

Comprehensive Theory File

at: offensively worded counter-interps

drop the ARGument, not the debater

A2 Drop the ARGument, not the debater

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Education Outweighs Fairness

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Err Aff on Theory

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A2 Fairness is not a voter

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A prioris bad (aff)

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Severance bad

A2 Severance bad

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PICS good

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Word PICs good

Vote neg alt bad

Agent CP bad

Agent CP good

Don't need solvency advocat

Permissability good

Contingent standards good

Plans Good

Philosophy debate good

Skep Contracts bad

A prioris okay

Multiple worlds bad

Multiple worlds good

Multi actor fiat bad

Multi fiat actor good

Dispositional cps bad

Dispositional cps good

condo cps bad

condo cps good

Neg must prove falsity of resolution

1ar theory okay

AT Contingent Standards ACs

A2 Norms Creation

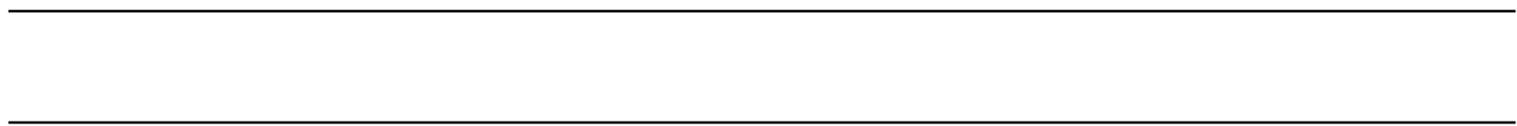
RVIs Good: Aff Only

RVIs Bad

AT Offensive Counter-Interps

Skepticism triggers Presumption

AT/ AFC and Plan



at: offensively worded counter-interps

(if not going for theory, just read the second implication)

Their interp says my argument that you should prohibit their practice is bad, but the arguments in the rest of the shell prove only that their practice is good, not that my theory shell is bad. In order to get access to the practice, they just have to answer my theory argument, so they need some reason that their having to answer my argument is in itself abusive, for instance that it takes too much time. Their lack of this reason means that:

- 1) You ignore the entire shell because the interp isn't justified. Don't let them jettison any part of their interp in the next speech and go for the other part, because that would be a new interp.
- 2) At the least, even if you allow their new interp, the shell functions only defensively to allow their practice, but it can't be a reason to vote me down because there's no reason my shell is in itself abusive. [then answer the arguments that their practice is good, if you're going for theory]

drop the Argument, not the debater

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AT Deterrence

1. Norms are only as good as their enforcers. When a debater hits someone bad at theory, they run
- 2.
3. abusive arguments, so we would get the same benefits if we just ran reject the argument.
4. TURN/ When you try to change practices in adversarial ways, like theory, people get more entrenched in their views because they become angry that they lost.
5. This relies on him justifying norms creation to prove why we care about future abuse. It's not just a
6. given that future abuse matters, he's missing a link. And, we should only care about the abuse that occurs in this round since that's the only thing we actually have control over.

AT Retribution

1. Retribution doesn't make sense in the debate round since the judge, by endorsing the theory argument that he votes me down is endorsing that I am a bad person, not that my arguments are bad. We should get rid of the arguments because those actually affect the debate.
- 2.
3. Dropping arguments gets rid of the skew. There is no longer abuse in the round so it is unreciprocal to punish me as a person for running something that doesn't comply with the best interpretation of
4. debate.

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AT Time Skew

1. I had to answer theory which takes at least the same amount of time as running it, since debaters are always more efficient when they're reading.
2. He's going to say that he had to invest time in theory so that he wouldn't lose so now he is behind on substance because the trade-off meant he won't have enough time to win substance therefore he must win on theory. BUT, 1. It isn't true that he needed theory to win since he could've won it just would've been harder for him than for me. 2. The fact that I a) had to answer theory and b) have

wiped my most strategic arguments off the flow, _____, more than compensates for the time it took him to win theory. 3. If he really can't run a single theory shell and cover substance then he needs

3. to work on efficiency or make shorter theory shells because many, many debaters can do this.

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- 1. Only arguments extended into the next speech affect your evaluation of the debate. His fairness voter says that fairness precedes substance because otherwise your evaluation has been skewed, so dropping the argument is sufficient. Dropping the argument hasn't skewed his time because I invested time answering his theory shell.
- 2. Dropping the argument is more realistic. In the real world, we don't give the death penalty for every minor offense; rather, the punishment is reciprocal to the crime. Real world is key because it's the only relevant impact that debate has on our lives.
- 3. Dropping the argument is sufficient punishment in deterring the use of abusive practices in the future, whereas punishment arguments only lead to more unnecessary theory. Sigel:
- 4. First, punishment arguments do not deter bad debate. It has already been argued that sophisticated debaters
- 5.
- 6. who run "junk" arguments " will eagerly latch onto punishment as another way to avoid research.
- 7.
- 8.
- 9. Some elaboration seems in order. Suppose you and your partner plan on running a world government counterplan nearly every round. Your response to the threat of punishment will be to write detailed briefs) defending the legitimacy of your counterplan. **When another [debater] team initiates a punishment argument [debaters] you will "TURN" the argument and make it a reverse voting issue. When the 1AR drops numbers 11, 21 and 26 because of time pressure [the negative] you will likely win the debate. It seems clear that for teams that systematically abuse the activity punishment isn't really a problem. At worst they can muddle up the issue and at best they can win on reverse-punishment.**
- 10. Second, **losing bad arguments is normally: an adequate disincentive. Most competitive debaters stop using arguments that don't win.** It is not at all clear that a ridiculous hypothetical counterplan, for example, deserves more than a few intelligent presses to be defeated.
- 11. There's no warrant to vote me down in the voter; don't let him make any new arguments because a) my strategy was premised on knowing his, i.e. I only choose to read drop the argument, not the debater because he underwarrants this part of the debate, so new 2AR arguments skew neg strategy and b) I don't have a 3NR to answer back 2AR arguments, so default to rejecting the argument, not the debater.

A2 Drop the ARgument, not the debater

1. Vote the debater down to deter future abuse. Dropping the argument isn't sufficient because I had to invest the majority of my 1AR on reading theory, whereas it only took him [30 seconds] to read the abusive position. Allowing him to kick the argument skews my only check on abuse even further against me.
 2. Dropping the debater is more realistic. In the real world, punishment is given out for wrongdoing. However, dropping the argument is functionally no punishment at all if they still win the debate. Literally the only punishment in debate is voting them down [especially in outrounds where there are no speaker points]. Moreover, he proves my argument here true because he only goes for drop the argument not the debater because he knows that he will still win the round, since I had to devote [3 minutes of my 1AR] reading theory.
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Fairness Outweighs Education

1. The vast majority of education comes out of round, so education is inevitable, while fairness is only the product of what is done in the round itself. This mitigates their education impact because even if education helps us our entire lives, the majority of the education benefit he claims is nonunique.
 2. Fairness is a prerequisite – people wouldn't ever play the game if there wasn't an equal playing field to evaluate the round.
 3. A2 Education is a prerequisite since schools only fund debate because of its educational benefit
 4. Prefer the fairness argument because it's about what debaters would do as opposed to school funding. Even if there was no funding, debate could still exist if individuals are interested in debate.
 5. Empirically denied – tons of activities exist which are not educational, e.g. sports, whereas all activities are guided by rules which dictate proper behavior.
 6. The violation they commit to fairness is always stronger than the violation of education because there are an infinite number of variables that affect education irrespective of his specific arguments. Thus, you can never quantify their impact to education, whereas I point out the particular ground loss and abuse to fairness occurring.
 7. I outweigh on time frame. Checks on fairness are vital this round because after that it's too late to fix the problem. School systems and classes, on the other hand, can easily have solvency after the round for deficiencies in education.
 8. Even if they win that education outweighs fairness in a vacuum, I'm overwhelmingly winning the fairness debate, whereas the education debate is close...
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Education Outweighs Fairness

1. Education outweighs because it is the long-term benefit to debate. Whereas fairness only helps us in the span of a tournament, education benefits us our entire lives. Moreover, fairness is only valuable in this hypothetical debate setting, while education is universally valuable.
2. Education is a prerequisite since schools wouldn't fund debate if it weren't educational.

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Err Neg on Theory

Evaluate the theory debate after the NR, not the 2AR:

1. I have no 3NR, so evaluating the theory debate after the 2AR puts me at a structural disadvantage since I can't point out 2AR argument shifts or extrapolations and to respond to new 2AR arguments.
2. Time skew: the aff has 7 minutes of speech time between the 3 minute 2AR and 4 minute 1AR, while I only have a 6 minute NR. At worst, even if you don't structurally preclude new 2AR arguments, this means you should err neg on the theory debate if it's close to counterbalance the aff advantage.

2AR theory weighing is illegitimate because the aff would always win 2AR theory debates--I have no 3NR and conceded arguments are assumed true. He had the chance to weigh in the 1AR--for example, by taking a stance on fairness vs. education--and didn't do it.

Err Aff on Theory

1. Err aff on theory: rounds are too short; it's not like policy where theory is decided early in a round. The 1AR was the earliest time for me to run theory, so as long as I'm responsive to NR responses, vote aff. Otherwise you would have to make links for him and presume he could beat back my responses.
 2. I'm not "blowing up my shell" just because I'm going all in for theory: the strength of the shell is still the same, but it takes time to answer his responses.
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Potential abuse is a voter

1. It is too late to run theory in the 2NR because I can't respond to their responses so either a) the judge would intervene to decide which arguments take mine out, which makes debate arbitrary or b) any sort of response my opponent made on theory would take it out which is unfair since I would've responded to them had I had a 3NR. And, this means the aff will be able to run terribly abusive strategies, so long as the abuse is triggered in the 1AR and they made a semantic "I meet" or false theory argument in the 2AR. And, it's unfair to decide whose theory block is better because the judge's role is to determine the better debater.
2. [Potential abuse is actual abuse. Otherwise, the aff can spew abusive args then kick them to gain the positive time tradeoff on theory, meaning my only check on abuse is skewed against me since it's being manipulated by their abusive strategies in order to disadvantage me even more. This means if they extend some argument to meet the interpretation and kick the rest of the case, they are just feeding the abuse.
3. Extend that theory is an issue of competing interpretations: it's about promoting the best norms for the activity, not just particular in-round abuse. Thus, if he justifies a worse rule for debate, it's still a reason to vote. Actual abuse is only one instantiation of the general pattern that I point out is wrong with his interpretation of debate, so potential abuse must be a voter.]

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Potential abuse is not a voter

1. No warrant: the fairness voter he reads says to vote me down because your evaluation of arguments has been skewed; however, since I never read the abusive position he claims I justify, there's no reason to vote.
 2. You shouldn't hold me accountable for things I didn't do. That would be analogous to giving the death penalty to a burglar just because he "justified" other violence such as murder.
 3. Extend reasonability – as long as my interpretation is reasonable, it doesn't matter if I justify abusive practices if he could have still won the debate, so potential abuse isn't a voter.
 4. Potential abuse as a voter creates a race to the bottom and justifies unnecessary theory. For example, if potential abuse was a voter, absurd theory arguments such as debaters can't run deontology because deontology presumes truth testing and truth testing justifies running aprioris.
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Competing interpretations good

1. Reasonability encourages intervention: I have no idea where your "BS meter" is, so default to competing interpretations. Intervention is bad because it takes the debate out of the hands of the debaters, undermining the fundamental purpose of debate.
 2. Competing interpretations creates better norms for debate, increasing the quality of debates in the long term.
 3. Reasonability creates a race to the bottom since it motivates debaters to use increasingly unfair and uneducational strategies and get away with them by merely playing defense on theory.
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Reasonability good

1. Competing interps creates a race to the bottom – every round devolves into theory because the negative can always nitpick some minor flaw with the aff’s interp because there’s no perfect interpretation.
2. **(AFF)** Prefer reasonable aff interpretation to counterbalance neg time skew and ability to choose his advocacy based on the AC.
(NEG) Give the negative reasonability to counterbalance aff persuasive advantage of speaking 1st and last and the right to set the terms for the debate.

Frontlines

A2 Reasonability encourages judge intervention/ is arbitrary

1. Reasonability isn’t arbitrary because debaters set standards for what constitute a reasonable interpretation and argue that their interpretation is reasonable relative to those standards and particular theory arguments made in round. The brightline for reasonability is [...]. Thus, my interp is reasonable...

A2 Norm Creation

1. Empirically denied in L-D; topics only last two months, so there isn’t sufficient time for norms to be established through competing interpretations. Rather, the only norm established is the consistent abuse of theory as the new apriori, where theory is run every round to gain the positive time tradeoff.
 2. Nonunique: norms were established in the era of reasonability, e.g. ellipses bad and multiple aprioris bad. Competing interpretations is unnecessary for this end.
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T is an RVI

T is an RVI - this is key to reciprocity because otherwise T is a no-risk issue, giving him a 2:1 structural advantage since they can win off either T or the case debate. Only the RVI curbs the incentive to run T merely as a time-suck. [Further, if competing interpretations is about promoting the best norm for debate, if I win that my norm is best, you should vote for me to promote greater consistency with my interpretation.] Thus, if I win my counter-interpretation, I win off T.

Frontlines

A2 Chilling Effect

1. There's no reason this is bad; the RVI forces people to run theory only when they are confident that their interpretation is actually the best rule for debate, which is the point of topicality.
2. Turn: More RVIs promotes discussion about whether RVIs are good for debate and makes theory even more relevant.

A2 Theory Frames Substance

1. Even if theory frames substance, it does not follow that theory thus does not also have to be fair.
2. Theory frames substance, but the RVI frames how you evaluate theory. The view of theory as an infallible issue is exactly what the RVI is criticizing.

A2 Illogical to vote just because he's topical

1. That's not responsive. My argument isn't that you vote for me because I'm topical; instead, extend the warrants in the RVI.
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A2 T is an RVI

1. Theory functions on a different level than substance: it frames substantive issues, rather than acting as one. You can't "theory" a theory argument.
 2. RVIs kill education because there is NO substantive debate – every debate would devolve into theory once theory is run because it functions on a higher plane than substantive issues and whoever wins theory automatically wins the round. This educational loss outweighs because there's never any substantive debate whereas even when theory is not an RVI, the debater still has a good chance at winning just by covering theory. This means that even if fairness outweighs education in a vacuum, we get marginal loss of fairness when I run theory, whereas we get NO educational benefit when theory is an RVI.
 3. RVIs cause a chilling effect on theory debates because a) debaters will be more afraid to read theory even when there's actual abuse when they know they can lose on it and b) they don't want to be held culpable for starting a theory debate. The number 2 above explains why: debaters don't want the entire debate to devolve into theory, and judges will not want to listen to theory debates. This outweighs his RVI abuse story because even if the theory argument is not reciprocal in this particular round, RVIs justify infinite abuse because theory will never be run as a check on abuse.
 4. RVIs are illogical: the aff has the necessary burden of being fair and shouldn't win just because he is fair or topical.
 5. We both have the burden of being fair; he could have run theory on me if I had been unfair, and then weighed abuse stories, meaning that theory is reciprocal because we both have access to it as a check on abuse.
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Fairness voter

Extend that fairness is a voter because (1) the ballot makes debate a competitive activity which must be constrained by rules as people only compete with the knowledge they have an equal chance of winning. (2) You must first ensure the debate is fair in order to evaluate anything post-theory as otherwise that evaluation will arbitrarily prefer the unfair debater. That means the rest of the debate is skewed once the abuse has happened, so theory is the only fair debate left for you to vote on.

A2 Fairness is not a voter

1. (Reexplain the voter. . . the warrants are preclusive of all responses)
 2. His/her arguments concede fairness is still necessary as a check on argumentation because fairness frames all discussions. Since he/she concedes that fairness is necessary for an objective evaluation of the round as otherwise everything is skewed, all of his/her answers are defensive at best. Also, this outweighs all my opponent's technical responses because fairness is necessary to evaluate the flow at all.
 3. Even if fairness is flawed, there must be some meta-standard by which we evaluate the rules of debate because there have to be conditions that demonstrate what's sufficient to prove or disprove the resolution. He doesn't leverage an alternative metastandard like education, so default to fairness regardless of their responses.
 4. Many of their arguments rest on shared assumptions, which are taken out by various line-by-line arguments I am going to make, so you should crossapply all of the answers I am going to make to their entire position.
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A2 text precedes fairness

1. There are an infinite number of grammatically correct ways to interpret any given statement, but we need fairness to determine which ones are legitimate in order to establish conditions that allow us to debate the resolution.
 2. Textual interpretations are always justified in terms of reasons to prefer that ultimately terminate in some theoretical reason. Fairness is the only theoretical reason that is being justified in this round so default to it as a filter for textual interpretations.
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A2 logic precedes fairness

1. Theory arguments are also derived from logic; this isn't a unique reason to default to substance. If his arguments are logically unfair, then you [affirm/negate].
 2. Crossapply the second warrant in the voter – the substantive debate is skewed if one side is given a structural advantage, so you cannot determine who is winning the debate logically until you first evaluate theory.
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A2 no brightline to fairness

1. The bright line to fairness is structural abuse – the point at which they can do something that I cannot, fairness has been violated. This is established by my theory standard of (...) because. . .
 2. Exact bright lines are unnecessary. If I handed you a color gradient you could not tell me exactly where it changes from yellow to orange but that does not mean they are not distinct colors.
 3. A clear bright line is unnecessary in this instance because the in round abuse is so bad, thus we know he has crossed the bright line even if we don't know exactly where that is.
 4. There's no warrant why brightlines matter anyway – seriously, is there any debate argument or even anything in the real world that has a brightline!? Stop fooling yourself, this argument sucks.
-

A2 i'm kicking the argument so no abuse

1. The abuse happens once the unfair argument is read; punishment is critical since I have already invested a substantial amount of my time on theory. Otherwise, the [aff/neg] can spew abusive args then kick them to gain the positive time tradeoff on theory, meaning my only check on abuse is skewed against me since it's being manipulated by their abusive strategies in order to disadvantage me even more.
 2. Kicking the argument proves the abuse. If I never ran theory they'd be going for the abusive interp. This is demonstrated by the fact that they acknowledge that their argument is abusive and then claim kicking it avoids the abuse. I already had to alter the way I approach the [AC/NC] in order to preempt the abuse, meaning the abuse has already skewed my strategy and you must vote now.
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A2 theory subjective leads to intervention

1. Theory is objectively evaluated just like any other argument on the flow – the judge looks at each argument and evaluates the quality of the responses in relation to the original argument.
2. You're intervening more if you disregard theory and evaluate the post-theory debate, because the rest of the debate has already been skewed by the abuse. Crossapply the second warrant in the voter which proves this.

A2 it's not reciprocal for the aff to have offense to theory while I don't

1. It's their fault - I had no choice other than to run theory in order to check the abuse. Whereas they could have just not run the unfair arguments in the first place, they forced me to make theory an advocacy.
 2. Theory is a gateway issue that must be evaluated prior to the rest of the substantive debate. It frames how we view arguments on the case debate, so it doesn't have to function in the same way they do; it logically must precede substance because of the second warrant in the fairness voter – if theory is true, everything else is skewed towards the unfair debater.
 3. Theory is reciprocal because both of us have to be fair in order to win, meaning I have to meet the burden of being fair also.
 4. They can get offense on theory by winning that it is a reverse voting issue – they could have just argued that if I can win on theory, in the interests of reciprocity that defense should be sufficient for them to win on it. It's their fault for not framing theory as a two way street.
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A2 theory "Turns"

1. Turning theory is a performative contradiction – by answering theory, he claims theory is unfair which is itself a theory argument.
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A2 theory is exclusionary

1. Turn: Theory is least exclusionary because a) it's all analytical. Theory merely involves *thinking* about what would make an argument fair or unfair and b) there are tons of articles online about theory from a simple Google search, whereas topical research requires massive card-cutting and access to databases like Lexis or JSTOR, advantaging larger teams with multiple coaches.
 2. Double bind: either a) "Exclusion" has no impact to any debate metastandard, or b) exclusion does link to some metastandard, which means it's contradictory because theory bad appeals to theory itself.
 3. No in-round abuse: even if theory is exclusionary, it's not excluding him because he's participating in the theory debate by making answers to it.
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A2 theory is used to win not check abuse

1. Punishing the abusive debater with a loss is key to restoring competitive equity. Simply rejecting the argument, docking speaker points, or getting didactic in the oral critique is not enough – only the ballot sends a meaningful message.

A2 theory incentivizes unfair positions when people get pissed

1. Losing acts as a competitive check – people will stop running abusive positions no matter how aggravated they are if they continually lose.
 2. Even if a small minority of individuals is aggravated, theory on balance deters the proliferation abusive arguments. The disappearance of ellipsis, the rise of counter-interpretations, and generally fairer practices in LD all attest to the deterrent value of theory.
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A2 theory creates expofacto rules

1. In turning my theory arguments, he establishes counter-rules about theory, which non-uniques the abuse.
 2. By running a potentially abusive position, he should be prepared to defend the theoretical legitimacy of his arguments, especially with the prevalence of theory in the debate community today. Don't blame me because he didn't do good prep work.
 3. This is non-unique to literally every argument – you have no idea what argument your opponent will run until the argument is read.
 4. Even if you didn't know what my arguments were going to be, all my arguments are analytic, so there's no pre-round prep skew, which is his internal link to predictability.
 5. The NC is the earliest possible time to introduce theory. Even if theory is somewhat "unfair," it's my only recourse against abusive arguments. The in-round abuse outweighs because 1. The "unfair" theory arguments are only read in response to check the abuse of an already unfair case and 2. He can still beat back theory with pre-prepared generic responses even if he doesn't know his specific violation, whereas my answers have to be *case-specific* to win on substance.
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A Prioris Bad (NEG)

- A. Interpretation: All offense proving the resolution true or false must impact to a necessary and sufficient standard.
- B. Violation: He runs [multiple] prestandards arguments, specifically <...>.
- C. Standards:
 - 1. They're not reciprocal A) quantitatively since he gets <insert number> ways to win whereas all I have is the case debate and B) qualitatively since a prioris come before the NC, and only he can get offense on them. I can never turn these arguments since turning "the resolution is true on face" just means "the resolution is not true on face," which gives me nothing to work with. He's going to say I could have run them too, but that would make the debate irresolvable--it's impossible to weigh and decide a winner between two noncompetitive arguments which simultaneously prove the resolution true and false on face. Resolvability comes first since every debate must have a winner.
 - 2. Clash: He'll just go for the argument I cover the least, destroying clash, which is the foundation of substantive debate, and decreases depth by spreading the debate to <insert number> unrelated layers. Depth is key to education because it encourages good research and argument development.

It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default neg on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

A2 they can run them too

- 1. If I ran prestandards too, that would make the debate nonsensical since you would have to evaluate between two noncompetitive arguments which simultaneously prove the resolution true and false on face, and neither of these would be responsive to each other so it would be impossible to weigh them and decide a winner. Resolvability comes first since we would never debate in a competitive format in the first place if no one could win.

2. That's retroactive – it doesn't help me now that it's my NR.
3. I couldn't have predicted that I would need to prepare a prioris for a topic because a prioris have no grounding in the topic literature. Predictability is key to fairness because I have to be able to predict their arguments to adequately engage them.
4. A prioris on the neg are disadvantaged to a prioris on the aff because he has two speeches to extend a prioris, while I only have one, and the aff has seven minutes to my six. Even if this time skew is not unique to a prioris, it is uniquely bad because if I drop other of arguments I can just outweigh them but that is impossible with a prioris.
5. It's self-defeating – I gave reasons why a prioris are bad in the NC, so running them now would be illogical.

A prioris bad (aff)

- A. Interpretation: All offense proving the resolution true or false must impact to a necessary and sufficient standard.
- B. Violation: He runs [multiple] prestandards arguments, specifically <...>.
- C. Standards:
 1. They're not reciprocal A) quantitatively since he gets <insert number> ways to win whereas all I have is the case debate and B) qualitatively since all NC a prioris come before the AC, and only he can get offense on a prioris. I can never turn these arguments since turning "the resolution is false on face" just means "the resolution is not false on face," which gives me nothing to work with. [Even if I can turn them, the turn ground is awful--permissibility is insufficient aff ground--neg grammatical arguments are far superior to aff substantive arguments. If the neg even makes answers to permissibility, he will likely win that debate.]
 2. Clash: He'll just go for the argument I cover the least, destroying clash, which is the foundation of substantive debate, and decreases depth by spreading the debate to <insert number> unrelated layers. Winning his framework renders the other framework irrelevant. Depth is key to education because it encourages good research and argument development.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative

interpretation, default aff on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

Frontlines

A2 Aff has permissibility ground

1. This proves my arg – this ground is awful. Neg is always ahead on the grammatical argument that “ought not” means moral prohibition. If the neg even makes answers to permissibility, it is likely he will win that debate.
2. Permissibility is not a “turn” but rather a way of framing an issue as a reason to affirm or negate--it divides ground between the aff and the neg, which is itself a theory question, so this isn't a reason to reject theory. It's still not turn ground because these turns don't link to the neg standard.

Necessary but insufficient burdens bad

- A. On the terms of every argument presented as offense, ie a reason to vote, turning just the link and turning just the impact must each be offense for the other side.
- B. Violation: He runs a necessary but insufficient standard.
- C. Standards:
1. Reciprocity--only he can get offense to his standard since meeting his standard doesn't mean I win. This allows him to kick turns, giving him a ___:1 structural advantage, and creates a moving target since he can kick burdens I put offense on since they're no risk. This destroys clash since he will just go for the burden I cover the least.
 2. Predictability--there are infinite necessary conditions for a standard to be met because every statement makes numerous metaphysical assumptions. I cannot account for all of justice in six minutes, so I can never be prepared to defend against these burdens. He'll just go for the argument I cover the least, destroying clash, which is the foundation of substantive debate, and decreases depth by spreading the debate to <insert number> unrelated layers. Depth is key to education because it encourages good research and argument development. Predictability is key to fairness since I must be able to predict his arguments in order to adequately engage them.
- D. Voter: It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default aff/neg on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

Frontlines

A2 Nec/insuff standards k2 phil ground

(___) We could have had the same philosophical debate without the NC being necessary but insufficient.

(___) Philosophical debate is worse for education than topical argumentation because philosophical debate rehashes the same issues over and over again. An overemphasis on philosophical debate

discourages topical research since the winning of one particular framework excludes all other arguments made that don't specifically link to that framework. Moreover, only a small minority of us will enter the esoteric field of moral philosophy, but the education gained through topical arguments make us more informed citizens.

A2 You have link turn ground – win that the aff case mandates [NC standard]

(___) This still puts me at a 2:1 disadvantage since I have to first beat back the neg case and then prove that the aff case would be a reason to vote, while all he has to do is win the neg case.

(___) These arguments are illogical because the NC would still deny them; even if I win the prescriptive claim that [adults and juveniles would form a self-interested contract], that's not sufficient to affirm because it doesn't interact with your descriptive claim that [juveniles can't ever form contracts with adults].

A2 Nec/insuff burdens are permissible if negs are not allowed to make offensive arguments on the AC

(___) CX – If I either win a) the framework debate or b) that affirming is permissible under your standard, would I automatically win?

(___) It's still unfair because even if I prove that affirming would be permissible under his contention 1 and 2, he can still win through contention 3. He says I could just beat back the framework and it's still 1-1 reciprocal, but that's false because he runs his NC knowing that my AC framework is [1 minute], but he gets to frontload the NC framework and make it [4 minutes], so he's always at a strategic advantage. This means that affs would always lose under his interpretation. Affs are also at a double-bind here because if I had frontloaded my framework, he would have just read a turn-spread as opposed to a framework-heavy NC. Thus, affs need the strategic option of being able to sever and turn the negative case.

A2 Necessary but insufficient standard bad

A2 Reciprocity

1. He can turn the NC by proving that there is a contractarian principle that obligates us to treat juveniles as adults in the criminal justice system. It's 100% reciprocal—I have to win that there's no contractarian principle, he has to win that there is one.
2. He can impact turn the NC by winning that permissibility affirms, either through a grammatical or substantive argument. This is better turn ground because if he wins that permissibility affirms, he automatically wins.
3. He functionally pushes to the debate to permissibility by saying presume aff. There still has to be some way to resolve; pushing to util from deont makes no sense. You would have to presume, which is functionally just permissibility.
4. The fairness argument is a reason to vote against me, not just reject my argument, meaning he is running multiple advocacies because he claims you affirm because of case impacts and theory. This puts him in a double bind, either:
 - a. Reject theory because we both violate or
 - b. Given that necessary and insufficient standards are bad, make theory a two-way street: if I win my counterinterpretation then you should vote for me because otherwise it's a no-risk issue for the aff.

Counter-interp

- A. Counter-interpretation: Each side gets access to one necessary but insufficient standard.
- B. Reasons to prefer:
 1. Solves reciprocity—the aff had the chance to run a necessary but insufficient standard, giving both debaters two equal outs.
 2. Text is a litmus test for other theory standards. Theory is a way of resolving textual interpretations, but if his interpretation is not textual, he doesn't meet the litmus test for evaluating theory debates. His is not based in the text of the resolution because the definition of negate.
 3. Education: Forbidding permissibility either A. cancels out topical arguments, decreasing breadth of discussion or B. Promotes stupid argumentation because it forces debaters to run standards that logically merely prove permissibility as obligatory, cancelling out a substantial amount of philosophical ground. This forces debaters to engage the standards debate as opposed to just conceding to a standard; standards debate is key to education because it forces debaters to discuss complex ethical ideas. Education is a voter because it helps debaters grow as people.



Deontology unfair

- A. Interpretation--If the aff runs a deontological standard, then the contention must include only one violation of the standard.
- B. Violation--There are multiple offensive arguments impacting to his deontological standard, <...>.
- C. Standards:
 - 1. Reciprocity--Each contention functions as an independent no-risk issue. Even if I prove nukes don't <hold people hostage>, he can still win by proving that nukes <impose risks on innocents>. This allows him to kick turns, giving him a __:1 structural advantage, and creates a moving target because I can never know which piece of offense he will extend.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary. Also, punishing the abusive debater with a loss deters future abuse. If debaters know they can just kick the argument and get out of theory or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.

Taint bad

- A. Interpretation: The aff must prove the resolution true as an on-balance statement, while the neg must prove the resolution false on balance.
- B. Violation: he says that he only must prove a 1% chance that the resolution is true/false.
- C. Standards
 - 1. Giving the aff/neg the burden of proving a taint of injustice makes affirming/negating impossible and is not reciprocal because he only needs to win a risk of a link whereas I need to win 100% impact. Every system will have some flaw, so I can never win under this framework as it presents an impossible burden. This allows him to extend through ink and ignore all my arguments and still win with some marginal impact, which skews time and nullifies all my speeches. Reciprocity is key to fairness as it allows each side a structurally equal chance to win by ensuring equal advocacies.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary. Also, punishing the abusive debater with a loss deters future abuse. If debaters know they can just kick the argument and get out of theory or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.

This outweighs any abuse story against the AC because:

- 1. The taint shapes the impact calculus for the entire round, rather than just the NC. Even if they win that the AC is abusive, they can still win on the NC, while I have no way to win under either framework.
- 2. It's qualitatively worse – if even a risk of a violation is sufficient to negate, I have no ground at all, while they at least have a slight chance of winning under my framework.

Severance bad

NC Preempt:

As a preempt, if he severs his standard, vote him down since it allows him to start over in the 1AR, while I don't get my prep, CX, or NC back, which would have completely affected my strategy in all three of those time segments and allows him to invalidate all the offense I have put on the AC. Fairness is a voter because competitive debate mandates equal burdens and is a prerequisite because your evaluation of the round will have already been skewed towards the unfair debater.

NR Theory:

- A. Interpretation – debaters must advocate their standard and initial constructive throughout the entire round.
- B. Violation – they severed the AC in the 1AR by kicking their standard.
- C. Standards
 1. Time skew – severance lets them start the debate over in the 1AR, while I don't get my prep, CX, or NC back. This gives them a total of 7 minutes between the 1AR and 2AR, while I only have 6 minutes of the NR. Because times are the only explicit rules of debate, strategies that invalidate portions of time are unfair.
 2. Strategy skew – I could not have anticipated that they were going to kick the AC when I was giving my NR. Since my strategy is premised on knowing theirs, if I knew they were going to sever, the NC would have been entirely different. I would have just run a 7 minute NC that would be more resistant to their turn spread. *[The abuse here is demonstrated by both his adamant stance that the AC is <consequentialist> and that all offense links to that standard AND that I had to clarify right before my NR whether he had actually kicked the standard or not. He didn't extend my defense against the AC standard and just assumed that I would understand his strategy.]* Strat skew is unfair because I can't win the debate without a reasonable understanding of the framework for the round.
 3. Ground – severing the standard lets him kick all the turns on the AC. I could be killing them on the AC debate right now, meaning I was denied ground that would have otherwise won me the round. Ground is key to fairness because an unequal distribution of ground makes it easier for one side to win.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary. Also, punishing the abusive debater with a loss deters future abuse. If debaters know they can just kick the argument and get out of theory or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.

Err neg on NR theory - the lack of a 3NR also means you should give them NO LEEWAY in the 2AR. If they are in any way not ONE HUNDRED PERCENT to theory, drop them, since that's the only fair way to make up for my lack of an ability to respond to the 2AR.

A2 Severance bad

A2 Strat Skew

1. It's his fault – by putting defense on the aff standard, he authorizes me conceding the standards debate since he says his conception of justice is better. Just as I am allowed to extend defensive arguments to take out turns, I can extend defense on the standard to take out turns. It's not strategy skew; rather, he just made a bad strategic decision in answering the standard.

A2 Ground

1. No abuse – he can link the turns on the AC into the negative standard.
2. No abuse – they are never extending any arguments on the AC they claim that I am kicking out of, meaning they are only showing potential abuse. For actual abuse to occur they would have to extend their turns and be like, "look, this is the ground that I lost." There was never a warrant for potential abuse.

A2 Time Skew

1. Not all of the 1AR was spent answering the NC – I spent time kicking the standard, and I am extending arguments from the AC so the time spent on the NC debate is equivalent.

2. Turn: the NR has the time advantage because they get 6 minutes to generate all new answers, while the 2AR only gets to extend offensive arguments made in the 1AR.

Counter-interpretation

- A. Counterinterpretation – the affirmative can kick the AC standard in the 1AR if the neg makes answers.
 - B. Reasons to prefer:
 1. Reciprocity: If the neg severed the NC in the NR, I would have no theory recourse since no judge would ever vote for brand new 2AR theory against the NR. It's only reciprocal to allow the aff to kick in the 1AR.
 2. The aff has to be able to sever out of parts of the AC, since if it had to go for every single argument, the aff would never win. It also corners the aff into a particular strategy, while the neg gets to choose what to go for in the 2NR. At worst, I'm still extending some offense from the AC to link to their standard, so there's no abuse.
-

Solvency advocate key

- A. Interpretation – solvency arguments must have a solvency author
- B. Violation – their plan text is not advocated by an author from the literature.
- C. Standards
 - 1. It's unpredictable - There's no literature on this argument so I can never predict it coming up while they have infinite access to it since they came up with it themselves. This hampers my ability to engage the argument since there's no real world lit to answer non-real world arguments. Predictability is key to fairness since they have infinite preround preptime to develop their arguments so I need to be able to predict them to engage them.
 - 2. It explodes their ground since can claim unrealistic advantages that would never happen in the real world. This puts me at a structural disadvantage since any shred of a warrant is sufficient to get them any impact scenario they want, even when it would never be endorsed by topic lit. Also, since his argument lacks real-world bearing, it's uneducational. Real world education is key because it's the only applicable thing outside of the debate round.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default aff/neg on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

Non-falsifiable arguments bad

A. My interpretation is that claims my opponent makes must be falsifiable. Stephen Thornton writes:¹

Popper, then, **repudiates induction**, and rejects the view that it is the characteristic method of scientific investigation and inference, **and substitutes falsifiability in its place. It is easy**, he argues, **to obtain evidence in favour of virtually any theory, and** he **consequently** holds that **such 'corroboration'**, as he terms it, **should count** scientifically **only if it is the positive result of a genuinely 'risky' prediction, which might conceivably have been false.** For Popper, **a theory is scientific only if it is refutable by a conceivable event.** Every genuine test of a scientific theory, then, is logically an attempt to refute or to falsify it, and one genuine counter-instance falsifies the whole theory. In a critical sense, Popper's theory of demarcation is based upon his perception of the logical asymmetry which holds between verification and falsification: it is logically impossible to conclusively verify a universal proposition by reference to experience (as Hume saw clearly), but a single counter-instance conclusively falsifies the corresponding universal law. In a word, an exception, far from 'proving' a rule, conclusively refutes it.

B. They violate because...

(___) Any response I make to the K will bite into the assumptions it indicts, meaning any attempt to falsify it will be structurally precluded by the K.

(___) They appeal to future harms, but the future is entirely unquantifiable.

C. Standards

1. Ground - Non-falsifiable claims justify infinite ground shifts. Any response I make they can just answer by claiming that it suffers from the same logic as the system that their advocacy indicts. They can generate infinite links to preclude all of my answers to their case by just shifting it to encompass by responses. This gives me no stable ground to form an advocacy on.
 2. Cases grounded in unverifiable assertions rather than arguments are not predictable, because there are an infinite number of non-verifiable claims that are not constrained by the resolution. There is demonstrated abuse because... Predictability is key to fairness because being forced to debate a case without preparation puts me at a structural disadvantage in rebuttals.
 3. Reciprocity: the affirmative implicitly has to prove the truth of the resolution by the use of the word "Resolved." Allowing the negative to get away with disproving the resolution by using non-falsifiable claims that aren't arguments unfairly destroys reciprocal burdens, because I have the burden to prove truth but they don't.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative

¹Stephen Thornton, "Karl Popper," Stanford Encyclopedia of Philosophy, 2006.

interpretation, default neg on theory. Also, punishing the abusive debater with a loss deters future abuse. Rejecting the argument is insufficient – only the ballot sends a meaningful message. If debaters know they can just kick the argument or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.

Contradictions bad

- A. Interpretation: Debaters may not contradict themselves.
- B. Violation: X arguments contradict.
- C. Standards:
 - 1. Strategy skew: I can never form a coherent strategy because I have no idea which side of the contradiction they will go for in the next speech; this also allows him to kick turns because he can choose whichever side of the contradiction I uncovered, making it impossible to win. Also, I can't answer the contradictions without contradicting myself, which means the abuse has already occurred.
 - 2. Contradictions are uneducational because they don't bind debaters to a stable advocacy, thus minimizing clash, and allow debaters to spew logically inconsistent arguments without any consequence.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default neg on theory. Also, punishing the abusive debater with a loss deters future abuse. Rejecting the argument is insufficient – only the ballot sends a meaningful

message. If debaters know they can just kick the argument or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.

Contingent standards bad

- A. Interpretation – debaters may only advocate one standard throughout the round, or they may concede their opponents’ standard.
- B. Violation – they have a contingent standard of [...]
- C. Standards
 - 1. Strategy skew – these two moral frameworks contradict and are cancelling conditions on each other. First, I can’t answer these arguments without contradicting myself because I have to draw relevant comparisons between my standard and another ethical theory. Moreover, he will just go for the standard I undercover the least and use it to kick offense I make to the other standard. I can’t form a coherent strategy because I can’t determine how much offense that I should allocate to each standard since he can kick whatever offense I put.
 - 2. Education – debaters don’t have to commit to a coherent advocacy. He destroys clash because the function of a contingent standard is to minimize the amount of work he has to do on the aff standard.
- D. It’s a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default aff/neg on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

Pics bad

- A. Interpretation: The negative can defend one unconditional counterplan that does not include any part of the affirmative advocacy.
- B. Violation: The counterplan's exception to the aff is not grounded in the status quo.
- C. Standards
 - 1. Ground—PICs allow the neg to advocate doing the AC except for any minor stipulation, which coopts all aff ground. This allows the neg to defend only the most desirable slice of the resolution and avoid any disad to negation. This also forces me to start the whole debate over in the 1AR, nullifying six minutes of speech time. Ground is key to fairness because access to arguments determines access to the ballot.
 - 2. Predictability—There are a nearly infinite variety of permutations for parts of the plan that the neg accepts or rejects, and the neg can defend any one exception to research and frontline. There's no way for the aff to prepare specifically for all of them, giving the neg a massive prep advantage. Predictability is key to fairness because the ability to prepare for debates determines the ability to engage in them. It's also key to education because I cannot engage in debate.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary. Also, punishing the abusive debater with a loss deters future abuse. If debaters know they can just kick the argument and get out of theory or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.

PICS good

- A. Counter-Interpretation: Negatives can run one unconditional PIC with a solvency advocate.
- B. Standards:
 - 1. Real World--The best real-world policies are a result of constant compromise and modification, not complete rejections of current policies. PICs let us cover the nuances of competing policies and learn about current events. The PIC tests the aff--the aff must be prepared to defend the entirety of their plan--otherwise it promotes a bad form of policy making where the aff doesn't need to consider the full implications of their plan. Real world education is the most important form of education because it is the only long-term benefit we gain from the activity.
 - 2. It's key to counterbalance the aff ability to have specific advantages and/or a specific plan. Otherwise the aff could be nuanced, but the neg would have to stick with predictable generics.
 - 3. Topic lit solves your offense—I have evidence relating specifically to the resolution on the counterplan which makes it reasonably predictable. At worst, there's no distinction between unpredictability and strategy; people always try to be less predictable which is why people have multiple positions.
 - 4. Ground: The logical extent of the aff's interp is that the negative advocacy cannot include any planks of the affirmative advocacy because they haven't drawn a line on how much of the AC I can include. This eliminates any negative arguments that involve a component of the world that the AC exists in, destroying all neg ground. Ground is key to fairness because it dictates what arguments we can make in the round and provides for equal chances to win.

A2 AFC

Read RVI.

AT Implication

1. The implication should be drop the arg since if the neg runs a framework, she's just wasting her own time but in this case there's no time skew on the aff.

AT Education

1. T/ He doesn't get real-world debate. [Constitutionality is the most real-world.] Real world policy decisions aren't made on the basis of util, they're made on the basis of how to get re-elected – just look at all the pork in legislation. They'll say that isn't "good" policymaking, but that's a normative judgment, so it requires that they win *substantive* justifications for why their framework tells us what's good policymaking – my framework says otherwise. *And* even if policy decisions are based on util, they involve lots of statistics that high-schoolers lack the math skills to analyze, so we only ape policymaking under his interp.
2. T/ AFC is un-real-world since in the real-world people don't arbitrarily pick a framework under which to make decisions; people also argue over the mechanisms for making decisions.
3. T/ They destroy philosophical education, which is the most educational part of debate because it forces us not to take assumptions for granted. Russell²:

The value of philosophy is, in fact, to be sought largely in its very uncertainty. **The man who has no tincture of philosophy goes through life imprisoned in the prejudices derived from common sense**, from the habitual beliefs of his age or his nation, and from convictions which have grown up in his mind without the co-operation or consent of his deliberate reason. To such a man the world tends to become definite, finite, obvious; common objects rouse no questions, and unfamiliar possibilities are contemptuously rejected. As soon as we begin to philosophize, on the contrary, we find, as we saw in our opening chapters, that even the most everyday things lead to problems to which only very incomplete answers can be given. **Philosophy**, though unable to tell us with certainty what is the true answer to the doubts which it raises, **is able to suggest many possibilities which enlarge our thoughts and free them from the tyranny of custom**. Thus, while diminishing our feeling of certainty as to what things are, it greatly increases our knowledge as to what they may be; it removes the somewhat arrogant dogmatism of those who have never travelled into the region of liberating doubt, and it keeps alive our sense of wonder by showing familiar things in an unfamiliar aspect. Apart from its utility in showing unsuspected possibilities, **philosophy has a value -- perhaps its chief value -- through the greatness of the objects which it contemplates, and the freedom from narrow and personal aims resulting from this contemplation.**

4. T/ I get philosophy education and topic-specific, at worst this is a non-unique. If the aff wants to only debate contention-level, he should kick his framework in the 1AR and go for turns.

² Russell, Bertrand. The Problems of Philosophy, CHAPTER XV : THE VALUE OF PHILOSOPHY.
<http://www.skeptdic.com/russell.html>

5. T/ philosophical education only exists in LD debate so his interp uniquely destroys an educational avenue. If they want to debate only util, they should do policy, and if they want to pretend to be real-world policymakers, they can do Student Congress. Even if debaters can read philosophy on their own, they only ever start reading it if it helps in debate, and you can read about util impacts on your own, too, so that's non-unique.
6. Real-world is a stupid marker for education since it's naive to think debate is anything like the real world. 26 minutes isn't enough time to go in-depth on issues.

AT Fairness – AFC necessary to compensate for neg skews

1. These are all arbitrary because we can't know when we're overcompensating for them. He needs to justify why AFC is a reciprocal advantage, which he didn't do, and it would be a new link in the next speech.
2. T/ Having two levels in the 1AR helps the aff more than the neg, because you can use the AC framework to exclude neg offense AND/OR turn the neg contention. *Both* these avenues benefit the aff because a) AC frameworks tend to be better-developed than NC frameworks, so it's easier to win the framework debate and b) NC contentions are usually very short, so the 1AR gets a great time-tradeoff in turning the NC. And, one layer makes it impossible to affirm since the neg has 7 min to the aff's 3 min spent on the AC contention, so the 1AR won't be able to deal with that.
3. Frameworks are indispensable to debating ACs that debaters aren't prepped on. Even if this AC works in the abstract I can't be expected to prep for every aff arg. Even if the AC is predictable, that doesn't mean the neg has prepped against these args. And, LD scenarios are so broad that there's no way for the neg to be prepped on every link scenario the aff could have.
4. T/ AFC benefits debaters who are only good at certain things, like theory and contention-level, at the expense of debaters who are good at those things plus philosophy. Just as the best athlete is one who's very good at several sports, the best debater is the one who's good at all three aspects of debate, so this is a bad measure of who did the better debating.
5. T/ The aff has an advantage proven by the fact that over 50% of affs won in pre-lims of TOC. Prefer this since the judging at TOC is most fair.
6. I'll give them [presumption, permissibility, the aff contention]
7. Frameworks are biased toward one side [It's a fact that one side upholds util, even if people aren't that good at figure out which side this is.]
- 8.

Old block (ground standard only works if their interp says aff can choose any framework)

- A. Counter-interpretation: Debaters ought to be allowed to contest opposing frameworks.
- B. Reasons to prefer:
 - 1. Ground: The aff would always win since s/he can just pick a framework under which the aff biased topic lit links better into. **Even if** he qualifies it as “needing to be comparative” that means nothing because the fact that I can potentially link into his framework doesn’t mean that these links are good ones. Ground is key to fairness because it dictates what arguments can be made in round.
 - 2. AFC advantages larger schools who have more teams that can just cut more evidence which link to the particular framework being run. Thus, AFC makes debate exclusionary and available only to a small circle of elite. This undermines the very purpose of debate as a forum for discussion and critical thinking. This outweighs their abuse story because it causes a tangible impact out-of-round.

Plan focus bad

- A. Interpretation: Debaters must accept topical disadvantages irrespective of their specific advocacy.
- B. Violation: S/he only defends the plan text.
- C. Ground: S/he gains a significant qualitative advantage in terms of ground because he literally picks what s/he deems to be the most desirable slice of topic lit and forces me to debate on his/her terms. Even if there is disad ground against the plan s/he always retains this advantage since s/he can allocate all his/her pre-round prep time into frontlining the position while I'm forced to prep against every possible plan that can be run. **And**, s/he reduces my ground quantitatively since s/he limits the scope of possible arguments I can access. This denies me the ability to read some of my most basic positions like generic turns or overviews that would normally link into res-focus affs. **Also**, breadth precedes depth because of its real world applicability; it's more likely that broad knowledge of multiple things is going to be useful in our lives than very specific knowledge of one thing. **Next**, real in-depth education does not occur inside the context of a debate round it occurs out of round at schools or through personal involvement thus it is useful to cover more topics to see what sparks individual interest. **And**, there's no way to know if the one thing we choose to focus on will actually matter, it could be completely uneducational so it's comparatively better to cover more topics since it increases the chances that we do cover educational ground. **Moreover**, we could have gained the same educational benefits of the plan without creating the ground asymmetry that I have been discussing if he just gave me access to topical ground. **Finally**, ground is key to fairness and education because it dictates what arguments can be made in round or researched beforehand.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default aff/neg on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

Permissibility bad (1ar)

- A. Interpretation: The neg must defend an obligation not just permissibility.
- B. Violation: The NC impacts back to permissibility.
- C. Standards:
1. Reciprocity: If the neg can defend permissibility, they get a 2-1 structural advantage, because I have to defend an obligation while they can either show an obligation or that it is permissible. **Further**, permissibility then has the ability to turn into multiple a prioris that are triggered when a condition is satisfied. If, for instance, all actions are shown to be permissible, you'd negate. This gives the neg an even bigger structural advantage. **And**, it is not sufficient to say that I have permissibility ground too, because permissibility logically flows neg. To say that I ought to do something is the same as saying it is permissible to do something is just not true. Even if people make arguments about permissibility flowing aff, the ground is terrible compared to the obviously intuitive argument that the neg can make. Best-case scenario, the aff is very behind on this debate because the ground is so poor, even if they can make arguments for it. Quality of ground is the internal link to reciprocity, because even if both debaters can functionally make arguments for why permissibility flows either way, if that quality of ground is not equal, it is irrelevant. **Also**, even if running and winning a comparative framework would have prevented me from having this permissibility debate, **a)** I couldn't have known this before the round started and no AC ever can, **b)** this is terrible for education because it forces the AC to have a specific type of framework, decreasing our breadth of framework knowledge, and **c)** this still gives him an advantage, because he has the option of either winning framework and going for permissibility or making turns to the AC framework, whereas I only have access to winning framework. **Additionally**, even if permissibility textually negates, this is only a starting point for the fairness of arguments – just because an argument is textual doesn't mean it's fair. My abuse story is not dependent on the fact that the argument is not textual. Reciprocity is key to fairness because it gives both debaters an equal chance at winning – all other theory standards that link to fairness appeal to some notion of reciprocity, because they want to give each side an equal chance. Structural reciprocity cuts to the chase and therefore has the strongest internal link to fairness.
 2. Clash: Permissibility debates destroy clash in two ways. **First**, instead of comparing a competing policy option against the AC, it becomes strategic for the neg to run a short NC that proves that there is simply another permissible option. **And**, if the AC is means based, they can literally just ignore all AC offense once they generate their own violation. **Second**, it gives the aff an incentive to try to capture the permissibility ground. This just devolves into terrible argumentation about why permissibility flows aff when it so clearly flows neg and distracts from the topical debate. Clash is key to education because it is the foundation of substantive debate. **Even if** they claim that permissibility is necessary to resolve irresolvable debates, that is false because **a)** there is always a risk that one side has proven an obligation to use their option, **b)** we can use presumption, which is comparatively better in terms of reciprocity and clash because both sides

can make decent arguments for it, and **c)** we can weigh the strength of violations under means based standards, meaning this is not true.

D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater, and education, which precedes substance because it is the fundamental goal of debate. Theory is an issue of competing interpretations because reasonability is completely arbitrary; absent an alternative interpretation, default aff/neg on theory. Also, punishing the abusive debater with a loss deters the use of abusive strategies in the future--if debaters know they can just kick the argument to delink theory, they will continue to use abusive strategies for the positive time trade-off on theory. [Kicking the argument proves the abuse--you must vote here, else he can just spew abusive arguments then kick them to gain the positive time tradeoff on theory, skewing my only check on abuse against me even more.]

Conditional CPs bad

- A. Interpretation: Debaters must not conditionally advocate counterplans.
 - B. Violation: S/he does.
 - C. Strat and Time Skew: The AC is forced to defend against multiple worlds since he gets to defend both the status quo and the CP. This means I'm forced to overallocate on both, else he can just go for the one that I undercovered. **Also**, since he has total discretion over how the CP will function in later speeches, the CP creates a moving target because any offense I generate will inevitably just be hit or miss. He can sever out of any offense I put on the CP by kicking, nullifying all the time I spent making turns. Strategy skew destroys fairness because I need a coherent understanding of what's going on to have a chance to win; also, equitable time is key to fairness since time is necessary to generate offense.
 - D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary. Also, punishing the abusive debater with a loss deters future abuse. If debaters know they can just kick the argument and get out of theory or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.
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Narrow standards bad

- A. Interpretation: Debaters must justify why their standard excludes relevant impacts.
- B. Violation: Their standard is (____) even though the warrants do not justify that exclusivity because (____).
- C. Ground: Narrow standards skew ground by disallowing topical impacts without justifying the reasoning behind doing so. Since the exclusion is fundamentally unwarranted I don't have the opportunity to challenge whether or not my arguments would operate underneath that framework. They'll always use the specificity of the standard to avoid my offensive links turning his argument into a sort of philosophical plan focus. **At worst**, forcing me to re-establish how his criterion actually functions creates a structural skew since it's a no risk issue for him but is vital to my ability to link turn the AC. Ground is key to fairness because unequal distributions make it easier for one side to win.
- D. It's a voter for fairness, which precedes substance because unfair arguments arbitrarily skew your evaluation of the round towards the unfair debater. T is an issue of competing interpretations because reasonability is completely arbitrary. Also, punishing the abusive debater with a loss deters future abuse. If debaters know they can just kick the argument and get out of theory or go for an RVI, they will continue to use abusive strategies for the positive time trade-off on theory.
- E. Substantive reasons to prefer:
1. Standards justified by impacts lead to illogical conclusions because they are used to generate impacts as opposed to delineate relevant impacts. The standard should only be a metric to determine which arguments are relevant. The AC fabricates impacts because any minimal link back to [the standard] generates horrible things like [the impacts they warrant the standard with], even if the case argument is not strong enough for such an impact. For instance, one could have a standard that claims that undermining liberty leads to slavery, but that doesn't mean proving a minor infringement of liberty, like walking through a metal detector at an airport, means you are enslaved.
 2. Impacts as warrants don't justify a standard. Rather, they link to another standard that has not been explained in-round. For instance, they could claim not having their standard leads to genocide, but that only begs the question of why preventing genocide would be an important standard in the first place.
 3. Standards that judge state policy must be broad because state policy is never reduceable to a single metric, i.e. [maximizing some very specific end], because states are

responsible for all of the end results of their actions, and they must take into account all relevant concerns when adopting policies.

Object Fiat bad

A: Interpretation: Debater's uses of Fiat may only involve the same actor doing one different action that doesn't solve for an impact without warranting a link chain.

B: Violation: they use object fiat, that is, they fiat my impact away by saying _____.

C: standards:

Ground

- Object fiat takes away all my ground because they get to fiat that they solve all my impacts, eliminating the need for my arguments. Also, object fiat means they don't need a link chain, which eliminates link turn ground. The abuse is supercharged because they are fiatting something unrealistic, that is, most off the debate is over the link chain rather than the impact. For example, people don't debate over if nuclear war is bad, but if it's going to occur or not. This links to education as well as fairness because it eliminates link chain debate and access to arguments determines access to the ballot.

Strategy Skew

- By being able to fiat away the need for my link story, they render the AC/NC unnecessary and irrelevant because where I had to make every link they get to fiat their way to the impact. Time skew functions as an internal link because I had to invest time creating a link chain they rendered

irrelevant. Strategy skew links to fairness because it sets me at an unfair disadvantage and limits the educational value gained because they don't debate the link chain that is the contentious point for debate.

Word PICs good

A. Interpretation: Debaters may run word counter-plans that co-opt affirmative offense if they have a solvency advocate.

B. Reasons to prefer:

1. Predictability. PICs with solvency advocates are in the topic literature so they are reasonable of what debaters should be prepared for. Even if it was unpredictable not everything in debate can be. There are literally millions of authors on every topic plus even more philosophers. Even if the position is not predictable that is actually better since it is more educational. It forces us to think on our feet which is better since in real life we cannot always be prepared. But, I am predictable since my interpretation is the most textual since it garners offense specifically from the words of the resolution.

2. Discursive education is a unique type of education that we cannot get in school or from the news, where we may be able to get policy education. Discursive education precedes everything else since it frames the way in which we can discuss anything.

Also it is real world since policy makers have to and carefully chose what words they use when they write and discuss law. And, we are better citizens, not if we know what our government's policies are trying to achieve generally, but rather how they actually function.

This is key to our education and understanding of how our government functions so we can be informed citizens. [Every counter-plan is a PIC since it takes part of the aff advocacy.] Discursive education comes first since debate is an activity premised on communication.

3. This focuses the debate and increases clash. We need to understand how arguments interact fully but the resolution is so general that arguments might not interact at all. My interpretation focuses the debate which incentivizes us to truly understand our own arguments and be prepared to defend all aspects of our advocacy. We are better citizens, not if we know what our government's policies are trying to achieve generally, but rather how they actually function. And, if we couldn't specify to this degree we would get less education because debate rounds would be very repetitive, since all debaters would run the same arguments.

C. Voter:

Vote neg alt bad

A. Interpretation: K alternatives must have implications outside of the debate round. (Debaters must have a realistic alternative with implications outside of the debate round.)

B. Violation: Their alternative is vote negative.

C. Standards:

1. Ground. They are not defending a world so I can't run disadvantages such as alternate harms that would happen from not doing the aff. Also, I can't perm their advocacy which skews my strategy and makes it harder for me to win if I cannot concede to any part of their advocacy. The affirmative has a 4 minute speech to their 7 and I can't co-opt any of their ground. Ground is key to fairness because it determines what arguments we can make which determines how we win. This also is not real world because policy makers use different things to create the optimal policy, while we can't perm to advocate for the best policy which is less educational.

2. Real world application. Simply critiquing the resolution won't provide us with valuable education because it doesn't teach us about possibilities in the real world. First, policy makers don't just discuss it they take actions, and second there is no way to actually change people's mindset. And, even if we aren't policy makers that type of policy making will still affect us every day. The education we get from debate is valuable only because we can use it in the future.

Voter:

Agent CP bad

- A. Interpretation: Negative counterplans must compete through the action of the aff advocacy. They may not just change the actor.
- B. Violation:
- C. Standards.
1. Predictability. It is impossible for me to predict what actor they will choose because there are millions of nations and organizations. Every topic has lots of actors that could potentially be involved but that doesn't mean they are relevant alternatives. Predictability is key to fairness because I have no ability to prepare before the round. This also decreases education because my arguments on the specific issue will not be as developed and there will be less direct clash, meaning we won't be able to get the depth of the distinction between the aff and neg advocacy.
 2. Ground. The negative co-opts all of the offense in my AC and then creates one minor distinction which they then force me to answer in the 1AR. I couldn't have had a competitive aff because I have no way of predicting that they would run an agent CP. This makes it especially hard in the 1AR because I have 4 minutes to respond to 7. Ground links to fairness because it determines the arguments we can make and how we can win the round.
- D. Voter:

Agent CP good

- A. Counter-interpretation: Debaters may run agent counter plans if they have a solvency advocate.
 - B. Reasons to prefer:
 - 1. Predictability. Solvency advocates are in the topic literature so they are reasonable in terms of what debaters should be prepared for. Even if it was unpredictable not everything in debate can be. There are millions of authors on each specific topic plus even more philosophical ones. Even if the position is not predictable that is actually better since it is more educational. This forces us to think on our feet which is better since in real life we cannot always be prepared.
 - 2. Real world application: Policy makers constantly debate about the actor of policy, so it isn't educational for the aff to just assume that the resolitional actor is best. They must be able to defend all aspects of their advocacy. And depth serves as an internal link and links to education because instead of just glossing over details and it allows us to really learn about the nuances of the advocacy.
 - C. Voter:
-

Don't need solvency advocate

A: Interpretation: Debaters may run plans without a solvency advocate for their plan text as long as they have solvency advocates for their advantages.

B: Reasons to prefer:

1. This counter-interpretation solves back for the abuse for it proves that my position, specifically all my offense is grounded in the topic literature. Since it's in the topic literature it's sufficiently predictable and allows for responses by others, i.e. carded link turns.
 2. Having an advocacy that isn't directly from the topic literature increases critical thinking skills and education for it means that you have learned about the topic and created an advocacy based on it, rather than just copying someone else's work. It also forces your opponent to think on his feet and make arguments specific to this nuanced advocacy instead of relying on cutting and pasting other people's ideas and then spreading them. It also teaches strategy for it allows the debater to nuance an idea in the topic literature to better apply it to the debate round.
-

Permissibility good

- 1) My opponent can turn my case by running conflicting deontological violations and arguing for why we weigh, or why we assume morality prohibits the action.
- 2) My opponent could've run skepticism.
- 3) My opponent should've just won the standards debate.

A. Is the interpretation: Debaters may negate the resolution by proving the permissibility of the resolution.

B. Reasons to prefer:

- 1) Text.

Permissibility is textual since I prove the resolution true by proving the action is morally permissible. Just because I use philosophy to do this doesn't make it different or abusive. The text is the only thing we have before the round so both debaters must be held to only proving the exact text of the resolution true or false. Absent pre-round assumptions is the only way to make the round equal from the start. This also links to education because it is a pre-requisite to having substantive debate for us to have the same conception of the resolution.

- 2) Philosophy ground.

Permissibility is a key aspect of the philosophical literature that they are depriving me of. For example, other than imperfect duties the majority of deontology discusses permissions not obligations. The loss of philosophical ground links to fairness because access to arguments determines access to the ballot, and education because of the key literature they deprive debaters from discussing.

- 3) Real world.

In the real world we're not limited to certain kinds of ethical judgments. We can think about things from any perspective, in fact a necessary part of **critical thinking** is approaching something from many different perspectives. Critical thinking outweighs on education because it concerns our basic ability to make decisions, rather than any specific factual knowledge we could gain. This also means there's more **breadth** under my interpretation since we cover more ethical arguments. Breadth outweighs depth because in the real world, you usually don't need any deep knowledge of most things – especially not of ethical theories – you just need a basic knowledge of everything. Also, since debaters will run different argument in different rounds, we'll get more depth on each issue.

Contingent standards good

A: Counter-Interpretation: debaters may advocate offense to a standard that is not either their own or their opponents.

B: Reasons to Prefer

1. critical thinking skills = These arguments add educational benefit by forcing you to think about argument interaction and how different arguments operate when contested or turned by responses. It also teaches you strategy for it sets up even if scenarios, which means you have thought about the arguments that respond to your arguments. This also provides an internal link of research education by promoting thinking and researching about common ways to respond to your advocacy. Critical thinking skills provide education in the form of life-long skills in argumentation.

Plans Good

A is the interpretation: each side may prove the resolution true by proving it is true in at least 1 instance as long as they have a solvency advocate.

The presence of a solvency advocate solves back for predictability, because it proves its presence in the topic literature. And, it solves back for turn ground and quality of ground arguments because it proves the ability for carded turns to be present in the topic lit as responses to the solvency advocate. More generally this solves back for research burden, reciprocity, ground, and quality of ground arguments for they can garner all the same advantages.

B are the reasons to prefer:

1. real world decision making

Debate only has educational value in so far as you can apply your knowledge to the real world, otherwise there is no use of whatever you learned. An advocacy that is most consistent with the real world is the most educational. Plans are how policy is enacted in the real world, and whether or not we should be the policy makers who enact them, they are still the form of the policies which affect us.

2. depth

Plans increase depth by focusing the debate to one scenario that can be discussed in depth rather than a broader category that we just skim the surface on. Depth is critical for education for it's the only way to actually become knowledgeable to the point where the knowledge has a use, i.e. if you read a hundred page book you know enough on the topic to have a discussion with someone about it, but if you read 1 page from a hundred books you don't actually know anything about all the topics.

3. The interpretation is still topical for it still logically proves the resolution true.

Even if it's just in one instant the statement is still true, for if its true then it can't ever be proved false, since its not wrong in that instance. And even with exceptions moral statements are true, i.e. we can say we ought not kill even if we can say we can kill in self defense. The logical burden is on the negative to prove that it's false in every situation and logic constrains fairness for just because something is fair doesn't mean it's a valid argument.



Philosophy debate good

(Note: the tags function as analytics that you can read if dont have time for cards)

First, philosophical discussion provides relevance to contention level debate. Before it makes sense to care about consequentialist or deontological impacts we first need to be able to defend the importance and philosophical underpinnings of those arguments. Thus philosophical discussion is key to providing deeper meaning to our thoughts and actions. Bertrand Russell[1] writes,

The value of philosophy is, in fact, to be sought largely in its very uncertainty. The man who has no tincture of philosophy goes through life imprisoned in the prejudices derived from common sense, from the habitual beliefs of his age or his nation, and from convictions which have grown up in his mind without the co-operation or consent of his deliberate reason. To such a man the world tends to become definite, finite, obvious; common objects rouse no questions, and unfamiliar possibilities are contemptuously rejected. As soon as we begin to philosophize, on the contrary, we find, as we saw in our opening chapters, that even the most everyday things lead to problems to which only very incomplete answers can be given. **Philosophy**, though unable to tell us with certainty what is the true answer to the doubts which it raises, **is able to suggest many possibilities which enlarge our thoughts and free them from the tyranny of custom.** Thus, while diminishing our feeling of certainty as to what things are, **it greatly increases our knowledge as to what they may be; it removes the somewhat arrogant dogmatism of those who have never travelled into the region of liberating doubt, and it keeps alive our sense of wonder by showing familiar things in an unfamiliar** aspect. Apart from its utility in showing unsuspected possibilities, philosophy has a value -- perhaps its chief value -- through the greatness of the objects which it contemplates, and the freedom from narrow and personal aims resulting from this contemplation. The life of the instinctive man is shut up within the circle of his private interests: family and friends may be included, but the outer world is not regarded except as it may help or hinder what comes within the circle of instinctive wishes. In such a life there is something feverish and confined, in comparison with which the philosophic life is calm and free. **The private world of instinctive interests is a small one, set in the midst of a great and powerful world which must, sooner or later, lay our private world in ruins.** Unless we can so enlarge our interests as to include the whole outer world, we remain like a garrison in a beleaguered fortress, knowing that the enemy prevents escape and that ultimate surrender is inevitable. In such a life there is no peace, but a constant strife between the insistence of desire and the powerlessness of will. In one way or another, if our life is to be great and free, we must escape this prison and this strife. One way of **escape is by philosophic contemplation. Philosophic contemplation** does not, in its widest survey, divide the universe into two hostile camps -- friends and foes, helpful and hostile, good and bad -- it views the whole impartially. Philosophic contemplation, when it is unalloyed, does not aim at proving that the rest of the universe is akin to man. All acquisition of knowledge is an enlargement of the Self, but this enlargement is best attained when it is not directly sought. **It is obtained when the desire for knowledge is alone operative, by a study which does not wish in advance that its objects should have this or that character, but adapts the Self to the characters which it finds in its objects.** This enlargement of Self is not obtained when, taking the Self as it is, we try to show that the world is so similar to this Self that knowledge of it is possible without any admission of what seems alien. The desire to prove this is a form of self-assertion and, like all self-assertion, it is an obstacle to the growth of Self which it desires, and of which the Self knows that it is capable. **Self-assertion, in philosophic speculation as elsewhere, views the world as a means to its own ends; thus it makes the world of less account than Self, and the Self sets bounds to the greatness of its goods. In contemplation, on the contrary, we start from the not-Self, and through its greatness the boundaries of Self are enlarged; through the infinity of the universe the mind which contemplates it achieves some share in infinity.**

Second, philosophical debate is necessary to have any true argument comparison. Before we are able to evaluate which impact is biggest or most important we have to have a coherent standard to weigh back to. Assertions of the relative importance of life vs. happiness vs. autonomy require something to weigh back to, allowing for more educational contention level debate. Additionally, it minimizes judge intervention because otherwise, judges are merely left to decide which impacts are more important or vote off weighing simply because its dropped and not because it has any sophistication to its claims.

This is true even for utilitarian or happiness-based standards: philosophy is prerequisite for knowing how to achieve it. Dave Yount[2] explains

As just one of its many specializations, **philosophy contains the study of** ethics, which is the study of **happiness and how best to attain it** (or indeed if and how that is possible). The main questions of ethics are "What is happiness?" and

"How should I live?" **There are,** as you might guess, **many and varied answers to these questions.** I would guess that every single person is, and should be, interested in whether we can be happy, what happiness is, and how we can act so as to obtain happiness (assuming it exists). Everyone should be

interested to know **[About] what** the **philosophers of the West and East have said about happiness and how best to attain it.** The **answers range from "true happiness is not attainable in this**

lifetime" to "happiness is a state of mind" or "happiness is an activity" and so on. You may not think that any or all of these views of happiness are correct, but you might be able to put another theory together using your favorite parts of some of the extant ones. **It is worth finding out if someone has already articulated the right theory, or whether you can improve on an existing theory, since nothing less than your current and future happiness may be riding on your view of happiness.**

Third, philosophical debate is the most developed and comprehensive of debates and disciplines. Philosophical debate has been happening for thousands of years and across ages and cultures. From Thucydides to Kant and from Aristotle to Rawls these authors have engaged and argued about issues in incredible depth and breadth. This means that philosophical debate can engage in issues at a level that contemporary concerns in which evidence is probably irrelevant if more than 10 years old can't even remotely approach it in terms of quality.

Additionally, the ability to engage in these debates from ideas from the distant past to the present is key to having a more cogent worldview. C.S. Lewis[3] explains that for an individual

Now this seems to me topsy-turvy. Naturally, since I myself am a writer, I do not wish the ordinary reader to read no modern books. But if he must read only the new or only the old, **I would advise him to read the old.** And I would give him this advice precisely because he is an amateur and therefore much less protected than the expert against the dangers of an exclusive contemporary

diet. **[First] A new book is still on its trial** and the amateur is not in a position to judge it. **It has to be**

tested against the great body of Christian **thought** down the ages, and all its hidden implications (often unsuspected by the author himself) have to be brought to light. **Often it cannot be fully understood without the knowledge of a good many other modern books.** If you join at eleven o'clock a conversation which began at eight you will often not see the real bearing of what is said. Remarks which seem to you very ordinary will produce laughter or irritation and you will not see why—the reason, of course, being that the earlier stages of the conversation have given them a special point. In the same way **sentences** in a modern book which look quite ordinary **may be directed at some other book; in this way you may be led to accept what you would have indignantly rejected if you knew its real significance.** The only safety is to have a standard of plain, central Christianity ("mere Christianity" as Baxter called it) which puts the controversies of the moment in their proper perspective. Such a standard can be acquired only from the old books. It is a good rule, after reading a new book, never to allow yourself another new one till you have read an old one in between. If that is too much for you, you should at least read one old one to every three new ones. **[Second] Every age has its own outlook. It is specially good at seeing certain truths and specially liable to make certain mistakes. We all, therefore, need the books that will correct the characteristic mistakes of our own period. And that means the old books.** All contemporary writers share to some extent the contemporary outlook—even those, like myself, who seem most opposed to it. Nothing strikes me more **when I read the controversies of past ages** than the fact that **both sides** were usually assuming without question a good deal which we should now absolutely deny. They thought that they were as completely opposed as two sides could be, but in fact they **were** all the time secretly **united**—united with each other and against earlier and later ages—**by** a great mass of **common assumptions. We may be sure that the characteristic blindness of the twentieth century—the blindness about which posterity will ask, "But how could they have thought that?"—lies where we have never suspected it,** and concerns something about which there is untroubled agreement between Hitler and President Roosevelt or between Mr. H. G. Wells and Karl Barth. **None of us can fully escape this blindness, but we shall** certainly **increase it,** and weaken our guard against it, **if we read only modern books.** Where they are true they will give us truths which we half knew already. Where they are false they will aggravate the error with which we are already dangerously ill. **The only palliative is to keep the clean sea breeze of the centuries blowing through our minds, and this can be done only by reading old books.** Not, of course, that there is any magic about the past. People were no cleverer then than they are now; they made as many mistakes as we. But not the same mistakes. They will not flatter us in the errors we are already committing; and their own errors, being now open and palpable, will not endanger us. Two heads are better than one, not because either is infallible, but because they are unlikely to go wrong in the same direction. To be sure, the books of the future would be just as good a corrective as the books of the past, but unfortunately we cannot get at them.

Skep Contracts bad

A is the interpretation: to prove the truth/falsity of the resolution the explicit standard for the round must be the only possible mechanism debaters can use to generate offensive reasons to vote for them besides links to their opponents standard.

B is the violation: they can generate offense from skepticism as well as the explicit standard (contractarianism)

C: standards:

Strategy skew

- They can go for their standard or skepticism which skews my strategy by forcing me to cover both, where they can go for either. And you can't answer back their standard without it becoming an offensive reason to vote for them. This means reciprocity functions as an internal link since if you don't want to concede to their standard, then you have to answer back both standard and skepticism. It also forces you to spend the limited 1AR time you have split between the necessary but insufficient burden and the standard.

(also skepticism is a NIB so can run theory on that as well)

A prioris okay

A. Interpretation. Debaters may run arguments that function to affirm pre-standards.

B. Reasons to prefer.

1) Real world.

Policy-makers must consider certain things that always trump others, for instance, imminent threats to self defense. I am proving why my argument logically comes before standards evaluations of the resolution. This links to education since as we age we will a) check our government, b) be part of government, c) argue about policies, d) create policies or e) at least be influenced by policies. Thus, we must learn the truth about how states function. And, since I also engage on the standards debate we also garner the benefits of learning philosophy. Last, this links to decision-making which we do every minute since we have to evaluate some issues first, such as personal impacts.

Multiple worlds bad

Interp: Debaters should be limited to advocating for one world or scenario

Violation: aff/neg advocates multiple worlds.

Standards:

Reciprocity: Multiple advocacies make it harder for me to win. Qualitatively its harder since I have to completely shut out the offense off of all of the possible outs otherwise my opponent could collapse into one of the worlds and just win off of that one. It quantitatively makes it harder since I have only one way to win whereas my opponent has numerous ways to win. Reciprocity is key to fairness because both debaters need an equal structural capacity to win the ballot.

Strat Skew: I have answer back all of my opponent's arguments because there is no way that I can know which argument that he/she is going to go for. It's unrealistic for me to win every single argument that he/she puts on the flow and still get enough offense to win the round. In multiple worlds my opponent can just kick the arguments that he/she is losing which completely destroys any sense of strategy I have going into the round. Even if this is just potential abuse it is still enough to vote off of since if potential abuse were not sufficient then the aff could run the same AC until they didn't hit theory, which justifies running an abusive case then kicking the abuse parts just because potential abuse isn't sufficient. Strat Skew is key to fairness because forming an effective strategy is the only way I have the option to win, without strategy I would lose every round because I would have to do way more work than my opponent.

Voter: Fairness

Multiple worlds good

Counter-interp: Debaters should be able to advocate for multiple worlds.

Violation: I meet

Ground:

The multiple worlds that my opponent describes are merely pieces of offense. Obviously these are independent reasons to vote for me, that's the definition of offense. Saying that I can not have multiple worlds indicates that I can only ONE argument and that I create other ways for the judge to adjudicate the round. My opponent's interpretation destroys the ability for both sides to generate offense. Ground is key to fairness because both debaters need an equal and reasonable structural capacity to make offensive arguments in order to have an equal chance at gaining the ballot.

Strat Skew:

Lacking multiple worlds, the aff has the strategic option of either collapsing into the AC or the NC but there is no way for me to predict this in the NC. The AC can kick the AC and go for turns on the NC which strategically puts me at a massive disadvantage since it restarts the round and makes all the responses and time that I made and spent on the AC worthless. Multiple worlds solves this back because it allows me to crossapply the impacts from the multiple scenarios to the severance or non-severance depending on the aff strat. Strat Skew is key to fairness because forming an effective strategy is the only way I have the option to win, without strategy I might as well concede every round. Kicking the AC also triggers the strat skew link.

Multi actor fiat bad

A-Interpretation: Debaters must fiat their advocacies with only one actor.

B-Violation: (s)he fiats that we do the affirmative advocacy with multiple actors (Extemp the actor names...).

C-Reasons to prefer

1. Prominence in the topic literature- There is no topic literature on multiple states implementing a fiated advocacy together. It is hard enough to find just one solvency advocate for a plan with one actor. This means that I will be at a massive disadvantage since I will not have the ability to context their empirical claims with empirical evidence. Topic literature is key to fairness since it is key to preparing arguments and thus winning the round.
 2. Predictability-Multi-Actor fiat is extremely unpredictable since in order to contest the claims of the AC I have to not only have evidence on the advocacy itself, but also on the states he chooses as the actors. There are a massive amount of combinations of actors one could fiat in the international arena. This gives me an impossible research burden, justifying infinite abuse. Predictability is key to fairness since it dictates our ability to prepare for the debate.
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Multi fiat actor good

A- Counter-Interpretation: The aff may run an advocacy where they fiat multiple actors.

B-I meet C- Standards:

1. Depth-Multi-actor fiat means we don't just debate about a particular advocacy. We also debate how the addition of multiple states effects the policy option. That means that multi-actor fiat forces us to go more in depth into the policies and determine what the best way to implement it would be. Depth is key to education since it increases our ability to think critically. Depth outweighs all other standards into education since it controls the quality of education that we get. It is better to read 100 pages of 1 book rather than 1 page each in 100 books.

Dispositional cps bad

A: Interpretation; debaters must advocate their counter plan unconditionally

B: Violation: My opponent specifies certain conditions under which he can kick

C: Standards

- a. Strategy skew- If my opponent can kick his advocacy under the condition that I answer the position then it puts me in a double bind. Either I don't answer the position and he extends it or I do answer it and it triggers his ability to kick it. This skews my strategy because in either scenario I am at a disadvantage. Preventing strategy skew is key to fairness because it ensures that both debaters have a chance at winning.
- b. Reciprocity- If my opponent can kick out of his advocacy under the condition that I answer it then it puts me at a structural disadvantage because any argument he wins is sufficient for him to win the debate whereas as soon as I answer the argument it triggers his ability to kick it. This means that it is impossible to generate offense, which is key to our ability to win the round. This becomes a no risk issue for the neg. Reciprocity is key to fairness because absent reciprocal practices the debate would be skewed to one side.

Voter: Fairness

Dispositional cps good

A: Counter interpretation: debaters can drop their counter plan if their opponent has proved it to be non-competitive.

B. I meet

C. Standards

a. real world skills- The purpose of the counter plan is to challenge the aff to consider all of the aspects of their advocacy. If the aff meets their educational burden by proving that the counter plan to be non-competitive then the negative no longer has to pursue the counter plan because it has served its educational role and has sufficiently tested the plan. Real world skills are key to education because they teach us real world problem skills, which is a long lasting impact of debate.

b. Clash- If the argument is proven to be non-competitive then it would be uneducational to continue the debate on that layer because there would be no clash. Clash is key to education because it is the way we test and learn about the implications of our arguments. Absent clash in the round, debaters would be unresponsive and the debate would be uneducational.

D. Voter: Education

Conditional cps bad

A: Interpretation: Counterplans must be dispositional or unconditional

B: Violation: The counter plan is conditional

C: Standards

- a. Reciprocity- If my opponent can win off the counterplan if I don't respond to it and kick it if I do then it gives him an advantage. Any answer I make on the counterplan is just a skew of my time and strategy insofar as he doesn't have to go for it in his next speech. The counterplan becomes a no risk issue for the negative but a game over issue for the affirmative because if I drop it he can extend it and win but if I overcover it he doesn't have to go for it to win. . Reciprocity is key to fairness because it ensures that each debater has to do the same amount of work in round to win; therefore, it is the most important standard under fairness because there is clear, quantifiable unfairness and much less ability to win the round when burdens are not reciprocal.
- b. Turn ground- these types of arguments severely limit my turn ground because if I turn the counterplan and he doesn't go for it then my offense is irrelevant, whereas if I undercover it any of his extended offense is sufficient for him to win. If he can kick out of his advocacy then I effectively never have any turn ground. Turn ground is key to fairness because it controls our ability to generate offense and win the round.

D: Voter=fairness

Conditional cps good

A: Counter interpretation: The negative can run a conditional counterplan.

B: I meet

C: Standards

- a. real world skills- In the real world if an advocacy is not preferable then it is reasonable and advisable to go for a different advocacy. Additionally the purpose of the counterplan is to make the aff justify every aspect of their advocacy in order to increase critical thinking and policy making skills. If the affirmative answers the counterplan then it has served its educational purpose and has effectively tested the plan. Thus the negative does not have to go for the counterplan in the next speech in order to alter the educational benefit. Regardless the counterplan fulfilled its role. Real world skills are key to education because they are the long lasting impact we get from debate.

Voter: Education

Neg must prove falsity of resolution

A: Interpretation: debaters may negate the resolution by proving the falsity of the resolution.

B: Violation: They say I must prove the desirability of negating the resolution.

C: Reasons to prefer:

4. To negate is "to deny the truth of", thus the negative **textually** should be able to win by disproving the truth of the resolution rather than being forced prove that a different claim is true. Text is a litmus test for other theory standards. Theory is a way of resolving textual interpretations, but if his interpretation is not textual, he doesn't meet the litmus test for evaluating theory debates. His is not based in the text of the resolution because the definition of negate.

A comparing worlds' view takes away key **ground** by not allowing me to run arguments that link to the falsity of the resolution. For example, key philosophical literature revolves around skepticism and even deontology is excluded by comparing worlds for it doesn't make claims about the desirability of a world, that is, deontology is premised on practical reason -- the belief that we need to separate our actions from our desires. Ground is key for access to arguments controls access to the ballot.

1ar theory okay

A: Counter- interpretation: Debaters may run theory in the 1AR.

B: Reasons to Prefer:

1. It is a **necessary check** against abusive negatives. The 1AR is the first time possible for affs to run theory. If they can't run it in the 1AR they can never run it which means that negs could be as abusive as they want which is bad for all the reasons the voter says.
2. **Reciprocity**. It is completely unfair and un-reciprocal to say that negatives are the only ones who can have access to an argument that operates on the highest level, comes before any argument the aff can make, and is an auto-loss issue if not properly answered.

This abuse supercharged with the negative time skew and ability to select their advocacy based on the AC. Since negs already have a lot of structural advantages even if I'm winning a risk of offense on the theory debate I should win because it serves as necessary in regard to these already un-reciprocal structural skews.

AT Contingent Standards ACs

- A. If the aff can link and impact turn the NC and offense positions, then all arguments that function to affirm in any speech must be link and impact turnable. This means that the direction of the link or impact is a reason to negate.
- B. [I cannot win by proving skep false, so I can only impact turn it by proving skep negates. This is offense he is extending in his 1AR.]

[I cannot win by proving he violates his standard because if there are violations on both sides, he says we go to permissibility. Therefore, I cannot garner offense on link turns to the AC. And if it is really irresolvable if there are multiple violations, then we should weigh violations on the AC.]

- C. 1) Reciprocity. A) I don't have the same amount of ground or strategic options meaning the round is skewed regardless of my debating. There's a 3:2 structural advantage since he gets impact turns, link turns, and AC offense but I only get NC offense and impact turns. B) The NC is the only time I get to make offensive arguments on the AC whereas he can do that in the 1AR. Layering is necessary since 1) debaters can't be expected to never mess up and 2) I don't get a 3NR but the 2AR can collapse on a layer that I don't have access to, skewing my ability to win.

2) Clash. His strategy is to not debate my arguments but to make his own preclusive arguments. This is key to education since we'd never be forced to debate. Argument interaction is the most important since a) it links to every level of education; advocacy skills, philosophy, and real-world, and b) the only way to learn decision-making is through comparison.

D. Fairness and ed. Reject the argument. Potential abuse is sufficient as it would be too late to run theory in the 2NR since I can't respond to his responses so I can't let him trigger. My options for the round would've been a) judge intervention to decide if the aff arguments take mine out or b) any link would be a reason to reject the shell, meaning that debaters could just run extremely abusive theory arguments in the 1AR and have semantic "I meet" or false arguments in the 2AR. It isn't fair for the judge to just determine whose block is better since it doesn't determine the better debater.

Frontlines

1. The Neg could've done it too (AT Reciprocity)
 1. This isn't coherent with my interp because I can't do it

2. This would make the debate irresolvable since both debaters would be unable to debate framework. If both debaters argue against the first part of contingency then there are two necessarily true standards that cannot be argued against because those responses would be new.
 3. This exacerbates my clash standard
 2. A. The aff may run args that don't let the neg garner offense off of the link and impact turns
 1. I co-opt almost all of their offense, since I only prohibit them from doing this in the case where the neg doesn't do it.
 3. Impact turns are sufficient
 1. Extend my reciprocity standard to take this out
 4. AT Clash: People will just read blocks mindlessly anyway
 1. We still debate whose blocks are correct
 2. We are forced to debate, which is the point. In a normal case, if I drop a dump on my framework I'm screwed, whereas with your case you can just cross parts of your case out on your flow and not have to respond to anything.
 5. AT Clash: My case creates strategic thinking, don't punish me for being trickier/smarter
 1. He doesn't learn anything in-round, you're just reading stuff you've already written.
 2. He tries to hide the triggers so that he can avoid debating at all costs. In other words, he's not trying to have a strategic debate, he's trying not to debate by having me miss all of his triggers and by having me not being able to form a strategy to a case that switches each round.
 6. AT Clash: X form of education is more important
 1. Clash is the reason things are educational. If we say philosophy is the most important, but there is no clash, then we don't get any benefit since we aren't debating or learning about philosophy.
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A2 Norms Creation

1. Empirically doesn't work, a) even a prioris have come back in the form of permissibility and presumption triggers, b) when you try to change practices in adversarial ways, like theory, people get more entrenched in their views because they become angry that they lost.
2. Reject the debater because of future abuse doesn't lead to norms creation because it appeals to why the aff having to answer theory or not getting an RVI is abusive.
 1. If I don't win, there's no incentive for others to debate under this interp.

AT Competing Interps Justifies Norms Creation

1. Competing interps doesn't mean a) we vote down the debater for not having a better interp, just that we resolve theory debates on winning the better interp, and b) it doesn't mean we care about future rounds.
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RVIs Good: Aff Only

1. RVIs are the only way to make theory a 2-way street since the aff must wait until the 1AR t respond, so I have 7 minutes for theory and he has 13. Even if I run my own shell, it's still not reciprocal. With a counterinterp, I have to do only one thing instead of two: outweighing with my own shell and putting defense on or running a counterinterp on the neg's shell.
 2. Once theory is run we can't have a good substantive debate because theory precludes substance so we must spend time on it. So, we should make the theory debate as good as possible. If RVIs exist, shells will be better.
 - A. But the aff forces the neg's hand to go for theory in the NR.
 - Incentives aren't conducive to a substantive NR because a) theory is a no-risk issue, b) the only way this would happen is if the aff ran devastating 1AR theory, which means they undercovered substance, or if the aff ran an "I meet", in which case they don't get an RVI
 3. We should care about deterring future abuse and finding better norms for debate. Vote me up if I win a counter-interp since I'
 4. debating under the better norm for debaters.
 - A. You don't need to vote for her, winning no theory is enough.
 - He still gets a positive time trade-off, especially if he's neg
 - Debaters are competitive, the only incentive to debate using the norm in the future is if one can win off of it. Maybe in this round I was far enough ahead on substance, but this is about future rounds.
 - B. People in other rounds don't care.
 - People don't run conditional CPs anymore, or other old-style arguments like a TON of a prioris.
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RVIs Bad

1. You can run your own theory shell which makes theory a two-way street. [takes out time skew and strat skew]
2. RVIs turn the entire debate into a theory debate [Topic-specific ed arg]. Theory isn't applicable to anything else outside of debate. And, it's not my fault for running theory because if there is actual abuse then I had to run theory.
3. RVIs are bad for norms creation because it means that I cannot concede to the counter-interp, if the counter-interp is the correct norm for debate, since then they automatically win off of the RVI. Without running an RVI, I could concede to the correct norm, and that norm would be the one advanced.
4. RVIs create a chilling effect. Either a) I run bad theory and they can beat it quickly without an RVI or b) I run true theory and the only way they can win is if they're a better debater than me. So they can get away with abuse. People bait theory and have every speech frontlined, which allows for now actual debate.

AT Theory is a no-risk issue

1. You can run reject the argument and then I have to do two things.

AT Time Skew

1. T/: They can't rectify time skew on substance but they can get rid of time skew on theory via reject the argument, I meets
2. I concede substance in the 2AR

AT RVIs Get Rid of Bad Theory

1. He must win why it's abusive, and it's not, bad theory is very easy to respond to. AS long as you get a positive time trade-off with the response, that in itself provides deterrence. Just because people spend too long answering theory doesn't mean they need to.
2. This requires him to be justifying norms creation because I can't take back the theory I ran. And, since he hasn't justified norms creation, he needs to be justifying why my theory is bad.



AT Offensive Counter-Interps

Their interp says my prohibition of their practice is bad, but the arguments in the rest of the shell prove only that their practice is good, not why my prohibition is bad. In order to get access to the practice, they just have to answer my theory argument, so they need some reason that their having to answer my argument is in itself abusive, for instance that it takes too much time. Their lack of this reason means that:

- 1) You ignore the entire shell because the interp isn't justified. Don't let them jettison any part of their interp in the next speech and go for the other part, because that would be a new interp.
- 2) At the least, even if you allow their new interp, the shell functions only defensively to allow their practice, but it can't be a reason to vote me down because there's no reason my prohibition of the practice is in itself abusive. *[then answer the arguments that their practice is good]*

Skepticism triggers Presumption

- A. *Multiple unweighable violations/skepticism/whatever the trigger is* triggers presumption, not permissibility, if it triggers anything.
- B. The NC impacts back to permissibility.
1. Reciprocal ground: The neg has a 2 to 1 structural advantage because they can win off either permissibility or prohibition, while I must win obligation. **Further**, permissibility can't logically flow aff because ... Even if some people make those claims, the ground is terrible compared to the neg's obviously intuitive argument. Quality of ground is the internal link to reciprocity, because even if both debaters can functionally make arguments for why permissibility flows either way, if the quality of ground is not equal, it is irrelevant. Presumption gives both sides better ground because it's not dependent on just the rules of grammar. [**Also**, even if running and winning a comparative framework would have prevented me from having this permissibility debate, **a**) no AC can ever know before the round starts **b**) this is terrible for education because it forces the AC to have a specific type of framework, decreasing the breadth of knowledge of different types of framework, and **c**) this still gives the neg the advantage of having the option of either winning framework and going for permissibility or making turns to the AC framework, whereas I have to win my framework. **Additionally**, even if permissibility textually negates, this is only a starting point for the fairness of arguments – just because an argument is textual doesn't mean it's fair.] Reciprocity is key to fairness because it gives both debaters an equal chance at winning – all other theory standards that link to fairness appeal to some notion of reciprocity, because they want to give each side an equal chance. Structural reciprocity of ground cuts to the chase and therefore has the strongest internal link to fairness.
 2. Clash: **First**, instead of comparing an alternative to the AC, the neg can strategically run a short NC that proves that there is simply another permissible option. **And**, if the AC is means based, they can literally just ignore all AC offense once they generate their own violation. **Second**, it gives the aff an incentive to try to capture the permissibility ground. This just devolves into terrible argumentation about why permissibility flows aff when it so clearly flows neg and distracts from the topical debate. **Third**, these arguments are no-risk since permissibility is so skewed to one side, so we'll never discuss the topic. Presumption is better for clash than permissibility because it greatly reduces the incentive to run these non-topic specific triggers. If *skepticism/two violations* is true, both sides have an equal chance to win, so there's a greater risk to triggering presumption. Clash is the best link to education since it is the only unique benefit we get in round - we can read philosophy and topic lit outside.

AT/ AFC and Plan

- A. Interpretation. If the aff runs a plan, they must allow ethical contestation of their framework that proves another one.
- B. Violation. [They run AFC and a plan...]
- C. Standards.
 - 1. Strat skew. First, the negative is always at a disadvantage in answering a plan because the cards specific to the aff plan text will always be more relevant than generic neg util cards. AFC exacerbates this inequality since it takes away my main strategy in attacking the aff and forces me to debate on an area that I am always behind on. [Even if the plan is somewhat predictable, that doesn't solve the abuse since it doesn't mean that there are neg authors with specific counter-advocacies.] Second, they can choose ground that is skewed to the aff. This links to fairness since the aff has easier access to the ballot. This also links to education through the destruction of clash in two ways. First, the aff's leverage of their "specific" cards combined with my inability to answer their framework means they don't have to engage my arguments. Second, the education impact from debating util is extremely important due to its common acceptance. Clash is the unique educational impact from debate; we can read outside a round.
- D. Fairness is a voter because debate is a competitive activity and the judge has an obligation to vote for the better debater. Unfair arguments arbitrarily skew your evaluation of the round. Education is a voter because it is the fundamental goal of debate, the reason we do it over other activities, and the lasting impact we gain.

At/ clash on plan good.

- 1. Diminishing marginal utility says that giving 100 dollars to someone who has 10 does more good than to someone who has a million. Similarly, we only get marginally better education from focusing solely on the contention debate while debating the framework as well is hugely advantageous.
- 2. The shell answers this back because it proves the quality of clash is poor, so it is actually a waste of argumentation

3. Framework clash is unique to LD debate so denying it abolishes any possibility of that type of debate. Framework debate is uniquely important because it justifies the importance of the rest of the debate.