exploration, and Practice labels mean Just for learning. Names are optional for learning and required for class. All assigned academic tasks and minima remain; this quick start adds none.

Use the backstory as part of the investigation

Origins and recurring perspectives help students explain why a choice matters. At a decision, ask whose circumstances make the account persuasive, which factual claim can be tested, and who bears the consequences. Then examine the relevant source and its limits. Do not treat all accounts as equally accurate or mark disagreements about values as factual errors.

Use the existing writing and debrief tasks; this update adds no separate assignment. Look for a fair account of another person’s reasoning, a specific evidence-based correction or qualification, and a traceable connection between a rule and a human consequence. Distinguish documented history, scholarly interpretation, fictional composite perspectives, and designed model outcomes. The added practical context can extend beyond the assigned author without being attributed to that author.

Use this self-contained institutional simulation with introductory political science students. Success means explaining how a rule changes access, resources, or authority and testing the explanation against evidence. The cooperative, characters, alternatives, costs, and local outcomes are constructed teaching devices.

Learning aims

• Distinguish national belonging, recognized contribution, and individual rights as grounds for claims. Identify how they can combine.

• Separate a boundary excluding outsiders from unequal ranking among members. Trace a rule into a later decision.

• Test resource-scarcity explanations against historical evidence and consider organizational power as an alternative.

• Distinguish inherited institutions from changes in state power, especially Palestinian displacement, access, and claims in 1948.

A short opening briefing

There is no historical victory score. Students should explain the consequences of a choice, not maximize an index. The reserve compresses limited political capital and donor finance into invented 0, 4, 5, and 8 cost choices. An expensive inclusive alternative needs material support and cannot repeal JNF restrictions or reorganize the WZO by declaration. Numerical prices are not reconstructed historical budgets.

Keep historical evidence separate from the cooperative’s counterfactual rules. Identify the scholarly argument and ask what evidence could support or complicate it. A programmed outcome cannot independently verify that argument.

Plan the session

Route	Work and approximate time
Core	9 decisions; about 60 minutes. Keeps the Market Test and institutional-capacity case.
Full	All 11 decisions; about 90 minutes. Adds the 1936 Audit and late-1947 Emergency.
Seminar	11 decisions and an additional colonial-context comparison; about 105 minutes.

For a 60-minute session, plan about 3 minutes to begin, 43 for decisions and pauses, and 14 for final work and export. Split longer work at a reflection pause. No prior reading is required; optional assigned reading can deepen the discussion.

Decisions and assessment

The Full route below has eleven decisions. Core omits Audit and Emergency; judge by the named case rather than a fixed round number.

Case	Learning focus
1905 Hiring	Labor rules, donor resources, and exclusion
1911 Land	External land restrictions and local reform
1912 Ranking	Unequal priority within a national boundary
1920 Membership	Representation and an organization’s multiple roles
1923 Welfare	National belonging, contribution, and individual claims
1927 Governance	Who can inspect or challenge allocation
1933 Market Test	Test scarcity against organizational competition
1936 Audit	Revising rules while constraints persist
1939 Capacity	Historically unequal institutional opportunities
Late 1947 Emergency	Discretion and its constraints under pressure
Late 1948 Inheritance	Continuity alongside displacement and new state power

Concentrate manual review

The default record puts Market Test and Inheritance first as summative analyses. All other decisions appear as formative checkpoints with a writing-minimum completion table. Final synthesis and the new-case transfer remain in their own section. All responses are retained. Class settings can restore chronological order.

Use word minima to check participation, not analytical quality. A completion label is not a mastery score or verification of authorship. The first check response is retained; evaluate whether the written explanation applies a useful correction or distinction. Optional selection counts record behavior before feedback and cannot establish disengagement on their own.

Suggested criteria for the priority responses

Criterion	What to look for
Rule and people	A specific institutional rule and a person or group whose access changes
Mechanism	A causal link through eligibility, finance, recognized work, or authority
Evidence	A relevant author or document, source-card reference, and explanation of relevance
Limits and reconsideration	Historical versus constructed claims, scale limits, and use of feedback or counterevidence

Teaching options and follow up

Configure the assignment

Written assignment requires decision writing, evidence selection, checks with feedback review, pauses, follow-ups, final analysis, transfer, and source acknowledgment. Discussion keeps decision explanations required; Just for learning makes these activities optional. For class requires a name; Just for learning allows an optional name. A policy choice for each decision remains required. Custom settings control each requirement and the writing minima.

The midpoint JSON request is required for new written-assignment attempts and optional in Discussion and Just for learning. It can be changed separately. A prior JSON download after five decisions satisfies the checkpoint. The game records a download request; the browser controls file retention. Earlier completed editions remain compatible.

Download a class version to distribute shared settings without student answers or group names. Students can view and change settings; this standalone file has no instructor lock. The readable record includes the configuration used for the attempt.

Collect and preserve work

Ask for the readable PDF, HTML, or text record through your LMS. Browser storage and recovery copies do not transfer devices or addresses. A resumable JSON checkpoint does. The offline HTML includes the activity’s sources and art. Printing a worksheet or instructor guide omits student responses; model feedback is an optional record-export setting.

Support access

The game supports keyboard navigation, visible focus, larger text, high contrast, reduced motion, and browser-supported read aloud. Phone definitions expand in the reading flow; all fictional voices remain visible; the inline reference panel reduces scrolling while writing. Give an appropriate writing accommodation through Class settings rather than removing the conceptual task.

Debrief with evidence

• Which rule created a benefit and a dependence at the same time? Who could contest its administration?

• What historical pattern complicates the idea that exclusion simply follows unemployment or scarcity?

• What continued into 1948, what changed with state power, and which Palestinian claims exceeded the cooperative’s authority?

Sources and scope

Gershon Shafir and Yoav Peled, Being Israeli: The Dynamics of Multiple Citizenship (Cambridge University Press, 2002), is the central scholarly reference. Source cards and locators are included in the source companion. The simulation cannot determine sovereignty, cause or prevent the Nakba, authorize refugee return, or implement every property remedy. Preserving a claim differs from enforcing it. All illustrations are contemporary conceptual artwork.

Created by Yoav Duman. Whose Terms? Israel–Palestine interactive cases.
https://yoavduman.com/lab/whose-terms/the-common-fund