Legacy Monopoly (Elizabeth Cole, adapted from D. L. Stanley[1])

The text below is given to each student as a handout containing the rules of the game, rationale, and discussion questions.
In the regular Monopoly game, players begin on an even footing of salary and endowments, and the winner is determined through a combination of skill and luck (dice). But in the US there are dramatic inequities in inherited wealth that can have a large impact on financial outcomes, even when other factors (such as salary or education) are equal. This game is an exercise to understand how different initial endowments impact wealth accumulation and income distribution.

There are four types of players with *different initial endowments and rules*. This player differentiation is a twist on the original Parker Brother's Monopoly board game. Each player has a partner.

In the upper right-hand corner of the record sheet [given to each player] you will find a designation of U[pper], M[iddle], L[ower]1, or L[ower]2 that indicates which player you and your partner represent. The information includes what salary you earn upon passing Go, what initial properties you own, and your ability to mortgage the property for loans. On each turn, you and your partner should decide jointly what actions to take.

Type of Player	Cash	Property Owned	Land value	Total wealth	Cash when passing Go	Credit access
Low-Type 1	$375	Mediterranean, Vermont, St. Charles	$300	$675	$50	No bank mortgages
Low – Type 2 (paid for school – less cash, more salary)	$300	Baltic, Oriental, States	$300	$600	$100	Mortgage from bank at ½ value, 10%/turn
Middle	$750	Virginia, Tennessee, New York, B&O and Penn Railroad, Electric Co.	1,090	$1,840	$100	Mortgage from bank at ½ value, 10%/turn
Upper	$1500	Connecticut, Illinois, Marvin Gardens, Pacific, Penn, Park Place, Broadway, Shortline Railroad	2,210	$3,710	$200	Mortgage rule (as in original game) 1/2 value

[1] Stanley, D. I. (2001). Wealth distribution and imperfect factor markets: A classroom experiment, *Journal of Economic Education, Fall*. 344-355.

Goal of the game. The goal is to acquire as much property as possible so that you may charge other players rent (and avoid paying rent yourself). Remember that your primary objective is to maximize wealth.

Acquisition of properties. Players may buy unallocated properties if they land on the spot. To speed up the process, unsold lands will be auctioned off after the first 15 minutes of play. After about 45 minutes of play, players will be allowed to swap properties among each other (under bargained terms) in the aim of getting color monopolies.

Monopolies and rents. Once all properties of a certain color are acquired by one player, s/he has a local monopoly on that section and the rent doubles. Once you have a monopoly, you may construct houses and hotels (see price on property title); these improvements then triple and quadruple the rent.

Bankruptcy. Being charged rents can give a player cash shortfalls; to acquire more ready rent cash a player must either mortgage property or acquire cash by other means (private land sales or bartering with another player for a "moneylender" loan, say at 10 percent interest per turn). Eventually a player without cash will go bankrupt, at which point the game ends.

Jail. If you land on a "go to jail" square, you may pay $100 bail and you will not go to jail, lose a turn, or miss your salary.

Keeping Notes

On your record sheet, note after each role of the dice where landed, rent paid/received, salary received, loans made, net worth, emotional responses, etc.

Discussion Questions (at end of game)

1. Which assets seemed to make the most difference in the outcomes? Salary? Initial endowments? Skill, luck?
2. What kind of feelings did you have during play – both about your own outcomes and those of the other players?
3. What were your thoughts about risk and investment (e.g. decisions about whether to put up houses on your property)?
4. How did the two Lower players fare? Substantial differences between the L player who invested in education and the L player who did not? Between the educated L player and the M player?
5. Do you think these modified rules reflect reality?