## 1

### T-FW

#### Interpretation: The affirmative must defend the res –

#### “Resolved” denotes a formal resolution.

**AWS ’13** [Army Writing Style; August 24th; Online resource dedicated to all major writing requirements in the Army; Army Writing Style, "Punctuation — The Colon and Semicolon," <https://armywritingstyle.com/punctuation-the-colon-and-semicolon/>]

The colon introduces the following:

a.  A list, but only after "as follows," "the following," or a noun for which the list is an appositive: Each scout will carry the following: (colon) meals for three days, a survival knife, and his sleeping bag. The company had four new officers: (colon) Bill Smith, Frank Tucker, Peter Fillmore, and Oliver Lewis.

b.  A long quotation (one or more paragraphs): In The Killer Angels Michael Shaara wrote: (colon) You may find it a different story from the one you learned in school. There have been many versions of that battle [Gettysburg] and that war [the Civil War]. (The quote continues for two more paragraphs.)

c.  A formal quotation or question: The President declared: (colon) "The only thing we have to fear is fear itself." The question is: (colon) what can we do about it?

d.  A second independent clause which explains the first: Potter's motive is clear: (colon) he wants the assignment.

e.  After the introduction of a business letter: Dear Sirs: (colon) Dear Madam: (colon) f.  The details following an announcement For sale: (colon) large lakeside cabin with dock

g.  A formal resolution, after the word "resolved:". Resolved: (colon) That this council petition the mayor.

#### “The member nations of the World Trade Organization” are 164 governments loosely tied by commitment to global trade

CalChamber ND, The CalChamber, in keeping with long-standing policy, enthusiastically supports free trade worldwide, expansion of international trade and investment, fair and equitable market access for California products abroad and elimination of disincentives that impede the international competitiveness of California business. Likely post-2020. “World Trade Organization” <https://advocacy.calchamber.com/international/trade/world-trade-organization/> brett

The WTO and its 164 member nations is the only global international organization dealing with the rules of trade between nations. At its heart are the WTO agreements, negotiated and signed by the bulk of the world’s trading nations and ratified or approved in their parliaments or legislatures. The goal is to help producers of goods and services, exporters and importers conduct their business.

#### “Reduce” means diminish.

Friedman ’99 [Daniel; February 9th; Senior Circuit Judge; Cuna Mutual Life Insurance Company, “Plaintiff-Appellant, v. UNITED STATES,” https://cite.case.law/f3d/169/737/615055/]

"The amount determined" under § 809, by which the policyholder dividend deduction is to be "reduced," is the "excess" specified in § 809(c)(1). Like the word "excess," the word "reduced" is a common, unambiguous, non-technical term that is given its ordinary meaning. See San Joaquin Fruit & Inv. Co., 297 U.S. at 499. "Reduce" means "to diminish in size, amount, extent, or number." Webster's Third International Dictionary 1905. Under CUNA's interpretation of "excess" in § 809(c), however, the result of the "amount determination" under § 809 would be not to reduce the policyholder dividends deduction, but to increase it. This would directly contradict the explicit instruction in § 808(c)(2) that the deduction "be reduced." The word "reduce" cannot be interpreted, as CUNA would treat it, to mean "increase."

#### “Intellectual property protections” are legally established rights

Trevor Brewer 19, legal advisor @ BrewerLong Business Law, “WHAT ARE THE FOUR BASIC TYPES OF INTELLECTUAL PROPERTY RIGHTS?” <https://brewerlong.com/information/business-law/four-types-of-intellectual-property/> brett

When a business or an individual has an idea that they want to protect from being used by others without their permission, it is best to seek legal protection of that intellectual property.

By seeking property rights over your intellectual property — property that is a creation of the mind, such as an invention, symbol, or even a name.

You establish rightful ownership and prevent the unlawful use of your property.

What’s more, establishing intellectual property rights can help to fuel the economy and stimulate further innovation.

There are four main types of intellectual property protections, reviewed below. Work with an experienced intellectual property attorney to learn more about steps to take to secure the necessary protection for your intellectual property.

FOUR TYPES OF INTELLECTUAL PROPERTY PROTECTIONS

There are four types of intellectual property rights and protections (although multiple types of intellectual property itself). Securing the correct protection for your property is important, which is why consulting with a lawyer is a must. The four categories of intellectual property protections include:

TRADE SECRETS

Trade secrets refer to specific, private information that is important to a business because it gives the business a competitive advantage in its marketplace. If a trade secret is acquired by another company, it could harm the original holder.

Examples of trade secrets include recipes for certain foods and beverages (like Mrs. Fields’ cookies or Sprite), new inventions, software, processes, and even different marketing strategies.

When a person or business holds a trade secret protection, others cannot copy or steal the idea. In order to establish information as a “trade secret,” and to incur the legal protections associated with trade secrets, businesses must actively behave in a manner that demonstrates their desire to protect the information.

Trade secrets are protected without official registration; however, an owner of a trade secret whose rights are breached–i.e. someone steals their trade secret–may ask a court to ask against that individual and prevent them from using the trade secret.

PATENTS

As defined by the U.S. Patent and Trademark Office (USPTO), a patent is a type of limited-duration protection that can be used to protect inventions (or discoveries) that are new, non-obvious, and useful, such a new process, machine, article of manufacture, or composition of matter.

When a property owner holds a patent, others are prevented, under law, from offering for sale, making, or using the product.

COPYRIGHTS

Copyrights and patents are not the same things, although they are often confused. A copyright is a type of intellectual property protection that protects original works of authorship, which might include literary works, music, art, and more. Today, copyrights also protect computer software and architecture.

Copyright protections are automatic; once you create something, it is yours. However, if your rights under copyright protections are infringed and you wish to file a lawsuit, then registration of your copyright will be necessary.

TRADEMARKS

Finally, the fourth type of intellectual property protection is a trademark protection. Remember, patents are used to protect inventions and discoveries and copyrights are used to protect expressions of ideas and creations, like art and writing.

Trademarks, then, refer to phrases, words, or symbols that distinguish the source of a product or services of one party from another. For example, the Nike symbol–which nearly all could easily recognize and identify–is a type of trademark.

While patents and copyrights can expire, trademark rights come from the use of the trademark, and therefore can be held indefinitely. Like a copyright, registration of a trademark is not required, but registering can offer additional advantages.

#### Violation: [The plan doesn’t meet these interps] At worse their extra t, they can say they defend plan through different process

#### That’s necessary for limits and ground -- redefining portions of the resolution permits endless reclarification AND creates incentives to focus 1 part of the library for 4 years -- only aligning pre-round research with agent and mechanism solves.

#### The impact is iterative testing – the process of engaging in research around a limited and predictable topic empirically produces better advocates

**Iverson ’9** [Joel; 2009; Associate Professor of Communication at the University of Montana, Ph.D in Communication from Arizona State University Relations at the University of Sydney; Debate Central, “Can Cutting Cards Carve into Our Personal Lives: An Analysis of Debate Research on Personal Advocacy,” <https://debate.uvm.edu/dybvigiverson1000.html>] brett

Mitchell (1998) provides a thorough examination of the pedagogical implication for academic debate. Although Mitchell acknowledges that debate provides preparation for participation in democracy, limiting debate to a laboratory where students practice their skill for future participation is criticized. Mitchell contends:

For students and teachers of argumentation, the heightened salience of this question should signal the danger that critical thinking and oral advocacy skills alone may not be sufficient for citizens to assert their voices in public deliberation. (p. 45)

Mitchell contends that the laboratory style setting creates barriers to other spheres, creates a "sense of detachment" and causes debaters to see research from the role of spectators. Mitchell further calls for "argumentative agency [which] involves the capacity to contextualize and employ the skills and strategies of argumentative discourse in fields of social action, especially wider spheres of public deliberation" (p. 45). Although we agree with Mitchell that debate can be an even greater instrument of empowerment for students, we are more interested in examining the impact of the intermediary step of research. In each of Mitchell's examples of debaters finding creative avenues for agency, there had to be a motivation to act. It is our contention that the research conducted for competition is a major catalyst to propel their action, change their opinions, and to provide a greater depth of understanding of the issues involved.

The level of research involved in debate creates an in-depth understanding of issues. The level of research conducted during a year of debate is quite extensive. Goodman (1993) references a Chronicle of Higher Education article that estimated "the level and extent of research required of the average college debater for each topic is equivalent to the amount of research required for a Master's Thesis (cited in Mitchell, 1998, p. 55). With this extensive quantity of research, debaters attain a high level of investigation and (presumably) understanding of a topic. As a result of this level of understanding, debaters become knowledgeable citizens who are further empowered to make informed opinions and energized to take action. Research helps to educate students (and coaches) about the state of the world.

Without the guidance of a debate topic, how many students would do in-depth research on female genital mutilation in Africa, or United Nations sanctions on Iraq? The competitive nature of policy debate provides an impetus for students to research the topics that they are going to debate. This in turn fuels students’ awareness of issues that go beyond their front doors. Advocacy flows from this increased awareness. Reading books and articles about the suffering of people thousands of miles away or right in our own communities drives people to become involved in the community at large.

Research has also focused on how debate prepares us for life in the public sphere. Issues that we discuss in debate have found their way onto the national policy stage, and training in intercollegiate debate makes us good public advocates. The public sphere is the arena in which we all must participate to be active citizens. Even after we leave debate, the skills that we have gained should help us to be better advocates and citizens. Research has looked at how debate impacts education (Matlon and Keele 1984), legal training (Parkinson, Gisler and Pelias 1983, Nobles 19850 and behavioral traits (McGlone 1974, Colbert 1994). These works illustrate the impact that public debate has on students as they prepare to enter the public sphere.

The debaters who take active roles such as protesting sanctions were probably not actively engaged in the issue until their research drew them into the topic. Furthermore, the process of intense research for debate may actually change the positions debaters hold. Since debaters typically enter into a topic with only cursory (if any) knowledge of the issue, the research process provides exposure to issues that were previously unknown. Exposure to the literature on a topic can create, reinforce or alter an individual's opinions. Before learning of the School for the America's, having an opinion of the place is impossible. After hearing about the systematic training of torturers and oppressors in a debate round and reading the research, an opinion of the "school" was developed. In this manner, exposure to debate research as the person finding the evidence, hearing it as the opponent in a debate round (or as judge) acts as an initial spark of awareness on an issue. This process of discovery seems to have a similar impact to watching an investigative news report.

Mitchell claimed that debate could be more than it was traditionally seen as, that it could be a catalyst to empower people to act in the social arena. We surmise that there is a step in between the debate and the action. The intermediary step where people are inspired to agency is based on the research that they do. If students are compelled to act, research is a main factor in compelling them to do so. Even if students are not compelled to take direct action, research still changes opinions and attitudes.

Research often compels students to take action in the social arena. Debate topics guide students in a direction that allows them to explore what is going on in the world. Last year the college policy debate topic was,

Resolved: That the United States Federal Government should adopt a policy of constructive engagement, including the immediate removal of all or nearly all economic sanctions, with the government(s) of one or more of the following nation-states: Cuba, Iran, Iraq, Syria, North Korea.

This topic spurred quite a bit of activism on the college debate circuit. Many students become actively involved in protesting for the removal of sanctions from at least one of the topic countries. The college listserve was used to rally people in support ofvarious movements to remove sanctions on both Iraq and Cuba. These messages were posted after the research on the topic began. While this topic did not lend itself to activism beyond rallying the government, other topics have allowed students to take their beliefs outside of the laboratory and into action.

In addition to creating awareness, the research process can also reinforce or alter opinions. By discovering new information in the research process, people can question their current assumptions and perhaps formulate a more informed opinion. One example comes from a summer debate class for children of Migrant workers in North Dakota (Iverson, 1999). The Junior High aged students chose to debate the adoption of Spanish as an official language in the U.S. Many students expressed their concern that they could not argue effectively against the proposed change because it was a "truism." They were wholly in favor of Spanish as an official language. After researching the topic throughout their six week course, many realized much more was involved in adopting an official language and that they did not "speak 'pure' Spanish or English, but speak a unique dialect and hybrid" (Iverson, p. 3). At the end of the class many students became opposed to adopting Spanish as an official language, but found other ways Spanish should be integrated into American culture. Without research, these students would have maintained their opinions and not enhanced their knowledge of the issue. The students who maintained support of Spanish as an official language were better informed and thus also more capable of articulating support for their beliefs.

The examples of debate and research impacting the opinions and actions of debaters indicate the strong potential for a direct relationship between debate research and personal advocacy. However, the debate community has not created a new sea of activists immersing this planet in waves of protest and political action. The level of influence debater search has on people needs further exploration. Also, the process of research needs to be more fully explored in order to understand if and why researching for the competitive activity of debate generates more interest than research for other purposes such as classroom projects.

Since parliamentary debate does not involve research into a single topic, it can provide an important reference point for examining the impact of research in other forms of debate. Based upon limited conversations with competitors and coaches as well as some direct coaching and judging experience in parliamentary debate, parliamentary forms of debate has not seen an increase in activism on the part of debaters in the United States. Although some coaches require research in order to find examples and to stay updated on current events, the basic principle of this research is to have a commonsense level of understanding(Venette, 1998). As the NPDA website explains, "the reader is encouraged to be well-read in current events, as well as history, philosophy, etc. Remember: the realm of knowledge is that of a 'well-read college student'" (NPDA Homepage,<http://www.bethel.edu/Majors/Communication/npda/faq2.html>). The focus of research is breadth, not depth. In fact, in-depth research into one topic for parliamentary debate would seem to be counterproductive. Every round has a different resolution and for APDA, at least, those resolutions are generally written so they are open to a wide array of case examples, So, developing too narrow of a focus could be competitively fatal. However, research is apparently increasing for parliamentary teams as reports of "stock cases" used by teams for numerous rounds have recently appeared. One coach did state that a perceived "stock case" by one team pushed his debaters to research the topic of AIDS in Africa in order to be equally knowledgeable in that case. Interestingly, the coach also stated that some of their research in preparation for parliamentary debate was affecting the opinions and attitudes of the debaters on the team.

Not all debate research appears to generate personal advocacy and challenge peoples' assumptions. Debaters must switch sides, so they must inevitably debate against various cases. While this may seem to be inconsistent with advocacy, supporting and researching both sides of an argument actually created stronger advocates. Not only did debaters learn both sides of an argument, so that they could defend their positions against attack, they also learned the nuances of each position. Learning and the intricate nature of various policy proposals helps debaters to strengthen their own stance on issues.

#### That outweighs on scope and duration -- these portable skills are valuable to society as a whole and help debaters throughout their lives

Bartanen, Michael D. & R. Littlefield 15, [Michael D. Bartanen, professor of communication at Pacific Lutheran University, and Robert S. Littlefield, NDSU professor of communication.] “Competitive Speech and Debate: How Play Influenced American Educational Practice.” American Journal of Play 7 (2015): 155-173. <https://files.eric.ed.gov/fulltext/EJ1053419.pdf> brett

As with play in general, the rules of competitive speaking and debate come from the participants, although rules governing forensics have of course evolved over time to serve the changing expectations of the participants (and their coaches). Elsewhere (Bartanen and Littlefield 2014), we have discussed how the preferences of contestants and judges concerning speaking times, topics, speaker order, and appropriate in-round speaking behaviors generated the rules that facilitated play in forensics.

Forensics also offers an example of imaginative play (i.e., participants are removed from real-life play to develop skills of imagination they use in real life). McBath (1975)—in his role as editor of the proceedings from the first National Developmental Conference on Forensics held to assess forensics practices and chart the future of the activity—describes forensics as a laboratory for argumentation and communication. In such a setting, forensics provides a simulation of the real-life situations in which participants might find themselves. For example, presenting an argument in a competitive debate might resemble presenting an argument to a deliberative body such as a city council, a congressional chamber, or a courtroom jury. Participants understand that these simulations offer opportunities to develop skills they could use later in careers in business, education, or government.

#### AND turns case.

Bartanen, Michael D. & R. Littlefield 15, [Michael D. Bartanen, professor of communication at Pacific Lutheran University, and Robert S. Littlefield, NDSU professor of communication.] “Competitive Speech and Debate: How Play Influenced American Educational Practice.” American Journal of Play 7 (2015): 155-173. <https://files.eric.ed.gov/fulltext/EJ1053419.pdf> brett

Competitors broadened their understanding of important social issues and came to understand the role that principled argument played in building a better society. As Progressivism began to emphasize the role of government in checking the power of unfettered capitalism and in ensuring fairness, debate training became a particularly potent tool for contextualizing technical issues. In academic debate, students trained in critical thinking and public speaking more comfortably faced the era’s complex economic and political problems (Bartanen and Littlefield 2014).

#### TVA: defend an aff that reduces IPR for HIV/AIDS -- solves bc u can get the discussion of the 1ac through topical policy action. Even if it cant solve ALL the aff, it can incorporate its discussion into topical action

## 2

### Shell

#### Interpretation: Debaters must disclose all constructive positions on open source with highlighting on the 2019-20 NDCA LD wiki after the round in which they read them.

#### Violation – screenshots in the doc prove I do and they don’t

#### 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.

Antonucci 05 [Michael (Debate coach for Georgetown; former coach for Lexington High School); “[eDebate] open source? resp to Morris”; December 8; http://www.ndtceda.com/pipermail/edebate/2005-December/064806.html //]

a. Open source systems are preferable to the various punishment proposals in circulation. It's better to share the wealth than limit production or participation. Various flavors of argument communism appeal to different people, but banning interesting or useful research(ers) seems like the most destructive solution possible. Indeed, open systems may be the only structural, rule-based answer to resource inequities. Every other proposal I've seen obviously fails at the level of enforcement. Revenue sharing (illegal), salary caps (unenforceable and possibly illegal) and personnel restrictions (circumvented faster than you can say 'information is fungible') don't work. This would - for better or worse. b. With the help of a middling competent archivist, an open source system would reduce entry barriers. This is especially true on the novice or JV level. Young teams could plausibly subsist entirely on a diet of scavenged arguments. A novice team might not wish to do so, but the option can't hurt. c. An open source system would fundamentally change the evidence economy without targeting anyone or putting anyone out of a job. It seems much smarter (and less bilious) to change the value of a professional card-cutter's work than send the KGB after specific counter-revolutionary teams.

#### Open source does equal the playing field

Overing 18 – Bob Overing, LD Scholar (“Holiday Disclosure Post #6 – 10 Things Edition” JANUARY 12, 2018. http://www.premierdebate.com/disclosure-post-6/)

**Open source improves on usual disclosure practices** in the obvious way – **you can read their evidence for better prep**aration – and in a number of smaller ways too. **It solves the analytics problem** I discussed above, **so round-altering uncarded arguments are available** (though this doesn’t really apply to Harvard-Westlake), **and it gives access to evidence from paywalled articles**. **Every season I coach debaters who lack access to major databases; for schools without robust online library offerings or teams without college coaches, this matters a lot**.

#### 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.

Dtd to deter future abuse

No rvis – good debaters bait theory, leads to infinite abuse

Use competing interps: reasonability has no bright line

## 3

### DA

#### India is building it’s relations with the West on the bedrock of new economic ties­­­­­---that’s key to counterbalancing China in the region

Mohan 21 C. Raja Mohan [director of the National University of Singapore’s Institute of South Asian Studies.],3-19-2021, "India Romances the West," Foreign Policy, https://foreignpolicy.com/2021/03/19/india-modi-west-quad-china-biden-non-aligned/ , accessed 8/8/2021 EH and Brett

In affirming that the “Quad has come of age” at the first-ever summit of the Quadrilateral Dialogue with the United States, Japan, and Australia last week, Indian Prime Minister Narendra Modi has sent an unmistakable signal that India is no longer reluctant to work with the West in the global arena, including in the security domain. The country’s new readiness to participate in Western forums marks a decisive turn in independent India’s world view. That view was long defined by the idea of nonalignment and its later avatar, strategic autonomy—both of which were about standing apart from, if not against, post-World-War-II Western alliances. But today—driven by shifting balance of power in Asia, India’s clear-eyed view of its national interest, and the successful efforts of consecutive U.S. presidents—India is taking increasingly significant steps toward the West. The Quad is not the only Western institution with which India might soon be associated. New Delhi is set to engage with a wider range of Western forums in the days ahead, including the G-7 and the Five Eyes. Britain has invited India to participate in the G-7 meeting in London this summer, along with other non-members Australia and South Korea. Although India has been invited to G-7 outreach meetings—a level or two below the summits—for a number of years, the London meeting is widely expected to be a testing ground for the creation of a “Democracy Group of Ten,” or D-10. In Washington today, there are multiple ideas for U.S.-led technology coalitions to reduce the current Western dependence on China. Two initiatives unveiled at the Quad summit—the working group on critical technologies, and the vaccine initiative to supply Southeast Asia—underline the prospects for an Indian role in the trusted technology supply chains of the United States and its partners. Along with Japan, India also joined a meeting of the Five Eyes—the intelligence-sharing alliance between the United States, Canada, Britain, Australia, and New Zealand— in October 2020 to discuss ways to give law enforcement agencies access to encrypted communications on platforms such as WhatsApp and Telegram. Five Eyes is a tightly knit alliance, and it is unlikely India will be a member any time soon. But it is very much possible to imagine greater consultations between the Five Eyes and the Indian intelligence establishment.To be sure, India’s engagement with Western institutions is not entirely new. India joined the British-led Commonwealth in 1947, but only after India’s first prime minister, Jawaharlal Nehru, made sure the forum was stripped of any security role in the postwar world. Refusing to join military alliances was a key plank of India’s policy of non-alignment. Nehru turned to the United States when his policy of befriending China and supporting its sensitivities collapsed by the end of the 1950s. Facing reverses in a military conflict with China on the long and contested border in 1962, Nehru sought massive defense assistance from U.S. President John Kennedy. With the deaths of both Kennedy and Nehru soon after, the prospects for strategic cooperation between New Delhi and Washington receded quickly. The 1970s saw India drift away from the West on three levels. On the East-West axis, it drew closer to the Soviet Union. On the North-South axis, it became the champion of the Third World. This was reinforced by the sharply leftward turn of India’s domestic politics and a deliberate severing of commercial cooperation with the West. Many concluded in the 1970s that anti-Americanism was part of India’s genetic code. After all, India voted more often against the United States at the United Nations during the Cold War than even the Soviet Union. The idea that India is irreconcilably opposed to the United States was the dominant assessment in both country’s capitals. Most scholars of Indian foreign policy assumed that come what may—at home or abroad—India would forever be alienated from the West. But the story of India’s international relations over the last three decades has been one of a slow but definite advances in cooperation with the United States and the West. The Quad summit is not only a culmination of that long trajectory, but also a major step up. It was the reform of the Indian economy at the end of the Cold War, along with the collapse of the Soviet Union as India’s superpower partner, that created the basis for the renewal of ties between New Delhi and Washington. But even as expanding commercial ties began to stabilize and deepen the bilateral relationship in the 1990s, Washington’s activism on Kashmir and its eagerness to denuclearize India made matters difficult for New Delhi. Beset with domestic turbulence and an era of weak coalition governments, New Delhi embarked on a hedging strategy by joining the Russian initiative for a so-called strategic triangle with Moscow and Beijing that eventually evolved into the BRICS Forum after Brazil and South Africa joined. U.S. President George W. Bush, however, revolutionized U.S. policy on India in the 2000s by discarding Washington’s mediating impulse on Kashmir, decoupling engagement with New Delhi from that with Islamabad, and resolving the dispute over non-proliferation. Bush recognized that India is critical for the construction of a stable balance of power in Asia as the continent was being transformed by the rapid rise of China. But just when Washington was ready to transform relations with New Delhi, India was paralyzed by self-doubt. If then-Prime Minister Atal Bihari Vajpayee boldly called India and the United States “natural allies” in 1998—at a time when no one seemed interested in Washington—his successor, Manmohan Singh, reverted to type. His government began to reinvent non-alignment, keep distance from the United States, and double down on the principle of strategic autonomy. Even as Indian-Chinese tensions multiplied after 2008—when the global financial crisis seemed to have convinced the Chinese leadership that the United States was in terminal decline, with the consequence that Beijing adopted a more assertive posture towards its neighbors—the Singh government continued to hedge against U.S. power. Modi, who became prime minister in 2014, began to reverse New Delhi’s resistance to a deeper partnership with Washington. His affirmation in his 2016 address to the U.S. Congress that India’s “historic hesitations” to engage the United States were over was not just a rhetorical flourish. Modi resolved the remaining issues that had prevented implementation of the historic 2008 Indian-U.S. nuclear deal, renewed the 2005 agreement for defense cooperation, and signed the so-called foundational defense agreements that have facilitated interoperability between the two country’s armed forces. He widened the annual bilateral Malabar exercises to include Japan in 2015 and Australia in 2020, helped revive the dormant Quad in 2017, came up with his own version of the Free and Open Indo-Pacific strategy in 2018, and joined the Quad summit in 2021. Beyond the relationship with the United States, Modi also revived India’s strategic interest in the Commonwealth, strengthened ties with the European Union, and joined the European Alliance for Multilateralism. He sought to make India part of the solution to mitigating climate change, supported “multi-stakeholderism” in global internet governance, initiated the International Solar Alliance and the Indo-Pacific maritime partnership with France, and is poised to lay the foundations for a substantive strategic partnership with British Prime Minister Boris Johnson when they meet in India next month. Every one of these moves was against the predominant instincts of India’s political class, bureaucratic establishment, and foreign-policy community. Two factors have facilitated this. First, Modi carried little of the anti-Western ideological baggage of the nationalists who thrive in his own party or the political left and center that prefer to keep a safe distance from Washington. Modi’s judgement that India needs a more productive relationship with the United States and the West is rooted in the simple calculus of national interest rather than any involved reasoning.

#### The TRIPS waiver sets the stage for India to use forced tech transfer to secure vaccines---that decks relations

Yogesh Pai & Prashant Reddy Thikkavarapu 21, Dr. Yogesh Pai has a PhD from the Inter-University Centre for IPR Studies, CUSAT, Kochi, in the area of Regulation of Standard-Essential Patents in India. Prashant Reddy Thikkavarapu Assistant Professor, National Academy of Legal Studies & Research (NALSAR) University of Law,. Hyderabad. Scrolli.in, Jun 01, 2021. “Even if WTO waives IP on vaccines, India will face challenge translating this into mass production” <https://scroll.in/article/996079/even-if-wto-waives-ip-on-vaccines-india-will-face-challenge-translating-this-into-mass-production> brett

With the United States agreeing to text-based negotiations on the revised Intellectual Property Rights waiver proposal jointly submitted by India and South Africa at the World Trade Organisation, the European Union remains the last major power opposing this proposal.

While we await the results of possibly lengthy text-based negotiations, it is necessary for the government of India to come out with a white paper explaining how exactly it intends to operationalise a possible IP waiver for vaccines, if and when such a waiver comes into effect.

The aim of such an exercise should be to explain to the world the manner in which this waiver will translate into the mass production of vaccines to meet the immediate medical needs of the developing world.

The initial wisdom among the proponents of the waiver is based on an assumption that a waiver will remove the legal barriers to production of vaccines. But as is widely acknowledged by most experts, developing countries will not be able to reverse-engineer these Covid-19 vaccines on their own. They will require active technology transfer from vaccines developers in the West before they can begin manufacture of any vaccines. These challenges are more practical than legal.

Tech-transfer challenge

For starters, even if the IP waiver does come into effect, unless the tech-owning vaccine producers residing abroad (i.e. beyond India’s legal limits) are forced under their respective domestic law to part with critical know-how and physical inputs (for example, cell lines), a waiver in itself will not translate into technology transfer in favour of firms willing to produce vaccines in India.

Thus the Pfizer/BioNtech and Moderna’s mRNA vaccine technologies, which are currently not produced in India, may still remain inaccessible under the waiver, unless countries such as the U.S. where these firms primarily reside engage in forced technology transfer under their domestic laws.

It is very unlikely that the Biden administration will force American companies to transfer their technology to Indian companies for no remuneration. The domestic political costs of such a policy would be too high for the Biden administration.

A domestic policy option for India is to threaten Western vaccine makers in India with punitive action against their existing patents for other products if they fail to voluntary transfer technology to Indian companies. Such a move towards forced technology transfer is the policy equivalent of throwing a grenade at India’s trade relations with the West without solving the problem of access to technology.

Presuming India does enact a legislative measure to force technology transfer, it is still not clear how a legal obligation to transfer technology to new firms willing to produce vaccines will lead to actual vaccine production.

#### US-India economic ties are key to strategic co-operation

Gupta 20, Anubhav Gupta is the associate director of the Asia Society Policy Institute in New York. WPR, March 5, 2020. “Despite the Trump-Modi ‘Love,’ Trade Is Still the Weak Link in U.S.-India Relations” <https://www.worldpoliticsreview.com/articles/28579/despite-the-trump-modi-love-trade-is-still-the-weak-link-in-us-india-relations> brett

Despite winning a substantial mandate in elections last year, Modi’s inclination has been to double down on a feckless approach to trade and to push a Hindu-nationalist social agenda that endangers internal stability. India’s fast-growing economy helped solidify the U.S.-India partnership after decades of bilateral aloofness during the Cold War. Without a more open, market-oriented economy, India’s growth trajectory will decline, undermining the economic foundation of the relationship as well as India’s future capabilities, and in turn, India’s utility as a partner in the region.

In the aftermath of Trump’s visit, some analysts have dismissed the trade tensions as a minor hurdle and pointed to the strength of defense ties as reassurance, arguing that the cause of paramount importance—a strategic partnership to deal with a rising China—is progressing unabated. But there is no guarantee that trade differences can continue to be compartmentalized when two economic nationalists are in charge. It also remains an open question whether growing defense sales are taking place within a truly strategic framework or simply on a transactional basis for both sides. Most importantly, it assumes that economic relations are not part of the strategic puzzle.

This is evident in the decision by Trump to leave the Trans-Pacific Partnership shortly after winning election, and by Modi to abandon the Regional Comprehensive Economic Partnership. If the U.S.-India strategic imperative is to manage China’s rise and boost their own engagement and presence in the region, these twin actions, driven by economic nationalism, were self-inflected blunders of the highest order.

Without a vibrant commercial relationship and a constructive approach to trade that is anchored in the Free and Open Indo-Pacific strategy, the United States and India will impede their own strategic endgame for the region. For this reason, the absence of a trade deal last week makes any celebrations of a U.S.-India partnership that is “stronger than ever before” ring a little hollow.

#### Indian ocean goes nuclear---India’s role is key to prevent it.

Gamage 17 (Rajni Gamage is a senior analyst with the Maritime Security Programme at the Institute of Defence and Strategic Studies, S. Rajaratnam School of International Studies, Nanyang Technological University, Singapore., 11/5/17, “Why the Indian Ocean Must Not Become Like the South China Sea”, https://nationalinterest.org/feature/why-the-indian-ocean-must-not-become-the-south-china-sea-23028?page=0%2C2)

Rising Strategic Uncertainty in the Indian Ocean The pursuit of contesting regional orders by major powers has engendered a strategic environment of uncertainty and mistrust in the Indo-Pacific. As geopolitical developments at land and sea feed off one another, the maritime domain has been marked as the latest theater of war. These dynamics have been most evident in the East and South China Seas, where the complexity of issues at hand is telling. A case in point is China’s construction of military facilities on artificial islands proximate to disputed maritime areas, against a backdrop of contesting interpretations of international law. As regional and extra-regional states face a rising China on all fronts, a climate of strategic anxiety prevails in anticipation of its potential impact on the existing rules-based international order. Such anxieties inevitably spill over into the Indian Ocean Region and manifest in ways unique to that part of the world. A rising India with aspirations to global-power status finds its regional dominance challenged by China’s two-ocean strategy and Belt and Road Initiative. In the maritime realm, India’s response comprises internal naval and port modernization, and increased naval engagements and exercises with neighboring littorals and external powers that have major stakes in the region. This has not, however, had any noticeable effects in tempering regional anxieties. Heavy maritime traffic in increasingly congested regional waters operate alongside this tense backdrop. The risk that various surface vessels could collide—whether naval or commercial—and the risk of submarine accidents is on the rise. A number of regional and extra-regional states have forward-deployed their navies in the Indian Ocean, independently or as part of various task forces. There have already been several maritime accidents involving warships and air crashes in the Persian Gulf and the northern Arabian Sea between regional and extra-regional navies—some of which escalated politically. The Iranian Navy, for instance, has confronted its smaller neighbors and the U.S. Navy by conducting high-speed naval maneuvers and missile firings, and it has used drones to shadow U.S. naval assets. Late last year, an Indian submarine attempted to enter into waters close to Gwadar Port and was reportedly repelled by the Pakistan Navy. Miscommunications and misperceptions are likely to result from such incidents and could escalate very fast to negative political and military expressions. It is against this setting that a code of conduct (COC) for the Indian Ocean was first proposed.

# Case

### 1NC---Presumption

#### Frame the 1AC through solvency, not impacts – any attempt to filter offense through the RotB or the speech act of the aff is an arbitrary goalpost that only serves to insulate it from criticism and nuanced testing – forcing us to negate the efficacy of personal strategies is at best impossible and at worst violent – the aff can’t change the material structures that produce anti-black violence – no warrant for how the aff spills up to impact structures of politics writ large or out of debate means you vote neg on presumption.

#### Negate on presumption---Inherency---scholars and activists already affirm the 1AC. Their affirmation does not change the impacts they described and has no mechanism to spill up.

#### Using the ballot for solvency is bad:

#### 1 -- It zeroes the potential for transformative change -- stats prove.

Ritter 13. (JD from U Texas Law (Michael J., “Overcoming The Fiction of “Social Change Through Debate”: What’s To Learn from 2pac’s Changes?,” National Journal of Speech and Debate, Vol. 2, Issue 1)

The structure of competitive interscholastic debate renders any message communicated in a debate round virtually incapable of creating any social change, either in the debate community or in general society. And to the extent that the fiction of social change through debate can be proven or disproven through empirical studies or surveys, academics instead have analyzed debate with nonapplicable rhetorical theory that fails to account for the unique aspects of competitive interscholastic debate. Rather, the current debate relating to activism and competitive interscholastic debate concerns the following: “What is the best model to promote social change?” But a more fundamental question that must be addressed first is: “Can debate cause social change?” Despite over two decades of opportunity to conduct and publish empirical studies or surveys, academic proponents of the fiction that debate can create social change have chosen not to prove this fundamental assumption, which—as this article argues—is merely a fiction that is harmful in most, if not all, respects. The position that competitive interscholastic debate can create social change is more properly characterize5d as a fiction than an argument. A fiction is an invented or fabricated idea purporting to be factual but is not provable by any human senses or rational thinking capability or is unproven by valid statistical studies. An argument, most basically, consists of a claim and some support for why the claim is true. If the support for the claim is false or its relation to the claim is illogical, then we can deduce that the particular argument does not help in ascertaining whether the claim is true. Interscholastic competitive debate is premised upon the assumption that debate is argumentation. Because fictions are necessarily not true or cannot be proven true by any means of argumentation, the competitive interscholastic debate community should be incredibly critical of those fictions and adopt them only if they promote the activity and its purposes

#### 2 -- It fosters worse hostility and exclusion.

Ritter 13 (JD from U Texas Law (Michael J., “Overcoming The Fiction of “Social Change Through Debate”: What’s To Learn from 2pac’s Changes?,” National Journal of Speech and Debate, Vol. 2, Issue 1)

The fiction of social change through debate abuses the win--loss structure of debate and permits debaters to otherize, demonize, dehumanize, and exclude opponents. The win--loss structure of debate rounds requires a judge to vote for one side or the other, as judges generally cannot give a double win. This precludes the possibility of compromise on any major position in the debate when the resolution of the position would determine the ultimate issue of “which team did the better debating.” Thus, the fiction of social change through debate encourages debaters to construct narratives of good versus evil in which the other team is representative of some evil that threatens to bring about our destruction if it is endorsed (e.g. capitalism). The team relying on the fiction of social change through debate then paints themselves as agents of the good, and gives the judge a George W. Bush-like “option”: “You’re either with us or you’re against us.” The fiction of social change through debate—like Bush’s rhetorical fear tactics and creation of a false, polarizing, and exclusionary dichotomy to justify all parts of the War on Terror—enables the otherization, demonization, dehumanization, and exclusion of the opposing team. When the unfairness of this tactic is brought to light—particularly in egregious situations when a team is arguing that the other team should lose because of their skin color—all can see that the debate centers on personal attacks against opposing debaters. This causes tensions between debaters that frequently result in debaters losing interest or quitting. By alienating and excluding members of the competitive interscholastic debate community for the purpose of winning a debate, it also makes the reaching of any compromise outside of the debate—the only place where compromise is possible—much less likely. By bringing the social issue into a debate round, debaters impede out-of round progress on the resolution of social issues within and outside the debate community by prompting backlash.

#### 3 -- Symbolic affirmation divorced from material advocacy re-entrenches power.

Rigakos and Law, 9—Assistant Professor of Law at Carleton University AND PhD, Legal Studies, Carleton University (George and Alexandra “Risk, Realism and the Politics of Resistance,” Critical Sociology 35(1) 79-103, dml)

McCann and March (1996: 244) next set out the ‘justification for treating everyday practices as significant’ suggested by the above literature. First, the works studied are concerned with proving people are not ‘duped’ by their surroundings. At the level of consciousness, subjects ‘are ironic, critical, realistic, even sophisticated’ (1996: 225). But McCann and March remind us that earlier radical or Left theorists have made similar arguments without resorting to stories of everyday resistance in order to do so. Second, everyday resistance on a discursive level is said to reaffirm the subject’s dignity. But this too causes a problem for the authors because they:

query why subversive ‘assertions of self’ should bring dignity and psychological empowerment when they produce no greater material benefits or changes in relational power … By standards of ‘realism’, … subjects given to avoidance and ‘lumping it’ may be the most sophisticated of all. (1996: 227)

Thus, their criticism boils down to two main points. First, everyday resistance fails to tell us any more about so-called false consciousness than was already known among earlier Left theorists; and second, that a focus on discursive resistance ignores the role of material conditions in helping to shape identity.

Indeed, absent a broader political struggle or chance at effective resistance it would seem to the authors that ‘powerlessness is learned out of the accumulated experiences of futility and entrapment’ (1996: 228). A lamentable prospect, but nonetheless a source of closure for the governmentality theorist. In his own meta-analysis of studies on resistance, Rubin (1996: 242) finds that ‘discursive practices that neither alter material conditions nor directly challenge broad structures are nevertheless’ considered by the authors he examined ‘the stuff out of which power is made and remade’. If this sounds familiar, it is because the authors studied by McCann, March and Rubin found their claims about everyday resistance on the same understanding of power and government employed by postmodern theorists of risk. Arguing against celebrating forms of resistance that fail to alter broader power relations or material conditions is, in part, recognizing the continued ‘real’ existence of identifiable, powerful groups (classes). In downplaying the worth of everyday forms of resistance (arguing that these acts are not as worthy of the label as those acts which bring about lasting social change), Rubin appears to be taking issue with a locally focused vision of power and identity that denies the possibility of opposing domination at the level of ‘constructs’ such as class.

Rubin (1996: 242) makes another argument about celebratory accounts of everyday resistance that bears consideration:

[T]hese authors generally do not differentiate between practices that reproduce power and those that alter power. [The former] might involve pressing that power to become more adept at domination or to dominate differently, or it might mean precluding alternative acts that would more successfully challenge power. … [I]t is necessary to do more than show that such discursive acts speak to, or engage with, power. It must also be demonstrated that such acts add up to or engender broader changes.

In other words, some of the acts of everyday resistance may in the real world, through their absorption into mechanisms of power, reinforce the localized domination that they supposedly oppose. The implications of this argument can be further clarified when we study the way ‘resistance’ is dealt with in a risk society.

Risk theorists already understand that every administrative system has holes which can be exploited by those who learn about them. That is what makes governmentality work: the supposed governor is in turn governed – in part through the noncompliance of subjects (Foucault, 1991a; Rose and Miller, 1992). For example, where employees demonstrate unwillingness to embrace technological changes in the workplace, management consultants can create:

a point of entry, but also a ‘problem’ that their ‘packages’ are designed to resolve. … In short, consultants readily constitute certain forms of conduct as ‘resistance to technology’ as this gives them some purchase on its reform by identifying a space in which expertise can be brought to bear in the exercise of power. Resistance consequently plays the role of continuously provoking extensions, revisions and refinements of those same practices which it confronts. (Knights and Vurdubakis, 1994: 80)

This appears to be a very different kind of resistance from that contemplated by Rubin, but perhaps not so different from that of the authors whom he and McCann and March critique: those whose analysis ends at the discursive production of noncompliance. Instead, the above account is of a resistance that almost invariably helps power to work better. A conclusion in the present day that ominously foreshadows the futuristic, dystopic risk assemblage described by Bogard (1996).

Another example of the ‘resolution’ of resistance proposed above is the institution of a tool library described by Shearing (2001: 204–5). In this parable, a business deals with the issue of tool theft on the part of workers by installing a ‘lending library’ of tools instead of engaging in vigorous prosecution and jeopardizing worker morale. While the parable is meant to indicate a difference between actuarial and more traditional (moral) forms of justice, it also demonstrates how an act that may be considered ‘resistant’ is incorporated without conflict into the workplace loss-prevention scheme – an eminently preferable, ‘forward-looking’ solution within the logic of risk management. The same is possible in the case of more discursive forms of resistance. If I do not see myself as a Guinness man, for example, market researchers will do their best to adapt Guinness to the way I do see myself (Miller and Rose, 1997). The end result, of course, is that I purchase the beer. As manifested in a form of justice (Shearing and Johnston, 2005), it always consolidates, tempers emotions, cools the analysis, reconciles factions, and always relentlessly moves forward, assimilating as it grows. In this sense, therefore, Bogard’s ‘social science fiction’ actually pre-supposes and logically extends Shearing’s (2001) rather cheery and benevolent rendering of risk thinking. In this context of governmentality theory – as self-described and lauded for its political non-prescription by its own pundits – the acts or attitudes described as resistant are, in the end, absorbed by those who govern. Resistance as an oppositional force – that pushes against or has the potential to take power – is theoretically and politically neutralized. In the neutralization process, power is reproduced.

So, along with McCann and March’s observations that everyday resistance adds little to our understanding of false consciousness and that it denies the role of material factors in shaping identity, we can add Rubin’s two main criticisms of everyday resistance: it relies on an inaccurate understanding of power, and acts of resistance which supposedly emancipate actually may reinforce domination. All four of these criticisms demand the same thing: to know what is really going on, to get an adequate grasp of the social.

### 1NC---ROB

#### **The ROB is to evaluate the simulated consequences of the 1AC and determine the best post-fiat policy** - Policy education is key to advocacy – that outweighs on portable skills. The educational skills generated from role playing is key to solving impacts in the real world – policy views problems from diverse perspectives, so we can better tackle problems of oppression and create tangible solutions.

Coverstone 5 [Alan Coverstone (masters in communication from Wake Forest, longtime debate coach) “Acting on Activism: Realizing the Vision of Debate with Pro-social Impact” Paper presented at the National Communication Association Annual Conference November 17th 2005]

An important concern emerges when Mitchell describes reflexive fiat as a contest strategy capable of “eschewing the power to directly control external actors” (1998b, p. 20). Describing debates about what our government should do as attempts to control outside actors is debilitating and disempowering. Control of the US government is exactly what an active, participatory citizenry is supposed to be all about. After all, if democracy means anything, it means that citizens not only have the right, they also bear the obligation to discuss and debate what the government should be doing. Absent that discussion and debate, much of the motivation for personal political activism is also lost. Those who have co-opted Mitchell’s argument for individual advocacy often quickly respond that nothing we do in a debate round can actually change government policy, and unfortunately, an entire generation of debaters has now swallowed this assertion as an article of faith. The best most will muster is, “Of course not, but you don’t either!” The assertion that nothing we do in debate has any impact on government policy is one that carries the potential to undermine Mitchell’s entire project. If there is nothing we can do in a debate round to change government policy, then we are left with precious little in the way of pro-social options for addressing problems we face. At best, we can pursue some Pilot-like hand washing that can purify us as individuals through quixotic activism but offer little to society as a whole. It is very important to note that Mitchell (1998b) tries carefully to limit and bound his notion of reflexive fiat by maintaining that because it “views fiat as a concrete course of action, it is bounded by the limits of pragmatism” (p. 20). Pursued properly, the debates that Mitchell would like to see are those in which the relative efficacy of concrete political strategies for pro-social change is debated. In a few noteworthy examples, this approach has been employed successfully, and I must say that I have thoroughly enjoyed judging and coaching those debates. The students in my program have learned to stretch their understanding of their role in the political process because of the experience. Therefore, those who say I am opposed to Mitchell’s goals here should take care at such a blanket assertion. However, contest debate teaches students to combine personal experience with the language of political power. Powerful personal narratives unconnected to political power are regularly co-opted by those who do learn the language of power. One need look no further than the annual state of the Union Address where personal story after personal story is used to support the political agenda of those in power. The so-called role-playing that public policy contest debates encourage promotes active learning of the vocabulary and levers of power in America. Imagining the ability to use our own arguments to influence government action is one of the great virtues of academic debate. Gerald Graff (2003) analyzed the decline of argumentation in academic discourse and found a source of student antipathy to public argument in an interesting place. I’m up against…their aversion to the role of public spokesperson that formal writing presupposes. It’s as if such students can’t imagine any rewards for being a public actor or even imagining themselves in such a ro2le. This lack of interest in the public sphere may in turn reflect a loss of confidence in the possibility that the arguments we make in public will have an effect on the world. Today’s students’ lack of faith in the power of persuasion reflects the waning of the ideal of civic participation that led educators for centuries to place rhetorical and argumentative training at the center of the school and college curriculum. (Graff, 2003, p. 57) The power to imagine public advocacy that actually makes a difference is one of the great virtues of the traditional notion of fiat that critics deride as mere simulation. Simulation of success in the public realm is far more empowering to students than completely abandoning all notions of personal power in the face of governmental hegemony by teaching students that “nothing they can do in a contest debate can ever make any difference in public policy.” Contest debating is well suited to rewarding public activism if it stops accepting as an article of faith that personal agency is somehow undermined by the so-called role playing in debate. Debate is role-playing whether we imagine government action or imagine individual action. Imagining myself starting a socialist revolution in America is no less of a fantasy than imagining myself making a difference on Capitol Hill. Furthermore, both fantasies influenced my personal and political development virtually ensuring a life of active, pro-social, political participation. Neither fantasy reduced the likelihood that I would spend my life trying to make the difference I imagined. One fantasy actually does make a greater difference: the one that speaks the language of political power. The other fantasy disables action by making one a laughingstock to those who wield the language of power. Fantasy motivates and role-playing trains through visualization. Until we can imagine it, we cannot really do it. Role-playing without question teaches students to be comfortable with the language of power, and that language paves the way for genuine and effective political activism. Debates over the relative efficacy of political strategies for pro-social change must confront governmental power at some point. There is a fallacy in arguing that movements represent a better political strategy than voting and person-to-person advocacy. Sure, a full-scale movement would be better than the limited voice I have as a participating citizen going from door to door in a campaign, but so would full-scale government action. Unfortunately, the gap between my individual decision to pursue movement politics and the emergence of a full-scale movement is at least as great as the gap between my vote and democratic change. They both represent utopian fiat. Invocation of Mitchell to support utopian movement fiat is simply not supported by his work, and too often, such invocation discourages the concrete actions he argues for in favor of the personal rejectionism that under girds the political cynicism that is a fundamental cause of voter and participatory abstention in America today.

#### Our research model is tied to the consequences of the plan – that’s key to dissect stereotypes and misunderstandings in policy so that better informed policy can be constructed – this hijacks their RotB because our process would deconstruct

#### The aff deploys the state to learn scenario planning – even if politics is bad, scenario analysis of politics is pedagogically valuable – it enhances creativity, deconstructs biases and teaches advocacy skills.

Barma et al 16 Naazneen Barma, PhD in PoliSci, UC Berkeley, Assistant Prof of National Security Affairs at the Naval Postgraduate School. Brent Durbin, PhD in PoliSci, UC Berkeley, Prof of Government, Smith College. Eric Lorber, JD, UPenn, and PhD in PoliSci, Duke, Gibson, Dunn and Crutcher. Rachel Whitlark, PhD in PoliSci, GWU, Post-Doctoral Research Fellow with the Project on Managing the Atom and International Security Program within the Belfer Center for Science and International Affairs at Harvard. “‘Imagine a World in Which’: Using Scenarios in Political Science.” International Studies Perspectives 17 (2), pp. 1-19, May 2016. [http://www.naazneenbarma.com/uploads/2/9/6/9/29695681/using\_scenarios\_in\_political\_science\_isp\_2015.pdf](http://www.naazneenbarma.com/uploads/2/9/6/9/29695681/using_scenarios_in_political_science_isp_2015.pdf)) ///JCH-PF

What Are Scenarios and Why Use Them in Political Science? Scenario analysis is perceived most commonly as a technique for examining the robustness of strategy. It can immerse decision makers in future states that go beyond conventional extrapolations of current trends, preparing them to take advantage of unexpected opportunities and to protect themselves from adverse exogenous shocks. The global petroleum company Shell, a pioneer of the technique, characterizes scenario analysis as the art of considering “what if” questions about possible future worlds. Scenario analysis is thus typically seen as serving the purposes of corporate planning or as a policy tool to be used in combination with simulations of decision making. Yet scenario analysis is not inherently limited to these uses. This section provides a brief overview of the practice of scenario analysis and the motivations underpinning its uses. It then makes a case for the utility of the technique for political science scholarship and describes how the scenarios deployed at NEFPC were created. The Art of Scenario Analysis We characterize scenario analysis as the art of juxtaposing current trends in unexpected combinations in order to articulate surprising and yet plausible futures, often referred to as “alternative worlds.” Scenarios are thus explicitly not forecasts or projections based on linear extrapolations of contemporary patterns, and they are not hypothesis-based expert predictions. Nor should they be equated with simulations, which are best characterized as functional representations of real institutions or decision-making processes (Asal 2005). Instead, they are depictions of possible future states of the world, offered together with a narrative of the driving causal forces and potential exogenous shocks that could lead to those futures. Good scenarios thus rely on explicit causal propositions that, independent of one another, are plausible—yet, when combined, suggest surprising and sometimes controversial future worlds. For example, few predicted the dramatic fall in oil prices toward the end of 2014. Yet independent driving forces, such as the shale gas revolution in the United States, China’s slowing economic growth, and declining conflict in major Middle Eastern oil producers such as Libya, were all recognized secular trends that—combined with OPEC’s decision not to take concerted action as prices began to decline—came together in an unexpected way. While scenario analysis played a role in war gaming and strategic planning during the Cold War, the real antecedents of the contemporary practice are found in corporate futures studies of the late 1960s and early 1970s (Raskin et al. 2005). Scenario analysis was essentially initiated at Royal Dutch Shell in 1965, with the realization that the usual forecasting techniques and models were not capturing the rapidly changing environment in which the company operated (Wack 1985; Schwartz 1991). In particular, it had become evident that straight-line extrapolations of past global trends were inadequate for anticipating the evolving business environment. Shell-style scenario planning “helped break the habit, ingrained in most corporate planning, of assuming that the future will look much like the present” (Wilkinson and Kupers 2013, 4). Using scenario thinking, Shell anticipated the possibility of two Arab-induced oil shocks in the 1970s and hence was able to position itself for major disruptions in the global petroleum sector. Building on its corporate roots, scenario analysis has become a standard policymaking tool. For example, the Project on Forward Engagement advocates linking systematic foresight, which it defines as the disciplined analysis of alternative futures, to planning and feedback loops to better equip the United States to meet contemporary governance challenges (Fuerth 2011). Another prominent application of scenario thinking is found in the National Intelligence Council’s series of Global Trends reports, issued every four years to aid policymakers in anticipating and planning for future challenges. These reports present a handful of “alternative worlds” approximately twenty years into the future, carefully constructed on the basis of emerging global trends, risks, and opportunities, and intended to stimulate thinking about geopolitical change and its effects.4 As with corporate scenario analysis, the technique can be used in foreign policymaking for long-range general planning purposes as well as for anticipating and coping with more narrow and immediate challenges. An example of the latter is the German Marshall Fund’s EuroFutures project, which uses four scenarios to map the potential consequences of the Euro-area financial crisis (German Marshall Fund 2013). Several features make scenario analysis particularly useful for policymaking.5 Long-term global trends across a number of different realms—social, technological, environmental, economic, and political—combine in often-unexpected ways to produce unforeseen challenges. Yet the ability of decision makers to imagine, let alone prepare for, discontinuities in the policy realm is constrained by their existing mental models and maps. This limitation is exacerbated by well-known cognitive bias tendencies such as groupthink and confirmation bias (Jervis 1976; Janis 1982; Tetlock 2005). The power of scenarios lies in their ability to help individuals break out of conventional modes of thinking and analysis by introducing unusual combinations of trends and deliberate discontinuities in narratives about the future. Imagining alternative future worlds through a structured analytical process enables policymakers to envision and thereby adapt to something altogether different from the known present. Designing Scenarios for Political Science Inquiry The characteristics of scenario analysis that commend its use to policymakers also make it well suited to helping political scientists generate and develop policy-relevant research programs. Scenarios are essentially textured, plausible, and relevant stories that help us imagine how the future political-economic world could be different from the past in a manner that highlights policy challenges and opportunities. For example, terrorist organizations are a known threat that have captured the attention of the policy community, yet our responses to them tend to be linear and reactive. Scenarios that explore how seemingly unrelated vectors of change—the rise of a new peer competitor in the East that diverts strategic attention, volatile commodity prices that empower and disempower various state and nonstate actors in surprising ways, and the destabilizing effects of climate change or infectious disease pandemics—can be useful for illuminating the nature and limits of the terrorist threat in ways that may be missed by a narrower focus on recognized states and groups. By illuminating the potential strategic significance of specific and yet poorly understood opportunities and threats, scenario analysis helps to identify crucial gaps in our collective understanding of global politicaleconomic trends and dynamics. The notion of “exogeneity”—so prevalent in social science scholarship—applies to models of reality, not to reality itself. Very simply, scenario analysis can throw into sharp relief often-overlooked yet pressing questions in international affairs that demand focused investigation. Scenarios thus offer, in principle, an innovative tool for developing a political science research agenda. In practice, achieving this objective requires careful tailoring of the approach. The specific scenario analysis technique we outline below was designed and refined to provide a structured experiential process for generating problem-based research questions with contemporary international policy relevance. The first step in the process of creating the scenario set described here was to identify important causal forces in contemporary global affairs. Consensus was not the goal; on the contrary, some of these causal statements represented competing theories about global change (e.g., a resurgence of the nation-state vs. border-evading globalizing forces). A major principle underpinning the transformation of these causal drivers into possible future worlds was to “simplify, then exaggerate” them, before fleshing out the emerging story with more details. Thus, the contours of the future world were drawn first in the scenario, with details about the possible pathways to that point filled in second. It is entirely possible, indeed probable, that some of the causal claims that turned into parts of scenarios were exaggerated so much as to be implausible, and that an unavoidable degree of bias or our own form of groupthink went into construction of the scenarios. One of the great strengths of scenario analysis, however, is that the scenario discussions themselves, as described below, lay bare these especially implausible claims and systematic biases. An explicit methodological approach underlies the written scenarios themselves as well as the analytical process around them—that of case-centered, structured, focused comparison, intended especially to shed light on new causal mechanisms (George and Bennett 2005). The use of scenarios is similar to counterfactual analysis in that it modifies certain variables in a given situation in order to analyze the resulting effects (Fearon 1991). Whereas counterfactuals are traditionally retrospective in nature and explore events that did not actually occur in the context of known history, our scenarios are deliberately forward-looking and are designed to explore potential futures that could unfold. As such, counterfactual analysis is especially well suited to identifying how individual events might expand or shift the “funnel of choices” available to political actors and thus lead to different historical outcomes (Nye 2005, 68–69), while forward-looking scenario analysis can better illuminate surprising intersections and sociopolitical dynamics without the perceptual constraints imposed by fine-grained historical knowledge. We see scenarios as a complementary resource for exploring these dynamics in international affairs, rather than as a replacement for counterfactual analysis, historical case studies, or other methodological tools. In the scenario process developed for NEFPC, three distinct scenarios are employed, acting as cases for analytical comparison. Each scenario, as detailed below, includes a set of explicit “driving forces” which represent hypotheses about causal mechanisms worth investigating in evolving international affairs. The scenario analysis process itself employs templates (discussed further below) to serve as a graphical representation of a structured, focused investigation and thereby as the research tool for conducting case-centered comparative analysis (George and Bennett 2005). In essence, these templates articulate key observable implications within the alternative worlds of the scenarios and serve as a framework for capturing the data that emerge (King, Keohane, and Verba 1994). Finally, this structured, focused comparison serves as the basis for the cross-case session emerging from the scenario analysis that leads directly to the articulation of new research agendas. The scenario process described here has thus been carefully designed to offer some guidance to policy-oriented graduate students who are otherwise left to the relatively unstructured norms by which political science dissertation ideas are typically developed. The initial articulation of a dissertation project is generally an idiosyncratic and personal undertaking (Useem 1997; Rothman 2008), whereby students might choose topics based on their coursework, their own previous policy exposure, or the topics studied by their advisors. Research agendas are thus typically developed by looking for “puzzles” in existing research programs (Kuhn 1996). Doctoral students also, understandably, often choose topics that are particularly amenable to garnering research funding. Conventional grant programs typically base their funding priorities on extrapolations from what has been important in the recent past—leading to, for example, the prevalence of Japan and Soviet studies in the mid-1980s or terrorism studies in the 2000s—in the absence of any alternative method for identifying questions of likely future significance. The scenario approach to generating research ideas is grounded in the belief that these traditional approaches can be complemented by identifying questions likely to be of great empirical importance in the real world, even if these do not appear as puzzles in existing research programs or as clear extrapolations from past events. The scenarios analyzed at NEFPC envision alternative worlds that could develop in the medium (five to seven year) term and are designed to tease out issues scholars and policymakers may encounter in the relatively near future so that they can begin thinking critically about them now. This timeframe offers a period distant enough from the present as to avoid falling into current events analysis, but not so far into the future as to seem like science fiction. In imagining the worlds in which these scenarios might come to pass, participants learn strategies for avoiding failures of creativity and for overturning the assumptions that prevent scholars and analysts from anticipating and understanding the pivotal junctures that arise in international affairs.