# 1nc

## 1

Interp: all debaters competing at toc-bid distributing tournaments must disclose their contact information on the wiki.

Violation: screenshot proves they don’t have a school on the wiki, so there’s no way to contact them.

Graphical user interface, text

Description automatically generatedA screenshot of a computer

Description automatically generated

Standards:

1] pre-round prep – it’s impossible to construct an effective 1nc if I don’t know what the aff is beforehand – made even harder when I can’t even ask you questions about it – that’s an internal link to clash – independentl o/w bc they’re not even defending the topic– causes poor 1nc engagement which kills education and fairness.

2] no impact turns – I have not mandated that you disclose your arguments – I should be able to contact you before the round – you’ve signed up for a tournament where being able to use the wiki si the norm and you should abide by it

Voter for edu – only terminal impact – voter for fairness – only thing in judges’ jurisdiction bc debate is a game

Ci: rtb – keep being marginally abusive, collapses – debate ab briteline

Dtd – set a precedent – empirically proven on disclosure arguments

No rvis – they’re silly and illogical

## 2

Interpretation: the resolution should define the division of affirmative and negative ground. To clarify, the aff must defend a world where the member nations of the World Trade Organization have reduced intellectual property protections for medicine.

#### Resolved” means to enact by law.

Words & Phrases ’64

(Words and Phrases; 1964; Permanent Edition)

Definition of the word “resolve,” given by Webster is “to express an opinion or determination by resolution or vote; as ‘it was resolved by the legislature;” It is of similar force to the word “enact,” which is defined by Bouvier as meaning “to establish by law”.

**Medicine is a substance used to treat something**

**Merriam webster ND** <https://www.merriam-webster.com/dictionary/medicine> //aaditg

a substance (such as a drug or potion) used to treat something other than disease

**WTO is one of three major economic organizations in the world**

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The three major international economic organizations are the World Bank, the International Monetary Fund (IMF), and the World Trade Organization (WTO). The WTO emerged out of the General Agreement on Tariffs and Trade (GATT) in 1995; it is an arrangement across countries that serves as a forum for negotiations on trading rules as well as a mechanism for dispute settlements in trade issues.(1) By contrast, the World Bank and IMF deal with their member countries one at a time. They have little influence with industrial countries but can affect developing countries during times of economic crisis and when those countries seek additional foreign exchange resources. The origins and evolution of the three organizations are of considerable interest.(2) Perhaps even more important in light of the recent financial crises in Mexico, East Asia, and a few other countries, are the questions that arise about the current and future roles of the IMF and the World Bank.

Vote neg:

#### [1] procedural fairness – their interpretation eviscerates predictable limits – all negative strategy is premised off a stable reading of the resolution. The lack of a stable mechanism lets them radically re-contextualize their aff and erase neg ground via perms. Including their advocacy authorizes any methodology or orientation tangentially related to the topic, which renders research burdens untenable. That outweighs and precedes their offense – debate is a game that we’ve all chosen to participate in and requires effective negation. It makes no sense to skew a competitive activity in favor of one side. The frame for evaluating offense is that debate is a game and we’re all here to win – that means procedural questions come first.

#### [2] Movement Building -

#### [a] Debate over a controversial point of action creates argumentative stasis – that’s key to avoid a devolution of debate into competing truth claims which eviscerates the decision-making potential of debate

**Steinberg & Freeley, 13**

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**Debate is a means of settling differences,** **so there must be a** difference of opinion or a **conflict of interest** before there can be a debate. **If everyone is in agreement** on a tact or value or policy, **there is no need for debate**: **the matter can be settled by unanimous consent**. Thus, for example, **it would be pointless to attempt to debate "Resolved: That two plus two equals four,"** because there is simply no controversy about this statement. (**Controversy is an essential prerequisite** of debate. **Where there is no clash of ideas**, proposals, interests, or expressed positions on issues, **there is no debate**. In addition, **debate cannot produce effective decisions** **without clear identification of a question or questions to be answered**. For example, **general argument may occur about the broad topic of illegal immigration**. **How many** illegal immigrants **are in the United States?** What is the impact of illegal immigration and immigrants on our economy? What is their impact on our communities? Do they commit crimes? **Do they take job**s from American workers? Do they pay taxes? Do they require social services? Is it a problem that some do not speak English? **Is it the responsibility of employers to discourage illegal immigration** by not hiring undocumented workers? Should they have the opportunity- to gain citizenship? Docs illegal immigration pose a security threat to our country? **Do illegal immigrants do work that American workers are unwilling to do?** Are their rights as workers and as human beings at risk due to their status? Are they abused by employers, law enforcement, housing, and businesses? I low are their families impacted by their status? What is the moral and philosophical obligation of a nation state to maintain its borders? **Should we build a wall on the Mexican border**, establish a national identification can!, or enforce existing laws against employers? Should we invite immigrants to become U.S. citizens? **Surely you can think of many more concerns to be addressed by a conversation about the topic area of illegal immigration. Participation in this "debate" is likely to be emotional and intense. However, it is not likely to be productive or useful without focus on a particular question** **and identification of a line demarcating sides in the controversy**. To be discussed and resolved effectively, **controversies must be stated clearly**. **Vague understanding** **results in unfocused deliberation and poor decisions**, frustration, and emotional distress, as **evidenced by the failure of the United States Congress to make progress on the immigration debate during the summer of 2007**.**Someone disturbed by the problem of the growing underclass of poorly educated, socially disenfranchised youths might observe, "Public schools are doing a terrible job!** They are overcrowded, and many teachers are poorly qualified in their subject areas. Even the best teachers can do little more than struggle to maintain order in their classrooms." That same concerned citizen, facing a complex range of issues, might arrive at an unhelpful decision, such as "We ought to do something about this" or. worse. "It's too complicated a problem to deal with." **Groups of concerned citizens worried about the state of public education could join together to express their frustrations**, anger, disillusionment, and emotions regarding the schools, **but without a focus for their discussions**, **they could easily agree about the sorry state of education without finding points of clarity or potential solutions.** **A gripe session would follow**. **But if a precise question is posed**—such as "What can be done to improve public education?"—**then a more profitable area of discussion is opened up** **simply by placing a focus on the search for a concrete solution step**. **One or more judgments can be phrased in the form of debate propositions, motions for parliamentary debate, or bills for legislative assemblies.** The statements "Resolved: That the federal government should implement a program of charter schools in at-risk communities" and "Resolved: That the state of Florida should adopt a school voucher program" more clearly identify specific ways of dealing with educational problems in a manageable form, suitable for debate. **They provide specific policies to be investigated and aid discussants in identifying points of difference.To have a productive debate, which facilitates effective decision making** **by** directing and **placing limits on the decision** to be made, **the basis for argument should be clearly defined**. **If we merely talk about "homelessness" or "abortion" or "crime'\* or "global warming" we are likely to have an interesting discussion but not to establish profitable basis for argument**. For example, **the statement "Resolved: That the pen is mightier than the sword" is debatable, yet fails to provide much basis for clear argumentation**. If we take this statement to mean that the written word is more effective than physical force for some purposes, we can identify a problem area: the comparative effectiveness of writing or physical force for a specific purpose.

**Although we now have a general subject**, we have not yet stated a problem. **It is still too broad**, too loosely worded to promote well-organized argument. **What sort of writing are we concerned with**—poems, novels, government documents, website development, advertising, or what? **What does "effectiveness" mean** in this context? What kind of physical force is being compared—fists, dueling swords, bazookas, nuclear weapons, or what? A more specific question might be. "Would a mutual defense treaty or a visit by our fleet be more effective in assuring Liurania of our support in a certain crisis?" **The basis for argument could be phrased in a debate proposition** such as "Resolved: That the United States should enter into a mutual defense treatv with Laurania." Negative advocates might oppose this proposition by arguing that fleet maneuvers would be a better solution. **This is not to say that debates should completely avoid creative interpretation** of the controversy by advocates, **or** **that good debates cannot occur over competing interpretations of the controversy; in fact, these sorts of debates may be very engaging. The point is that debate is best facilitated by the guidance provided by focus on a particular point of difference, which will be outlined in the following discussion.**

#### TVA –

#### [a] defend that patents are an Islamophobic extension of western orientalist systems on Southwest Asian countries and that the member nations of the WTO ought to get rid of those patents.

#### [c] Solvency deficits to the TVA are neg ground – it proves there’s a debate to be had

#### [d] SSD is good – it forces debaters to consider a controversial issue from multiple perspectives. Non-T affs allow individuals to establish their own metrics for what they want to debate leading to ideological dogmatism. Even if they prove the topic is bad, our argument is that the process of preparing and defending proposals is an educational benefit of engaging it.

#### T first –

#### [1] T indicts your reading of the aff in the first place, so it’s an evaluative mechanism to adjudicating substance of the 1AC. It’s silly nonsensical to leverage the aff against T since it presupposes that the aff is being won.

#### [2] T is a question of jurisdiction- judges don’t have the jurisdiction to vote on a non-topical aff that hasn’t met the burden of proof of the resolution.

#### [3] Topic ed – we only have 2 months to talk about the topic, but we can learn about the K outside of debate

## Case