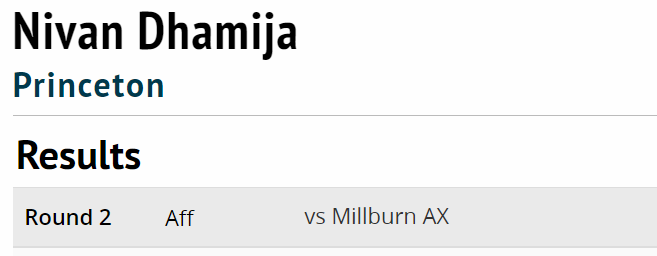
## 1

#### Permissibility and presumption negate – a. the resolution indicates the affirmative has to prove an obligation, permissibility would deny the existence of an obligation b. Statements are more often false than true because any part can be false. This means you negate if there is no offense because the resolution is probably false. C. we don’t presume everything true, that’s why we don’t believe in conspiracy theories

## 2

#### Interp: Debaters must disclose all constructive positions on open source with highlighting and underlining on the 2021-22 NDCA LD wiki 30 minutes or less after the round in which they read them.

#### Violation:



#### Prefer –

#### 1. Academic Integrity – anything else means that you can miscut evidence and there’s no way to check before the round which means that you can garner ridiculous solvency claims and such. They’ll say that I have prep to check, but it isn’t sufficient to check every card in the aff and it would then tradeoff with productive prep on the substance proper. Outweighs – Academic integrity is constitutive to debate as an academic space – just as a teacher would fail a plagiarized paper, you should vote them down for not allowing the verification of adherence to academic rules

#### 2. Engagement – A] disclosing the highlighting and underlining means that I can see the cut warrants of the cards – i.e. if the card has no warrant I should be able to determine it with the highlighting. B] I have no clue what warrants you will go for if the card provides multiple justifications for an argument which hampers pre round prep. Outweighs – you have months to frontline your cases, but I only know what they mean during round which means you get infinite prep compared to 4 minutes of prep time.

#### 3. you’ll say that people will steal cards: 1] they still need to read the articles to have a decent understanding of the arguments 2] it’s a question of who gets the cards – larger schools have much more docs from other schools so there’s an accessibility disad to your interp 3] stealing cards is good – alleviates resource disparities and enables younger debaters to see how to structure cases and cut cards

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

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

#### Fairness – Debate is a competition and the better debater should win. Education – only portable skill we take out of round

#### Drop the debater 1] a loss deters future abuse 2] dropping the arg makes no sense since it’s criticizing pre-round behavior.

#### Competing interps 1] Reasonability creates a race to the bottom where debaters are incentivized to be more abusive and just say its reasonable 2] Collapses – offense/defense debate is competing interps 3] Reasonability brightlines are arbitrary since they are based on what you did rather than the best one

#### No RVIs 1] if I realize I’m wrong then I’m forced to advocate for bad norms 2] logic – you shouldn’t win for being fair or educational – outweighs – logic is a litmus test for arguments 3] forces the round to come to theory since it’s the highest layer which reduces time on substance.

## 3

Interp: debaters must not read that the neg must concede the aff’s fw

Violation – they do

## Case