# 1NC

## 1 – Theory

#### Interpretation: debaters must disclose all constructive positions on open source on the page with their name and school on the 2021-2022 NCDA LD wiki with highlighting, tags, and cites after the round in which they read them.

#### Violation: they didn’t at “The USFG Classic” and round 3 and 4 of “Duke Invitational 2021” – see screenshots

#### A screenshot of a computer Description automatically generated with low confidence

Table

Description automatically generated

#### Standards:

#### [1] Resource disparities – stealing cards is good because it’s the only way to level the playing field for students such as novices in under-privileged programs.

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) https://www.americanforensicsassoc.org/wp-content/uploads/2021/02/Navigating-Opportunity-Book.pdf

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 structured and coached debate program, and eventually developing the capability to maintain multiple professional teaching positions, such as those discussed earlier in the chapter.

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

#### [3] Depth of clash – allows debaters to have nuanced objections at a faster rate, which leads to higher quality debates – outweighs because thinking on your feet is nonunique but the best quality responses come from full access to a case.

#### Voters:

#### Fairness: debate is a competitive activity that requires objective evaluation – side constraint to substantive debate.

#### Education: a) it’s the reason schools fund debate and b) it’s the only long-term benefit.

#### Paradigm issues:

#### DTD to deter future abuse and rectify time skew from reading theory.

#### No RVIs – a) illogical – you don’t win for being fair, and logic is a meta-constraint, b) good theory debaters will bait theory to win on the RVI, which causes abuse, c) chilling effect – makes debaters scared to call out real abuse because they’ll be out-teched on the RVI.

#### Competing interps – a) reasonability is arbitrary and requires judge intervention, b) collapses because brightlines concede an offense-defense paradigm.

## 2 – ROTB

#### The ROTB is truth testing.

#### [1] Five dictionaries[[1]](#footnote-1) define to negate as to deny the truth of and affirm[[2]](#footnote-2) as to prove true – it’s intrinsic to the activity.

#### [2] Every statement is a question of truth – saying the res is false is the same as saying, “it is true that the res is false.” That means other ROTBs collapse to truth testing.

#### Don’t give them a new 1AR ROTB:

#### [1] Strat skew – they can read offense under different ROTBs and a new ROTB in the 1AR, so they never substantively lose, which moots engagement. They can read a hyperspecific ROTB in the 1AR so that only undercovered offense matters. Infinite abuse – a new 1AR ROTB allows for dumping on the neg ROTB, making negating impossible since there’s no 3NR to answer 2AR extrapolations.

#### [2] Reciprocity – a) restarting ROTB debate in 1AR puts them at a 7-6 time skew advantage; a 1AC ROTB solves, b) we have 1 speech to respond while they have 2 and can comparatively weigh in the 2AR, and c) I can only read a ROTB in my constructive, so they should as well since it’s definitionally an equal burden.

1. <http://dictionary.com/browse/negate> (Dictionary.com, accessed 11 September 2021)

   <http://www.merriam-webster.com/dictionary/negate> (Merriam-Webster, accessed 11 September 2021)

   <http://www.thefreedictionary.com/negate> (The Free Dictionary, accessed 11 September 2021)

   <https://www.vocabulary.com/dictionary/negate> (Vocabulary.com, accessed 11 September 2021)

   <http://www.oxforddictionaries.com/definition/english/negate> (Oxford Dictionaries, accessed 11 September 2021) [↑](#footnote-ref-1)
2. <https://www.dictionary.com/browse/affirm> (Dictionary.com, accessed 11 September 2021)

   <https://www.merriam-webster.com/dictionary/affirm> (Merriam-Webster, accessed 11 September 2021)

   <http://www.thefreedictionary.com/affirm> (The Free Dictionary, accessed 11 September 2021)

   <https://www.vocabulary.com/dictionary/affirm> (Vocabulary.com, accessed 11 September 2021)

   <http://www.oxforddictionaries.com/definition/english/affirm> (Oxford Dictionaries, accessed 11 September 2021) [↑](#footnote-ref-2)