### Framework

Topicality

#### The affirmative may only garner offense from the hypothetical implementation of Resolution.

To clarify, 1AC’s can defend whatever they want, they just don’t garner any offense.

#### Resolved requires policy action

Louisiana State Legislature (“Legislative Glossary”, <https://www.legis.la.gov/legis/Glossary.aspx>) Ngong

**Resolution**

**A legislative instrument** that generally is **used for** making declarations, **stating policies**, and making decisions where some other form is not required. A bill includes the constitutionally required enacting clause; a resolution **uses the term "resolved".** Not subject to a time limit for introduction nor to governor's veto. (Const. Art. III, §17(B) and House Rules 8.11, 13.1, 6.8, and 7.4 and Senate Rules 10.9, 13.5 and 15.1)

#### Private entity is defined by

Cornell Law n.d. “private entity” <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> TG

(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.

#### Article 2 of the Outer Space Treaty defines outer space and appropriation

OST 66 “2222 (XXI). Treaty on Principles Governing the Activities of States in the Exploration and Use of Outer Space, including the Moon and Other Celestial Bodies.” UN Office for Outer Space Affairs, 1499th plenary meeting, Dec 19, 1966, <https://www.unoosa.org/oosa/en/ourwork/spacelaw/treaties/outerspacetreaty.html> TG

ARTICLE II. Outer space, including the moon and other celestial bodies, is not subject to national appropriation by claim of sovereignty, by means of use or occupation, or by any other means.

**Violation: They don’t. not taking a stance doesn’t meet**

#### First - Fairness – radically re-contextualizing the resolution lets them defend any method tangentially related to the topic exploding Limits, which erases neg ground via perms and renders research burdens untenable by eviscerating predictable limits. Procedural questions come first – debate is a game and it makes no sense to skew a competitive activity as it requires effective negation which incentivizes argument refinement, but skewed burdens deck pedagogical engagement.

#### Second - Clash – picking any grounds for debate precludes the only common point of engagement, which obviates preround research and incentivizes retreat from controversy by eliminating any effective clash. Only the process of negation distinguishes debate and discussion by necessitating iterative testing and effective engagement, but an absence of constant refinement dooms revolutionary potential.

#### Third - Movement Lawyering Skills – contingent, focused debates around locus points of difference are key to develop activists skills for political justice.

Archer 18, Deborah N. "Political Lawyering for the 21st Century." Denv. L. Rev. 96 (2018): 399. (Associate Professor of Clinical Law at NYU School of Law)//Elmer

Political justice lawyers must be able to break apart a systemic problem into manageable components. The complexity of social problems, can cause law students, and even experienced political lawyers, to become overwhelmed. In describing his work challenging United States military and economic interventions abroad, civil rights advocate and law professor Jules Lobel wrote of this process: “Our foreign-policy litigation became a sort of Sisyphean quest as we maneuvered through a hazy maze cluttered with gates. Each gate we unlocked led to yet another that blocked our path, with the elusive goal of judicial relief always shrouded in the twilight mist of the never-ending maze.”144 Pulling apart a larger, systemic problem into its smaller components can help elucidate options for advocacy. An instructive example is the use of excessive force by police officers against people of color. Every week seems to bring a new video featuring graphic police violence against Black men and women. Law students are frequently outraged by these incidents. But the sheer frequency of these videos and lack of repercussions for perpetrators overwhelm those students just as often. What can be done about a problem so big and so pervasive? To move toward justice, advocates must be able to break apart the forces that came together to lead to that moment: intentional discrimination, implicit bias, ineffective training, racial segregation, lack of economic opportunity, the over-policing of minority communities, and the failure to invest in non-criminal justice interventions that adequately respond to homelessness, mental illness, and drug addiction. None of these component problems are easily addressed, but breaking them apart is more manageable—and more realistic—than acting as though there is a single lever that will solve the problem. After identifying the component problems, advocates can select one and repeat the process of breaking down that problem until they get to a point of entry for their advocacy. 2. Identifying Advocacy Alternatives As discussed earlier, political justice lawyering embraces litigation, community organizing, interdisciplinary collaboration, legislative reform, public education, direct action, and other forms of advocacy to achieve social change. After parsing the underlying issues, lawyers need to identify what a lawyer can and should do on behalf of impacted communities and individuals, and this includes determining the most effective advocacy approach. Advocates must also strategize about what can be achieved in the short term versus the long term. The fight for justice is a marathon, not a sprint. Many law students experience frustration with advocacy because they expect immediate justice now. They have read the opinion in Brown v. Board of Education, but forget that the decision was the result of a decades-long advocacy strategy.145 Indeed, the decision itself was no magic wand, as the country continues to work to give full effect to the decision 70 years hence. Advocates cannot only fight for change they will see in their lifetime, they must also fight for the future.146 Change did not happen over night in Brown and lasting change cannot happen over night today. Small victories can be building blocks for systemic reform, and advocates must learn to see the benefit of short-term responsiveness as a component of long-term advocacy. Many lawyers subscribe to the American culture of success, with its uncompromising focus on immediate accomplishments and victories.147 However, those interested in social justice must adjust their expectations. Many pivotal civil rights victories were made possible by the seemingly hopeless cases that were brought, and lost, before them.148 In the fight for justice, “success inheres in the creation of a tradition, of a commitment to struggle, of a narrative of resistance that can inspire others similarly to resist.”149 Again, Professor Lobel’s words are instructive: “the current commitment of civil rights groups, women’s groups, and gay and lesbian groups to a legal discourse to legal activism to protect their rights stems in part from the willingness of activists in political and social movements in the nineteenth century to fight for rights, even when they realized the courts would be unsympathetic.”150 Professor Lobel also wrote about Helmuth James Von Moltke, who served as legal advisor to the German Armed Services until he was executed in 1945 by Nazis: “In battle after losing legal battle to protect the rights of Poles, to save Jews, and to oppose German troops’ war crimes, he made it clear that he struggled not just to win in the moment but to build a future.”151 3. Creating a Hierarchy of Values Advocates challenging complex social justice problems can find it difficult to identify the correct solution when one of their social justice values is in conflict with another. A simple example: a social justice lawyer’s demands for swift justice for the victim of police brutality may conflict with the lawyer’s belief in the officer’s fundamental right to due process and a fair trial. While social justice lawyers regularly face these dilemmas, law students are not often forced to struggle through them to resolution in real world scenarios—to make difficult decisions and manage the fallout from the choices they make in resolving the conflict. Engaging in complex cases can force students to work through conflicts, helping them to articulate and sharpen their beliefs and goals, forcing them to clearly define what justice means broadly and in the specific context presented. Lawyers advocating in the tradition of political lawyering anticipate the inevitable conflict between rights, and must seek to resolve these conflicts through a “hierarchy of values.”152 Moreover, in creating the hierarchy, the perspectives of those directly impacted and marginalized should be elevated “because it is in listening to and standing with the victims of injustice that the need for critical thinking and action become clear.”153 One articulation of a hierarchy of values asserts “people must be valued more than property. Human rights must be valued more than property rights. Minimum standards of living must be valued more than the privileged liberty of accumulated political, social and economic power. Finally, the goal of increasing the political, social, and economic power of those who are left out of the current arrangements must be valued more than the preservation of the existing order that created and maintains unjust privilege.”154 C. Rethinking the Role of the Clinical Law Professor: Moving From Expert to Colleague Law students can learn a new dimension of lawyering by watching their clinical law professor work through innovative social justice challenges alongside them, as colleagues. This is an opportunity not often presented in work on small cases where the clinical professor is so deeply steeped in the doctrine and process, the case is largely routine to her and she can predict what is to come and adjust supervision strategies accordingly.155 However, when engaged in political lawyering on complex and novel legal issues, both the student and the teacher may be on new ground that transforms the nature of the student-teacher relationship. A colleague often speaks about acknowledging the persona professors take on when they teach and how that persona embodies who they want to be in the classroom—essentially, whenever law professors teach they establish a character. The persona that a clinical professor adopts can have a profound effect on the students, because the character is the means by which the teacher subtly models for the student—without necessarily ever saying so— the professional the teacher holds herself to be and the student may yet become. In working on complex matters where the advocacy strategy is unclear, the clinical professor makes himself vulnerable by inviting students to witness his struggles as they work together to develop the most effective strategy. By making clear that he does not have all of the answers, partnering with his students to discover the answers, and sharing his own missteps along the way, a clinical law professor can reclaim opportunities to model how an experienced attorney acquires new knowledge and takes on new challenges that may be lost in smaller case representation.156 Clinical law faculty who wholeheartedly subscribe to the belief that professors fail to optimize student learning if students do not have primary control of a matter from beginning to end may view a decision to work in true partnership with students on a matter as a failure of clinical legal education. Indeed, this partnership model will inevitably impact student autonomy and ownership of the case.157 But, there is a unique value to a professor working with her student as a colleague and partner to navigate subject matter new to both student and professor.158 In this relationship, the professor can model how to exercise judgment and how to learn from practice: to independently learn new areas of law; to consult with outside colleagues, experts in the field, and community members without divulging confidential information; and to advise a client in the midst of ones own learning process.159 III. A Pedagogical Course Correction “If it offends your sense of justice, there’s a cause of action.” - Florence Roisman, Professor, Indiana University School of Law160 In response to the shifts in my students’ perspectives on racism and systemic discrimination, their reluctance to tackle systemic problems, their conditioned belief that strategic litigation should be a tool of last resort, and my own discomfort with reliance on small cases in my clinical teaching, I took a step back in my own practice. How could I better teach my students to be champions for justice even when they are overwhelmed by society’s injustice; to challenge the complex and systemic discrimination strangling minority communities, and to approach their work in the tradition of political lawyering. I reflected not only on my teaching, but also on my experiences as a civil rights litigator, to focus on what has helped me to continue doing the work despite the frustrations and difficulties. I realized I was spending too much time teaching my students foundational lawyering skills, and too little time focused on the broader array of skills I knew to be critical in the fight for racial justice. We regularly discussed systemic racism during my clinic seminars in order to place the students’ work on behalf of their clients within a larger context. But by relying on carefully curated small cases I was inadvertently desensitizing my students to a lawyer’s responsibility to challenge these systemic problems, and sending the message that the law operates independently from this background and context. I have an obligation to move beyond teaching my students to be “good soldiers for the status quo” to ensuring that the next generation is truly prepared to fight for justice.161 And, if my teaching methods are encouraging the reproduction of the status quo it is my obligation to develop new interventions.162 Jane Aiken’s work on “justice readiness” is instructive on this point. To graduate lawyers who better understand their role in advancing justice, Jane Aiken believes clinics should move beyond providing opportunities for students to have a social justice experience to promoting a desire and ability to do justice.163 She suggests creating disorienting moments by selecting cases where students have no outside authority on which to rely, requiring that they draw from their own knowledge base and values to develop a legal theory.164 Disorienting moments give students: experiences that surprise them because they did not expect to experience what they experienced. This can be as simple as learning that the maximum monthly welfare benefit for a family of four is about $350. Or they can read a [ ] Supreme Court case that upheld Charles Carlisle’s conviction because a wyer missed a deadline by one day even though the district court found there was insufficient evidence to prove his guilt. These facts are often disorienting. They require the student to step back and examine why they thought that the benefit amount would be so much more, or that innocence would always result in release. That is an amazing teaching moment. It is at this moment that we can ask students to examine their own privilege, how it has made them assume that the world operated differently, allowing them to be oblivious to the indignities and injustices that occur every day.165 Giving students an opportunity to “face the fact that they cannot rely on ‘the way things are’ and meet the needs of their clients” is a powerful approach to teaching and engaging students.166 But, complex problems call for larger and more sustained disorienting moments. Working with students on impact advocacy in the model of political lawyering provides a range of opportunities to immerse students in disorienting moments. A. Immersing Students in “Disorienting Moments”: Race, Poverty, and Pregnancy Today, I try to immerse my students in disorienting moments to make them justice ready and move them in the direction of political lawyering. My clinic docket has always included a small number of impact litigation matters. However, in the past these cases were carefully screened to ensure that they involved discrete legal issues and client groups. In addition, our representation always began after our outside co-counsel had already conducted an initial factual investigation, identified the core legal issues, and developed an overall advocacy strategy, freeing my students from these responsibilities. Now, my clinic takes on impact matters at earlier stages where the strategies are less clear and the legal questions are multifaceted and ill- defined. This mirrors the experiences of practicing social justice lawyers, who faced with an injustice, must discover the facts, identify the legal claims, develop strategy, cultivate allies, and ultimately determine what can be done—with the knowledge that “nothing” is not an option. This approach provides students with the space to wrestle with larger, systemic issues in a structured and supportive educational environment, taking on cases that seem difficult to resolve and working to bring some justice to that situation. They are also gaining experience in many of the fundamentals of political lawyering advocacy. Recently, my students began work on a new case. Several public and private hospitals in low-income New York City neighborhoods are drug testing pregnant women or new mothers without their knowledge or informed consent. This practice reflects a disturbing convergence between racial and economic disparities, and can have a profound impact on the lives of the poor women of color being tested at precisely the time when they are most in need of support. We began our work when a community organization reached out to the clinic and spoke to us about complaints that hospitals around New York City were regularly testing pregnant women—almost exclusively women of color—for drug use during prenatal check ups, during the chaos and stress of labor and delivery, or during post-delivery. The hospitals report positive test results to the City’s Administration for Children’s Services (“ACS”), which is responsible for protecting children from abuse and neglect, for further action.167 Most of the positive tests are for marijuana use. After a report is made, ACS commences an investigation to determine whether child abuse or neglect has taken place, and these investigations trigger inquiries into every aspect of a family’s life. They can lead to the institution of child neglect proceedings, and potentially to the temporary or permanent removal of children from the household. Even where that extreme result is avoided, an ACS investigation can open the door to the City’s continued, and potentially unwelcome, involvement in the lives of these families. These policies reflect deeply inequitable practices. Investigating a family after a positive drug test is not necessarily a bad thing. After all, ACS offers a number of supportive services that can help stabilize and strengthen vulnerable families. And of course, where children’s safety is at risk, removal may sometimes be the appropriate result. However, hospitals do not conduct regular drug tests of mothers in all New York City communities. Private hospitals in wealthy areas rarely test pregnant women or new mothers for drug misuse. In contrast, at hospitals serving poor women, drug testing is routine. Race and class should not determine whether such testing, and the consequences that result, take place. Investigating the New York City drug-testing program immersed the students in disorienting moments at every stage of their work. During our conversations, the students regularly expressed surprise and discomfort with the hospitals’ practices. They were disturbed that public hospitals— institutions on which poor women and women of color rely for something as essential as health care—would use these women’s pregnancy as a point of entry to control their lives.168 They struggled to explain how the simple act of seeking medical care from a hospital serving predominantly poor communities could deprive patients of the respect, privacy, and legal protections enjoyed by pregnant women in other parts of the City. And, they were shocked by the way institutions conditioned poor women to unquestioningly submit to authority.169 Many of the women did not know that they were drug tested until the hospital told them about the positive result and referred them to ACS. Still, these women were not surprised: that kind of disregard, marginalization, and lack of consent were a regular aspect of their lives as poor women of color. These women were more concerned about not upsetting ACS than they were about the drug testing. That so many of these women could be resigned to such a gross violation of their rights was entirely foreign to most of my students. B. Advocacy in the Face of Systemic Injustice Although the students are still in the early stages of their work, they have already engaged in many aspects of political justice lawyering. They approached their advocacy focused on the essence of political lawyering— enabling poor, pregnant women of color who enjoy little power or respect to claim and enjoy their rights, and altering the allocation of power from government agencies and institutions back into the hands of these women. They questioned whose interests these policies and practices were designed to serve, and have grounded their work in a vision of an alternative societal construct in which their clients and the community are respected and supported. The clinic students were given an opportunity to learn about social, legal, and administrative systems as they simultaneously explored opportunities to change those systems. The students worked to identify the short and long term goals of the impacted women as well the goals of the larger community, and to think strategically about the means best suited to accomplish these goals. And, importantly, while collaborating with partners from the community and legal advocacy organizations, the students always tried to keep these women centered in their advocacy. In breaking down the problem of drug testing poor women of color, the students worked through an issue that lives at the intersection of reproductive freedom, family law, racial justice, economic inequality, access to health care, and the war on drugs. In their factual investigation, which included interviews of impacted women, advocates, and hospital personnel, and the review of records obtained through Freedom of Information Law requests, the students began to break down this complex problem. They explored the disparate treatment of poor women and women of color by health care providers and government entities, implicit and explicit bias in healthcare, the disproportionate referral of women of color to ACS, the challenges of providing medical services to underserved communities, the meaning of informed consent, the diminished rights of people who rely on public services, and the criminalization of poverty. The students found that list almost as overwhelming as the initial problem itself, but identifying the components allowed the students to dig deeper and focus on possible avenues of challenge and advocacy. It was also critically important to make the invisible forces visible, even if the law currently does not provide a remedy. Working on this case also gave the students and me the opportunity to work through more nuanced applications of some of the lawyering concepts that were introduced in their smaller cases, including client-centered lawyering when working on behalf of the community; large-scale fact investigation; transferring their “social justice knowledge” to different contexts; crafting legal and factual narratives that are not only true to the communities’ experience, but can persuade and influence others; and how to develop an integrated advocacy plan. The students frequently asked whether we should even pursue the matter, questioning whether this work was client- centered when it was no longer the most pressing concern for many of the women we met. These doubts opened the door to many rich discussions: can we achieve meaningful social change if we only address immediate crises; can we progress on larger social justice issues without challenging their root causes; how do we recognize and address assumptions advocates may have about what is best for a client; and how can we keep past, present, and future victims centered in our advocacy? The work on the case also forced the clinic students to work through their own understanding of a hierarchy of values. They struggled with their desire to support these community hospitals and the public servants who work there under difficult circumstances on the one hand, and their desire to protect women, potentially through litigation, from discriminatory practices. They also struggled to reconcile their belief that hospitals should take all reasonable steps to protect the health and safety of children, as well as their emotional reaction to pregnant mothers putting their unborn children in harms way by using illegal drugs against the privacy rights of poor and marginalized women. They were forced to pause and think deeply about what justice would look like for those mothers, children, and communities. CONCLUSION America continues to grapple with systemic injustice. Political justice lawyering offers powerful strategies to advance the cause of justice—through integrated advocacy comprising the full array of tools available to social justice advocates, including strategic systemic reform litigation. It is the job of legal education to prepare law students to become effective lawyers. For those aspiring to social justice that should include training students to utilize the tools of political justice lawyers. Clinical legal offers a tremendous opportunity to teach the next generation of racial and social justice advocates how to advance equality in the face of structural inequality, if only it will embrace the full array of available tools to do so. In doing so, clinical legal education will not only prepare lawyers to enact social change, they can inspire lawyers overwhelmed by the challenges of change. In order to provide transformative learning experiences, clinical education must supplement traditional pedagogical tools and should consider political lawyering’s potential to empower law students and communities.

#### TVA – 1] Read an aff about why space exploration is racist

#### The TVA is terminal defense – proves compatibility of our Models AND Solvency Deficits proves ground for engagement.

#### SSD solves – it preaches self-reflexive ideologies that are key to check back dogmatism – arbitrarily bracketing off topics of discussion creates a groupthink mentality that dooms Social Movements.

#### Space exploration and [lunar heritage] are undergirded with antiblack racism and exploitation.

Mckinson 20 Kimberley D. Mckinson, 30 SEP 2020, "Do Black Lives Matter in Outer Space?," SAPIENS, <https://www.sapiens.org/culture/space-colonization-racism/> B1ack ZD

On May 30, I tuned in to see the launch of the SpaceX Crew Dragon from Cape Canaveral, Florida. The Dragon, the first spacecraft to launch from U.S. soil in nearly a decade, was to herald the dawn of a new age of space colonization. As I watched the astronauts on TV clad in futuristic [designer-made suits](https://design-milk.com/the-design-of-the-spacex-spacesuit-explained/#:~:text=Credit%20for%20America's%20SpaceX%20spacesuit,for%20an%20actual%20space%20program) prepare for blastoff, my mind was flooded with memories of my childhood in Jamaica. As a young girl in the 1990s, I spent hours poring over my Childcraft encyclopedias. I particularly loved the thick, brightly colored volume titled Our Universe, where I could bury my head in the stars and nurture my obsession with planets and black holes. Moments after the SpaceX launch, the broadcasted [words of President Donald Trump](https://www.whitehouse.gov/briefings-statements/remarks-president-trump-kennedy-space-center/) jolted me out of my reverie. He was giving a speech to the crowd gathered for the launch. “The United States has regained our place of prestige as the world leader,” he announced. The president’s usual bluster-filled language about American greatness rang particularly hollow that day at Cape Canaveral. At that exact moment, [hundreds of thousands of Americans](https://www.nytimes.com/article/george-floyd-protests-timeline.html) were protesting in response to the horrific killing of George Floyd, an African American man who was in police custody, only five days prior. Floyd’s death had embodied, in 8 minutes and 46 seconds, the ugliest of America’s fractures. Even as a girl, it had never been possible for me to escape for too long into dreams of being an astronaut. I was always acutely aware, in my own child-like way, of my precariousness here on Earth. While growing up, I faced a lost family business, a lost family home, and a lost father who was desperately seeking work in the United States. My intimate losses were statistical casualties in Jamaica, a country struggling with economic insecurity, crime, migration, and the terms of what it meant to truly be “postcolonial” on an increasingly globalized planet. The wonders of the universe, I learned, could not shield me from the fractures in the world around me. And so, on that perfectly clear May afternoon, I was struck by this juxtaposition of images that felt strangely familiar: At Cape Canaveral, Americans were being ushered to look to the stars to imagine the utopic future of humankind in space, while in the streets, they were confronting the country’s dystopic underbelly of anti-Black racism. I have yet to realize my childhood dream of traveling to space. However, I did discover the anthropological galaxy after leaving Jamaica for the U.S. as a teenager to seek a new intellectual frontier. Today, as a Black anthropologist living and working in New York City, my position in the world has changed. But my scholarly work still ties me to Jamaica, where I came of age. My research focuses on how concerns about crime and security in Kingston, Jamaica, have come to organize social life in this Caribbean capital city. From this personal and intellectual vantage point, the two historic events of May 30—the euphoric SpaceX mission and the outrage-filled protests against anti-Black racism—do not appear at odds. Rather, they are undeniably tethered. How should Americans understand SpaceX’s goal of space colonization in a world now indelibly changed by the killing of Floyd? And will the future era of space colonization be one that is just and whole for all? Founded by the billionaire technology entrepreneur Elon Musk in 2002, SpaceX is at the forefront of efforts to colonize space. Musk insists that one way to ensure the survival of human civilization is to make humans a multi-planet species. To make this goal a reality, Musk is committed to establishing a human colony on Mars, which will necessitate altering the red planet’s environment so it can support terrestrial life. The fear that drives these efforts is that a natural or human-made planetary-scale crisis—such as climate change or resource depletion—will render Earth inhospitable for human beings. Put simply, SpaceX’s vision is one predicated on addressing future insecurity on Earth by creating and curating security for humans on Mars. The year 2020 has tragically shown, however, that for African Americans, among others around the globe, the insecurity and inhospitableness of life on Earth is not imagined as a future eventuality. Rather, it is already being lived as a present-day reality. Furthermore, the recent spread of Black Lives Matter protests to major international cities has reminded people that the tentacles of anti-Black racism do not simply limit their reach to the United States. Black Lives Matter is not just an American cry. It is a global movement that speaks to a planetary crisis rooted in the historic negation of the humanity of all Black people. Though SpaceX is a private company with its sights fixated on colonizing an ecology beyond the bounds of Earth’s atmosphere, it is nonetheless implicated in these [contestations about racism](https://www.theatlantic.com/science/archive/2020/06/elon-musk-juneteenth-spacex-tesla/613330/). Space exploration is not and has never been politically neutral. As the history of the space race shows, the dream of colonizing space has always been tied to narratives about domination and greatness. In the U.S., the historic NASA workforce has [largely been White and male](https://history.nasa.gov/SP-4104/appb.htm). As writer Mark Dery noted in a groundbreaking essay about Afrofuturism, such men seem to believe they possess the power to design, own, and control “[the unreal estate of the future](https://doi.org/10.1215/9780822396765).” These narratives are not unlike the ones of Euro-American colonization and imperialism on Earth, which are stories of the exploitation, exclusion, and dehumanization of Black people, other people of color, and Indigenous people in the name of exploration, adventure, and expansion by White people. Today the scions of space colonization are the billionaire entrepreneurs [who have founded](https://www.bbc.com/news/business-45919650) commercial spaceflight companies—Musk (SpaceX), Jeff Bezos (Blue Origin), and Sir Richard Branson (Virgin Galactic). In other words, they are no longer political leaders from ideologically opposed nation-states, as they were during the Cold War. They are still, however, privileged and wealthy White men. (The combined net worth of Musk, Bezos, and Branson is over US$273 billion.) Their endeavors to colonize Mars and their fantasies for the future of humankind must be understood in the context of the racialized histories of colonization on Earth. For African Americans, race and racism have always been specters that hover over American space exploration. The late poet, musician, and author Gil Scott-Heron captured this sentiment well in his [1970 spoken word poem](https://www.youtube.com/watch?v=goh2x_G0ct4) “Whitey on the Moon,” which was a critique of NASA’s Apollo program. Released on his debut album Small Talk at 125th and Lenox a year after U.S. astronauts landed on the moon, the poem begins:

A rat done bit my sister Nell.  
(with Whitey on the moon)  
Her face and arms began to swell.  
(and Whitey’s on the moon)  
I can’t pay no doctor bills.  
(but Whitey’s on the moon)  
Ten years from now I’ll be paying still.  
(while Whitey’s on the moon)

As the poem conveys, for many African Americans, the Apollo program did not conjure fantastical images of human technological advancement. The first moon landing could not obscure the painful realities of social suffering that for centuries had gnawed viciously on the African American body and psyche, and resulted in the fever-like conditions of the 1960s civil rights era. By dislodging U.S. space exploration from the realm of fantasy, Scott-Heron reminds his audience that, to the contrary, the social priorities that fueled the Apollo program and American space conquest—as envisaged by “Whitey”—were deeply implicated in Black socioeconomic dispossession and racial inequality.

### 2

#### Interpretation – At all TOC bid tournaments, Debaters must disclose previously read positions with tags, cites, and F3L3 of each card within 30 minutes of each debate on the NDCA 2021-2022 LD wiki.

#### Violation: Graphical user interface, text, application Description automatically generated Graphical user interface, text, application, chat or text message Description automatically generated

#### 1] Research- debaters won’t make it an entire topic with the same case unless they update it and frontline nuanced positions—disclosure allows for more specific research and goes into more depth about the topic

#### 2] Accessibility – disclosure is key to smaller school debaters alleviating big school prep outs – they’re able to scout but small school debaters don’t have the teams to figure out the affs being read. Disclosure is inevitable – the question is whether it happens on a mutually accessible forum.

#### 3] Evidence – disclosure is the only way to verify before round cards aren’t miscut – otherwise you could have unethically misrepresented authors

DTD and CI no rvis

Lying about a new aff means err neg on independent voters, lack or preround prep lead to a 1nc that might be slightly cheaty

Table

Description automatically generated with low confidence