# 1NC R6 GBX

## 1

#### Interpretation: Debaters must disclose all constructive positions on open source with highlighting on the 2021-22 NDCA LD wiki after the round in which they read them. If the wiki is not working for the debater, then they must immediately send all 1AC documents via email, if it is not a new aff

#### Violation – they don’t

A screenshot of a computer

Description automatically generated

A picture containing graphical user interface

Description automatically generated

#### 1] Debate resource inequities—you’ll say people will steal cards, but that’s good—it’s the only way to truly level the playing field for students such as novices in under-privileged programs who can’t bypass paywalled articles, its key to them understanding your literature basis

#### 2] Evidence ethics – open source is the only way to verify pre-round that cards aren’t miscut or highlighted or bracketed unethically. That’s a voter – maintaining ethical ev practices is key to being good academics and we should be able to verify you didn’t cheat

#### 3] Depth of clash – it allows debaters to have nuanced researched objections to their opponents evidence before the round at a much faster rate, which leads to higher quality ev comparison – outweighs cause thinking on your feet is NUQ but the best quality responses come from full access to a case.

## 2

#### Our Interpretation is the affirmative should instrumentally defend the resolution – hold the line, CX and the 1AC prove there’s no I-meet – anything new in the 1AR is either extra-T since it includes the non-topical parts of the Aff or effects-T since it’s a future result of the advocacy which both link to our offense. They should only get offense from a government legalizing a right to strike.

#### Government

Oxford Lexico. Definition of government in English. <https://www.lexico.com/en/definition/government>

The governing body of a nation, state, or community. ‘an agency of the federal government’

#### Recognize

Oxford Lexico. Definition of recognize in English. <https://www.lexico.com/en/definition/recognize>

Acknowledge the existence, validity, or legality of. ‘the defense is recognized in Mexican law’

#### Resolved requires policy action

Louisiana State Legislature (<https://www.legis.la.gov/legis/Glossary.aspx>) Ngong

**Resolution**

**A legislative instrument** that generally is **used for** making declarations, **stating policies**, and making decisions where some other form is not required. A bill includes the constitutionally required enacting clause; a resolution **uses the term "resolved".** Not subject to a time limit for introduction nor to governor's veto. ( Const. Art. III, §17(B) and House Rules 8.11 , 13.1 , 6.8 , and 7.4 and Senate Rules 10.9, 13.5 and 15.1)

#### [2] Standards to Prefer:

#### First - Fairness – radically re-contextualizing the resolution lets them defend any method tangentially related to the topic exploding Limits, which erases neg ground via perms and renders research burdens untenable by eviscerating predictable limits. Procedural questions come first – debate is a game and it makes no sense to skew a competitive activity as it requires effective negation which incentivizes argument refinement, but skewed burdens deck pedagogical engagement.

#### Second - Clash – picking any grounds for debate precludes the only common point of engagement, which obviates preround research and incentivizes retreat from controversy by eliminating any effective clash. Only the process of negation distinguishes debate and discussion by necessitating iterative testing and effective engagement, but an absence of constant refinement dooms revolutionary potential.

#### Third – Legal Education - Debate is imperfect, but only our interpretation can harness legal education to understand the law’s strategic reversibility paired with intellectual survival skills.

Archer 18, Deborah N. "Political Lawyering for the 21st Century." Denv. L. Rev. 96 (2018): 399. (Associate Professor of Clinical Law at NYU School of Law)//Elmer

Political justice lawyers must be able to break apart a systemic problem **into manageable components**. The complexity of social problems, can cause law students, and even experienced political lawyers, to become overwhelmed. In describing his work challenging United States military and economic interventions abroad, civil rights advocate and law professor Jules Lobel wrote of this process: “Our foreign-policy litigation became a sort of Sisyphean quest as we maneuvered through a hazy maze cluttered with gates. Each gate we unlocked led to yet another that blocked our path, with the elusive goal of judicial relief always shrouded in the twilight mist of the never-ending maze.”144 Pulling apart a larger, systemic problem into its smaller components can help elucidate options for advocacy. An instructive example is the use of excessive force by police officers against people of color. Every week seems to bring a new video featuring graphic police violence against Black men and women. Law students are frequently outraged by these incidents. But the sheer frequency of these videos and lack of repercussions for perpetrators overwhelm those students just as often. What can be done about a problem so big and so pervasive? To move toward justice, advocates must be able to break apart the forces that came together to lead to that moment: intentional discrimination, implicit bias, ineffective training, racial segregation, lack of economic opportunity, the over-policing of minority communities, and the failure to invest in non-criminal justice interventions that adequately respond to homelessness, mental illness, and drug addiction. None of these component problems are easily addressed, but breaking them apart is more manageable—and more realistic—than acting as though there is a single lever that will solve the problem. After identifying the component problems, advocates can select one and repeat the process of breaking down that problem until they get to a point of entry for their advocacy. 2. Identifying Advocacy Alternatives As discussed earlier, political justice lawyering embraces litigation, community organizing, interdisciplinary collaboration, legislative reform, public education, direct action, and other forms of advocacy to achieve social change. After parsing the underlying issues, lawyers need to identify what a lawyer can and should do on behalf of impacted communities and individuals, and this includes determining the most effective advocacy approach. Advocates must also strategize about what can be achieved in the short term versus the long term. The fight for justice is a marathon, not a sprint. Many law students experience frustration with advocacy because they expect immediate justice now. They have read the opinion in Brown v. Board of Education, but forget that the decision was the result of a decades-long advocacy strategy.145 Indeed, the decision itself was no magic wand, as the country continues to work to give full effect to the decision 70 years hence. Advocates cannot only fight for change they will see in their lifetime, they must also fight for the future.146 Change did not happen over night in Brown and lasting change cannot happen over night today. Small victories can be building blocks for systemic reform, and advocates must learn to see the benefit of short-term responsiveness as a component of long-term advocacy. Many lawyers subscribe to the American culture of success, with its uncompromising focus on immediate accomplishments and victories.147 However, those interested in social justice must adjust their expectations. Many pivotal civil rights victories were made possible by the seemingly hopeless cases that were brought, and lost, before them.148 In the fight for justice, “success inheres in the creation of a tradition, of a commitment to struggle, of a narrative of resistance that can inspire others similarly to resist.”149 Again, Professor Lobel’s words are instructive: “the current commitment of civil rights groups, women’s groups, and gay and lesbian groups to a legal discourse to legal activism to protect their rights stems in part from the willingness of activists in political and social movements in the nineteenth century to fight for rights, even when they realized the courts would be unsympathetic.”150 Professor Lobel also wrote about Helmuth James Von Moltke, who served as legal advisor to the German Armed Services until he was executed in 1945 by Nazis: “In battle after losing legal battle to protect the rights of Poles, to save Jews, and to oppose German troops’ war crimes, he made it clear that he struggled not just to win in the moment but to build a future.”151 3. Creating a Hierarchy of Values Advocates challenging complex social justice problems can find it difficult to identify the correct solution when one of their social justice values is in conflict with another. A simple example: a social justice lawyer’s demands for swift justice for the victim of police brutality may conflict with the lawyer’s belief in the officer’s fundamental right to due process and a fair trial. While social justice lawyers regularly face these dilemmas, law students are not often forced to struggle through them to resolution in real world scenarios—to make difficult decisions and manage the fallout from the choices they make in resolving the conflict. Engaging in complex cases can force students to work through conflicts, helping them to articulate and sharpen their beliefs and goals, forcing them to clearly define what justice means broadly and in the specific context presented. Lawyers advocating in the tradition of political lawyering anticipate the inevitable conflict between rights, and must seek to resolve these conflicts through a “hierarchy of values.”152 Moreover, in creating the hierarchy, the perspectives of those directly impacted and marginalized should be elevated “because it is in listening to and standing with the victims of injustice that the need for critical thinking and action become clear.”153 One articulation of a hierarchy of values asserts “people must be valued more than property. Human rights must be valued more than property rights. Minimum standards of living must be valued more than the privileged liberty of accumulated political, social and economic power. Finally, the goal of increasing the political, social, and economic power of those who are left out of the current arrangements must be valued more than the preservation of the existing order that created and maintains unjust privilege.”154 C. Rethinking the Role of the Clinical Law Professor: Moving From Expert to Colleague Law students can learn a new dimension of lawyering by watching their clinical law professor work through innovative social justice challenges alongside them, as colleagues. This is an opportunity not often presented in work on small cases where the clinical professor is so deeply steeped in the doctrine and process, the case is largely routine to her and she can predict what is to come and adjust supervision strategies accordingly.155 However, when engaged in political lawyering on complex and novel legal issues, both the student and the teacher may be on new ground that transforms the nature of the student-teacher relationship. A colleague often speaks about acknowledging the persona professors take on when they teach and how that persona embodies who they want to be in the classroom—essentially, whenever law professors teach they establish a character. The persona that a clinical professor adopts can have a profound effect on the students, because the character is the means by which the teacher subtly models for the student—without necessarily ever saying so— the professional the teacher holds herself to be and the student may yet become. In working on complex matters where the advocacy strategy is unclear, the clinical professor makes himself vulnerable by inviting students to witness his struggles as they work together to develop the most effective strategy. By making clear that he does not have all of the answers, partnering with his students to discover the answers, and sharing his own missteps along the way, a clinical law professor can reclaim opportunities to model how an experienced attorney acquires new knowledge and takes on new challenges that may be lost in smaller case representation.156 Clinical law faculty who wholeheartedly subscribe to the belief that professors fail to optimize student learning if students do not have primary control of a matter from beginning to end may view a decision to work in true partnership with students on a matter as a failure of clinical legal education. Indeed, this partnership model will inevitably impact student autonomy and ownership of the case.157 But, there is a unique value to a professor working with her student as a colleague and partner to navigate subject matter new to both student and professor.158 In this relationship, the professor can model how to exercise judgment and how to learn from practice: to independently learn new areas of law; to consult with outside colleagues, experts in the field, and community members without divulging confidential information; and to advise a client in the midst of ones own learning process.159 III. A Pedagogical Course Correction “If it offends your sense of justice, there’s a cause of action.” - Florence Roisman, Professor, Indiana University School of Law160 In response to the shifts in my students’ perspectives on racism and systemic discrimination, their reluctance to tackle systemic problems, their conditioned belief that strategic litigation should be a tool of last resort, and my own discomfort with reliance on small cases in my clinical teaching, I took a step back in my own practice. How could I better teach my students to be champions for justice even when they are overwhelmed by society’s injustice; to challenge the complex and systemic discrimination strangling minority communities, and to approach their work in the tradition of political lawyering. I reflected not only on my teaching, but also on my experiences as a civil rights litigator, to focus on what has helped me to continue doing the work despite the frustrations and difficulties. I realized I was spending too much time teaching my students foundational lawyering skills, and too little time focused on the broader array of skills I knew to be critical in the fight for racial justice. We regularly discussed systemic racism during my clinic seminars in order to place the students’ work on behalf of their clients within a larger context. But by relying on carefully curated small cases I was inadvertently desensitizing my students to a lawyer’s responsibility to challenge these systemic problems, and sending the message that the law operates independently from this background and context. I have an obligation to move beyond teaching my students to be “good soldiers for the status quo” to ensuring that the next generation is truly prepared to fight for justice.161 And, if my teaching methods are encouraging the reproduction of the status quo it is my obligation to develop new interventions.162 Jane Aiken’s work on “justice readiness” is instructive on this point. To graduate lawyers who better understand their role in advancing justice, Jane Aiken believes clinics should move beyond providing opportunities for students to have a social justice experience to promoting a desire and ability to do justice.163 She suggests creating disorienting moments by selecting cases where students have no outside authority on which to rely, requiring that they draw from their own knowledge base and values to develop a legal theory.164 Disorienting moments give students: experiences that surprise them because they did not expect to experience what they experienced. This can be as simple as learning that the maximum monthly welfare benefit for a family of four is about $350. Or they can read a [ ] Supreme Court case that upheld Charles Carlisle’s conviction because a wyer missed a deadline by one day even though the district court found there was insufficient evidence to prove his guilt. These facts are often disorienting. They require the student to step back and examine why they thought that the benefit amount would be so much more, or that innocence would always result in release. That is an amazing teaching moment. It is at this moment that we can ask students to examine their own privilege, how it has made them assume that the world operated differently, allowing them to be oblivious to the indignities and injustices that occur every day.165 Giving students an opportunity to “face the fact that they cannot rely on ‘the way things are’ and meet the needs of their clients” is a powerful approach to teaching and engaging students.166 But, complex problems call for larger and more sustained disorienting moments. Working with students on impact advocacy in the model of political lawyering provides a range of opportunities to immerse students in disorienting moments. A. Immersing Students in “Disorienting Moments”: Race, Poverty, and Pregnancy Today, I try to immerse my students in disorienting moments to make them justice ready and move them in the direction of political lawyering. My clinic docket has always included a small number of impact litigation matters. However, in the past these cases were carefully screened to ensure that they involved discrete legal issues and client groups. In addition, our representation always began after our outside co-counsel had already conducted an initial factual investigation, identified the core legal issues, and developed an overall advocacy strategy, freeing my students from these responsibilities. Now, my clinic takes on impact matters at earlier stages where the strategies are less clear and the legal questions are multifaceted and ill- defined. This mirrors the experiences of practicing social justice lawyers, who faced with an injustice, must discover the facts, identify the legal claims, develop strategy, cultivate allies, and ultimately determine what can be done—with the knowledge that “nothing” is not an option. This approach provides students with the space to wrestle with larger, systemic issues in a structured and supportive educational environment, taking on cases that seem difficult to resolve and working to bring some justice to that situation. They are also gaining experience in many of the fundamentals of political lawyering advocacy. Recently, my students began work on a new case. Several public and private hospitals in low-income New York City neighborhoods are drug testing pregnant women or new mothers without their knowledge or informed consent. This practice reflects a disturbing convergence between racial and economic disparities, and can have a profound impact on the lives of the poor women of color being tested at precisely the time when they are most in need of support. We began our work when a community organization reached out to the clinic and spoke to us about complaints that hospitals around New York City were regularly testing pregnant women—almost exclusively women of color—for drug use during prenatal check ups, during the chaos and stress of labor and delivery, or during post-delivery. The hospitals report positive test results to the City’s Administration for Children’s Services (“ACS”), which is responsible for protecting children from abuse and neglect, for further action.167 Most of the positive tests are for marijuana use. After a report is made, ACS commences an investigation to determine whether child abuse or neglect has taken place, and these investigations trigger inquiries into every aspect of a family’s life. They can lead to the institution of child neglect proceedings, and potentially to the temporary or permanent removal of children from the household. Even where that extreme result is avoided, an ACS investigation can open the door to the City’s continued, and potentially unwelcome, involvement in the lives of these families. These policies reflect deeply inequitable practices. Investigating a family after a positive drug test is not necessarily a bad thing. After all, ACS offers a number of supportive services that can help stabilize and strengthen vulnerable families. And of course, where children’s safety is at risk, removal may sometimes be the appropriate result. However, hospitals do not conduct regular drug tests of mothers in all New York City communities. Private hospitals in wealthy areas rarely test pregnant women or new mothers for drug misuse. In contrast, at hospitals serving poor women, drug testing is routine. Race and class should not determine whether such testing, and the consequences that result, take place. Investigating the New York City drug-testing program immersed the students in disorienting moments at every stage of their work. During our conversations, the students regularly expressed surprise and discomfort with the hospitals’ practices. They were disturbed that public hospitals— institutions on which poor women and women of color rely for something as essential as health care—would use these women’s pregnancy as a point of entry to control their lives.168 They struggled to explain how the simple act of seeking medical care from a hospital serving predominantly poor communities could deprive patients of the respect, privacy, and legal protections enjoyed by pregnant women in other parts of the City. And, they were shocked by the way institutions conditioned poor women to unquestioningly submit to authority.169 Many of the women did not know that they were drug tested until the hospital told them about the positive result and referred them to ACS. Still, these women were not surprised: that kind of disregard, marginalization, and lack of consent were a regular aspect of their lives as poor women of color. These women were more concerned about not upsetting ACS than they were about the drug testing. That so many of these women could be resigned to such a gross violation of their rights was entirely foreign to most of my students. B. Advocacy in the Face of Systemic Injustice Although the students are still in the early stages of their work, they have already engaged in many aspects of political justice lawyering. They approached their advocacy focused on the essence of political lawyering— enabling poor, pregnant women of color who enjoy little power or respect to claim and enjoy their rights, and altering the allocation of power from government agencies and institutions back into the hands of these women. They questioned whose interests these policies and practices were designed to serve, and have grounded their work in a vision of an alternative societal construct in which their clients and the community are respected and supported. The clinic students were given an opportunity to learn about social, legal, and administrative systems as they simultaneously explored opportunities to change those systems. The students worked to identify the short and long term goals of the impacted women as well the goals of the larger community, and to think strategically about the means best suited to accomplish these goals. And, importantly, while collaborating with partners from the community and legal advocacy organizations, the students always tried to keep these women centered in their advocacy. In breaking down the problem of drug testing poor women of color, the students worked through an issue that lives at the intersection of reproductive freedom, family law, racial justice, economic inequality, access to health care, and the war on drugs. In their factual investigation, which included interviews of impacted women, advocates, and hospital personnel, and the review of records obtained through Freedom of Information Law requests, the students began to break down this complex problem. They explored the disparate treatment of poor women and women of color by health care providers and government entities, implicit and explicit bias in healthcare, the disproportionate referral of women of color to ACS, the challenges of providing medical services to underserved communities, the meaning of informed consent, the diminished rights of people who rely on public services, and the criminalization of poverty. The students found that list almost as overwhelming as the initial problem itself, but identifying the components allowed the students to dig deeper and focus on possible avenues of challenge and advocacy. It was also critically important to make the invisible forces visible, even if the law currently does not provide a remedy. Working on this case also gave the students and me the opportunity to work through more nuanced applications of some of the lawyering concepts that were introduced in their smaller cases, including client-centered lawyering when working on behalf of the community; large-scale fact investigation; transferring their “social justice knowledge” to different contexts; crafting legal and factual narratives that are not only true to the communities’ experience, but can persuade and influence others; and how to develop an integrated advocacy plan. The students frequently asked whether we should even pursue the matter, questioning whether this work was client- centered when it was no longer the most pressing concern for many of the women we met. These doubts opened the door to many rich discussions: can we achieve meaningful social change if we only address immediate crises; can we progress on larger social justice issues without challenging their root causes; how do we recognize and address assumptions advocates may have about what is best for a client; and how can we keep past, present, and future victims centered in our advocacy? The work on the case also forced the clinic students to work through their own understanding of a hierarchy of values. They struggled with their desire to support these community hospitals and the public servants who work there under difficult circumstances on the one hand, and their desire to protect women, potentially through litigation, from discriminatory practices. They also struggled to reconcile their belief that hospitals should take all reasonable steps to protect the health and safety of children, as well as their emotional reaction to pregnant mothers putting their unborn children in harms way by using illegal drugs against the privacy rights of poor and marginalized women. They were forced to pause and think deeply about what justice would look like for those mothers, children, and communities. CONCLUSION America continues to grapple with systemic injustice. Political justice lawyering offers powerful strategies to advance the cause of justice—through integrated advocacy comprising the full array of tools available to social justice advocates, including strategic systemic reform litigation. It is the job of legal education to prepare law students to become effective lawyers. For those aspiring to social justice that should include training students to utilize the tools of political justice lawyers. Clinical legal offers a tremendous opportunity to teach the next generation of racial and social justice advocates how to advance equality in the face of structural inequality, if only it will embrace the full array of available tools to do so. In doing so, clinical legal education will not only prepare lawyers to enact social change, they can inspire lawyers overwhelmed by the challenges of change. In order to provide transformative learning experiences, clinical education must supplement traditional pedagogical tools and should consider political lawyering’s potential to empower law students and communities.

#### TVA – [Affirm a right to strike to reduce the digital colonization of information to feed the World Computer] right to strike for tech workers which allows them to collapse the grid and the world computer right to strike read a whole res aff with adv about strikes being key to socialist organization

#### TVA is terminal defense – proves our models aren’t mutually exclusive - any response to the substance of the TVA is offense for us because it proves our model allows for clear contestation. Form over Content doesn’t take it out since we don’t restrict Form, just the substantive burden of the Aff.

#### 5] Paradigm Issues –

#### Education is a voter since it is the only portable and durable skill that influences our subject formation. Fairness is a voter since a] debate is a game, competition equity matters proven by desire for wins, b] is worthless without rules and equal access.

#### Topicality is Drop the Debater – it’s a fundamental baseline for debate-ability and deters future abuse through a loss and b] set better norms for debate since you are less likely to repeat a practice you can lose for

#### Competing interps – [a] reasonability is arbitrary and encourages judge intervention since there’s no clear model of debate, [b] it creates a race to the top where we create the best possible norms for debate through offense [c] offense defense paradigm is the best method for evaluation since you can compare benefits under both interps easier.

#### No RVIs – a] illogical, you don’t win for proving that you meet the burden of being fair, if logic isn’t true then you should hack against them, b] RVIs incentivize baiting theory and prepping it out which leads to maximally abusive practices

## 3

#### Algorithmic governance as per their Beller evidence is good -- it solves crisis escalation.

Corneliu Bjola 19, Head of the Oxford Digital Diplomacy Research Group, University of Oxford, 11/10/19, “Diplomacy in the Age of Artificial Intelligence,” http://www.realinstitutoelcano.org/wps/portal/rielcano\_en/contenido?WCM\_GLOBAL\_CONTEXT=/elcano/elcano\_in/zonas\_in/ari98-2019-bjola-diplomacy-in-the-age-of-artificial-intelligence

Taking note of the fact that developments in AI are so dynamic and the implications so wide-ranging, another report prepared by a German think tank calls on Ministries of Foreign Affairs (MFAs) to immediately begin planning strategies that can respond effectively to the influence of AI in international affairs. Economic disruption, security & autonomous weapons, and democracy & ethics are the three areas they identify as priorities at the intersection of AI and foreign policy. Although they believe that transformational changes to diplomatic institutions will eventually be needed to meet the challenges ahead, they favour, in the short term, an incremental approach to AI that builds on the successes (and learns from the failures) of “cyber-foreign policy”, which, in many countries, has been already internalised in the culture of the relevant institutions, including of the MFAs.13 In the same vein, the authors of a report prepared for the Centre for a New American Security see great potential for AI in national security-related areas, including diplomacy. For example, AI can help improve communication between governments and foreign publics by lowering language barriers between countries, enhance the security of diplomatic missions via image recognition and information sorting technologies, and support international humanitarian operations by monitoring elections, assisting in peacekeeping operations, and ensuring that financial aid disbursements are not misused through anomaly detection.14

From an AI perspective, consular services could be a low-hanging fruit for AI integration in diplomacy as decisions are amenable to digitisation, the analytical contribution is reasonable relevant and the technology favours collaboration between users and the machine. Consular services rely on highly structured decisions, as they largely involve recurring and routinised operations based on clear and stable procedures, which do not need to be treated as new each time a decision has to be made (except for crisis situations, which are discussed further below). From a knowledge perspective, AI-assisted consular services may embody declarative (know-what) and procedural knowledge (know-how) to automate routinised operations and scaffold human cognition by reducing cognitive effort. This can be done by using data mining and data discovery techniques to organize the data and make it possible to identify patterns and relationships that would be difficult to observe otherwise (e.g., variation of demand for services by location, time, and audience profile).

Case study #1: AI as Digital Consul Assistant

The consulate of country X has been facing uneven demand for emergency passports, visa requests and business certifications in the past five years. The situation has led to a growing backlog, significant loss of public reputation and a tense relationship between the consulate and the MFA. An AI system trained with data from the past five years uses descriptive analytics to identify patterns in the applications and concludes that August, May and December are the most likely months to witness an increase of the demand in the three categories next year. AI predictions are confirmed for August and May but not for December. AI recalibrates its advice using updated data and the new predictions help consular officers manage requests more effectively. As the MFA confidence in the AI system grows, the digital assistant is then introduced to other consulates experiencing similar problems.

Digital platforms could also emerge as indispensable tools for managing diplomatic crises in the digital age and for good reasons. They can help embassies and MFAs make sense of the nature and gravity of the events in real-time, streamline the decision-making process, manage the public’s expectations, and facilitate crisis termination. At the same time, they need to be used with great care as factual inaccuracies, coordination gaps, mismatched disclosure level, and poor symbolic signalling could easily derail digital efforts of crisis management.15 AI systems could provide great assistance to diplomats in times of crisis by helping them make sense of what it is happening (descriptive analytics) and identify possible trends (predictive analytics). The main challenge for AI is the semi-structured nature of the decisions to be taken. While many MFAs have pre-designed plans to activate in case of a crisis, it is safe to assume that reality often defies the best crafted plans. Given the high level of uncertainty in which crisis decision-making operates and the inevitable scrutiny and demand of accountability to occur if something goes wrong, AI integration can work only if humans retain control over the process. As a recent SIPRI study pointed out, AI systems may fail spectacularly when confronted with tasks or environments that differ slightly to those they were trained for. Their algorithms are also opaque, which makes difficult for humans to explain how they work and whether they include bias that could lead to problematic –if not dangerous– behaviours.16

#### Externally, environmental sustainability – extinction.

David Victor 19, professor of international relations at the School of Global Policy and Strategy and director of the Laboratory on International Law and Regulation, Co-Chair of the Brookings Initiative on Energy and Climate, 1/10/19, “How artificial intelligence will affect the future of energy and climate,” https://www.brookings.edu/research/how-artificial-intelligence-will-affect-the-future-of-energy-and-climate/

HOW AI WILL IMPROVE CLIMATE POLICY

Since the chief protagonist in the climate change story, CO2, has a long atmospheric lifetime, there is only a sluggish relationship between changes in emissions and the accumulated concentrations; in turn, those concentrations have a sluggish impact on the climate. Even if AI were part of some massive transformation in the energy system, the built-in inertia of that energy system, along with the inertia in the climate system, virtually guarantees that the world is in for a lot of climate change. All this is grim news and means that widely discussed goals, such as stopping warming at 1.5 or 2 degrees Celsius are unlikely to be realized.

These geophysical and infrastructural realities give rise to a new policy reality: adaptation is urgent.[7] They also mean that emergency responses to extreme climate impacts—for example, solar geoengineering, might be needed as well.

Existing research shows that there is a huge difference in the impact on public welfare from scenarios where climate change affects a society that doesn’t have an adaptation plan compared with a society that takes active adaptive measures. For example, the most recent U.S. climate-impact assessment released in November 2018 demonstrates that active adaptation measures can radically reduce losses from some climate impacts—often with benefits that far exceed the costs.[8] Extreme climate change is going to be ugly and will require hard choices—such as which coastlines to protect or abandon. Without smart adaptation strategies, it will be a lot worse.

One of the central insights from the science of climate impacts is that extreme events will cause most of the damage. A world that is a bit warmer and wetter (and a bit drier in some places) is a world that societies, within reason, can probably adapt to—especially if those gradual changes are easy to anticipate. But a world that has more extreme events—put differently, climate events that have a higher variance—is a world that requires a lot more preparedness. A farming area that faces a new, significant risk of truly extreme drought for example, such as a decade-long dust bowl, will need to prepare as if that extreme event is commonplace. It will need irrigation systems, the option of planting hardier crops and other possible interventions that sit ready when the extreme events come.

Once those systems are purchased, much of the expense is borne and it makes sense to use them all the time. This has been the experience, for example, with the Thames river barrier or a similar Dutch flood barrier—these systems were designed and installed at vast expense with extreme events in mind, and now they are being used much more frequently. Climate impacts are, fundamentally, stochastic events centered around shifting medians—a warmer world, for example, is one where median temperature rises and where the whole distribution of temperatures from cold to hot shifts hotter. But the tails in that statistical distribution also probably fatten, and for some impacts, those tails get a lot fatter. Machine learning techniques will probably improve the ability to understand the shapes of those tails.

This logic of extreme events as the main drivers of climate impacts and response strategies has some big implications for how societies will plan for adaptation and how AI can help—possibly in transformative ways.

First, AI can help focus and adjust adaptation strategies. Because uncertainty is high and extreme events are paramount, policymakers, firms, and households will not know where to act nor what expense is merited. They will have a large portfolio of responses, each with an option value. Machine learning can help improve the capacity to assess those option values more rapidly. Such techniques might also make it possible to rely more heavily on market forces to weigh which options generate private and public welfare—if so, AI could help reduce one of the greatest dangers as societies develop adaptation strategies, which is that they commit vast resources to adaptation without guiding resources to their greatest value. High levels of uncertainty, along with acute private incentives that can mis-allocate resources—for example, local construction firms and organized labor might favor some kinds of adaptive responses (e.g., building sea walls and other hardened infrastructure) even when other less costly options are available—mean that adaptation needs could generate a massive call on resources and thus a massive opportunity for mischief and mis-allocation.

Second, most adaptation efforts are intrinsically local and regional affairs. As a matter of geophysics, climate change harms public welfare when general perturbations in the oceans and atmosphere get translated into specific climatological events that are manifest in specific places—specific coastlines, mountainous regions, public lands, and natural ecosystems. As a matter of public policy, the actors whose responses have the biggest leverage on local impacts are managers of local infrastructures—coastal and urban planners, developers, city managers, and the like. Politically, this is one of the reasons why, despite all the difficulties in mobilizing action to control emissions, it is likely that as communities realize what’s at stake with adaptation, they will respond. Local responses generate, for the most part, local benefits. A big challenge in all this local response, however, is that local authorities are intrinsically decentralized and usually not steeped in technical expertise. Getting the best information on climate impacts and response strategies—let alone keeping that information aligned with local circumstances and shifting odds for climate impacts—is all but impossible. AI could help lower that cost and, in effect, democratize quality climate impacts response.

#### Extinction outweighs:

#### A] Structural violence- death causes suffering because people can’t get access to resources and basic necessities

#### B] Objectivity- body count is the most objective way to calculate impacts because comparing suffering is unethical

#### C] Extinction is the only coherent and egalitarian framework – prefer it, universally doesn’t privilege anyone we are all going to die

#### D] Pre-req- It precludes the ability to engage in the alt since you’re dead

#### E] Consent – they don’t get to decide for billions who find value in life

#### F] Sequencing- Even if life is bad now, a fiery nuclear inferno death flips uniqueness for their impacts