Interpretation: the affirmative debater must only defend that the appropriation of outer space by private entities is unjust. To clarify, they may not prescribe legislative action such as a ban or garner offense from the effects of implementing a policy action with added extra planks they can't defend states adopting a binding international agreement" and " they can't defend states  establishing outer space as a global commons" and "that this commons is subject to regulation and delimitation

The violation is their advocacy is “Thus, the plan: States ought to adopt a binding international agreement that bans the appropriation of outer space by private entities by establishing outer space as a global commons subject to regulatory delimiting and global liability.”

The definition of unjust is as follows (first result on google via Oxford Languages) Oxford Languages:

**not based on or behaving according to what is morally right and fair.**

Is is defined as present tense third-person singular of [BE](https://www.merriam-webster.com/dictionary/be)

Be is defined as  to equal in meaning

[Is Definition & Meaning - Merriam-Webster](https://www.merriam-webster.com/dictionary/is)

[Be Definition & Meaning - Merriam-Webster](https://www.merriam-webster.com/dictionary/be)

This means that the affirmative must only show that the appropriation of outer space by private entities is equal to being unjust.

Standards:

1. Textuality: The resolution is making a value judgement--it’s a question of whether appropriation by private entities is unjust or not. Any other sort of prescribed action that should be taken falls outside the scope of the resolution. The specific wording of the resolution that the NSDA topic wording committee created is the baseline that remains consistent among all debaters and tournaments--absent that, the chances of being prepared to debate the same topic is zero. Jurisdiction outweighs since the judge must have certain limits on what they’re allowed to vote on--presenting a 6 minute aff on the physics would be educational but the judge can’t vote on the it alone because absent a text it leads to judge intervention which results in arbitrary decisions concerning what is more fair or educational. Jurisdiction also outweighs on resolvability since at the end of the debate the judge must vote for a winner.

1. Ground: if an aff can defend a ban or alternative policy action there are infinite number of agents to enact a plan and and infinite mechanisms by which to enact such a plan--there are an infinite number of qualifiers that can be placed on the resolution that gives the affirmative too much flexibility as to how they define aff ground. Their interp denies also negative phil ground because instead of debating about the justness or unjustness of private property you instead force a debate about the consequences of what would happen if a state banned private property.

A topical version of the affirmative solves--two TVAs:

A. a consequentialist framework that frames the term "unjust" as being something which has bad consequences. For example, they can say "debris is bad under util" and say private appropriation causes debris.

B. They could read their specific actor, states, but not defend a ban, e.g. private appropriation in outerspace is unjust.

Fairness and Education are voters: a) it’s a gateway issue, nobody would debate if it was unfair b) education is the only portable skill

Prefer competing interpretations: a) Norm setting: vote for the debater that represents the better model for debate in order to establish norms for future rounds b) reasonability brightlines are arbitrary and self-serving c) create a race to the bottom by justifying more and more abuse

No RVIs: a)logic-you shouldn’t win for proving you were fair it’s your burdne b) Chilling effect RVIs encourage experienced theory debaters to be intentionally unfair in order to “bait” theory and win on the RVI.

Topicality is drop the debater: deters future unfairness because the debater is not likely to read an extra-topical aff if they lose a round now for doing so.