# 1NC v1

### 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.

#### Violation – they don’t

#### Graphical user interface, text, application 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.

Louden 10 – Allan D. Louden, professor of Communication at Wake Forest (“Navigating Opportunity: Policy Debate in the 21st Century” Wake Forest National Debate Conference. IDEA, 2010)

Groups interested in engaging in competitive National Debate Tournament (NDT)-Cross Examination Debate Association (CEDA)-style policy debate are entering an exciting time in the debate community where **digital resources are making research and networking increasingly accessible**. Those developing programs should be encouraged to choose their own topics and resolutions, but they should also make use of the massive resources available by focusing on the official NDT-CEDA resolution. **New initiatives in the field of open-source debate make evidence sharing, such as the Open Caselist, a powerful tool for new programs to engage and compete against established teams**. It is no coincidence that **the winners of the NDT tend to be the schools with the largest coaching staffs, but the increased distribution and free sharing of evidence and resources have made smaller debate programs increasingly capable of competing against larger institutions**. We are now seeing the beginnings of **increased resource sharing**, with multiple initiatives focusing on regional evidence sharing for groups of developing debate programs. This **is one example of dramatic changes occurring in the community that are capable of opening the doors for new participation in debate**. Regardless of outside influence, such as an organized campaign by preexisting debate organizations to increase resource distribution, students are independently capable of establishing the foundations for a larger competitive program. The following suggestions are a nonlinear set of options available to students who wish to establish a struc-tured and coached debate program, and eventually developing the capability to maintain multiple professional teaching positions, such as those discussed earlier in the chapter.

#### 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 evidence 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 evidence comparison – outweighs cause thinking on your feet is NUQ but the best quality responses come from full access to a case.

### 2

#### Interpretation: The affirmative may not claim evaluate the debate after the 1ac

#### Violation: They do

#### Prefer-

#### Infinite abuse-

#### 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.

### 3

#### 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.

#### 3] Negating is harder – A] Aff gets first and last speech which control the direction of the debate B] Affirmatives can strategically uplayer in the 1ar giving them a 7-6 time skew advantage, splitting the 2nr C] They get infinite prep time

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

Affirm: maintain as true.

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

#### Negate –

#### 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

#### I denied the truth of the resolution by disagreeing with the aff which means I've met my burden.

#### 1] of[[1]](#footnote-1) is to “expressing an age” but the rez doesn’t delineate a length of time

#### 2] the[[2]](#footnote-2) is “denoting a disease or affliction” but the WTO isn’t a disease

#### 3] reduce[[3]](#footnote-3) is to “(of a person) lose weight, typically by dieting” but IP doesn’t have a body to lose weight.

#### 4] medicine[[4]](#footnote-4) is “(especially among some North American Indian peoples) a spell, charm, or fetish believed to have healing, protective, or other power” but you can’t have IP for a spell.

#### **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.

### 6

#### The standard is act hedonistic util. Prefer –

#### 1] Prep – small school debaters only need a few good generics like deterrence, the civilian casualties disad, and the ICJ counterplan to win every util round. But under agonism, since contentions are less variable and analytics are more important, big-school block-writing hoses them every round. Blocks don’t matter nearly as much for util since innovation checks coaching bias.

### 7

#### Aff reduces innovation by decimating patents which causes extinction because we won’t be prepared for future black swans

1. https://www.google.com/search?q=of+definition&rlz=1C1CHBF\_enUS877US877&oq=of+definition&aqs=chrome.0.69i59j69i61l3.1473j0j7&sourceid=chrome&ie=UTF-8 [↑](#footnote-ref-1)
2. https://www.google.com/search?q=the+definition&rlz=1C1CHBF\_enUS877US877&oq=the+definition&aqs=chrome..69i57j69i64j69i61j69i60l2.1976j0j7&sourceid=chrome&ie=UTF-8 [↑](#footnote-ref-2)
3. https://www.google.com/search?q=reduce+definition&rlz=1C1CHBF\_enUS877US877&sxsrf=AOaemvI3lZsbmnXg5WHeL4m6rYGn8Vf6Aw%3A1630610232638&ei=OCMxYbCaJpO0tQb6wpGoCA&oq=reduce+definition&gs\_lcp=Cgdnd3Mtd2l6EAMyCQgjECcQRhD5ATIECAAQQzIECAAQQzIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQyBQgAEIAEMgUIABCABDIFCAAQgAQ6BwgAEEcQsAM6BwgAELADEEM6BwgjEOoCECc6BAgjECc6BQgAEJECOhEILhCABBCxAxCDARDHARDRAzoKCAAQsQMQgwEQQzoHCAAQsQMQQzoICAAQgAQQsQM6CAgAELEDEIMBOgoIABCABBCHAhAUSgQIQRgAUMLMBFjS3QRgnt8EaAJwAngDgAG2A4gB-heSAQozLjExLjEuMi4xmAEAoAEBsAEKyAEKwAEB&sclient=gws-wiz&ved=0ahUKEwiwlru9gOHyAhUTWs0KHXphBIUQ4dUDCA8&uact=5 [↑](#footnote-ref-3)
4. https://www.google.com/search?q=medicine+definition&rlz=1C1CHBF\_enUS877US877&oq=medicine+definition&aqs=chrome.0.69i59.2986j0j7&sourceid=chrome&ie=UTF-8 [↑](#footnote-ref-4)