## Top Level

### NC – T v K Affs (2:00)

#### Interpretation: the affirmative must defend the hypothetical implementation of the resolution or a subset thereof –

#### Appropriation includes making space unusable.

Stephen **Gorove, 69** - ("Interpreting Article II of the Outer Space Treaty" 1969, 12-10-2021 https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=1966&context=flr)//AW

With respect to the concept of appropriation the basic question is what constitutes "appropriation," as used in the Treaty, especially in contradistinction to casual or temporary use. The term "appropriation" is used most frequently to denote the taking of property for one's own or exclusive use with a sense of permanence. Under such interpretation the establishment of a permanent settlement or the carrying out of commercial activities by nationals of a country on a celestial body may constitute national appropriation if the activities take place under the supreme authority (sovereignty) of the state. Short of this, if the state wields no exclusive authority or jurisdiction in relation to the area in question, the answer would seem to be in the negative, unless, the nationals also use their individual appropriations as cover-ups for their state's activities.5 In this connection, it should be emphasized that the word "appropriation" indicates a taking which involves something more than just a casual use. Thus a temporary occupation of a landing site or other area, just like the temporary or nonexclusive use of property, would not constitute appropriation. By the same token, any use involving consumption or taking with intention of keeping for one's own exclusive use would amount to appropriation

#### Outer space begins at one hundred kilometers above sea level.

Pershing 19

Abigail Pershing (J.D. Candidate @ Yale, B.A. UChicago). “Interpreting the Outer Space Treaty’s Non-Appropriation Principle: Customary International Law from 1967 to Today.” Yale Journal of International Law 44, no. 1. 2019. JDN. https://digitalcommons.law.yale.edu/cgi/viewcontent.cgi?article=1697&context=yjil

A. An Introduction to the Outer Space Treaty ¶ Even defining “space” is itself a legally fraught exercise—where does the Earth’s atmosphere end and space begin? Various legal theories have been advanced to demarcate this limit.11 There is no universally accepted boundary, but the Kármán line, at an altitude of one hundred kilometers (sixty-two miles) above sea level, is the most widely recognized.12

#### Private entities mean commercial groups. Cornell Law:

https://www.law.cornell.edu/definitions/uscode.php?width=840&height=800&iframe=true&def\_id=6-USC-625312480-168358316&term\_occur=999&term\_src=title:6:chapter:6:subchapter:I:section:1501

(A) In general Except as otherwise provided in this paragraph, the term “private entity” means any person or private group, organization, proprietorship, partnership, trust, cooperative, corporation, or other commercial or nonprofit entity, including an officer, employee, or agent thereof.

#### Unjust is the opposite of right or in violation of somebody else’s rights. Black Laws No Date "What is Unjust?" <https://thelawdictionary.org/unjust/> //Elmer

Contrary to right and justice, or to the enjoyment of his rights by another, or to the standards of conduct furnished by the laws.

#### Not reading a topical aff creates incredible structural advantages for the aff – they get first and last speech and perms which means without a stable advocacy they get to morph their aff into whatever minimizes direct clash, and allows for a retreat to moral high ground

#### There’s two Impacts –

#### Clash – it’s a pre-requisite to debate which is an intrinsic good since we are all here for the purpose of debating – yes this may seem tautological, but so is every impact – you should use your ballot to assert that since we all took our weekend and spent it here, that clash does have meaning

#### Iterative argumentative testing – the ability to subject controversial ideas to rigorous testing allows debaters to better engage in the research process, discern what arguments are most accurate, and learn how to refine our own beliefs to become more compelling advocates – not reading a plan allows a constant spew of new content that never reaches those high levels of contestation without the constraints of the topic – Even if this topic isn’t the perfect topic, the predictability of debates under it are worth potential substantive tradeoff. Without a bridge for subjecting beliefs to a rigorous test, we are left with might-makes-right.

Cheryl MISAK Philosophy @ Toronto ‘8 “A Culture of Justification: The Pragmatist's Epistemic Argument for Democracy” *Episteme* 5 (1) p. 100-104

The charge that Rorty has had to face again and again is that he really is a relativist, holding that one belief is no better than another, and that one must “treat the epistemic standards of any and every epistemic community as on a par” (Haack 1995, 136). Rorty, that is, leaves us with no way of adjudicating claims that arise in different communities. It is argued that this is not only an unsatisfactory view, but it is incompatible with his commitment to his own set of beliefs and with his practice of arguing or giving reasons for them. Peirce would join in this charge, arguing that it is the community of inquirers or reasoners that matter, not this or that local community. One of Rorty’s responses to this clutch of objections is to say that he doesn’t have to treat the epistemic standards of every community as on a par: “I prize communities which share more background beliefs with me above those which share fewer” (Rorty 1995b, 153). There is nothing incoherent about asserting that your community has it right, for all “right” amounts to is what your community agrees upon. I have argued (2000, 12ff) that this kind of comeback puts Rorty in a very difficult position, giving him nothing to say against the likes of Carl Schmitt, the fascist legal philosopher who found it natural to join the Nazi bandwagon. Schmitt, like Rorty, argued that there is no truth and rationality in politics. Rather, politics is the arena in which groups assert themselves, with the strongest coming out on top and the weaker groups disappearing. One makes an existential choice – opts for a conception of the good – and then tries to attain “substantive homogeneity” in the population. Might ends up being right and the elimination of those who disagree with us ends up being a fine method of reaching our political decisions. A democrat or liberal like Rorty has an impossible time in giving us – and himself – reasons for opting for his view rather than his fascist opponent’s view. Once you give up aiming at truth, once you give up aiming at something that goes beyond the standards of your own community, then you give up the wherewithal to argue against the might-is-right view. The charge I am trying to answer here, on behalf of the non-Rortian pragmatist, is that mixing truth and politics is dangerous. One of the points I want to make is that, whatever the dangers are in saying morals and politics aim at the truth, the dangers of denying it are even more alarming. If we were to get rid of the notion of truth, nothing would protect us from the idea that there is nothing to get right, no better or worse action, and no better or worse way of treating others. Nothing would protect us from the Schmittian worldview. Another point is that the pragmatist view encourages something which is downright salutary, not dangerous at all. It encourages a culture of justification, a culture the importance of which grows as we face the challenges of living in a global society with worldviews struggling against each other. This thought was prominent in the debate about how the new democratic order in South Africa should be conceived. Here is how Etienne Murienik put it: If the new constitution is a bridge away from a culture of authority, it is clear what it must be a bridge to. It must lead to a culture of justification – a culture in which every exercise of power is expected to be justified; in which the leadership given by government rests on the cogency of the case offered in defense of its decisions, not the fear inspired by the force of its command. The new order must be a community built on persuasion, not on coercion.4 A final point rests on the nature of the kinds of answers the pragmatist envisions. Rorty and Rawls seem to think that any view of truth carries with it the idea that there is one and only one true answer to every question. It is important to see that, whatever the case might be for other views of truth, the pragmatist’s view of truth does not entail anything about the precise nature of right answers. On the Peircean view of truth, it might be true that the best solution to a problem is to compromise in a certain way. Or a question might have a number of equally right answers: it might be true that either A or B or C is an acceptable solution to a problem. That is, bringing truth into politics need not result in a view on which one theory of the good triumphs over the others. Indeed, the pragmatist account of truth does not require agreement at the end of the day (whatever that might mean) and it does not require the consent of all who are affected by a particular decision here and now. The right answer to a question might be one that only a few see is right. A right answer is the one that would be best – would stand up to the evidence and arguments – were we to inquire into the matter as far as we fruitfully could. That is, we are not primarily aiming at agreement in deliberation – we are aiming at getting a view that will stand up to reasons and evidence**.** That said, there may be cases in moral and especially political deliberation in which we do aim for agreement because we think that what will best stand up to reasons in that case is a solution that is agreed upon by all or by all who are affected. But this will be just one kind of case amongst many. Right answers aren’t necessarily answers that are acceptable by all. Nor are right answers necessarily those that resolve a conflict with a compromise, although sometimes a compromise or cooperative solution may indeed be what is required. Nor is bargaining always not conducive to truth – in some cases, that may be exactly what is required. This view of truth does not lead to zeal, oppression, closing off of discussion, or a squashing of pluralism, even if it might happen to be the case that there is only one reasonable conception of the good out there. The idea is that we are always aiming at getting the best answer – whatever that may be – and to do that we need to take into account the views of all. 6 . WHO DECIDES? One of the first questions put to those who would like to think of politics as a species of truth-oriented deliberation is this: why deliberate with the ignorant multitude? Would it not be better to expose our moral and political beliefs only to the reasons and experience of experts? Science, after all, doesn’t work by asking the person in the street what he or she thinks about quantum mechanics. The reason that the pragmatist’s epistemic justification is a justification of democratic politics, rather than of a hierarchical politics, in which an elite makes decisions, is that we do not and will not ever have an identifiable pool of moral and political experts. Dewey saw this clearly. As experts become specialized, “they are shut off from knowledge of the needs which they are supposed to serve” (Dewey 1926/1984, 364). Everyone engages in moral and political deliberation and it is not obvious that having special education makes you better at it – just look at priests, politicians, and moral philosophers/political theorists and ask yourself if they seem especially decent or especially wise when it comes to practical matters. Some people are good at examining moral and politi\cal issues, but it’s not clear that they are the ones trained to do so. Even if we could identify genuinely wise people, this kind of expertise is liable to be corrupted merely by being identified – merely by the wise person starting to think of herself as a moral expert.5 And it is far from clear that the rule of the wise would really take the views and experiences of all into account better than the democratic rule of the people. So how do we distinguish deliberating well and deliberating badly if we cannot appeal to education and training? No account of deliberative democracy can ignore the call to make the distinction. The trouble is that, in saying what good, as opposed to poor, deliberation amounts to, one finds oneself facing a justificatory problem: how can we specify what good deliberation is without simply assuming that our current standards of deliberation and inquiry are the gold standards? (This is the deep and central question of pragmatism: how do genuine norms arise out of contingent practices?) It will be unsurprising that I agree with Robert Talisse that the way forward is to focus on an epistemic justification of the whole range of deliberative virtues. Some of the virtues we think important in inquiry are open-mindedness, courage, honesty, integrity, rigor, willingness to listen to the views of others and to seriously entertain challenges to one’s own views, willingness to put oneself in another’s shoes, and the like. These virtues may well have a number of kinds of justifications – justifications, for instance, with their origins in the canons of etiquette or in this or that substantive moral or religious view. Politeness and Christianity (do unto others . . . ), for instance,may both dictate that we should listen to the views of others. But this kind of justification doesn’t break out of the circle of local practices. Talisse argues that the virtues are justified because they lead to true belief. Listening to others is not merely the polite thing to do, but it is also good because we might learn something. The epistemic argument I have presented on Peirce’s behalf gets us this far: we need to expose our beliefs to the views of others if we are to follow a method that will get us good or better or true beliefs. Talisse takes us the next step – there are other characteristics that make one an inquirer who aims at the truth. Honesty is the trait of following reasons and evidence, rather than self-interest. Modesty is the trait of taking your views to be fallible. Charity is willingness to listen to the views of others. Integrity is willingness to uphold the deliberative process, no matter the difficulties encountered. The distinction between deliberating well (having deliberative virtues) and deliberating badly (having deliberative vices), that is, is drawn in terms of whether a method promotes beliefs which are responsive to and fit with the reasons and evidence. 7 . THE SOURCE OF AUTHORITY The pragmatist has offered us a compelling reason to take the views of others seriously and encourage the values associated with deliberative democratic politics. For inquirers must engage in the ongoing project of continually subjecting their beliefs to the tests of further experience and argument. The virtues inherent in a deliberative model of democratic citizenship must be cultivated if we are to come to good beliefs about how to treat others, how to resolve conflicts, and how to arrange society. The model of democratic citizenship which results is one that makes democratic citizenship part of a culture of justification. Citizens search for how best to structure our institutions and how best to live our lives. Democratic citizenship is a quest to get things right, with a genuine engagement in looking for right answers to pressing questions.We are not after mere agreement and we are not after the transformation of initial preferences into something that others can accept. We aim at getting things right – at getting beliefs that would forever stand up to scrutiny. In so aiming, citizens commit themselves to abiding by the decisions produced by the democratic procedure. For those decisions are the best we can do here and now. Here we find the justification of the coercive power of democracies. Eventually there has to be a decision in politics. The question that faces all societies is who decides and who wields the power to coerce once the decision is made? My argument is that as more people deliberate and more reasons and experience go into the mix, it will become more likely that the decisions made will account for the reasons and experience of all. The more likely, that is, that the answer will be right. Decisions produced by a democratic deliberative process are made by a rational method and so they are enforceable.

#### Frame procedural impacts through a lens of optimization – we don’t need to win they make the game impossible, just relatively less effective. In the same way you would vote aff to reject a bad process CP even if there are theoretically solvency deficits based on certainty and immediacy – the fact that we still have some neg ground doesn’t mean that reading the cap k for the 87th time against a survival strategy aff is a good debate to have for anyone involved

#### They have no offense

#### View T impacts as a process, not a product – any education impact about their content being important are solved by reading a book – filter impacts through what is unique to the process of debating itself

#### They get to read it on the neg – if their k of being topical is true then reading the aff as a K on the neg means they get auto-wins, we still access their education, and if forces affs to shift to better arguments

#### The TVA solves – they could have read an aff that explains that appropriation of outerspace is unjhust because it’s racist and anti asian - this would allow a discussion of the aff in a forum that allows us to have nuanced responses – yes, it isn’t perfect, but those imperfections are neg ground – if they aren’t forced to defend a controversy, then the meaning of any wins the gets become hollow anyway which takes out solvency

#### Space Appropriation rhetoric valorizes racist colonization – proves that there is value in advocating for the topic

**Haskin 18:**

Haskins, Caroline. “The Racist Language of Space Exploration.” The Outline, The Outline, 14 Aug. 2018,<https://theoutline.com/post/5809/the-racist-language-of-space-exploration>. Valley Mini

[O]n Thursday, Vice President Mike Pence, head of the National Space Council, outlined plans for creating the “Space Force” that President Donald Trump envisions as a space-dedicated military branch, complete with space warfighters and weapons, by the year 2020. Back in June, **Trump explained the Space Force by using the language of Plessy v. Ferguson, the 1896 Supreme Court decision which ruled that racial segregation was constitutional, giving states and municipalities the authority to enact Jim Crow laws.** "We are going to have the Air Force and we are going to have the Space Force, separate but equal, it is going to be something so important,” Trump said. He just as easily could have said, “The Space Force will be a branch of the military, like the Air Force,” but he did not. **Trump is far from the first or only person to use the language of colonization to make a pro-space venture argument. Elon Musk famously describes his plans for a Martian settlement as a “colony,” and a long lineage of space pundits, politicians, and thinkers invoke the history of colonizers and colonization in order to frame the future of humanity in space.** During a July 25 hearing of the Subcommittee on Space, Science, and Competitiveness titled “Destination Mars – Putting American Boots on the Surface of the Red Planet,” subcommittee head, Texas Sen. Ted Cruz said that he believes that the first trillionaire on earth will make their money from space exploration. “I don’t know who it will be, and I don’t know what they will discover, or what they will accomplish,” Cruz said. “But I think it is every bit as vast and promising a frontier as the New World was some centuries ago.” “You could argue that the effort to colonize space is likely to involve new forms of inequality: shifts in tax revenues and administrative priorities devoted to that,” said Michael Ralph, a professor of anthropology at NYU. “As opposed to [supporting] other social institutions that benefit people like health care, education, infrastructure.” Earning money in space is an exciting prospect for a far-right, pro-business, anti-regulation politician like Cruz, and he explicitly associated it with European countries having colonized the Americas. Starting in the late 1400s, Great Britain, Spain, and Portugal funded missions to the Americas in order to gather natural resources that would power up their economies. **By stealing the land that made this resource extraction possible, colonizers used genocide, enslavement, biological weaponry, and warfare and that resulted in the deaths of tens of millions of indigenous people living in the “New World.”** The concept of race, and therefore racism, was invented as a way of justifying their violence and legitimizing a hierarchy of race-divided labor. Based off of what we know right now, the Moon and Mars are devoid of life, so this colonizing language is not actually putting other beings at risk. **But, there is the risk that the same racist mythology used to justify violence and inequality on earth — such as the use of frontier, “cowboy” mythology to condone and promote the murder and displacement of indigenous people in the American West — will be used to justify missions to space. In a future where humans potentially do live on non-earth planets, that same racist mythology would carry through to who is allowed to exist on, and benefit from, extraterrestrial spaces.** On Earth, and in the United States specifically, **the ideal of a merit-based society has been used to justify race-blind hiring policies that fail to account for, say, the implicit bias against black or Asian-sounding names, or the legacy of segregation, which continues to make children of color more vulnerable to attending underfunded schools.** Narratives of “law and order” have also been used to justify racial profiling and harsher prison sentences for people of color than for white people who commit the same crimes. Not nearly enough work has been done here on Earth to ensure that these structural inequalities wouldn’t carry through. “Those narratives do carry specific implications about how people living on other worlds might be structured,” Lucianne Walkowicz, the current Chair of Astrobiology at the Library of Congress, told The Outline. Walkowicz organized the Decolonizing Mars Conference that took place on June 27 as well as a public follow-up event planned for September, to discuss how colonial language is shaping our potential future in space. “Space is not just built for nothing, it’s built for people.” **When we think about humanity’s potential to exist on other planets, it’s important to consider who won’t have access to space, in part due to a total lack of concern over these issues by people who are able to access it. Amazon CEO Jeff Bezos intends to make space a place for the rich to use for adventure leisure, and SpaceX/Tesla founder Elon Musk has proposed that a Martian “colony” can save a selection of humanity from the collapse of civilization in some World War III scenario.** Granted, right now, these are just words from billionaires who want to excite the public about their business ventures. But they suggest that if the economically and socially vulnerable are priced out of a life-saving journey from Earth, it is a justifiable loss. “All of these things that are said off the cuff [by billionaires] have some implications that are concrete and count some people in, and some people out,” Walkowicz said. Part of that concern is fueled by the fact that Cruz and Pence have presented the path to settling space as one that will be privately funded, but lead by the U.S. government. In the Destination Mars subcommittee meeting, Cruz said, “At the end of the day, the commercial sector is going to be able to invest billions more in dollars in getting this job [of getting to Mars] done.” In his Thursday remarks regarding the Space Force, Pence also implied that celestial territories would be treated as private property (even though owning private property in space is explicitly illegal per the Outer Space Treaty, which the U.S. and dozens of other nations signed in 1967). **“While other nations increasingly possess the capability to operate in space, not all of them share our commitment to freedom, to private property, and the rule of law,” Pence said. “So as we continue to carry American leadership in space, so also will we carry America’s commitment to freedom into this new frontier.”** This approach to public-private partnerships directly mirrors colonist practices. For instance, the British East India Company violently colonized parts of India on behalf of the company, but over time, ownership of the stolen land shifted to Great Britain.

While these risks feel a part of a far away future, in the present, idealizing colonization as a positive, replicable aspect of American history speaks to an unsettling indifference from leaders about the violent history of colonization. And by referencing historical events that victimized people of color, leaders paint a vision of the future in which people of color continue to be excluded, Walkowicz said that the social and economic legacy of colonization is ignored. By using narratives of adventurism and heroics, white Americans were able to convince other white Americans that they were not only entitled to steal and conquest land and persons, but that it was their destiny. Ralph said to The Outline that this mythology remains central to the way Americans conceptualize their history and culture. “**Colonization is portrayed as a heroic conquest,**” Ralph said. “These practices are **framed as central to American identity**, essential to governance, politics, and all major social institution. But not depicted as a colonizing that is one caused by violence, displacement, dispossession.” **Even when people aren’t** explicitly **referring to settlements in space as “colonies,” they still use the rhetoric of colonizing the New World and the American frontier, which erases the stories of** and **violence against the people of color who lived and ranched in the region.** But how did this language start being used in the first place?

#### Space policy has no intrinsic quality – it’s porous and open to public pressure, but equipping students to engage is necessary for broader engagement that stops devastating social inequality.

Weeks 12 [Adjunct Professor of International Relations Online Program, Webster University (Edythe, “OUTER SPACE DEVELOPMENT: THE SOLUTION FOR GLOBAL INEQUALITY,” *Outer Space Development, International Relations and Space Law: A Method for Elucidating Seeds*, Chapter 7, pg 171-174]

This is the time to discuss equality. Once societies in outer space are established it will be too late. The first wave of outer space development in the last half of the 20th century changed the world. This process included establishing a satellite telecommunications infrastructure in the geostationary orbit along with the globalization of new high-tech products and services. The retirement of the NASA space shuttle program symbolized the start of the second wave of outer space development, which is likely to be propelled by the privatization of space tourism and space mining. This type of space industrialization will undoubtedly result in extreme wealth for a few who know what is happening, while those who have no knowledge will be left behind. Decision makers, scholars, trouble-shooters, and others worry constantly about existing inequality gaps, lack of development, poverty, and economic hardship. This chapter suggests a method for preventative maintenance prior to humankind’s next development project. It argues that education, information, and sharing knowledge can become tools for generating perpetual equality as we embark on our journey to colonize the final frontier. Those historically disenfranchised can gain a fresh advantage through preparation and education to develop an expertise aimed at providing valuable knowledge useful for space endeavors. In addition, in these times of crashing economies, job loss, high unemployment rates, and school system failures, people are searching for ways to create prosperous futures for themselves and their families. Outer space could prove to be a way for many to find their answer. Newly Emerging Trends Relevant for Outer Space Development The passage of the NASA Authorization Act of 2010 demonstrates a willingness by the U.S. to fund a stepped-up phase of space activities. During bad economic times, this Act provides $58,400,000,000 for various space-related programs from 2011 to 2013. In 2010/2011, media reports constantly alerted the general public to be ready for the retirement of the NASA Space Shuttle program. This initiative complemented the New Vision for U.S. Space Exploration Policy (2004), as well as various other laws and policies initiated by the United States and discussed in previous chapters. When read together, it is fair to assume the newly emerging space industries will be related to achieving advanced space transportation systems, private spacecraft development, commercial space habitats, space stations, space settlements, commercial space mining, spacecraft trajectory optimization techniques for landing on near-Earth asteroids, commercial spaceport construction, interplanetary telecommunications, and space exploration missions. The thing for teachers, students,

and members of the general public to do in order to prepare to take advantage of these linked opportunities is to imagine how these goals are likely to play out, and what types of goods, services, and skill-sets will be needed. Education as the Solution Outer space development historically has been the purview of skilled professionals in the science, technology, engineering, and math (STEM) fields. The STEM-oriented opportunities for those proficient in physics, astrophysics, space medicine, engineering, calculus, etc., have always been limited to a few select students. But now global society is calling for something, more since the STEM fields have failed to attract diverse people on an equal footing.186 A bridge can be created by using social and behavioral sciences curricula, thereby to attract people from a wider range of backgrounds to learn about outer space development and newly emerging industries. New education paradigms can help ensure equity and enable wider citizen participation throughout the international community. Curricula using the new paradigm can be used to motivate and inspire a new generation of scholars who can play a key role in the process of outer space development. In effect, an educational system that unleashes human creativity and curiosity will empower students with the knowledge and competencies not only for the second wave of outer space development, but also for the global engagement necessary for the 21st century and beyond (Weeks and Tamashiro, 2011). It is never too early to begin cultivating a person’s intellectual and academic talents. Most children are naturally curious. As part of the curriculum, students of all ages can be shown how to do research, how to write a research paper, to compile and present data, perform critical analytical thinking, and to anticipate and develop relevant skill-sets for newly emerging industry trends. Learning these skills will enable more people to develop an expertise aimed at supplying talent that will be in demand as future industries emerge. This can change people’s lives. Students can learn how to anticipate and prepare for future emerging industries while they are at the K-12 level. Students can also learn at young ages how to get recognized by publishers, editors, the mass media, and others. In situations where the resources necessary for teaching science are unavailable, space studies can be introduced through the social and behavioral sciences and the arts. For many years, space studies has remained the exclusive purview of engineers, scientists, and technology experts. However, there is room at the table for social and behavioral sciences students to join in and develop a specialty area of expertise. Key actors within the outer space development community have expressed an interest in advancing space studies to a broader audience. Orchestrating such a process carries with it the power to improve international relations, education, inspiration, dreams, and creativity, and to boost the global economy by creating a myriad of new jobs and degree programs. We can open an additional door to allow a broader range of knowledge into the minds of more people by introducing outer space development studies through the social and behavioral sciences (Hammond and Weeks, 2011). Unlike engineering, an interdisciplinary social and behavioral sciences lens enables us to interpret the meaning behind sets and patterns of human behaviors—this includes the behavior of individuals, institutions, groups, presidents, members of congress, business and other organizations, mass media, international organizations, and lawmakers. Humankind can progress beyond the “STEMs = space studies” model by including, encouraging, involving, and preparing a new breed of social and behavioral sciences geniuses. These would be people who are naturals in international relations, conflict resolution, and peace studies, as well as versed in international law, politics, social psychology, critical analysis, discourse analysis, international communication, artistic architecture, race and ethnic studies, gender studies, religious studies, economics, finance, business and entrepreneurship, history, and political economy, while also being concerned with inequality gaps, oppression, subjugation, revolts, uprisings, revolutions, and various other social and behavioral phenomena. People who understand the issues concerning human beings now have a way of participating in future emerging space industries. The audience of learners scheduled to receive cutting-edge knowledge of fields relevant for outer space development will be expanded by online learning techniques and sharing of information through the open-source technologies of the Internet. Shaping Ideology Imagine teaching students about the newly emerging trends related to outer space development. This would give students permission to envision and carve out their role in designing future space societies. Students from all disciplines can be taught to see what’s coming next by learning to research and interpret economic policies, laws, and international relations. This will enable them to detect newly emerging industries and to anticipate the elements likely to be in demand. Students can then shape their skill-sets and prepare to satisfy these emerging needs. Students can be taught to perform this type of interdisciplinary analysis and to research combined dynamics—government hearings and transcripts, policy statements and speeches, laws, economic initiatives, and international treaties. They can also be taught to combine this type of primary data with theoretical understandings of historical, ideological, institutional, political, economic, psychological, and structural phenomena.