### 1

#### Interpretation: On the 2021 November-December topic, teams must defend the 2021 September-October topic.

#### Violation: They don’t

#### Prefer-

#### 1] Debatability- a) Actor spec - No one in academia has defined a just government in relation to politics - that decks aff research and means we can't even debate the topic. Ask yourself why there's no full res affs on this topic and why people just read T-Just Government and find ONE bad thing a government has done and win the round off that - it literally punishes kids who try to debate the topic b) Inherency - jurisdictional strikes are legal but whipsaw strikes aren't along with other strikes like wildcat strikes that are conditional which means there's no literature about all strikes or inherency about "unconditional right to strike" - inherency determines whether an aff can be evaluated [this forces kids off of the topic which answers all of their counterinterp offense] c) Solvency - no one in the literature says that recognition leads to an increase in strikes which is what every aff derives their offense from which is why there's also no neg disads because no one writes about it - the 1AR must point cards and solvency advocates to prove that there is literature because the burden of proof is on them

#### 2] Disease Education- Researching IPR for medicines forces debaters to learn about how variants spread and how to prevent it from happening, incentivizing them to teach others especially during COVID. That’s key to solve for long-term disease impacts since the general population will be more informed, allowing for more debaters to participate as well.

#### 3] Accessibility- two internal links - 1] Small schools are able to engage in debates because everybody has already disclosed massive amounts of prep from previous tournaments in the topic 2] Seniors doing college apps who don’t have the time to prep for the topic are still able to debate. Low senior participation for this tournament proves uniqueness for our shell.

### 2

#### Interpretation: The affirmative may not specify a just government in which an unconditional right of workers to strike ought to be recognized.

#### “A” is an indefinite article that modifies “democracy” in the res

CCC (“Articles, Determiners, and Quantifiers”, http://grammar.ccc.commnet.edu/grammar/determiners/determiners.htm#articles, Capital Community College Foundation, a nonprofit 501 c-3 organization that supports scholarships, faculty development, and curriculum innovation) LHSLA JC/SJ

The three articles — a, an, the — are a kind of adjective. The is called the definite article because it usually precedes a specific or previously mentioned noun; a and an are called indefinite articles because they are used to refer to something in a less specific manner (an unspecified count noun). These words are also listed among the noun markers or determiners because they are almost invariably followed by a noun (or something else acting as a noun). caution CAUTION! Even after you learn all the principles behind the use of these articles, you will find an abundance of situations where choosing the correct article or choosing whether to use one or not will prove chancy. Icy highways are dangerous. The icy highways are dangerous. And both are correct. The is used with specific nouns. The is required when the noun it refers to represents something that is one of a kind: The moon circles the earth. The is required when the noun it refers to represents something in the abstract: The United States has encouraged the use of the private automobile as opposed to the use of public transit. The is required when the noun it refers to represents something named earlier in the text. (See below..) If you would like help with the distinction between count and non-count nouns, please refer to Count and Non-Count Nouns. We use a before singular count-nouns that begin with consonants (a cow, a barn, a sheep); we use an before singular count-nouns that begin with vowels or vowel-like sounds (an apple, an urban blight, an open door). Words that begin with an h sound often require an a (as in a horse, a history book, a hotel), but if an h-word begins with an actual vowel sound, use an an (as in an hour, an honor). We would say a useful device and a union matter because the u of those words actually sounds like yoo (as opposed, say, to the u of an ugly incident). The same is true of a European and a Euro (because of that consonantal "Yoo" sound). We would say a once-in-a-lifetime experience or a one-time hero because the words once and one begin with a w sound (as if they were spelled wuntz and won). Merriam-Webster's Dictionary says that we can use an before an h- word that begins with an unstressed syllable. Thus, we might say an hisTORical moment, but we would say a HIStory book. Many writers would call that an affectation and prefer that we say a historical, but apparently, this choice is a matter of personal taste. For help on using articles with abbreviations and acronyms (a or an FBI agent?), see the section on Abbreviations. First and subsequent reference: When we first refer to something in written text, we often use an indefinite article to modify it. A newspaper has an obligation to seek out and tell the truth. In a subsequent reference to this newspaper, however, we will use the definite article: There are situations, however, when the newspaper must determine whether the public's safety is jeopardized by knowing the truth. Another example: "I'd like a glass of orange juice, please," John said. "I put the glass of juice on the counter already," Sheila replied. Exception: When a modifier appears between the article and the noun, the subsequent article will continue to be indefinite: "I'd like a big glass of orange juice, please," John said. "I put a big glass of juice on the counter already," Sheila replied. Generic reference: We can refer to something in a generic way by using any of the three articles. We can do the same thing by omitting the article altogether. A beagle makes a great hunting dog and family companion. An airedale is sometimes a rather skittish animal. The golden retriever is a marvelous pet for children. Irish setters are not the highly intelligent animals they used to be. The difference between the generic indefinite pronoun and the normal indefinite pronoun is that the latter refers to any of that class ("I want to buy a beagle, and any old beagle will do.") whereas the former (see beagle sentence) refers to all members of that class

#### “Democracy” is a generic indefinite singular.

Leslie 12 Leslie, Sarah-Jane. “Generics.” In Routledge Handbook of Philosophy of Language, edited by Gillian Russell and Delia Fara, 355–366. Routledge, 2012. <https://www.princeton.edu/~sjleslie/RoutledgeHandbookEntryGenerics.pdf> SM

GENERICS VS. EXISTENTIALS The interpretation of sentences containing bare plurals, indefinite singulars, or definite singulars can be either generic as in (1) respectively or existential/specific as in (2): (1) Tigers are striped A tiger is striped The tiger is striped. (2) Tigers are on the front lawn A tiger is on the front lawn The tiger is on the front lawn. The subjects in (1) are prima facie the same as in (2), yet their interpretations in (1) are intuitively quite different from those in (2). In (2) we are talking about some particular tigers, while in (1) we are saying something about tigers in general. There are some tests that are helpful in distinguishing these two readings. For example, the existential interpretation is upward entailing, meaning that the statement will always remain true if we replace the subject term with a more inclusive term. For example, if it is true that tigers are on the lawn, then it will also be true that animals are on the lawn. This is not so if the sentence is interpreted generically. For example, it is true that tigers are striped, but it does not follow that animals are striped (Lawler 1973 Laca 1990; Krifka et al 1995). Another test concerns whether we can insert an adverb of quantification (in the sense of Lewis 1975) with minimal change of meaning (Krifka et al 1995). For example, inserting “usually” in the sentences in (1) (e.g. “tigers are usually striped”) produces only a small change in meaning, while inserting “usually” in (2) dramatically alters the meaning of the sentence (e.g. “tigers are usually on the front lawn). (For generics such as “mosquitoes carry malaria”, the adverb “sometimes” is perhaps better used than “usually”.)

#### Violation: they spec [x]

#### Standards:

#### [1] Semantics outweigh – the counter-interp arbitrarily random words in the resolution which decks negative ground and preparation. Independent voter for jurisdiction – the judge doesn’t have the jurisdiction to vote aff if there wasn’t a legitimate aff.

#### [2] Limits – their model means they can defend any subset of governments which means over 200 affs.

#### [3] TVA – just read your aff as an advantage under a whole adv, solves all your offense

### 3

#### Interpretation – Affirmative Debaters may not read [affirming/negating] is harder arguments.

#### Violation – underview

#### Prefer-

#### Norming – These arguments encourage terrible theory norms since you can read them in response to any shell which allows you to avoid justifying a specific practice that is good which means we can never come to any conclusions about specific norms of the activity; this is infinite abuse since you can just prep out each side is harder and be as abusive as possible. Norming is an independent voter since justifying the value of debate necessarily justifies the norms of the activity being good in order for debate to be valuable. This shell outweighs others since we can never endorse good norms insofar if you have skewed the creation of them.

### 4

#### Permissibility and presumption negate

#### 1] Obligations- the resolution indicates the affirmative has to prove an obligation, and permissibility would deny the existence of an obligation

#### 2] Falsity- Statements are more often false than true because proving one part of the statement false disproves the entire statement. Presuming all statements are true creates contradictions which would be ethically bankrupt.

#### 4] Affirmation theory- Affirming requires unconditionally maintaining an obligation

Affirm : maintain as true.

That’s Dictionary.com- “affirm” https://www.dictionary.com/browse/affirm

#### The role of the ballot is to determine whether the resolution is a true or false statement – anything else moots 7 minutes of the nc – their framing collapses since you must say it is true that a world is better than another before you adopt it.

#### They justify substantive skews since there will always be a more correct side of the issue but we compensate for flaws in the lit.

#### Scalar methods like comparison increases intervention – the persuasion of certain DA or advantages sway decisions – T/F binary is descriptive and technical.

#### Negate because either the aff is true meaning its bad for us to clash w/ it because it turns us into Fake News people OR it’s not meaning it’s a lie that you can’t vote on for ethics

#### a priori's 1st – even worlds framing requires ethics that begin from a priori principles like reason or pleasure so we control the internal link to functional debates.

#### The ballot says vote aff or neg based on a topic – five dictionaries[[1]](#footnote-1) define to negate as to deny the truth of and affirm[[2]](#footnote-2) as to prove true so it's constitutive and jurisdictional. I denied the truth of the resolution by disagreeing with the aff which means I've met my burden.

#### **1] We’re in a hologram**

Stromberg 15[Joseph Stromberg- “Some physicists believe we're living in a giant hologram — and it's not that far-fetched” <https://www.vox.com/2015/6/29/8847863/holographic-principle-universe-theory-physics> Vox. June 29th 2015] War Room Debate AI

Some physicists actually believe that the universe we live in might be a hologram. The idea isn't that the universe is some sort of fake simulation out of The Matrix, but rather that even though we appear to live in a three-dimensional universe, it might only have two dimensions. It's called the holographic principle. The thinking goes like this: Some distant two-dimensional surface contains all the data needed to fully describe our world — and much like in a hologram, this data is projected to appear in three dimensions. Like the characters on a TV screen, we live on a flat surface that happens to look like it has depth. It might sound absurd. But when physicists assume it's true in their calculations, all sorts of big physics problems — such as the nature of black holes and the reconciling of gravity and quantum mechanics — become much simpler to solve. In short, the laws of physics seem to make more sense when written in two dimensions than in three. "It's not considered some wild speculation among most theoretical physicists," says Leonard Susskind, the Stanford physicist who first formally defined the idea decades ago. "It's become a working, everyday tool to solve problems in physics." But there's an important distinction to be made here. There's no direct evidence that our universe actually is a two-dimensional hologram. These calculations aren't the same as a mathematical proof. Rather, they're intriguing suggestions that our universe could be a hologram. And as of yet, not all physicists believe we have a good way of testing the idea experimentally.

#### 2] Paradox of tolerance- to be completely open to the aff we must exclude perspectives that wouldn’t be open to it which makes complete tolerance impossible.

#### 3] Decision Making Paradox- We need a decision-making procedure to enact the aff, but to choose a procedure requires another meta level decision-making procedure and so forth leading to infinite regress.

#### 4] The Place Paradox- if everything exists in a place, that place must have a place that it exists in and so forth. Therefore, identifying ought statements is impossible since it assumes the space-time continuum.

#### 5] Grain Paradox- One grain falling makes no sound, but a thousand grains make a sound. A thousand nothings cannot make something which means the physical world is paradoxical.

#### 6] Arrows Paradox- If time is divided into 0-duration slices, no motion is happening in each of them, so taking them all as a whole, motion is impossible.

#### 7] Bonini’s Paradox- As a model of a complex system becomes more complete, it becomes less understandable and vice versa; therefore, no model can be useful.

#### **8] All analysis fails**

Wikipedia Summarizes [Wikipedia - “Paradox of analysis” <https://en.wikipedia.org/wiki/Paradox_of_analysis>] War Room Debate AI

A [conceptual analysis](https://en.wikipedia.org/wiki/Conceptual_analysis) is something like the definition of a word. However, unlike a standard dictionary definition (which may list examples or talk about related terms as well), a completely correct analysis of a concept in terms of others seems like it should have exactly the same meaning as the original concept. Thus, in order to be correct, the analysis should be able to be used in any context where the original concept is used, without changing the meaning of the discussion in context. Conceptual analyses of this sort are a major goal of [analytic philosophy](https://en.wikipedia.org/wiki/Analytic_philosophy).

However, if such an analysis is to be useful, it should be informative. That is, it should tell us something we don't already know (or at least, something one can imagine someone might not already know). But it seems that no conceptual analysis can both meet the requirement of correctness and of informativeness, on these understandings of the requirements.

To see why, consider a potential simple analysis:

(1) For all x (any given member of a class or set), x is a brother if and only if x is a male sibling

One can say that (1) is correct because the expression "brother" represents the same concept as the expression "male sibling," and (1) seems to be informative because the two expressions are not identical. And if (1) is truly correct, then "brother" and "male sibling" must be interchangeable:

(2) For all x, x is a brother if and only if x is a brother

Yet (2) is not informative, so either (1) is not informative, or the two expressions used in (1) are not interchangeable (because they change an informative analysis into an uninformative one) so (1) is not actually correct. In other words, if the analysis is correct and informative, then (1) and (2) must be essentially equal, but this is not true because (2) is not informative. Therefore, it seems an analysis cannot be both correct and informative at the same time.

#### 9] Linguistics fail- Words have no intrinsic meaning but are constructed by signs and signifiers. For example, pencil refers to a specific image pops in your head that doesn’t replicate all pencils.

#### 1] Merrian websters defines to as

https://www.merriam-webster.com/dictionary/to

to preposition Save Word To save this word, you'll need to log in. Log In \ tə, tu̇, ˈtü \ Definition of to (Entry 1 of 3) 1a—used as a function word to **indicate movement** or an action or condition suggestive of movement toward a place, person, or thing reached

#### But just governments can’t move to an obligations so rez is incoherent

#### 2] Merrian Websters defines right as

https://www.merriam-webster.com/dictionary/right

**having** the **axis perpendicular to** the **base**

#### But there is no base for strikes to be perpendicular to, so the rez does nothing

**3] Merrian websters defines Strike as** **to delete something**

https://www.merriam-webster.com/dictionary/strike

#### 4] Merrian Websters defines workers as

any of the sexually underdeveloped and usually **sterile members of a colony of social ants**, bees, wasps, or termites that perform most of the labor and protective duties of the colony

https://www.merriam-webster.com/dictionary/worker

### 5

#### TJFs first – that was in the 1AC FW so don’t let them shift – prefer additionally –

#### a] Frameworks are essentially T debates about the word ought which proves the better model of debate is what matters. b] Turns substance – it doesn’t matter how true a philosophy is if it can’t be engaged or is impossible to learn from

#### c] Exclusionary rule – we cant engage which means all their substantive arguments should be presumed false

#### The standard is consistency with absolute sovereignty.

Prefer solely intent based frameworks without any evaluation of conseqentialism

#### 1] Predictability – every individual engages within the social contract when going to school or using public infrastructure which means it’s the one political engagement everyone is aware of.

#### 2] Political Education – politicians have to understand the social contract in order to know what powers they have and what they have to provide citizens and debating about Hobbes helps us learn about that.

#### 3] Topic Ed – the Hobbesian approach is ideal for dealing with IP in the context of public health disaster.

Ashcroft 05 [Richard E. Ashcroft (MA, PhD Reader in Biomedical Ethics in the Department of Primary Health Care and General Practice at Imperial College London). “Access to essential medicines: a Hobbesian social contract approach”. Dev World Bioeth. 2005 May;5(2):121-41. Accessed 7/31/2021. <https://pubmed.ncbi.nlm.nih.gov/15842722/> //Xu]

The problems I have described in these concluding remarks are serious and difficult. I do not think they are decisive. None of these problems demonstrate either the falsity or incoherence of a Hobbesian approach. Rather, they show that a Hobbesian approach needs further detailed development. I think that the merits of the Hobbesian approach are plain, so far as it takes serious notice of the features of the state of war, the instrumental nature of states and their legal and civil institutions, and the overarching objective of states to preserve their citizens from misery and disaster. More obviously ‘moral’ theories (such as utilitarian theory, or natural rights theories such as Lockean theory or modern human rights theories) are less illuminating, in that they fail to construct compelling perfect obligations lying with specific agents. The Hobbesian account I have constructed here has many loose ends, but I hope I have shown in this paper how a powerful argument for a perfect duty lying on the state to protect its citizens from public health disaster can be constructed, and the foundations of legitimate sovereign enforcement of powers of compulsory license over intellectual property. Public health takes priority over private economic interest. The only question is whether private economic interest is the only, or indeed an, effective means for promoting the public health in conditions of disaster.

#### 4] Resource Disparities – philosophical frameworks ensure big squads don’t have a comparative advantage since debates become about quality of arguments rather than quantity and require a higher level of analytic thinking that small schools have.

#### 5] Resolvability – other debates create a mess of weighing and link turns, but using Hobbes is easily resolvable because it becomes a question of what the sovereign believes.

#### Negate –

#### 1] Sequencing – a sovereign can’t be obligated to do anything because they are the ones who choose what ethics and truth – the rez tries to coerce the sovereign to do something which challenges its authority.

1. <http://dictionary.reference.com/browse/negate>, <http://www.merriam-webster.com/dictionary/negate>, <http://www.thefreedictionary.com/negate>, <http://www.vocabulary.com/dictionary/negate>, <http://www.oxforddictionaries.com/definition/english/negate> [↑](#footnote-ref-1)
2. *Dictionary.com – maintain as true, Merriam Webster – to say that something is true, Vocabulary.com – to affirm something is to confirm that it is true, Oxford dictionaries – accept the validity of, Thefreedictionary – assert to be true* [↑](#footnote-ref-2)