# Debate SO3D01 Curriculum Guide

Niles Township High Schools, District 219

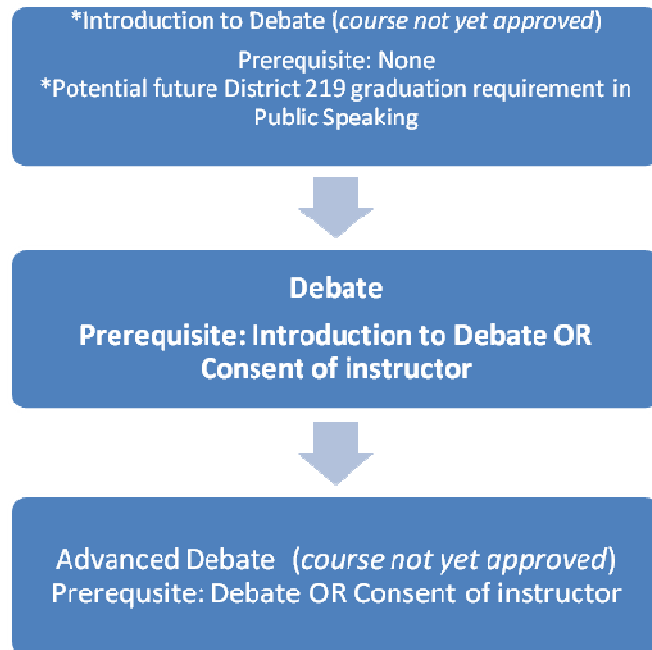Ms. Katie Gjerpen

Mr. Eric Oddo

# Table of Contents:

# Department Structure:

*Introduction to Debate (*course not yet approved*)

Prerequisite: None
*Potential future District 219 graduation requirement in Public Speaking

**Debate**

**Prerequisite: Introduction to Debate OR Consent of instructor**

Advanced Debate  (*course not yet approved*)
Prerequsite: Debate OR Consent of instructor

# Debate Learning Targets:

**Learning Target (1) - Common Core Skills**

**A. I can read and interpret an historical document.**

**B. I can recognize the difference between facts and opinions.**

**C. I can write and defend a thesis.**

**D. I can write a coherent paragraph using a claim, evidence, and a warrant.**

**E. I can interpret maps, charts, graphs, and political cartoons.**

**F. I can connect facts to construct meaning and make logical inferences.**

**G. I can take notes to organize historical content.**

**H. I can utilize the political spectrum to analyze historical events.**

**Learning Target (2)-Advanced Research**

**A. I can use electronic resources to find debate evidence.**

**B. I can compile debate evidence into block format so it can be used during a round.**

**C. I can identify quality sources and find qualifications of authors with ease.**

**Learning Target (3)-The Affirmative**

**A. I can explain the major components of the 1AC.**

**B. I can construct a 1AC that places the Affirmative in strategic position over the Negative.**

**C. I can extend case arguments in the 2AC, 1AR and 2AR effectively.**

**D. I can describe why the impacts of the Affirmative outweigh the impacts of the Negative disadvantages, counter plan net benefits and kritik impacts.**

**E. I can utilize Affirmative theory arguments to my advantage and to the Negative's disadvantage during a debate round.**

**Learning Target (4)-Disadvantages**

**A. I can explain the three components of a disadvantage.**

B. I can describe the difference between a link turn and an impact turn.

C. I can answer a disadvantage effectively.

D. I can extend a disadvantage effectively.

E. I can describe the appropriate format of 2NRs and 2ARs on disadvantages.


## Learning Target (5)-Cross-Examination

A. I can utilize useful techniques in cross-examination to develop my arguments.

B. I can describe the characteristics of a poor cross-examiner.

C. I can describe the characteristics of an effective cross-examiner.

D. I can identify speaking skills that increase my credibility in cross-examination.


## Learning Target (6)-Counter Plans

A. I can identify Counter Plans that compete functionally.

B. I can identify Counter Plans that compete textually.

C. I can answer a Counter Plan effectively.

D. I can extend a Counter Plan effectively.

E. I can describe the main theoretical issues of Counter Plans and utilize them in debates.


## Learning Target (7)-Critical Arguments (The K)

A. I can discuss the implications of knowledge, power and discourse on debate.

B. I can identify the essential components of a kritik.

C. I can answer a kritik effectively.

D. I can extend a kritik effectively.

E. I can cut evidence from a philosophical text.


## Learning Target (8)-Topicality

A. I can explain the relevance Topicality has to Affirmative cases and core Negative arguments.

B. I can answer Topicality effectively.

C. I can extend Topicality effectively.

D. I can create Topicality 1NC violations and 2AC blocks.

## Learning Target (9)-Rebuttals

A. I can select the appropriate arguments to go for in the final speech.

B. I can identify the major impacts in a debate round and provide impact calculus.

C. I can discuss issues in speeches that need to be addressed in rebuttal redos.

## Learning Target (10)-Novice Instruction

A. I can teach an elementary debate concept to novice debaters.

B. I can judge novice practice debates and provide useful feedback to novice debaters.

C. I can illustrate the proper use of paperless debate for novice debaters.

## Learning Target (11)-Topic Preparation

A. I can compile an Affirmative case on next year's topic.

B. I can compile a Negative file on next year's topic.

C. I can write 2AC blocks to generic kritiks.

D. I can write a theory file.

# Debate Syllabus:

## Second-Year Policy Debate (Debate SO3D01):

## Course Syllabus 2011-12

## Course Overview

The purpose of this course is to prepare students to be successful in competitive policy debate by building on basic fundamentals learned as a novice (first-year) debater. Students will learn and practice the skills of advanced debate argumentation, including writing cases and blocks, refining files, structuring arguments, analyzing the current topic and developing effective methods of communication and refutation. Students will be expected to assume a greater level of individual responsibility and to serve as role models for both their classmates and novice debaters.

Because debate is a co-curricular activity, students are expected to participate in afterschool meetings and practices and to compete at tournaments on the weekends. Students need to ensure their personal schedules will enable them to devote some evening and weekend time to the class. **Students are required to compete in at least one tournament per semester.**

**Save the date!** All students will be required to help host the Niles Township Invitational held on September 23-25, 2011. If a student has extenuating circumstances that will prevent them from attending, they should let their teacher know as soon as possible.

## Objectives

1. Students will become sophisticated communicators as participants and critics in debate practices and competitions.
2. Students will expand their critical thinking skills, including a more nuanced understanding of debate argumentation, logic and theory.
3. Students will develop advanced writing and research skills by producing debate arguments utilizing original research.
4. Students will develop strong interpersonal skills through collaboration with each other and as mentors to novice debaters.

## Classroom Policies

**Absences:** If you are absent, it is your responsibility to be proactive in making up any work you missed. If you know ahead of time you will be absent, you should let your teacher know in advance.

**Tardies:** You are expected to come to class on time and be prepared to work. Tardiness is defined as not being in your seat with necessary materials out at the beginning of class. Excessive tardiness may negatively affect your grade and/or tournament travel.

**Behavior Policies:**

1. Respect your teacher, your classmates and yourself. Bullying, harassment and inappropriate language, behavior or gestures will not be tolerated.
2. The classroom should be a place where everyone feels comfortable sharing his or her thoughts and opinions. No student may impede the learning or self-expression of another student.
3. Substitute teachers and guest lecturers will love this class. Please be kind, respectful and courteous at all times.

**Materials:** There is no required textbook for this course. Please be sure to bring a pen, pencil and your netbook with you to class each day. Since the debate team will be participating in paperless debate this year, it is especially important to bring your netbook because you will need it access files, conduct research and write arguments.

## Tournament Policies

Tournament travel is a privilege, not a right. Your behavior at tournaments is a reflection of the entire school district, and as such, you should always act in a manner that represents District 219 at its best.

There is a zero tolerance policy for tobacco, alcohol and drug use at tournaments. Violations of this rule will result in a phone call to the student's parent(s) or guardian(s) and the involvement of school officials.

District 219 rules and policies will be in effect at all times and violations will first be handled by the teacher supervising the trip and will then be reported to the appropriate school district

officials. If it is determined that the student's actions require removal from the tournament, arrangements will be made to send the student home, with the full cost paid for by the student.

**Scheduling:** Students must turn their field trip form _____ prior to the date of departure for the tournament. Once a student turns in their field trip form, this is a <u>firm commitment</u> to attend the tournament. Therefore, if the student is unable to attend (excluding extenuating circumstances), s/he will be responsible for any nonrefundable fees, such as drop fees and the cost of their plane ticket (if applicable).

**Dress:** Students are not permitted to wear hats, jeans or tennis shoes during competition. Males should wear collared shirts, nice slacks, a belt, dress shoes and a tie. Females should wear professional skirts, blouses or sweaters, nice pants or dresses. Tournaments necessitate spending a lot of time together (on buses, in cars, on planes, etc.) – please be respectful of others and ensure proper hygiene.

**Transportation:** The school will arrange appropriate transportation to and from non-local tournaments. Modes of transportation may include buses, rental cars, airplanes and public transportation.

**Lodging:** The school will arrange appropriate accommodations for out-of-town trips. Students are required to stay where these arrangements are made, unless the student receives prior approval for alternative lodging from his or her parent(s) or guardian(s) and the teacher supervising the trip.

*Policies:*

- Students may not leave the hotel site without permission from the teacher supervising the trip.
- Students may not be in rooms of the opposite sex, unless it is for a team meeting and the door is propped open.
- Students may not be in rooms of students from other schools. Students may meet with other teams in public areas of the hotel before bed check.
- Students must be in their rooms by bed check and are not permitted to leave afterwards.
- Students must keep their hotel rooms clean.
- All charges made by the students (room service, movies, etc.) must be paid for in full before check-out.

**Meals:** Students will be expected to pay for their own meals while at debate tournaments, and should plan accordingly for the duration of the trip.

**Make-Up Work:** Students are responsible for making up any work missed while absent from class for a debate trip. Debate trips are scheduled far in advance and students are expected to inform their teachers of any upcoming absences at the earliest possible time. Academic work always comes before tournament travel and students are expected to maintain academic excellence in order to have the privilege of traveling.

**Evidence Sharing:** Students are not permitted to share or exchange evidence with members from another team unless prior consent from the coach is granted. This extends to all accounts and passwords affiliated with the debate team.

**Behavior:** Students should refrain from making negative comments towards or about coaches, teammates, judges and other teams and interactions should be respectful and appropriate at all times. Judges and coaches have taken time out of their busy schedules to help you improve as a debater, and you should always take note of the comments and criticisms provided to you after debate rounds, even if you disagree with them. Ensure you arrive promptly for your round, prior to the scheduled start time – one round that starts late can delay the entire tournament for everyone in attendance.

**Paperless Debate Etiquette:** Debating paperless comes with certain responsibilities. You are required to make the evidence you use in the debate round accessible to your opponents by either giving them a viewing laptop to use during the round or by flashing the cards to their laptop(s) with a USB drive. If your opponents do not have laptops and you have forgotten to bring your viewing laptop, you are required to let them use either your or your partner's laptop to view cards from during the round.

## Grading

Your grade will be determined by a number of factors, including researching and writing files, homework assignments, participating in class, participating in afterschool practices, competing at tournaments, working at the Niles Township Invitational and completing team service hours.

**QUARTER ONE**

(30%) Research Assignments

- File Wave #1
- File Wave #2
- File Wave #3

(10%) Homework

(20%) Practice Debates and Afterschool Meetings

(10%) Class Participation

(10%) Team Service and Novice Mentoring

(20%) Assisting with the Niles Township Invitational

**QUARTER TWO**

(30%) Research Assignments

- File Wave #4
- File Wave #5
- File Wave #6

(10%) Homework

(20%) Practice Debates and Afterschool Meetings

(10%) Class Participation

(10%) Team Service and Novice Mentoring

(20%) Competing in at least one tournament (tournament can be occur during Quarter One)

## QUARTER THREE

(30%) Research Assignments

- File Wave #7
- File Wave #8
- File Wave #9

(10%) Homework

(20%) Practice Debates and Afterschool Meetings

(10%) Class Participation

(10%) Team Service and Novice Mentoring

(20%) Preparing for State and National Championship Tournaments

## QUARTER FOUR

(30%) Research Assignments

- File Wave #10
- Theory File
- Novice Instruction Presentation
- Answers to Generic Kritiks File
- 2012 Topic Affirmative Argument
- 2012 Topic Negative Argument

(10%) Homework

(20%) Practice Debates and Afterschool Meetings

(10%) Class Participation

(10%) Team Service and Novice Mentoring

(20%) Competition in at least one tournament (tournament can occur during Quarter Three)

**Late Work:** Homework is due at the beginning of class. Late homework assignments will not be accepted. Examples of homework assignments include: topic analysis, tournament updates and current events.

More so than in other classes, turning in research assignments late negatively affects your classmates and impedes the ability of the debate team to be successful. With that in mind, grades for major research assignments will be docked 10% for each day they are late.

**Academic Dishonesty:** All District 219 policies are in effect for academic dishonesty, cheating and plagiarism. In the context of debate assignments, this also extends to turning in others' (including evidence produced by summer institutes, District 219 students and non-District 219 students and coaches) work as your own, not citing evidence properly and fabricating evidence.

# Pacing Guide:

## First Quarter Debate

| Date | Topic | Assignment |
|------|-------|------------|
| 8/23 | Pre-Season Preparation, Partner pairing, mini debates | |
| 8/24 | Pre-Season Preparation, Partner pairing, mini debates | |
| 8/25 | Pre-Season Preparation, Partner pairing, mini debates | |
| 8/26 | Pre-Season Preparation, Partner pairing, mini debates | |
| 8/29 | Pre-Season Preparation, Partner pairing, mini debates | |
| 8/30 | Pre-Season Preparation, Partner pairing, mini debates | |
| 8/31 | Pre-Season Preparation, Partner pairing, mini debates | |
| 9/1 | Pre-Season Preparation, Partner pairing, mini debates | |

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| 9/2 | Pre-Season Preparation, Partner pairing, mini debates | |
| 9/6 | Pre-Season Preparation, Partner pairing, mini debates | |
| 9/7 | Pre-Season Preparation, Partner pairing, mini debates | |
| 9/8 | Pre-Season Preparation, Partner pairing, mini debates | **Wave #1 due** |
| 9/9 | Advanced Research | |
| 9/12 | Advanced Research | |
| 9/13 | Advanced Research | |
| 9/14 | Advanced Research | |
| 9/15 | Advanced Research | |
| 9/16 | Advanced Research | |
| 9/19 | Advanced Research | |
| 9/20 | Advanced Research | |
| 9/21 | Advanced Research | |
| 9/22 | Advanced Research | |
| 9/23 | Advanced Research | |
| 9/26 | Advanced Research | |
| 9/27 | Advanced Research | |

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| 9/28 | Advanced Research | |
| 9/30 | Advanced Research | **Wave #2 due** |
| 10/3 | The 1AC | |
| 10/4 | Extending case | |
| 10/5 | Extending case | |
| 10/6 | Case outweighs debates | |
| 10/7 | Case outweighs debates | |
| 10/11 | The 1AR | |
| 10/12 | Affirmative Theory | |
| 10/13 | You Tube College Exhibition Debate | |
| 10/14 | You Tube College Exhibition Debate | |
| 10/17 | You Tube College Exhibition Debate | |
| 10/18 | You Tube College Exhibition Debate | |
| 10/19 | You Tube College Exhibition Debate | |
| 10/20 | Debating the Disad (Aff) | |
| 10/21 | Debating the Disad (Aff) | |
| 10/24 | Debating the Disad (Aff) | |
| 10/25 | Debating the Disad (Aff) | |
| 10/26 | Debating the Disad (Aff) | |
| 10/27 | Debating the Disad (Neg) | |
| 10/28 | Debating the Disad (Neg) | **Wave #3 due** |

# Second Quarter Debate

| Date | Topic | Assignment |
|------|-------|-----------|
| 11/1 | Debating the Disad (Neg) | |
| 11/2 | Debating the Disad (Neg) | |
| 11/3 | Debating the Disad (Neg) | |
| 11/4 | DA: Impact Turn Minidebates | |
| 11/8 | DA: Impact Turn Minidebates | |
| 11/9 | DA: Impact Turn Minidebates | |
| 11/10 | DA: Link Turn minidebates | |
| 11/14 | DA: Link Turn minidebates | |
| 11/15 | DA: Link Turn minidebates | |
| 11/16 | Cross-Examination Skills | |
| 11/17 | Cross-Examination Skills | |
| 11/18 | Cross-Examination Skills | |
| 11/21 | Cross-Examination Skills | |
| 11/22 | Cross-Examination Skills | **Wave #4 due** |

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| 11/28 | Debating the Counter Plan (Aff) | |
| 11/29 | Debating the Counter Plan (Aff) | |
| 11/30 | Debating the Counter Plan (Aff) | |
| 12/1 | Debating the Counter Plan (Aff) | |
| 12/2 | Debating the Counter Plan (Aff) | |
| 12/5 | Debating the Counter Plan (Neg) | |
| 12/6 | Debating the Counter Plan (Neg) | |
| 12/7 | Debating the Counter Plan (Neg) | |
| 12/8 | Debating the Counter Plan (Neg) | |
| 12/9 | Debating the Counter Plan (Neg) | |
| 12/12 | CP Theory: Minidebates | |
| 12/13 | CP Theory: Minidebates | |
| 12/14 | CP Theory: Minidebates | |
| 12/15 | CP Theory: Minidebates | |
| 12/16 | CP Theory: Minidebates | |
| 12/19 | 1NR CP Redos | |

| Date | Topic | Assignment |
|---|---|---|
| 12/20 | 1NR CP Redos | |
| 12/21 | 1AR CP Redos | |
| 12/22 | 1AR CP Redos | |
| 12/23 | 2NR CP Redos | **Wave #5 due** |
| 1/9 | 2NR CP Redos | |
| 1/10 | 2AR CP Redos | |
| 1/11 | 2AR CP Redos | |
| 1/12 | Mid Season Tournament Preparation | |
| 1/13 | Mid Season Tournament Preparation | **Wave #6 due** |

# Third Quarter Debate

| Date | Topic | Assignment |
|---|---|---|
| 1/23 | Debating Critically | |
| 1/24 | Debating Critically | |
| 1/25 | Debating Critically | |
| 1/26 | Debating Critically | |
| 1/27 | Debating Critically | |
| 1/30 | Debating Critically | |
| 1/31 | Debating Critically | |

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|------|-------------------------|--------------|
| 2/1 | Kritik Argument Groups | |
| 2/2 | Kritik Argument Groups | |
| 2/3 | Kritik Argument Groups | |
| 2/6 | Kritik Argument Groups | |
| 2/7 | Kritik Argument Groups | |
| 2/8 | Kritik Argument Groups | |
| 2/9 | Kritik Argument Groups | |
| 2/10 | Kritik Argument Groups | **Wave #7 due** |
| 2/13 | Kritik Argument Groups | |
| 2/14 | Kritik Argument Groups | |
| 2/15 | Debating the Kritik (Aff) | |
| 2/16 | Debating the Kritik (Aff) | |
| 2/17 | Debating the Kritik (Aff) | |
| 2/21 | Debating the Kritik (Aff) | |
| 2/22 | Debating the Kritik (Aff) | |
| 2/23 | Debating the Kritik (Neg) | |

| | | |
|------|----------------------------|-------------|
| 2/24 | Debating the Kritik (Neg) | |
| 2/27 | Debating the Kritik (Neg) | |
| 2/28 | Debating the Kritik (Neg) | |
| 2/29 | Debating the Kritik (Neg) | **Wave #8 due** |
| 3/1 | Kritik Minidebates | |
| 3/2 | Kritik Minidebates | |
| 3/6 | Kritik Minidebates | |
| 3/7 | Debating Topicality (Aff) | |
| 3/8 | Debating Topicality (Aff) | |
| 3/9 | Debating Topicality (Aff) | |
| 3/12 | Debating Topicality (Aff) | |
| 3/13 | Debating Topicality (Aff) | |
| 3/14 | Debating Topicality (Neg) | |
| 3/15 | Debating Topicality (Neg) | |
| 3/16 | Debating Topicality (Neg) | |
| 3/19 | Debating Topicality (Neg) | |

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|---|---|---|
| 3/20 | Debating Topicality (Neg) | |
| 3/21 | Topicality Minidebates | |
| 3/22 | Topicality Minidebates | |
| 3/23 | Topicality Minidebates | **Wave #9 due** |

# Fourth Quarter Debate

| Date | Topic | Assignment |
|---|---|---|
| 4/2 | 2NR Minidebates | |
| 4/3 | 2NR Minidebates | |
| 4/4 | 2NR Minidebates | |
| 4/5 | 2NR Minidebates | |
| 4/9 | 2NR Minidebates | **Theory File Due** |
| 4/10 | 2AR Minidebates | |
| 4/11 | 2AR Minidebates | |
| 4/12 | 2AR Minidebates | |
| 4/13 | 2AR Minidebates | |
| 4/16 | 2AR Minidebates | |
| 4/17 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |

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| 4/18 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/19 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/20 | Pick a topic Debate Presentations | **Wave #10 due** |
| 4/23 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/24 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/25 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/26 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/27 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 4/30 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 5/1 | Pick a topic Debate Presentations | **Novice Instruction Presentations due** |
| 5/2 | Pick a topic Debate Presentations | **Answers to Generic Kritik File Due** |

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|---|---|---|
| 5/3 | Affirmative Research for 2012 Topic | |
| 5/4 | Affirmative Research for 2012 Topic | |
| 5/7 | Affirmative Research for 2012 Topic | |
| 5/8 | Affirmative Research for 2012 Topic | |
| 5/9 | Affirmative Research for 2012 Topic | |
| 5/10 | Affirmative Research for 2012 Topic | |
| 5/11 | Affirmative Research for 2012 Topic | |
| 5/14 | Affirmative Research for 2012 Topic | |
| 5/15 | Affirmative Research for 2012 Topic | |
| 5/16 | Affirmative Research for 2012 Topic | |
| 5/17 | Affirmative Research for 2012 Topic | |
| 5/18 | Affirmative Research for 2012 Topic | **2012 Topic Aff Case Due** |
| 5/21 | Negative Research for 2012 Topic | |
| 5/22 | Negative Research for 2012 Topic | |

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|------|------------------------------------|--------------------------------|
| 5/23 | Negative Research for 2012 Topic | |
| 5/24 | Negative Research for 2012 Topic | |
| 5/25 | Negative Research for 2012 Topic | |
| 5/29 | Negative Research for 2012 Topic | |
| 5/30 | Negative Research for 2012 Topic | |
| 5/31 | Negative Research for 2012 Topic | |
| 6/1  | Negative Research for 2012 Topic | |
| 6/4  | Negative Research for 2012 Topic | |
| 6/5  | Negative Research for 2012 Topic | **2012 Topic Neg Argument Due** |

# Instructional Materials:

## The Toulmin Model: How we will approach reading, analyzing and writing this year

## Stephen E. Toulmin

- philosopher and rhetorical theorist
- born in England in 1922
- received his Bachelor's degree at King's College and his Master of Arts and Doctor of Philosophy degrees from Cambridge

## More on Toulmin

- Toulmin taught at the University of Southern California from 1993 - 2009
- In 1958, Toulmin offered his model of argumentation: a way to compare "truths"

## Toulmin's Model

- Toulmin Model has three main parts:
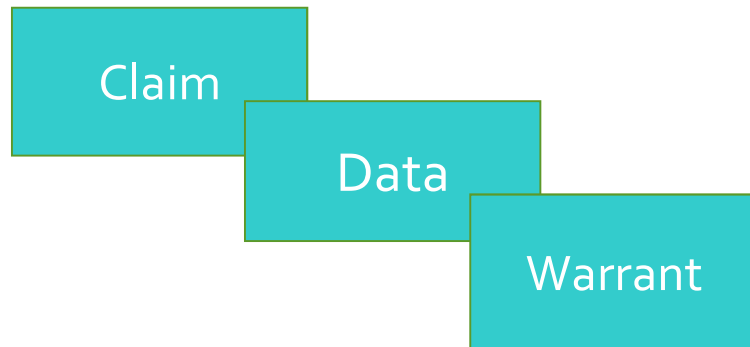
Claim

Data

Warrant

## Toulmin Model, cont.

○ Simply:
- A <u>Claim</u> is made.
- <u>Data</u> is provided in the form of supporting facts.
- The <u>Warrant</u> connects the <u>Data</u> to the <u>Claim</u>.

## Example #1

○ "I am an American." (Claim)
○ "My mother was an American citizen when I was born." (Data)
○ Anyone born of an American citizen is a legal American citizen. (Warrant)

○ Toulmin says that the Claim and the Data cannot hold without a sufficiently strong Warrant, or, the weakest argument is the one with the weakest warrant.

## Example #2

- The U.S. Postal service is wasteful and inefficient. The proposed new mail distribution agency will be wasteful and inefficient.
  - Claim: The proposed new mail distribution agency will be wasteful and inefficient.
  - Data: The U.S. Postal service is wasteful and inefficient.
  - Warrant: the two situations are similar (Reasoning by analogy)

## Let's try one together

- This is the coldest winter since 2000. My heating bills are going to be outrageous.
  - Claim:
  - Data:
  - Warrant:

## And another one together

- I work hard in class, do my homework every night and study for tests. I am going to ace this class!
  - Claim:
  - Data:
  - Warrant:

## Types of Claims

- **fact**: claims that have historical backing
- **judgment/value**: claims involving opinions and attitudes
- **policy**: claims advocating courses of action that should be undertaken

## Types of Data

**Fact or Statistic:** a point of data that claims some objective

**Expert Testimony:** a stated opinion by a person experienced in the field

**Personal Anecdote:** personal experience gained from time in the related field

## Connecting the Claim and Data

○ underline a claim, warrant (if it states one) and data in the article

○ create a diagram of the claim, warrant, and data that looks like the example below

Claim:  ------------------- Data:
Smoking is bad          It causes lung
                         cancer
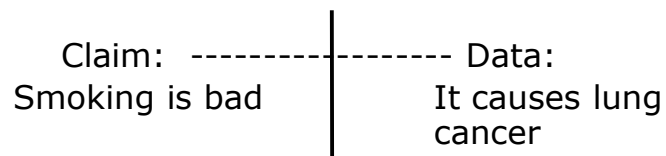
Warrant:  Lung cancer is bad.

# TIME MAGAZINE
# What Facebook Users Share: Lower Grades

**By Anita Hamilton**



Forget the widely unloved redesign. Facebook has committed a greater offense. According to a new study by doctoral candidate Aryn Karpinski of Ohio State University and her co-author Adam Duberstein of Ohio Dominican University, college students who use the 200 million–member social network have significantly lower grade-point averages (GPAs) than those who do not.

The study, which will be presented at the annual meeting of the American Education Research Association on April 16, surveyed 219 undergraduate and graduate students and found that GPAs of Facebook users typically ranged a full grade point lower than those of nonusers — 3.0 to 3.5 for users versus 3.5 to 4.0 for their non-networking peers. It also found that 79% of Facebook members did not believe there was any link between their GPA and their networking habits. (See the 50 best websites of 2008.)

Karpinski says she isn't surprised by her findings but clarifies that the study does not suggest that Facebook directly causes lower grades, merely that there's some relationship between the two factors. "Maybe [Facebook users] are just prone to distraction. Maybe they are just procrastinators," Karpinski told TIME.com in a phone interview on Monday, April 13.

Read the full article here: http://www.time.com/time/business/article/0,8599,1891111,00.html

**Name:**                                                              **Period:**

# Practicing the Toulmin Model

**Assignment:** Read the article about Facebook from *Time* magazine (on the back of this page). Using your PowerPoint notes from the Toulmin Model lecture, use the space below to make a Claim-Data-Warrant diagram like the one found on the last slide.

# Introduction to the 2011-12 Space Topic

# Lecture Overview

- Exploring key parts of the topic

- Sampling of core generic arguments Negative teams may read

- Q & A time

# What's the topic?

- Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.

# 5 Broad Arguments in Favor of Space Exploration

G. Scott Hubbard, professor of Aeronautics and Astronautics at Stanford University, argues exploration is good because:

- The ability to colonize another planet is important

- New technologies help the economy

- It fosters peaceful international cooperation

- It strengthens US leadership

- It might help us answer the "Are we alone?" question

# US Space Policy Today

President Obama laid out his National Space Policy (NSP) a year ago in June 2010, in which he advocated:

- Sustainability, stability and free access to, and use of, space vital to its national interests in a transparent fashion

- A competitive commercial (private) space sector to drive innovation and sustain global US leadership and competitiveness

- Free access to space for "peaceful purposes" to all nations as guaranteed by international law

- No nation can claim sovereignty (ownership) over outer space or celestial bodies

- The US will proactively ensure that other nations have free access to explore space and will deter attacks on/defend space systems

# 6 Goals of Obama's NSP

- Energize competitive domestic industries

- Expand international cooperation

- Strengthen stability in space

- Increase assurance and resilience of mission-essential functions

- Pursue human and robotic initiatives

- Improve space-based Earth and solar observation

# Who the heck does all of this space stuff?

- NASA

- DOD

- Department of Commerce

# NASA

- National Aeronautics and Space Administration
  - Agency within the Executive branch
  - Created during the Cold War in the late 1950s – think space race with the Soviet Union

- Oversees the US' CIVILIAN space program and aeronautics and aerospace research

# Manned Space Exploration

NASA's important ones:

- Project Mercury
- Project Gemini
- Apollo Program
- Space Shuttle Program
- International Space Station

# Unmanned Space Exploration

NASA's important ones:

- Mariner Program
- Pioneer Program
- Voyager Program
- Viking Program
- Hubble Space Telescope
- Magellan Probe
- Galileo Probe
- Mars Pathfinder
- Mars Exploration Rovers
- New Horizons Probe

# "Low Earth Orbit" vs. "Deep Space"

- Low Earth Orbit: 100-1,240 miles above the Earth's surface
  - All except for the Apollo Program have been in LEO

- Deep space: anywhere beyond the Earth's orbit

# Department of Defense (DOD)

- Oversees the US' <u>MILITARY</u> space program

- Pretty secretive – there's no "space budget" and a lot of expenditures are classified, so nobody really knows how much the DOD spends on space exploration

# Air Force Space Command (Part of DOD)

This subsection of the DOD is in charge of most of the DOD's space programs:

- Surveillance and radar (anything from tracking weather patterns to troop movements)
- Military communications (to ensure they are safe and secure)
- Able to detect if another country is getting ready to launch a missile
- Has its own launch vehicles
- Tracks how much debris is floating around space
- Has limited missile defense activities

# More on why the US military cares about space..

- Strong space capabilities are absolutely vital to maintaining US national security
  - Example: ASATs (Anti-Satellite Weapons)

# Department of Commerce

- Oversees the US' <u>COMMERCIAL</u> component of space "stuff"

- Examples:
  - GPS's
  - Satellite TV
  - Not-so-distant robust space tourism industry?

- And the largest…

# Aerospace Industry

- It is big – REALLY BIG!

- Private companies, such as Boeing and Lockheed Martin, have a significant influence on the US economy

- To give you an idea, the aerospace industry:
  - Ranks among the most competitive in the world
  - Has a positive trade balance of $44.1 billion (largest of any US manufacturing industry)
  - Directly sustains ~430,000 jobs and indirectly supports > 700,000

# Sampling of Core Negative Arguments

- Topicality

- Disadvantages

- Counterplans

# Topicality

- Huh? Your affirmative plan has NOTHING to do with the topic!
  - What's topicality?

# Let's try a few examples…

- Do you think this is "topical"?
  - Plan #1: The United States federal government should substantially increase the number of manned space flights it launches in space beyond the Earth's mesosphere.
  - Plan #2: The Government of the Russian Federation should substantially increase the number of manned space flights it launches in space beyond the Earth's mesosphere.
  - Plan #3: The United States federal government should substantially increase its development of robotic probes with the intent of using them to explore the surface of Mars.

# Disadvantages

- The argument that something bad will happen if the United States federal government increases its exploration and/or development of space beyond the Earth's mesosphere

- We're going to talk in very general, basic terms…

# Disadvantages

- For those of you that are new to policy debate, let me give you a non-debate example:

- Nick Smith should walk outside in the thunderstorm because he hasn't eaten anything all day and is hungry.
  - What are some advantages of my proposed plan?
  - What are some disadvantages of my proposed plan?

- Debate has A LOT to do with cost-benefit analysis

# Disadvantages

- Exploring and/or developing space is REALLY expensive

- To put it into perspective, the US' Apollo Program cost over $30 billion
  - That's… 452,000 year 2011 Porsche Caymans!
  - Money doesn't grow on trees – the USFG has to get it from somewhere, which means increasing funding for space programs would *trade-off* with funding for other programs
  - But… according to Keith Cowing, founder and editor of NASAWatch.com and former NASA space biologist, exploring space is WORTH THE COST!

# Disadvantages

- Increasing space exploration and/or development could make some people or groups really happy and others really grumpy

- This year, you'll be debating two types of politics disadvantages: agenda and elections
  - Many of you probably debated an agenda scenario last year (SKFTA? Debt Ceiling?) but not an elections scenario

# Counterplans

- If you're Negative, does the USFG have to be the one to do the Affirmative's plan? The answer is NO!
  - Agent counterplans
  - International counterplans
  - Free market/private industry counterplans

# Q & A

# Introduction to Topic Lecture

This is an example of a lecture that could be given on the 2011-12 space exploration debate topic. See accompanying powerpoint as an additional resource to supplement the lecture. A similar introductory lecture will be given each year as the topic changes.

## 2011-12 Sample Space Topic Lecture

### What's the topic?

Resolved: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.

According to G. Scott Hubbard, a professor of Aeronautics and Astronautics at Stanford University and former director of the NASA Ames Research Center:

There are five arguments that are advanced in any discussion about the utility of space exploration and the roles of humans and robots. Those arguments, in roughly ascending order of advocate support, are the following:

1. Space exploration will eventually allow us to establish a human civilization on another world (e.g., Mars) as a hedge against the type of catastrophe that wiped out the dinosaurs.

2. We explore space and create important new technologies to advance our economy. It is true that, for every dollar we spend on the space program, the U.S. economy receives about $8 of economic benefit. Space exploration can also serve as a stimulus for children to enter the fields of science and engineering.

3. Space exploration in an international context offers a peaceful cooperative venue that is a valuable alternative to nation state hostilities. One can look at the International Space Station and marvel that the former Soviet Union and the U.S. are now active partners. International cooperation is also a way to reduce costs.

4. National prestige requires that the U.S. continue to be a leader in space, and that includes human exploration. History tells us that great civilizations dare not abandon exploration.

5. Exploration of space will provide humanity with an answer to the most fundamental questions: Are we alone? Are there other forms of life beside those on Earth?

On this year's topic, you'll have the opportunity to debate about all of these arguments.

## US Space Policy Today

President Obama laid out his National Space Policy (NSP) a year ago in June 2010, where he advocated:

1. sustainability, stability, and free access to, and use of, space vital to its national interests in a transparent fashion
2. competitive commercial (private) space sector to drive innovation and sustain global US leadership and competitiveness
3. international law guarantees that all nations can use space for "peaceful purposes"
4. no nation can claim sovereignty (ownership) over outer space or celestial bodies
5. US will proactively ensure that other nations have free access to explore space and will deter attacks on/defend space systems

With that in mind, there are 6 goals of the NSP:

1. Energize competitive domestic industries
2. Expand international cooperation
3. Strengthen stability in space
4. Increase assurance and resilience of mission-essential functions
5. Pursue human and robotic initiatives
6. Improve space-based Earth and solar observation

## Who implements these policies and goals?

**NASA (National Aeronautics and Space Administration)**

- Executive agency administration
- Created during the Cold War during Eisenhower's administration in the late 1950s (Space Race! Soviet Union launched the Sputnik satellite so we created an entire agency devoted to space exploration)
- NASA oversees the US' <u>CIVILIAN</u> space program and aeronautics and aerospace research

**Manned vs. Unmanned Space Exploration**

Manned (the important ones)

-Project Mercury: sparked human space exploration (Alan Shepard was the first American in space and John Glenn was the first American to orbit the Earth)

-Project Gemini: promoted the development of lunar missions (think spacewalks and extended missions, not just a quick orbit)

-Apollo Program: first humans to walk on the moon and the LAST manned mission beyond low earth orbit

-Space Shuttle program: used to launch space shuttle orbiters and led to US-Russian cooperation and the construction of the ISS (International Space Station)

-ISS: low Earth orbit research facility built by NASA, Russian Federation Space Agency, Japanese Aerospace Exploration Agency, Canadian Space Agency and the European Space Agency (ESA)

Unmanned (the important ones)

-Mariner program: investigated Mars, Venus and Mercury (first pictures of other planets)

-Pioneer program: designed for planetary exploration

-Voyager program: initially launched to study Jupiter and Saturn but are still around today – the probes are now in the outer solar system (will never return) and have given us a lot of information about the gas giants of the solar system

-Viking program: space probes sent to Mars (the orbiter part photographed the surface from orbit and the lander part studied Mars' surface) – pretty important scientifically because this is when geological forms typically created by water were discovered on Mars, sparking the debate about colonization and maybe civilization on another planet!

-Hubble Space Telescope (HST): carried into orbit by a space shuttle in the early 1990s and is one of the largest of its kind – it's used for research and the astonishing photographs it takes have been widely publicized to promote space exploration

-Magellan probe: studied Venus

-Galileo probe: studied Jupiter and the Jupiter moons

-Mars Pathfinder: landed a small rover (a robotic space exploration vehicle) to explore the surface of Mars

-Mars Exploration Rovers: ongoing robotic space mission to explore Mars

-New Horizons probe: CURRENT robotic spacecraft mission en route to Pluto (the first to fly by and study Pluto and its moons) – launched in January of 2006 and traveling at a speed of 10.10 miles/second it won't reach Pluto until mid-July of 2015! Does that give you an idea of HOW BIG the universe is?!

**Low Earth orbit:** 100-1,240 miles above the Earth's surface (all but the Apollo program have been in LEO – even the ISS is in LEO!)

**Deep/outer space:** anywhere beyond Earth's orbit – it's kind of just… an empty vacuum containing hydrogen and other gases and particles. Not a lot is known about it.

**Department of Defense (DOD)**

-DOD oversees the US' <u>MILITARY</u> space program and aeronautics and aerospace research

-pretty secretive because the DOD doesn't have a designated "space budget" (it's classified so it could be spending almost nothing on space exploration – highly unlikely – or could be spending a ton of money on it – possibility)

-in 2007, the DOD's official budget for its space programs was $22.4 billion (not including those super secret ones) – NASA spent $18 billion this past year

Air Force Space Command is in charge of most of the DOD's space programs. Here are a few of its key purposes:

1. surveillance and radar (anything from tracking weather patterns to troops)
2. military communications (safe and secure)
3. will warn about potential missile launches from other countries
4. has its own launch vehicles
5. how much space debris is floating around
6. limited missile defense activities

-ASATs (Anti-Satellite Weapons): used to take down satellites (remember how important they are? What if the US wanted to invade say, Iran (who is currently building a robust space program)? Arguably one of the most effective ways to do this would be to use ground-based ASATs to take out Iran's communication and imagery satellites. The research (and concern) surrounding the development of ASATs is increasing now – it will very likely be a part of any space militarization/weaponization debate you will have next year (and you will have those).

**Department of Commerce**

Recall: NASA (Civilian), DOD (Military).

-Department of Commerce oversees the US' <u>COMMERCIAL</u> space program and aeronautics and aerospace research

-Examples: regulating satellites for GPS and satellite TV, maybe a big space tourism industry in the not so distant future?

The aerospace industry is big – REALLY BIG!

-Examples of PRIVATE aerospace companies: Boeing, Lockheed Martin

To give you an idea of just HOW BIG the aerospace industry is: The U.S. aerospace industry ranks among the most competitive in the world, boasting a positive trade balance of $44.1 billion – the **largest trade**

**surplus of any U.S. manufacturing industry**. It directly sustains about 430,000 jobs, and indirectly supports more than 700,000 additional jobs. Ninety-one percent of U.S. exporters of aerospace products are small and medium-sized firms.

## What types of arguments could the negative team make on this topic?

### Topicality

Negative can make the argument that the *Affirmative* (the team that advocates a plan of action in favor of the resolution) presents a plan of action that IS NOT WITHIN THE CONFINES OF THE RESOLUTION.

Here are a few examples – you determine if they are topical or not. Remember, the resolution is: The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.

Plan #1: The United States federal government should substantially increase the number of manned space flights it launches in space beyond the Earth's mesosphere.

Yes – could be something that could be advocated on this topic. The United States federal government is who takes this hypothetical action and the action it takes has to do with "exploration and/or development of space beyond the Earth's mesosphere"

Plan #2: The Government of the Russian Federation should substantially increase the number of manned space flights it launches in space beyond the Earth's mesosphere.

No – even though it has to do with space, it's not the United States federal government taking the action

Plan #3: The United States federal government should substantially increase its development of robotic probes with the intent of using them to explore the surface of Mars.

Maybe? Thoughts….. If the development happens on Earth, does that make this plan untopical? FX topical if they eventually make it into space?

### Disadvantages

At its most basic form, this type of argument is essentially what its name implies – something bad will happen if the United States federal government increases its exploration and/or development of space beyond the Earth's mesosphere

For those of you that are new to policy debate, here is a non-debate example: Nick Smith should walk outside in a thunderstorm because he hasn't eaten anything all day and is hungry.

What are some advantages of this proposed plan?

-He's starving and would get to eat

What are some disadvantages of this? (Neg)

-He could get soaking wet

-He could slip and fall

-He could get struck by lightning

Debate has a lot to do with cost-benefit analysis – is getting something to eat worth risking any of these things (getting wet – likely, slip and fall – less likely, stuck by lightning – very unlikely)?

**OK, let's talk about some disadvantages specific to this year's topic. Can you think of any?**

Example #1: It costs A LOT of money!

To put it into perspective, the US' Apollo program (which landed the first humans on the moon) cost over $30 billion

That's….

452,000 2011 Porsche Caymans!

Also, where would the federal government get billions and billions of dollars? Well, there is *trade-off* – it has to decide where best to allocate its budget, so funding for some programs (ex: social welfare, education, defense spending, etc.) could face some decreases if the USFG decided to drastically increase the amount of money it spends on its space programs

**But…..** According to Keith Cowing, founder and editor of NASAWatch.com and former NASA space biologist:

Right now, all of America's human space flight programs cost around $7 billion a year. That's pennies per person per day. In 2006, according to the USDA, Americans spent more than $154 billion on alcohol. We spend around $10 billion a month in Iraq. And so on. Are these things more important than human spaceflight because we spend more money on them? Is space exploration less important? **Money alone is not a way to gauge the worthiness of the cost of exploring space.**

…

Where am I going with this? Asking if space exploration — with humans or robots or both — is worth the effort is like questioning the value of Columbus's voyages to the New World in the late 1490s. The promise at the time was obvious to some, but not to others. Is manned space exploration worth the

cost? If we Americans do not think so, then why is it that nations such as China and India — nations with far greater social welfare issues to address with their limited budgets — are speeding up their space exploration programs? What is it about human space exploration that they see? Could it be what we once saw, and have now forgotten?

As such, my response is another question: for the U.S. in the twenty-first century, is *not* sending humans into space worth the cost?

Example #2: This year you will be debating two types of politics disadvantages throughout this year: agenda and election disadvantages. For the majority of you, you have probably never heard of an elections disadvantage because it's not an argument that's debated every year.

Both of these arguments will deal with how USFG space exploration and/or development actions advocated by the Affirmative are perceived, by both Senators and Representatives in Congress and the American public. For example, in a 2007 public opinion poll, 51% of TOTAL American respondents said that the space program should be the first program cut to reduce federal spending and close the budget deficit. If the Aff were to increase funding for space programs, say Constellation for example, this would probably be pretty unpopular with Americans.

**You might ask yourself on the negative: Does the USFG have to be the one to do the Affirmative's plan? The answer is NO.**

Here are a few things to start thinking about:

1. Agent CPs: Recall how we talked about three main groups that deal with space related stuff in the USFG – NASA, DOD and Department of Commerce – there is definitely some overlap between these three agencies. If the Aff has NASA do their plan, the Neg could potentially have a different AGENT do the plan instead (maybe the Department of Commerce).
2. International CPs: The US and Russia are the two biggest players in the space game at the moment (remember those are the two nations that really got the ISS going) – why couldn't Russia just do some version of the Aff's plan? For example:
   a. Plan: the Aff has the USFG increase the number of rovers and probes designated for studying Mars
   b. Advantage 1: understanding the environment of Mars can help us determine if it's inhabitable, possibly leading to much later human colonization (if Russia launched these probes, wouldn't we still acquire the same information, especially since there's a lot of international cooperation going on in space in the status quo?)
   c. Advantage 2: increasing exploration of Mars is key to re-energize public support for space exploration (it's been dwindling – remember we talked about the Hubble Telescope and how its photographs riveted the public?) (if Russia did the plan, the photographs would still be publicized, and it might make Americans MORE LIKELY to support increasing exploration of space because they'll think the US is falling behind)
3. Free market/private industry CP: Remember private companies like Boeing and Lockheed Martin? Well, a little known fact is that the federal governments gets A LOT of its shuttles, rovers, probes, etc. through contracts with these private companies. With that in mind, if the Aff's plan is to increase the amount of rovers and probes it sends to Mars, why couldn't the Neg argue that Boeing should just do it? It seems like it would cost the government A LOT less

money (remember that spending disadvantage we talked about earlier?). Sure, there are definitely arguments the Aff can make to respond, but private industry CPs will definitely be run next year and you should be ready for them!

**Q&A**

# Policy Debate Baseball Activity

**Objective:** Students will be able to
1. Draw upon prior knowledge to create a diverse set of debate questions for their peers.
2. Test their debate knowledge and skills in a game of "debate baseball."

**Directions:**
1. Divide the class into two teams. Ensure there is an equitable amount of ability on each team.
2. Have each team write 20-30 questions on index cards for the first 15-20 minutes of class. 10-15 of the questions should be "single-play" (basic-level questions) and 10-15 of the questions should be "double-play" (intermediate-level questions). Each student should write at least one "single-play" and one "double-play" question on separate index cards, and put their name on the back. The teacher will write the "triple-play" questions (advanced-level questions).
3. Flip a coin to decide which team will "bat" first. The team that loses the coin flip will "pitch" (ask questions) and the team that wins the flip will "bat" (answer questions).
4. Each team member must "bat." If your team gets three strikes (three wrong answers), when your team is up to "bat" again, start with the students that did not have the opportunity to answer questions in the previous inning. Each team member must "pitch" their own questions. This ensures all students participate in the exercise.
5. When a student is up to "bat," s/he can select a single-, double- or triple-play question. If s/he answers the question correctly, the student moves to the appropriate base. If s/he answers the question incorrectly, the student has "struck out." Students should move to the next base as their teammates correctly answer questions.
6. Play as many innings as time allows. The team with the most points at the end of the game wins. Reward the winning team with extra credit points or small prizes.
7. At the end of the game, collect each student's index cards to evaluate their understanding of debate concepts.

# Mini Debates: On-Case

**Objective:** Students will be able to
1. Develop a more in-depth understanding of the current policy debate topic
2. Practice targeted communication and refutation skills for on-case arguments

**Format:** All materials for this on-case mini-debate are on the following pages. Each mini debate has TWO debaters. There are no time constraints for this mini debate.

1AC    Student A will read the 1AC provided

1NC    Student B will add 2-3 analytical arguments to the 1NC frontline provided

2AC    Student A will refute each of the 1NC arguments, including the analytical arguments

2NC    Student B will pick 2-3 arguments to extend and will refute what the 2AC said

Each student has 5 total minutes of preparation time to use throughout the mini-debate.

# On-Case Mini Debates: 1AC

**Lack of financial commitment doomed Constellation and the new Obama plans undercut NASA's operational mandate**
**Armstrong, Lovell & Cernan** 20**11**; Neil, Jim & Gene; people that have actually been in space, "Column: Is Obama grounding JFK's space legacy?" USA TODAY, May 24, http://www.usatoday.com/news/opinion/forum/2011-05-24-Obama-grounding-JFK-space-legacy_n.htm

A half century has passed since Kennedy challenged our citizenry to do what most thought to be impossible. The subsequent American achievements in space were remarkable: Mercury, Gemini, Apollo and Skylab. Our efforts enhanced international cooperation with Apollo-Soyuz, the space shuttle and the International Space Station. The compelling fascination of our space achievements among young people spurred their interest in education.
By 2005, in keeping with President Kennedy's intent and America's resolve, NASA was developing **the Constellation program**, focusing on a return to the moon while simultaneously developing the plans and techniques to venture beyond, and eventually to Mars.
The program **enjoyed near-unanimous support**, being approved and endorsed by the Bush administration and by both Democratic and Republican Congresses. **However, due to its congressionally authorized funding falling victim to** Office of Management and **Budget cuts, earmarks and other unexpected financial diversions, Constellation fell behind schedule**. An administration-appointed review committee concluded the Constellation program was "not viable" due to inadequate funding.
President **Obama's proposed 2011 budget did not include funds for Constellation**, therefore **essentially canceling the program**. It sent shock waves throughout NASA, the Congress and the American people. **Nearly $10 billion had been invested in** design and development of **the program**.
Many respected experts and members of Congress voiced concern about the president's proposal. Some supported the president's plan, but most were critical. The supporters' biases were often evident, particularly when there was a vested or economic interest in the outcome.
**Obama's advisers**, in searching for a new and different NASA strategy with which the president could be favorably identified, **ignored NASA's operational mandate and strayed widely from** President **Kennedy's vision and the will of the American people**.

**The remaining elements of Constellation are critically underfunded and will be essentially cut by 2013, sending a signal that the US is not committed to space exploration**
**Hillhouse** 20**11**, Jim, prolific space columnist and shuttle technician, "Obama to end NASA Spacecraft and Rocket by End 2012," AmericaSpace, May 19, http://www.americaspace.org/?p=7701

**The President's** FY12 NASA **Budget funding for the** Multi Purpose Crew Vehicle (**MPCV**), sometimes referred by its old name, Orion, **and the** Space Launch System heavy-lift rocket (**SLS) could easily give someone the impression that he's ready to support human space exploration beyond low earth orbit**, where we've been stuck since 1972. Well, that is **until one considers that both** MPCV and SLS **get a substantial funding cut over the amounts recommended by Congress** in the 2010 NASA Authorization Act. **Or that neither program**

**has funding beyond 2012**. In other words, **the President's budget cuts both programs in 2012 and then kills them in 2013. That isn't exactly a ringing endorsement** by the President of Congress' vision **for our nation's human space exploration program**.

The amounts authorized in the 2010 NASA Authorization Act (Sec. 101) for MPCV (Orion) and SLS (Ares V) are $1.12B and $1.631B respectively. The appropriated funding (FY2010 Approp. Continuing Resolution, Sec. 1333, p. 214) for MPCV and SLS is $1.2B and $1.8B.

The additional funding appropriated for MPCV and SLS did not come because of appeals from White House or NASA. The additional money appropriated came from Rep. Wolf, Sen. Mikulski, Sen. Hutchison and Sen. Shelby, among other members of Congress on the Appropriations Committee of each chamber. It may be the case that Congress took to heart NASA's insistence in January 2011 that authorized amounts for MPCV and SLS were insufficient. Let's hope NASA leadership continues to complain about not having enough money to build Orion and the SLS.

To know how the President feels about MPCV and SLS, all we need to do is just look at his proposed fiscal year 2012 (FY12) NASA Budget. Authorized funding (2010 NASA Auth. Act, Sec. 102) is $1.4B and $2.65B for MPCV and SLS respectively.

The President's proposed funding for MPCV and SLS for FY12 is $1.0102B and $1.8B, or $0.6102B and $0.85B, totaling $1.4602B, less than what Congress has authorized for those programs. In fact, **the President's cut to both programs is more than the amount authorized for the Multi Purpose Crew Vehicle alone**.

And if one notes, the President's 2012 NASA Budget contains no funding for either MPCV or SLS. So, under the White House plan, **in 2013 both programs would join Constellation on the ash heap of space exploration**.


**Plan: The United States federal government should reinstate and fully fund the Constellation Program under the mission of returning to the moon by 2022.**


**The gap created between cancelling Constellation and a new space policy is NASA's greatest crisis in history, undercutting US leadership in space and the attendant industrial and economic benefits**
**Maser** 20**11**, Jim, Chairman of the Corporate Membership Committee, American Institute of Aeronautics and Astronautics, President of Pratt & Whitny Rocketdyne, at a Hearing on "A Review of NASA's Exploration Program in Transition: Issues for Congress and Industry," Committee on Science, Space and Technology, Subcommittee on Space and Aeronautics, US House of Representatives, March 30, http://www.prattwhitney.com/media_center/executive_speeches/jim_maser_03-30-2011.asp


As a result, **the health of the aerospace engineering and manufacturing base in America is a crucial element of our continued economic recovery and employment growth**. But in addition to that, **the** aerospace **industry is unique in its contribution to national security**. And **if the highly skilled aerospace workforce** in the United States **is allowed to atrophy, it will have widespread consequences** for our future wellbeing and success as a nation. **The U.S. space community is at a crossroads and facing an uncertain future that is unlike any we have seen in decades. This uncertainty significantly impacts our nation's ability to continue exploring space without being dependent on foreign providers**. It also has implications for our national security and the U.S. industrial base.

**Thirteen months ago**, NASA administrator Charlie Bolden called me, as well as several other aerospace manufacturers, to tell us that the **Constellation** program **had been cancelled.**
In the 13 months since that call, **NASA has yet to identify a strategy to replace the Space Shuttle**.
**There does not appear to be consensus within the Administration regarding the need for the** Space Launch System (**SLS) and** Multi-Purpose Crew Vehicle (**MPCV), and clearly there is not a consensus between Congress and the Administration on NASA's priorities**.
This **uncertainty has our industry partners and suppliers very concerned about how we can position our businesses to meet NASA's needs,** while retaining our critical engineering and manufacturing talent. **It is creating a gap which our industry will not be able to fill.**
When the Apollo program ended in 1975, there was a gap of about six years prior to the first flight of the Space Shuttle program. However, the Shuttle program had been formally announced in January 1972. So, although there was a gap in U.S. human spaceflight, there was not a gap in work on the next generation system.
Clearly this transition was difficult for industry. NASA budgets were reduced but the industry adapted to this new reality.
During the Space Shuttle era, we saw NASA budgets flattening, declining to less than one percent of the federal budget. And although the space industry would have liked to have seen overall increases, we knew how to plan our business, how to invest, how to meet our customers' needs, and how to compete.
But **the situation** now is much worse. It **poses a much greater risk to the U.S. space community, to the engineering workforce, and to U.S. leadership in space**. The difference between the Apollo-Shuttle transition and the Shuttle-next generation space exploration system transition is the perilous unknown.

**US space leadership is key to national security and overall cooperative US hegemony**
**Stone** 20**11**, Christopher, policy analyst and strategist, "American leadership in space: leadership through capability," The Space Review, Mar. 15, http://www.thespacereview.com/article/1797/1

The world has recognized America as the leaders in space because it demonstrated technological advancement by the Apollo lunar landings, our deep space exploration probes to the outer planets, and deploying national security space missions. **We did not become the recognized leaders in astronautics and space technology because we decided to fund billions into research programs with no firm budgetary commitment or attainable goals**. **We did it because we made a national level decision to do each of them, stuck with it, and achieved exceptional things** in manned and unmanned spaceflight. **We have allowed ourselves to drift from this** traditional **strategic definition of leadership in space exploration, rapidly becoming participants** in spaceflight **rather than the leader** of the global space community. One example is shutting down the space shuttle program without a viable domestic spacecraft chosen and funded to commence operations upon retirement of the fleet. We are paying millions to rely on Russia to ferry our astronauts to an International Space Station that US taxpayers paid the lion's share of the cost of construction. Why would we, as United States citizens and space advocates, settle for this? The current debate on commercial crew and cargo as the stopgap between shuttle and whatever comes next could and hopefully will provide some new and exciting solutions to this particular issue. However, **we need to made a decision sooner rather than later**. Finally, one other issue that concerns me is the view of the world "hegemony" or

"superiority" as dirty words. Some seem to view these words used in policy statements or speeches as a direct threat. In my view, each nation (should they desire) should have freedom of access to space for the purpose of advancing their "security, prestige and wealth" through exploration like we do. However, **to maintain leadership in the space environment, space superiority is a worthy and necessary byproduct of the traditional leadership model**. If your nation is the leader in space, it would pursue and maintain superiority in their mission sets and capabilities. In my opinion, **space superiority does not imply a wall of orbital weapons preventing other nations from access to space, nor does it preclude international cooperation** among friendly nations. Rather, **it indicates a desire as a country to achieve its goals for national security, prestige, and economic prosperity** for its people, **and to be known as the best in the world** with regards to space technology and astronautics. I can assure you that many other nations with aggressive space programs, like ours traditionally has been, desire the same prestige of being the best at some, if not all, parts of the space pie. Space has been characterized recently as "congested, contested, and competitive"; the quest for excellence is just one part of international space competition that, in my view, is a good and healthy thing. As other nations pursue excellence in space, we should take our responsibilities seriously, both from a national capability standpoint, and as country who desires expanded international engagement in space. **If America wants to retain its true leadership in space, it must approach its space programs as the advancement of its national "security**, prestige and wealth" **by maintaining its edge in spaceflight capabilities** and use those demonstrated talents to advance international prestige and influence in the space community. These energies and influence can be channeled to create the international space coalitions of the future that many desire and benefit mankind as well as America. **Leadership will require sound, long-range exploration strategies** with national and international political will behind it. **American leadership in space is not a choice. It is a requirement** if we are to truly lead the world into space with programs and objectives "worthy of a great nation."

**US leadership critical to prevent hostile rivals and global nuclear war**
**Khalilzad** 19**95**, Zalmay, Rand Analyst, Envoy to Afghanistan, "Losing the Moment," Washington Quarterly, Spring

Under the third option, the United States would seek to retain global leadership and to preclude the rise of a global rival or a return to multipolarity for the indefinite future. On balance, this is the best long-term guiding principle and vision. Such a vision is desirable not as an end in itself, but because **a world in which the United States exercises leadership would have tremendous advantages**. First, **the global environment would be more open and more receptive to American values** -- democracy, free markets, and the rule of law. Second, **such a world would have a better chance of dealing cooperatively with the world's major problems, such as nuclear proliferation, threats of regional hegemony by renegade states, and low-level conflicts**. Finally, **U.S. leadership would help preclude the rise of another hostile global rival, enabling the United States and the world to avoid another global cold or hot war** and all the attendant dangers, **including a global nuclear exchange**. U.S. leadership would therefore be more conducive to global stability than a bipolar or a multipolar balance of power system.

# On-Case Mini Debates: 1NC

**Lack of funding is not the problem – the entire Constellation program was built around flawed architecture that was guaranteed to run over budget.**
**Simberg** 20**11**, Rand, recovering aerospace engineer and a consultant in space commercialization, space tourism and Internet security and he is the chairman of the Competitive Space Task Force, adjunct scholar at the Competitive Enterprise Institute, "Space heroes stuck in the past," Washington Examiner, May 26, http://washingtonexaminer.com/people/rand-simberg#ixzz1PTFAoZBs

The second paragraph lacks ingenuity. **The notion that Constellation was underfunded is a myth to which program defenders continue to cling, but it's simply untrue**, as I note at my blog today. **The exploration budget went up every year except for one, and** beyond that, former **NASA** administrator Mike Griffin **raided other budgets to feed the insatiable maw of the Ares rocket program**. **Constellation's problem was not underfunding -- its problem was** that Griffin selected **a flawed architecture that couldn't be delivered within the planned budgets**, which is why it not only was continually overrunning, but losing more than a year per year in schedule.

**Proponents of Constellation rely on faulty assumptions against the free market's ability to create a viable space exploration industry.**
**Simberg** 20**11**, Rand, recovering aerospace engineer and a consultant in space commercialization, space tourism and Internet security and he is the chairman of the Competitive Space Task Force, adjunct scholar at the Competitive Enterprise Institute, "Space heroes stuck in the past," Washington Examiner, May 26, http://washingtonexaminer.com/people/rand-simberg#ixzz1PTFAoZBs

I think, though, **what saddens** me the **most, is the**ir **distortion of the plans for creating a vibrant commercial human spaceflight industry, and the**ir seeming **lack of faith in American free enterprise** and business:
"On the other hand, the president's budget had significantly increased funding over the congressional direction in the area of space technology research programs and the development of rockets and spacecraft by the commercial entrepreneurs.
Congress stated that rather than depending on NASA subsidies, the development of commercial sources to supply cargo and crew to the International Space Station should be a partnership between government and industry.
Entrepreneurs in the space transportation business assert that they can offer such service at a very attractive price — conveniently not factoring in the NASA-funded development costs. These expenditures, including funds to insure safety and reliability, can be expected to be substantially larger and more time consuming than the entrepreneurs predict.
And who are these so-called "entrepreneurs"? As I noted earlier this week, they include the Boeing Corporation, and the United Launch Alliance, which has been successfully launching billion-dollar satellites for the Air Force and NASA for many years. Boeing is a large, decades-old publicly-held company with decades of experience in offering hardware and services to NASA. It is not a entity that jumps immediately to mind when one hears the word "entrepreneur."

I also don't understand what they mean by "conveniently not factoring in the NASA-funded development costs." Does NASA do this for its own programs? All I know is that (also as I pointed out earlier this week):

The Ares 1 rocket and the Orion capsule of **Constellation had already cost $10 billion, and were still many years, and more tens of billions, from completion when they were canceled** last year. **Compare that to the mere $300 million that NASA has spent to get the Dragon test flight on the Falcon 9 last December and, if you're a major aerospace contractor** [or a retired astronaut wed to the old unaffordable ways of doing business], **weep**.

I understand these mens' nostalgia for the space program of their glory days, and even sympathize with it. But they need to understand their own history better, and realize why no one has walked on the moon in the almost forty years since Gene Cernan last left boot prints in the dusty regolith. **I can only hope that**, over time, **when** dozens and hundreds, **even thousands of people are going into space on commercial vehicles** in the years to come, **and even back to the moon, many at their own expense, they will** still be alive to see it and **come to regret their misguided attempts to slow down what could have happened earlier with more enlightened policies**. And while I can't agree with their opinions yesterday, I will always honor their accomplishments and sacrifices for our nation four decades ago.

**In this economic climate, the Constellation program is not key to leadership – adequate commercial ventures will fill-in**

**Wingo** 20**11**, Dennis, 22-year veteran of the computer, academic, and space communities, Engineering Physics degree with honors at U of Alabama – Huntsville, Founder & Pres of SkyCorp Inc., "An Open Letter to Neil Armstrong, Gene Cernan, and James Lovell," SpaceRef, June 8, http://www.spaceref.com/news/viewnews.html?id=1538

In 1969, the United States was at the height of its economic and political power and we turned away from space; today we are broke and the challenges that face our nation are daunting in the extreme. **Without a powerful economic incentive, space is simply not worth the expenditure**. **It is within our financial and technical power to do this** as a nation, **but not through the brute force method of an "Apollo on steroids" architecture** (as cited by Mike Griffin) **and certainly not with further flags and footprints**.

The day that Werner von Braun, sitting at his desk in Huntsville, caved to the inevitability of the Lunar Orbit Rendezvous method of getting to the Moon. he warned his Huntsville staff that his greatest fear was that Apollo would lead to a "Kilroy Was Here" mentality that would allow our political leaders to kill the program after the first success was had. **The** ESAS/**Constellation architecture** of an "Apollo on steroids" program, even if somehow successful, **is molded in the same vein, and with our economic difficulties today, would be similarly shut down after the initial goal reached**.

**There are architectures out there** - many of them - **that will enable the economic development of the solar system** and the harvesting of the resources that are out there, wealth **that will transform our world for the better**, for the good of all humankind, in keeping with the Kennedy vision and legacy. **NASA is making moves in that direction** today **with a focus on the use of commercial space solutions** for cargo and human spaceflight, contracts for fuel depots, and other innovative systems. However, the rump ESAS/**Constellation** program in the form of the SLS vehicle **is not one of them**.

Indeed, as we are seeing what the James Webb Telescope threatens to do to the science budget, the SLS sucks the needed oxygen of technology development and innovation needed to make Kennedy's vision come to pass.

**To be worthy inheritors of the Kennedy space legacy we must be willing to** depart from its 1960s form and **adopt an approach that works now** - half a century later - one that is as relevant to our times as Apollo was to its own time.

# Topicality

## What Is Topicality?

The purpose of topicality is to determine the scope of the topic. The resolution is the assignment for the debate. Just like a paper in class, the affirmative has to discuss the assigned topic. The goal is that each team, affirmative and negative, has a reasonable chance of winning the round.

## Parts of a Topicality Argument

Make sure your topicality argument has each of these points.

*Definitions.* The definition portion of the argument is usually presented first. Definitions can be contextual or denotative. Contextual definitions are definitions and meanings of words commonly used in the literature. Denotative definitions are technical definitions.

*Example: "Substantially" means at least 50 percent.*

*Violation.* Tell the judge which specific word or words from the resolution that the affirmative violates.

*Example: The affirmative only removes 25 percent of the troops in Afghanistan, not the 50 percent needed to be substantial.*

*Reasons to Prefer.* Describe why your definitions are the best way to interpret the words in the resolution. Explain what a topical affirmative looks like and what ground belongs to the affirmative and what ground belongs to the negative.

Here are a few common reasons to prefer:

*Ground.* Debate needs to be fairly divided, with each team having an equal chance of winning.

*Grammar.* Distorting the meaning and context of words and phrases makes the resolutional meaning difficult to determine.

*Education.* The reason we debate is to learn. Limiting incentives to research is bad for debate.

*Limits/Predictability*—Large topics are hard to research, and reduce chances that the negative can be prepared.

*Example: If an affirmative that only removes 25 percent of military presence is topical, affirmatives can avoid links to the biggest disadvantages on the case.*

*Voting Issue.* Tell the judge that the affirmative should lose because they are not topical. Describe topicality as a rule of the game that the affirmative broke.

## What Are Effects and Extra Topicality?

Effects means that the plan isn't ON FACE topical, but instead leads to a topical action. This mixes the burdens between solvency and topicality. It increases affirmative ground and makes topicality a question of solvency.

Extra means a plank of the plan goes beyond the mandate of the resolution. It increases aff solvency and advantage ground. It forces the negative to counterplan to catch up.

# Mini Debates: Topicality

**Objective:** Students will be able to
1. Develop a more in-depth understanding of the current policy debate topic
2. Practice targeted communication and refutation skills for topicality arguments

**Format:** All materials for this on-case mini-debate are on the following pages. Each mini debate has TWO debaters.

1AC    Assume Student A read this affirmative plan: The United States federal government should substantially increase its development of space-based lasers.

1NC    Student B will read the topicality 1NC provided

2AC    3 minutes: Student A will refute the topicality argument using the 2AC provided and 2 additional analytical arguments

2NC    4 minutes: Student B will extend the topicality argument and will refute what the 2AC said

Each student has 5 total minutes of preparation time to use throughout the mini-debate.

# Topicality Mini Debates: 1NC

**1. Interpretation: Development is limited to research and development and activities to increase exploration.**
**SDPA 2005**
(Space Development Promotion Act of the Republic of Korea, Journal of Space Law, 33, 5-31, http://www.spacelaw.olemiss.edu/library/space/Korea/Laws/33jsl175.pdf)

Article 2 (Definitions)
Definitions of terms used in this Act are as follows:
(a) The term "space development" means one of the following:
(i) Research and technology development activities related to design, production, launch, operation, etc. of space objects;
(ii) Use and exploration of outer space and activities to facilitate them;
(b) The term "space development project" means a project to promote space development or a project to pursue the development of education, technology, information, industry, etc. related to space development;
(c) The term "space object" means an object designed and manufactured for use in outer space, including a launch vehicle, a satellite, a space ship and their components;
(d) The term "space accident" means an occurrence of damage to life, body or property due to crash, collision or explosion of a space object or other situation;
(e) The term "satellite information" means image, voice, sound or data acquired by using a satellite, or in formation made of their combination, including processed or applied information.

**2. Violation: The affirmative doesn't increase space development – space-based lasers neither increase exploration nor R&D.**

**3. Excluding space-based lasers from the topic is key to preserve limits – allowing the affirmative to develop space-based lasers opens the floodgates to ANY TYPE OF SPACE WEAPON. This makes the topic undebateable because negative teams would have an infinite number of potential cases to research.**

# Topicality Mini Debates: 2AC

**1. Militarization is development of space**
**Crawford, I. A.** The Department of Physics and Astronomy, University College London. **(1995).** "Space development: social and political implications". Space policy (0265-9646), 11 (4), p. 219.

Disarmament Even allowing for international cooperation, there are few sectors of the world economy from which it would be politically realistic to divert the resources envisaged here for space investment. One of the few is military spending, which worldwide is currently about US$900 billion annually. Resources of the required order of magnitude could be taken from this source without adversely affecting the rest of the world economy. Moreover, as we noted above, <u>space development is</u> especially suitable as <u>an alternative outlet for the energies of the military-industrial complex</u>.

**2. Development must extend human capabilities, such as our ability to shoot stuff in space like the plan**
Steven A. **Curtis** et al (Dr. of Planetary Magnetospheres Branch) December 10, **2002** "ANTS for the Human Exploration and Development of Space" ants.gsfc.nasa.gov/documents.d/ieeeac03%20paper1248.pdf Dr.Michael L. Rilee (Dr. @ NASA Goddard Space Flight Center) Walt Truszkowski (Advanced Architectures and Automation) Dr. Pamela E. Clarkmes

With the ANTS architecture in mind, we turn to NASA's Enterprise for the Human Exploration and Development of Space (HEDS). Referring to the HEDS five strategic goals mention above, the first two items concern developing an understanding of the space environment. *On* this knowledge the skills and technologies of the next two items will be built. The fifth item bespeaks HEDS's intention that the rewards of the <u>development of Space</u> are brought broadly to the American people and the world, through education and research at first and eventually commerce. These goals <u>require the development of new systems and new technologies that extend human capabilities and functions. Space is vast, and human presence is scarce.</u> Therefore, one of the most important set of tools to be developed, involve those tools that operate themselves, even if in only a limited way. HEDS has identified the integration of human and robotic elements for safe, effective, affordable exploration and other mission functions as a key development theme *[5]*.

**3. No intent to define – space development is defined as non-military projects for the purposes of the discussion for space development in South Korea. That is not intended as a definition for discussions of general US Space Policy.**

**4. Militarization is a core part of space development – all technology is seen as dual-use technology, so the negative needs to prepare for the military side of the topic regardless.**
Raymond D. **Duvall, and** Jonathan **Havercrof**t, University of Minnesota & University of Victoria, March 22-25, **2006** ("Taking Sovereignty Out of This World: Space Weaponization and the Production of Late-Modern Political Subjects," International Studies Association. http://www.allacademic.com//meta/p_mla_apa_research_citation/0/9/8/6/8/pages98680/p98680-1.php ).

The weaponization of space—the act of placing weapons in outer space—has an intimate relationship to space exploration, in that the history of the former is embedded in the latter, while the impetus for space exploration, in turn, is embedded in histories of military development. Since the launch of Sputnik, states that have ability to access—and hence to explore—outer space have sought ways in which that access could improve their military capabilities. Consequently, militaries in general and the U.S. military in particular have had a strong interest in the military uses of space for the last half century. Early on, the military interest in space had two direct expressions: enhancing surveillance; and developing rocketry technologies that could be put to use for earthbased weapons, such as missiles. Militaries also have a vested interest in the "dual-use" technologies that are often developed in space exploration missions. While NASA goes to great lengths in its public relations to stress the benefits to science and the (**American) public of its space explorations, it is noteworthy that many of the technologies developed for those missions also have potential military use.**

**5. Topicality is not a voting issue – disclosure and preparation means that the questions of preparation and fairness are already resolved.**

# Mini Debates: Disadvantages

**Objective:** Students will be able to
1. Develop a more in-depth understanding of the current policy debate topic
2. Practice targeted communication and refutation skills for disadvantage arguments

**Format:** All materials for this on-case mini-debate are on the following pages. Each mini debate has FOUR debaters.

1AC  Assume that Student A has read the Constellation 1AC (On-Case Mini-Debates: 1AC)

CX  1 minute: Student D cross-examines Student A

1NC  4 minutes: Student B will read the disadvantage 1NC shell and make 2-4 arguments against the 1AC, including at least one analytical argument

CX  1 minute: Student A cross-examines Student B

2AC  4 minutes: Student C will respond to each case argument and make 4-6 responses to the disadvantage, including at least 2 analytical arguments

CX  1 minute: Student B cross-examines Student C

2NC  5 minutes: Student D will extend the disadvantage and will refute each 2AC response

CX  1 minute: Student C cross-examines Student D

1NR  2 minutes: Student B will pick 1-3 arguments to extend on the on-case debate and refute what the 2AC said against them

1AR  2:30 minutes: Student A will pick 2-3 arguments to extend on the disadvantage, refuting the 2NC responses, and will answer the 1NR case arguments

Each team has 5 total minutes of preparation time to use throughout the mini-debate.

# Disadvantage Mini Debates: 1NC

**1. Budget deal to raise the debt ceiling will pass but it will be a partisan fight.**
**New York Times 6/27.** "Debt Divide Remains as President Steps In." Carl Huse, staff writer. 2011. http://www.nytimes.com/2011/06/28/us/politics/28fiscal.html

The talks Monday marked the beginning of Mr. Obama's intervention in bargaining aimed at getting a deficit reduction deal that would lead to Congressional approval of an increase in the debt ceiling, which is now $14.3 trillion. The discussions moved to the White House after Representative Eric Cantor of Virginia, the No. 2 House Republican, pulled out last week from talks being led by Vice President Joseph R. Biden Jr., citing Democratic insistence on raising taxes.
The high-level meetings on Monday were seen as a "regrouping phase," which an administration official said was likely to set the stage for yet another round of gritty negotiations between the White House and Congressional leaders before Aug. 2, when federal borrowing authority will expire.
After his own meeting with the president, Mr. Reid called on Republicans to "put the economy ahead of politics."
"Neither party should confront this crisis alone," he said. "And no one will be successful unless we confront it together."
As the debt talks resumed at the White House, Senator Bernard Sanders, the Vermont independent, took the floor to urge the president to resist Republican pressure to wring most of the savings out of federal programs rather than impose any new taxes on the nation's most affluent.
"It is time for the president to stand with the millions who have lost their jobs, homes, and life savings, instead of the millionaires, who in many cases, have never had it so good," he said.
Officials said they remained optimistic that a significant deal could still be reached, asserting that a certain amount of partisan maneuvering was to be expected. They noted that the round of talks steered by Mr. Biden had brought progress toward an agreement on spending and items that did not generate tax revenue, including Pentagon budget cuts and increased pension contributions from federal workers.
One Republican adviser said the party's approach would be not to rehash differences in the Democratic and Republican proposals but to try to settle on a package that could attract majority support in the House and Senate and resolve the debt limit fight. For the White House, in the wake of Mr. Cantor's walkout, one imponderable is whether House leaders can corral enough votes for a plan that balances spending cuts with some tax-related changes. "There's genuine confusion about the Republican bottom line," said the administration official.

**2. Increasing funding for NASA's human spaceflight missions hurts Obama – it's seen as unsustainable and too expensive.**
**Handberg 2011**. (Roger, Professor and Chair of the Department of Political Science at the University of Central Florida. "Small ball or home runs: the changing ethos of US human spaceflight policy." http://www.thespacereview.com/article/1759/1

If one conceptualizes Apollo as the example par excellence of the home run approach, what does the small ball approach mean for NASA? Simply put, <u>NASA needs to think of its human space exploration effort as a process, not a project.</u> Apollo arose from the political world rather than the logical outcome from a systematic approach to space exploration. NASA provided the substance but the president, Kennedy, was looking for flashy items to highlight US prestige and technological capabilities. The latter was particularly important since the Soviets were clearly leading the United States in the space race in May 1961. This event, <u>Apollo, with its great success, imprinted itself into NASA's organizational DNA: human spaceflight programs must be large scale and dramatic. That is what needs to change if NASA and its aspirations are to survive.</u>
NASA Administrator Charles Bolden alluded to that reality recently: "<u>Future NASA space programs must be affordable, sustainable and realistic to survive political and funding dangers that have killed previous initiatives.</u>" This is harsh talk but it reflects the reality confronting all US discretionary programs in the federal budget. <u>The new Republican House majority is determined to cut federal expenditures and appear to have little concern for where the cuts occur. The budget struggles this year and next will find all discretionary programs mobilizing their supporters. Competing agencies like</u> the National Institutes of Health (<u>NIH</u>) and National Science Foundation (<u>NSF</u>) <u>have constituencies who are savvy veterans</u> of getting their way even when budgets are tight. The cure for some disease is always just another appropriation away from happening.
As has been repeatedly said, <u>Apollo was</u> sui generis, one of a kind, <u>a product of unique historical circumstances. NASA's future in human spaceflight is budget wise and politically more supportable as a small ball approach. This is clearly less flashy, but today being politically sustainable must become the focus. The flexible path suggested by the Obama Administration is perceived by some as too vague and indefinite</u> (see "Prognosticating NASA's Future", The Space Review, March 29, 2010). That may be an accurate judgment, but that plan envisions a process rather than a constituency or destination focus, which has been typical of NASA initiatives. Such a project or destination focus becomes finite, with an end date and no logical follow on into the future. Conceptualizing space exploration as a process rather than a destination or project allows you to build on success and push outward beyond the Moon and into the solar system.

**3. Obama's political capital is key to pass debt ceiling.**
**Tomasky 2010**. Michael Tomasky (born 1960) is a liberal American columnist, journalist and author. He is the editor in chief of Democracy, American editor-at-large at Guardian America, a contributing editor for The American Prospect, and a contributor to The New York Review of Books. 12/22. http://www.nybooks.com/blogs/nyrblog/2010/dec/22/obamas-second-act/

However, we should not think that Republicans and Democrats alike have now discovered the joys of bipartisanship and will transfer these happy habits to the next Congress, which will convene on January 5. Matters will, alas, revert to normal. Atbest. <u>A huge fight over the</u>

budget and spending awaits the next Congress. This week, the Senate passed (and the House was expected to pass) a "continuing resolution" to keeping funding the operations of the federal government at current levels through March. And that is when the guns will be drawn. The Republicans will push for deep spending cuts, especially to social programs and entitlements; Democrats will push for as many cuts to defense spending as they can. There will be a vote on raising the debt ceiling—the threshold set by Congress beyond which the government is forbidden from borrowing money—around then as well. This vote will give Republicans leverage—no sitting president can afford a failed vote on that, because of the potential economic consequences for the global economy—wreaking havoc, for instance. No one would ever have thought before that Congress would refuse to raise the debt ceiling, but the nature of the incoming, tea-party-inflected GOP legislative membership is such that the possibility now has to be taken at least semi-seriously. Eyes will be on Obama as the new year begins. What kinds of cuts will he offer first, in an effort to take control of the debate? What will he say on Social Security? How far will he go toward accepting the premise of the Washington establishment that deficits and spending must be reined in above all else? Liberals fear a sell-out. Scuttlebutt has already begun on what we will and will not hear in the upcoming State of the Union address, which will certainly be Obama's most important and might arguably be the most important such address since George W. Bush's 2002 "axis of evil" speech. The hope among Democrats will be for Obama to lay out his agenda, try to shape the coming debate with Republicans, and draw a few lines in the sand. He cannot count on a continuation of this fortnight's burst of bipartisanship, but the recent victories have probably replenished his capital with his own party, and to some extent with independent voters, putting him in a stronger position as he prepares for battle.

**4. Failure to raise the debt ceiling destroys the global economy.**
**Min 2010** David, Associate Director for Financial Markets Policy – Center for American Progress, "The Big Freeze", 10-28,
http://www.americanprogress.org/issues/2010/10/big_freeze.html

Increasingly, conservatives are pledging to vote against any increases to the debt ceiling—even if this means shutting down the federal government. This reckless pledge would have disastrous consequences for the U.S. economy and the global financial markets, and would severely worsen the long-term budget situation to boot. This conservative pledge has historical antecedents. In the fall of 1995, congressional Republicans refused to raise the debt ceiling for a period of about six months, until they reversed course in March 1996 in response to plummeting poll numbers. This original "debt ceiling crisis," as it's become known, was extraordinarily costly, roiling the financial markets and forcing two government shutdowns. The consequences of refusing to raise the debt ceiling would be even more costly today, given the precarious state of the U.S. economy and global financial markets, and potentially could be disastrous. Unlike in 1995, when our economic outlook was good, we are currently fighting our way out of the Great Recession and coming off of the worst financial crisis since the 1930s. Nonetheless, led by the advice of Newt Gingrich, the former House Speaker who was the architect of the 1995-96 debt ceiling crisis, many conservatives are clamoring for a repeat of this past episode in recklessness. The budgetary consequences of this conservative pledge would be catastrophic and far-reaching, forcing the immediate cessation of more than 40 percent of all federal government activities (excluding only interest payments on the national debt), including Social Security, military

operations in Iraq and Afghanistan, homeland security, Medicare, and unemployment insurance. This would not only threaten the safety and economic security of all Americans, but also have dire impacts for the economy and job growth.  In short, the economic consequences of such a large and precipitous drop in spending would be crushing, and almost certainly result in a severe drop in economic growth and employment at a time when we can least afford it.  Moreover, such a move could lead to a panic in the international financial markets. Following the 2008 financial crisis, we have seen debt crises hit Ireland, Greece, and Italy, with fears that this could spread further and cause a global economic downturn. The financial markets are on edge today, with U.S. Treasury bonds being the safe haven for most investment capital. Refusing to raise the debt ceiling would recklessly disrupt the sale and purchase of new Treasury bonds, and could potentially cause a run on outstanding Treasurys as well, as investors sought other investments. This could have catastrophic consequences for our economy as well as the economic stability of the rest of the world.  Refusing to raise the debt ceiling would also exacerbate the problems with our long-term budget outlook. The budget deficit right now is the result of two distinct sets of changes since 2001, when we last had a budget surplus. First, a series of long-term policies enacted by the Bush administration—most notably the Bush tax cuts of 2001 and 2003, the decision to fight two major wars without raising taxes, and the passage of an unfunded Medicare Part D prescription drug program—created permanent structural budget deficits that will remain with us over the long term unless they are addressed. Second, the poor economy caused a drop in tax receipts alongside higher "countercyclical" spending, such as for unemployment insurance and food stamps.  Implementing a debt ceiling freeze ignores the first set of issues and makes the second set of issues worse by forcing a massive multitrillion dollar hit to an already struggling economy and threatening to take us into a second Great Depression.  This is hardly responsible policymaking. So let's delve a little deeper into the consequences of such conservative folly. As we will demonstrate, the results of a replay of 1995 in 2011 would be the height of recklessness for our economy and global financial markets.

**5. Economic collapse causes nuclear war.**
**Mead 2009**. Walter Russell Mead, the Henry A. Kissinger Senior Fellow in U.S. Foreign Policy at the Council on Foreign Relations, 2-4, 2009, "Only Makes You Stronger," The New Republic, http://www.tnr.com/politics/story.html?id=571cbbb9-2887-4d81-8542-92e83915f5f8&p=2

If current market turmoil seriously damaged the performance and prospects of India and China, the current crisis could join the Great Depression in the list of economic events that changed history, even if the recessions in the West are relatively short and mild. The United States should stand ready to assist Chinese and Indian financial authorities on an emergency basis--and work very hard to help both countries escape or at least weather any economic downturn. It may test the political will of the Obama administration, but the United States must avoid a protectionist response to the economic slowdown. U.S. moves to limit market access for Chinese and Indian producers could poison relations for years. For billions of people in **nuclear-armed countries** to emerge from this crisis believing either that the United States was indifferent to their well-being or that it had profited from their distress could **damage U.S. foreign policy** far more **severely** than any mistake made by George W. Bush. It's not just the great powers whose trajectories have been affected by the crash. Lesser powers like Saudi Arabia and Iran also face new constraints. The crisis has strengthened the U.S. position in the Middle East as falling oil prices reduce

Iranian influence and increase the dependence of the oil sheikdoms on U.S. protection. Success in Iraq--however late, however undeserved, however limited--had already improved the Obama administration's prospects for addressing regional crises. Now, the collapse in oil prices has put the Iranian regime on the defensive. The annual inflation rate rose above 29 percent last September, up from about 17 percent in 2007, according to Iran's Bank Markazi. Economists forecast that Iran's real GDP growth will drop markedly in the coming months as stagnating oil revenues and the continued global economic downturn force the government to rein in its expansionary fiscal policy. All this has weakened Ahmadinejad at home and Iran abroad. Iranian officials must balance the relative merits of support for allies like Hamas, Hezbollah, and Syria against domestic needs, while international sanctions and other diplomatic sticks have been made more painful and Western carrots (like trade opportunities) have become more attractive. Meanwhile, Saudi Arabia and other oil states have become more dependent on the United States for protection against Iran, and they have fewer resources to fund religious extremism as they use diminished oil revenues to support basic domestic spending and development goals. None of this makes the Middle East an easy target for U.S. diplomacy, but thanks in part to the economic crisis, the incoming administration has the chance to try some new ideas and to enter negotiations with Iran (and Syria) from a position of enhanced strength. Every crisis is different, but there seem to be reasons why, over time, financial crises on balance reinforce rather than undermine the world position of the leading capitalist countries. Since capitalism first emerged in early modern Europe, the ability to exploit the advantages of rapid economic development has been a key factor in international competition. Countries that can encourage--or at least allow and sustain--the change, dislocation, upheaval, and pain that capitalism often involves, while providing their tumultuous market societies with appropriate regulatory and legal frameworks, grow swiftly. They produce cutting-edge technologies that translate into military and economic power. They are able to invest in education, making their workforces ever more productive. They typically develop liberal political institutions and cultural norms that value, or at least tolerate, dissent and that allow people of different political and religious viewpoints to collaborate on a vast social project of modernization--and to maintain political stability in the face of accelerating social and economic change. The vast productive capacity of leading capitalist powers gives them the ability to project influence around the world and, to some degree, to remake the world to suit their own interests and preferences. This is what the United Kingdom and the United States have done in past centuries, and what other capitalist powers like France, Germany, and Japan have done to a lesser extent. In these countries, the social forces that support the idea of a competitive market economy within an appropriately liberal legal and political framework are relatively strong. But, in many other countries where capitalism rubs people the wrong way, this is not the case. On either side of the Atlantic, for example, the Latin world is often drawn to anti-capitalist movements and rulers on both the right and the left. Russia, too, has never really taken to capitalism and liberal society--whether during the time of the czars, the commissars, or the post-cold war leaders who so signally failed to build a stable, open system of liberal democratic capitalism even as many former Warsaw Pact nations were making rapid transitions. Partly as a result of these internal cultural pressures, and partly because, in much of the world, capitalism has appeared as an unwelcome interloper, imposed by foreign forces and shaped to fit foreign rather than domestic interests and preferences, many countries are only half-heartedly capitalist. When crisis strikes, they are quick to decide that capitalism is a failure and look for alternatives. So far, such half-hearted experiments not only have failed to work; they have left the societies that have tried them in a progressively worse position, farther behind the front-runners as time

goes by. Argentina has lost ground to Chile; Russian development has fallen farther behind that of the Baltic states and Central Europe. Frequently, the crisis has weakened the power of the merchants, industrialists, financiers, and professionals who want to develop a liberal capitalist society integrated into the world. Crisis can also **strengthen the hand of** religious extremists, populist radicals, or authoritarian traditionalists who are determined to resist liberal capitalist society for a variety of reasons. Meanwhile, the companies and banks based in these societies are often less established and more vulnerable to the consequences of a financial crisis than more established firms in wealthier societies. As a result, developing countries and countries where capitalism has relatively recent and shallow roots tend to **suffer greater economic and political damage when crisis strikes**--as, inevitably, it does. And, consequently, financial crises often reinforce rather than challenge the global distribution of power and wealth. This may be happening yet again. None of which means that we can just sit back and enjoy the recession. History may suggest that financial crises actually help capitalist great powers maintain their leads--but it has other, less reassuring messages as well. If financial crises have been a normal part of life during the 300-year rise of the liberal capitalist system under the Anglophone powers, **so has war**. The wars of the League of Augsburg and the Spanish Succession; the Seven Years War; the American Revolution; **the Napoleonic Wars; the two World Wars; the cold war**: **The list of wars is almost as long as the list of financial crises**. **Bad economic times can breed wars**. Europe was a pretty peaceful place in 1928, but the Depression poisoned German public opinion and helped bring Adolf Hitler to power. If the current crisis turns into a depression, what rough beasts might start slouching toward Moscow, Karachi, Beijing, or New Delhi to be born? The United States may not, yet, decline, but, if we can't get the world economy back on track, we may still **have to fight**.

# Disadvantage Mini Debates: 2AC

**1. Debt ceiling won't pass – not enough time and no compromise between parties.**
**Reuters 6/28.** Tim Reid, staff writer. "SCENARIOS-Possible outcomes for U.S. debt limit talks." http://www.reuters.com/article/2011/06/28/usa-debt-idUSN1E75R1GD20110628

The focus of the Obama-led talks is to get a package to slash the long-term deficit. If substantial savings can be identified -- up to $2.5 trillion over 10 years -- then enough Republicans will probably agree to a corresponding raise in the $14.3 trillion borrowing cap. A roughly $2.4 trillion boost in the debt limit will allow the United States to meet its obligations beyond the November 2012 presidential election.
Any deal needs to allow enough time for Democrats and Republicans to sell it to rank-and-file members and then get a vote through both the Republican-controlled House of Representatives and the Senate, where Democrats have a majority, before Aug. 2.
The best outcome, in terms of keeping markets calm and reassuring investors, would be for Obama and House Speaker John Boehner to reach a deal early in July. Yet this seems increasingly unlikely, for both sides appear to be digging their heels in. The White House says any deal must include additional revenues but Mitch McConnell, the Republican leader in the Senate, has flatly rejected the idea.
In deficit-reduction talks led by Vice President Joe Biden, the two Republicans in the negotiations -- Representative Eric Cantor and Senator John Kyl -- rejected the idea of closing tax loopholes as a way to raise revenue, including tax breaks to big oil companies and the owners of corporate jets. The talks collapsed last week after they walked out over the tax issue.

**2. Obama won't push the plan – since he cut the Constellation program the first time around, there's no reason he'd suddenly exert all of his political capital to get it passed.**

**3. Congress supports NASA deep-space exploration to the Moon and has continued to fund Constellation.**
**Morring 2011.** Frank, staff writer. "$18.7 Billion NASA Request Sets Up Capitol Hill Showdown." Aerospace Daily. Lexis Nexis.

The commercial-crew approach, initiated as a policy shift in last year's fiscal 2011 budget request, aims at allowing NASA to focus on deep-space exploration that could target the Moon, asteroids and other near-Earth objects, and eventually Mars, Bolden said. The money will help companies vying to develop vehicles able to deliver cargo and crew to the ISS to get their vehicles flying, with a first cargo flight possible as early as late this year on the SpaceX Dragon, and commercial crew trips to the ISS in the 2014-16 period, depending on progress.
Although Congress still has not funded the government for the rest of fiscal 2011, William Gerstenmaier, the associate administrator for spaceflight operations, said Feb. 14 there should be enough money in the continuing resolution to fund a third flight of the space shuttle before the fleet is retired, beyond the two already funded.
The supplies on that flight would give the commercial cargo competitors another year — essentially 2012 — to get their vehicles ready before a shortage of supplies starts to hamper station utilization. In a worst case, the six-person crew might have to be cut back,

Gerstenmaier said.

Similarly, Gerstenmaier said NASA plans to transition gradually to commercial crew vehicles from the Russian Soyuz vehicles baselined after the shuttle retires, overlapping the missions until it is clear the commercial providers can deliver.

Another likely bone of contention with Congress is the James Webb Space Telescope, which an outside panel has found faces a cost overrun of at least $1.5 billion. In the new request the Webb telescope would get only $375 million to continue fabrication and testing while NASA conducts its own calculations. The budget request carries no launch date for the telescope, and the agency says there will not be one until the fiscal 2013 request a year from now.

The independent review ordered by Sen. Barbara Mikulski (D-Md.), who chairs the appropriations panel that funds NASA, estimated that launch of the deep-space infrared telescope will have to slip more than a year from its old September 2014 target.

In keeping with the approach started with last year's request, NASA would embark on an open-ended program of technology development needed to enable human exploration beyond LEO. The new request also merges the enabling technology development and demonstration program that has been run under the defunct Constellation Program to the agency's new technology office, which would get a total budget of $1.024 billion.

**4. No spill-over – members of Congress vote on purely ideological ideas and will not suddenly change their mind about the debt ceiling as a result of a magically appeared Constellation program**

**5. No impact – even if we reach the debt ceiling there's no risk of economic collapse. Adelmann 2011.** Bob Adelmann, columnist for the New American, 31 January 2011, "Myth: The Sky Will Fall if the Debt Ceiling Isn't Raised" http://www.thenewamerican.com/index.php/economy/commentary-mainmenu-43/6127-the-sky-will-fall-if-the-debt-ceiling-isnt-raised-and-other-myths

At this moment the national debt, according to the U.S. National Debt Clock, is at $14.094 trillion and increasing by $4 billion every day. With the current ceiling on the U.S. National Debt at $14.294 trillion, there are just 49 days left until U.S. government spending hits the ceiling. Expect the noisy chorus of misinformed warnings about the consequences of such an action to rise as well. For instance, on Sunday the new Speaker of the House, John Boehner, explained on Fox News that the Republicans would push for spending cuts regardless of the imminent coming of the debt ceiling, and he was then pilloried by a Fox News writer. Boehner said: If the president is going to ask us to increase the debt limit, then he's going to have to be willing to cut up the credit cards. I think our team has been listening to the American people. They want us to reduce spending, and there is no limit to the amount of spending that we're willing to cut. Afterward an anonymous writer for Fox launched into unreality by explaining that only the Congress can approve taking on more debt: "If it doesn't approve raising the ceiling, then the U.S. will default on its loans and lose its standing as the globe's most reliable bet." As Erick Erickson of Redstate.com exclaimed, "There is no other way to put this than it is an out and out lie!" (Emphasis added.) Just because the bank has pulled the credit cards from the government (to expand on Boehner's analogy) doesn't mean the government won't have the money to continue making the minimum payments, as noted by newly elected Senator Pat Toomey (R-Pa.) during an

interview with Neil Cavuto: <u>The debt service</u>, [the] interest on our debt, <u>is about 6 percent of everything the federal government has to pay. So we would be taking in enough revenue to cover more than 10 times all the interest we owe. There is no reason we would have to default on our interest obligations</u>…. Now, there are vendors who would have to wait to be paid. There are probably employees of the federal government who would have to wait to get paid. This [would result in] lots of dislocation. I am not suggesting that this is a desirable path, but I am suggesting that we have to get serious about getting our budget under control. President Clinton used the same falsehood to frighten Congress when it threatened to refuse to raise the debt ceiling. As the Economist noted, "In early 1996, Bill Clinton warned that because the debt ceiling had not been raised, Social Security cheques might be late. This scared Congress into passing [an] increase in the debt ceiling." It's helpful to note and understand the difference between hitting the debt ceiling, and defaulting. When the debt ceiling is hit in 49 days, the U.S. government will not be able to issue any new debt securities. But it most certainly will have the income to pay the interest due on its existing debt, and will also be able easily to "roll over" debt issues that are coming to maturity. Default, on the other hand, is changing the terms of the deal midstream. Since a debt instrument is a contract, any failure to keep any part of the contract, puts it into default. It could be something as simple as delaying an interest payment, or by failing to renew the contract at its maturity date. For example, any change to the promise to pay benefits from a pension plan, puts that contract into default. It may, of course, be "cured" by the other parties to the contract agreeing with the changes. But such a difference doesn't deter writers such as those at the Economist who asked, rhetorically, How can the world's most powerful economy not pay its bills on time? Even a brief default on Treasury debt would be unprecedented, with widespread systemic ramifications. Would banks around the world have to classify Treasury holdings as non-performing? Would money-market mutual funds break the buck? Would all federal entities lose their AAA-credit rating? Would the Federal Deposit Insurance Corporation's ability to backstop the nation's banks come into question? Would foreign central banks start to shift out of dollars? Felix Salmon at Reuters provides clarity here: If <u>the debt ceiling were reached but not raised, "It stands to reason that just about any other form of government spending would get cut before</u> [Treasury Secretary] Tim <u>Geithner dreamed of defaulting on [its] risk-free bonds." Putting this into proper perspective then means that if the ceiling were reached without extension, life in the debt markets would likely continue much as it did before. Measures of risk</u>, such as the stock market's volatility index and increases in interest rates on government bonds, <u>have remained subdued. Professionals who trade these markets daily are unconcerned. So to use the ceiling as a call for compromise</u> by those recently elected to Congress to stop government spending beyond its means <u>is more than a little disingenuous</u>. If those members who made those promises actually keep them, and begin to force the government genie back into its constitutional bottle, then risk premiums based upon concerns about the country's ability to pay its bills will likely remain quiescent, and may even decline further.

**6. Our hegemony advantage solves the DA – it is key to the economy.**
**Boot 2006** (Max Boot, senior fellow at the Council on Foreign Relations, "Power for Good; Since the end of the Cold War, America the Indispensable", The Weekly Standard, Vol. 11 No. 28)

Mandelbaum also points to five economic benefits of American power. First, the United States provides the security essential for international commerce by, for instance, policing Atlantic and Pacific shipping lanes. Second, the United States safeguards the extraction and export of Middle Eastern oil, the lifeblood of the global economy. Third, in the monetary realm, the United States has made the dollar "the world's 'reserve' currency" and supplied loans to "governments in the throes of currency crises." Fourth, the United States has pushed for the expansion of international trade by midwifing the World Trade Organization, the North American Free Trade Agreement, and other instruments of liberalization. And fifth, by providing a ready market for goods exported by such countries as China and Japan, the United States "became the indispensable.

**Introduction to Counter Plans**

# Counterplans

## What Is a Counterplan?

An affirmative case is based on challenging the status quo. Negative teams can defend the status quo or agree that the status quo should change and present a counterplan, often abbreviated CP.

A counterplan is a policy option offered by the negative team that is not the status quo and not the affirmative plan.

## Elements of a Counterplan

There are three main elements to a counterplan that you should understand.

*Text.* The counterplan text is formal, precise language that says what the counterplan does. It is similar to an affirmative plan. You should not change it once you read it. Counterplans have fiat power, similar to the affirmative plan (this can be debatable).

*Topicality.* You should know whether or not your counterplan is topical. There are differing schools of thought on this issue. Some people think the counterplan needs to be non-topical because anything that is topical affirms the resolution. Other people think the counterplan can be topical because the fact that the counterplan does something different than the affirmative plan is key.

*Competition.* Competition explains why it is a forced choice between the affirmative plan and the negative counterplan. In other words, it explains why you can't or shouldn't enact both plans.

A counterplan is useless unless it competes with the affirmative plan. The counterplan can compete with the affirmative plan in several different ways.

Here are two major types of competition:

   *Mutually Exclusive.* If the counterplan and the plan are mutually exclusive it means you *can't* do them both at the same time.

   *Net Benefits.* A net benefit is an advantage for the counterplan but not the plan. A net benefit means you *shouldn't* do them both at the same time.

Most counterplans compete via net benefits. So the negative must win:

*the affirmative plan links to some offensive arguments such as a disadvantage

*the counterplan does not link to that offensive argument

## Affirmative Answers

We think that the affirmative should always make four answers to any counterplan. These answers form the acronym **STOP.**

## S: Solvency

Affirmatives should argue that the counterplan does not solve the advantages of the 1AC. Affirmatives can also read new add-on advantages in the 2AC that only the United States federal government can solve.

## T: Theory

Theory arguments are analytical arguments that often claim that counterplans are unfair or decrease the education of debate.

## O: Offense

Affirmatives should also run offense to the counterplan. Offense can be additional advantages the counterplan cannot solve or disadvantages to the counterplan.

## P: Permutation

In order for a counterplan to be legitimate it must be competitive with the affirmative plan. A permutation is a test of competition. When you permute the plan and the counterplan you do both the plan and the counterplan. If the permutation achieves an advantageous combination, the counterplan is

not competitive. If the permutation fails, the counterplan is competitive. If the permutation fails, the affirmative does not have to defend it throughout the round. A permutation is only a test, not an advocacy.

Affirmatives permute the plan and the counterplan because the perm may be able to shield the affirmative plan from a link to the disadvantage

# Mini Debates: Counterplans

**Objective:** Students will be able to
1. Develop a more in-depth understanding of the current policy debate topic
2. Practice targeted communication and refutation skills for counterplan arguments

**Format:** All materials for this on-case mini-debate are on the following pages. Each mini debate has FOUR debaters.

1AC    Assume that Student A has read the Constellation 1AC (On-Case Mini-Debates: 1AC)

CX     1 minute: Student D cross-examines Student A

1NC    4 minutes: Student B will read the disadvantage and counterplan 1NC shells – there will be no on-case debate

CX     1 minute: Student A cross-examines Student B

2AC    4 minutes: Student C will respond to the disadvantage and counterplan, including making analytical and theory arguments as appropriate

CX     1 minute: Student B cross-examines Student C

2NC    5 minutes: Student D will extend the disadvantage and will refute each 2AC response

CX     1 minute: Student C cross-examines Student D

1NR    3 minutes: Student B will extend the counterplan by refuting each 2AC response

1AR    3 minutes: Student A will pick a few arguments to extend against the disadvantage and the counterplan, refuting the 2NC/1NR responses

Each team has 6 total minutes of preparation time to use throughout the mini-debate.

# Counterplan Mini Debates: 1NC

**The National Aeronautics and Space Administration should issue a Centennial Challenge to _____.**

**Prizes solve the case and avoid the link to spending**

## Wagner 11

(Erika, Director of X-Prize Foundation, in an interview with Sander Olson, "X-Prize director describes incentive prizes in an interview with Sander Olson", 6/3/11, nextbigfuture.com/2011/06/x-prize-director-describes-incentive.html//avi)

Question: What is the return on investment for the prize? The Ansari X PRIZE provides a good example. **A $10 million initial investment led to $100 million in spending by teams, which in turn led to a $1.7 billion investment by private industry.** Now the field of private space exploration of space is about to grow exponentially, as a direct result of that initial $10 million investment. Question: Are there any prizes without any purse? Sure, a perfect example is the North American Solar Challenge, which was oriented towards college teams. Despite the fact that there was no financial purse for that prize, the winning team still invested about $4 million dollars in equipment and labor, and an entire ecosystem of technologies and engineers emerged in pursuit of the bragging rights. Question: What is the X PRIZE grand challenges course? Through the X PRIZE Labs program, we teach courses at MIT, the University of Washington and University of Southern California. The classes are designed to teach the theory and practice of prize design. We hope to also be teaching in Bombay and Delhi next year, and a number of other Universities have expressed an interest in training their students how to ask good questions around the world's biggest problems. Question: Could you describe the process by which the foundation decides which prizes to offer? We primarily use three sources for inspiration. In our X PRIZE Labs, we like to ask our students "if you had $10 million to invest in an X PRIZE, what would you ask the world to achieve?". Second, we have an annual Visioneering event, in which we bring together 100 of the brightest minds that we know to help us understand what they see as the most pressing opportunities for innovative breakthroughs. Third, we have corporate clients suggest challenges to us. So for instance, we are now working with Qualcomm on a prize for an AI physician's assistant that can diagnose diseases as well as board-certified physicians. Question: What X PRIZE excites you the most? The X PRIZE Lab@MIT developed a competition several years ago in the field of global health. After deep dives into a number of pressing problems, our students identified tuberculosis diagnostics as an area that could benefit from an X PRIZE. The current method we have for identifying TB patients is 100 years old and only accurate about 50% of the time. A cheaper, more accurate TB test for use in the developing world could save hundreds of thousands of lives per year. I would love to see a competition that brought dozens of universities, biotech firms, and medical innovators to help address this challenge. Question: What are the operational costs of running an X PRIZE? The rough rule of thumb is that the operational costs are equal to the prize costs. So to have a $10 million prize costs us around $20 million total. This is because there are costs related to research, supporting infrastructure, judges, personnel, media attention, and so forth. Question: Who decides the terms of the prize? For each prize that we offer, we have a team of advisors. We are currently designing an X PRIZE for autonomous vehicles, and we have a team of experts from the auto industry, robotics, racing, and even public relations who are providing input. We don't want to create a prize that could be won tomorrow, but an impossible challenge won't attract the world's best innovators either. It's finding that intersection of audacity and achievability that's the key to a successful X PRIZE. Question: How many x-prizes are currently active? There are two X PRIZEs and one smaller X CHALLENGE that are active today. The Archon Genomics X PRIZE offers $10 million for sequencing 100 genomes in 10 days. The Google Lunar X PRIZE gives $30 million for the first private lunar rover broadcast back HD video from the surface of the moon. The Wendy Schmidt Oil Cleanup X CHALLENGE focuses on the next generation of oil spill cleanup technology. Question: So the funding for prizes comes from corporate and philanthropic sources? Funding comes from corporate, philanthropic, and Government sources. There are actually over $300 million in large prize purses up for grabs around the world. The Obama administration put out a policy directive last year stating that **Federal agencies should consider prizes as part of their incentive portfolio.** So federal agencies are now using prizes as well as grants and contracts. Corporations are using prizes for incentivizing internal innovation, as in the Cisco iPrize; for crowdsourcing solutions to pressing corporate challenges, as in the Netflix Prize; and for raising awareness around industry issues, as in the Progressive Insurance Automotive X PRIZE. Question: Is there any particular technology for which an —X

PRIZE should be offered but isn't? There are many worthy candidates that we are currently exploring. We are looking at autonomous cars, deep sea exploration platforms, clean cookstoves for the developing world, brain-computer interfaces, carbon capture and reuse technologies, energy storage, and many others. **There is no shortage of promising areas that could directly benefit from incentivized competition.** Question: If you had a billion dollars to invest in any technology, how would you spend it? Prizes aren't good for stimulating basic science, and we need to have a strong science infrastructure in this country. I am a passionate advocate of human space exploration, especially when we ask in what ways these capabilities can directly benefit humanity. So I would invest in a mix of basic R&D, social entrepreneurship, and high-risk technology programs that push our frontiers of knowledge and physical exploration. Prizes would definitely be part of that portfolio. Question: Are there any foreign prizes offered? Yes, a perfect example is the Saltier Prize in Scotland. Scotland wants to be a leader in the field of wave and tidal energy, so they offered a large prize for advancements in that area. Another example is the Ibrahim prize, which is offered by the Mo Ibrahim foundation. This prize offers a multimillion dollar reward for effective African leaders who peacefully step down from office when their term ends. The X PRIZE Foundation has just opened an office in India, and there are plans for new X PRIZE Labs at foreign universities as well. Question: It seems as if the X PRIZE concept has grown exponentially over the last 10 years. The X PRIZE has grown from a single prize, the Ansari X PRIZE, to over $65 million in prizes. That number continues to grow. Industry is becoming increasingly interested in the concept of using prizes to spur technological innovation and to solve specific problems. Question: What do you see as the most disruptive technology to be developed during the next decade? I personally think the field of energy storage is critically important, because it in turn affects so many other fields. Half the prizes that I've examined are energy limited. In everything from exoskeletons to deep sea exploration to electric cars and aircraft, energy storage is a serious limiter to numerous innovations. In order to make renewable energy feasible, we have to devise better ways to store energy. But **the beauty of the X PRIZE is that we don't have to pick any particular technologies - we simply offer the prizes and let the competition begin**.

### Recent challenges prove there's no political attention to prizes

**Brockert 11**
Ben Brockert is a rocket specialist at Armadillo Aerospace, "NASA's new robot challenge", 6/6/11, www.thespacereview.com/article/1858/1//avi)
On May 27, Worcester Polytechnic Institute posted draft rules for the Sample Return Robot Challenge, a new NASA-funded Centennial Challenge. The publication of the rules has not received much press: it appears that the only way one would know of their existence is by having previously subscribed to their mailing list.

# Counterplan Mini Debates: 2AC

**1. Perm: do both. Cooperation between the gov and private sector is possible and works best**

**2. Solvency deficit – Private sector can't do it alone – federal funding is necessary**
**Fan et. al 11** (William, Harold Martin, James Wu, Brian Mok, "SPACE BASED SOLAR POWER," http://www.pickar.caltech.edu/e103/Final%20Exams/Space%20Based%20Solar%20Power.pdf, 6/24/11. NBM)

The development of infrastructure and the deployment costs will require a large amount of funding. Space based solar power is high risk and there is no guarantee that there will be acceptable returns. Because of the long development cycle, investors will not receive any returns until several decades later. Therefore, investment groups/ venture capitalists are unlikely to fund space based solar power. The company will need to be assisted by the government investment. Currently organizations such as NASA, the Japan Space Agency, and the Chinese government all appear to have interest in developing space based solar power. The business will have to continue to run on government grants until it can launch a satellite for niche markets. After this point, the business will start receiving income and there will be greater confidence to invest into space based solar power technology.

**3. Perm: do the counterplan. Being an anchor tenant is one possible solvency mechanism under our plan text**
**Gajit 8** (Rudolph, "Let the sun shine in," http://www.proutjournal.com/energy/let-the-sun-shine-in.html 6/25/11, NBM)
These developments were not so much technological as geopolitical. The NSSO's recent evaluation of SSP, published in 2007, took a more favourable view of the idea than any previous assessment. Colonel Smith admits that he was sceptical about the idea at first. But he concluded that the Department of Defence was "a potential anchor-tenant customer of space-based solar power", because SSP could provide a much cheaper alternative to existing energy supplies.

**4. Solvency deficit – doesn't solve space militarization advantage because the US won't be able to use private satellites for military ops**

**5. And, the private sector is projected to be unreliable in coming years**
**Foust, editor at technologyreview.com, '10**
[Jeff, "Commercial Spaceflight, We Have a Problem," 7/27/10. http://www.technologyreview.com/business/25868/, DXG]
A key element of the White House's revised direction for NASA is turning over the transportation of astronauts to and from low-Earth orbit to the private sector. Recent funding moves by Congress could sharply restrict the ability of companies to provide those services. The Obama administration's original budget proposal for NASA, released almost six months ago, included $6 billion over the next five years to help fund the development of such systems. The companies operating such spacecraft could also use them to serve other customers as well. But the high cost of developing such systems--in the hundreds of millions to billions of dollars--means that NASA would have to help fund their development. When an independent panel, the Augustine Committee, reviewed NASA's human spaceflight plans last year,

several companies pitched commercial solutions for transporting astronauts. "<u>Consistently, everyone said that without any government support, there was really no viable way for them to get a return on their investment,</u>" said Phil McAlister last week at NewSpace 2010, a conference for space entrepreneurs held in Sunnyvale, CA. McAlister was executive director of the Augustine Committee and now works on commercial crew issues at NASA. Both the House and Senate propose the cuts to help pay for the development of government-operated launch vehicles and spacecraft not in the White House's original proposal. The Senate version includes $6.9 billion over three years for a "Space Launch System," a heavy-lift rocket capable of placing at least 70 tons into low-Earth orbit, and $3.9 billion for a crew capsule similar to the Orion spacecraft NASA had been developing. The House version includes $13.2 billion for the combined development of the spacecraft as well as a launch vehicle closely derived from the Ares I, which the administration sought to cancel.

**6. Solvency deficit – the private sector won't want to invest without an anchor tenant**

# Mini Debates: Kritiks

**Objective:** Students will be able to
1. Develop a more in-depth understanding of the current policy debate topic
2. Practice targeted communication and refutation skills for kritik arguments

**Format:** All materials for this on-case mini-debate are on the following pages. Each mini debate has TWO debaters.

1AC    Assume Student A has read the Constellation 1AC (On-Case Mini-Debates: 1AC)

1NC    Student B will read the kritik 1NC

2AC    4 minutes: Student A will give answer the kritik 1NC with no more than two cards and 3-4 analytical arguments

2NC    5 minutes: Student B will extend the kritik by refuting the 2AC arguments

Each team has 7 total minutes of preparation time to use throughout the mini-debate.

# Kritik Mini Debates: 1NC

**Security Kritik**

**The affirmative's attempt to explore space reflects an insatiable urge to colonize and dominate.  Going to space does not resolve problems on earth – it merely expands the destructive potential of our worst impulses**
**Bormann and Sheehan, 2009** (Natalie Bormann, Department of Politics, Northeastern University, Boston, and Michael Sheehan, Professor of International Relations at Swansea University, Securing Outer Space, 2009, p. 1-3)

For fifty years, much of our thinking about socio-political, economic and military-related issues were defined, shaped and driven by the Cold War and the central icy of a comfortable paradox - that of a bipolar nuclear confrontation. A decade and a half after the end of that confrontation we are still deemed to be living in a period, the 'post'-Cold War era, that is defined only in relation to the preceding one. And while there is a strong temptation, if* not an expectation, for some scholars to adhere to these well-known and totalizing terms of the debate, for others the past two generations have been animated by a different, and pervasive, intervention - <u>the 'space age'.</u> The movement of humanity into space and the development of satellite technology in retrospect <u>may</u> well appear as the defining characteristic of this period.

The fiftieth anniversary of the beginning of the space age was marked on 4 October 2007. It was on this day, in 1957, that the Soviet Union launched Sputnik 1, the first satellite to be placed in orbit. This dramatic event not only ushered in the space era, it also triggered a set or questions regarding the assumptions and effects that were (and are) constitutive of this new endeavor: questions of the global, the international, the political, the ethical, the technical, the scientific, humankind and modernity — to name but a few. In what ways would these questions guide, alter and intervene with our activities in space? But also, in what ways would the space age guide, alter and intervene with these questions?

That day in October 1957 also marked the beginning of serious concerns regarding the modes and kinds of space activities that we would be witnessing, and these concerns were dominated from the outset by the fact that <u>the first journey into space was</u> accompanied by - if not entirely <u>driven by - the Cold War arms race. The initial steps in the exploration of space were **inexorably linked** with pressures to militarize and securitize this new dimension</u>. As a geographical realm that had hitherto been pristine in relation to mankind's warlike history, <u>this immediate tendency for space exploration to be led by military rationales raised profound</u> philosophical and political <u>questions</u>. What should the purpose of space activity be, and what should it not be? And how would we approach, understand and distinguish between military activities, civilian ones, commercial ones, and SO forth?

More than a half century later, the questions as to what we bring to space' as well as how space activities challenge us, and to what effects, seem ever more pressing. While the debate over some of the assumptions, modes and effects of the space age never truly abated, most of the contributors in this volume agree that there is sense of urgency in raising concern, re-conceptualizing the modes of the debate, and engaging critically with the limits and possibilities of the dimension of space vis-a-vis the political.

This sense of urgency reflects the revitalization of national space programmes, and particularly that of the United States and China since the start of the twenty-first century. In January 2004, at

NASA headquarters, US President George W. Bush announced the need for a new vision for America's civilian and scientific space programme. This call culminated in a Commission's Report on Implementation of United States Space Exploration Policy, which emphasized the fundamental role of space for US technological leadership, economic validity, and most importantly, security. While this certainly stimulated the debate over the future direction of US space exploration, it has led many to express concern over the implicitly aggressive and ambitious endeavor of colonizing space in the form of calling upon the need for permanent access to and presence in space. A critical eye has also been cast on the Commission's endorsement of the privatization and commercialization of space and its support for implementing a far larger presence of private industry in space operations.

Certainly also at the forefront of the current debate on space activities are notions of its militarization and securitization. The deployment of technologies with the aim to secure, safeguard, defend and control certain assets, innovations and activities in space is presented to us as an inevitable and necessary development. It is argued that just as the development of reconnaissance aircraft in the Fitst World War led inexorably to the emergence of fighter aircraft to deny the enemy the ability to carry out such reconnaissance and then bombers to deliver weapons against targets that could be identified and reached from the air, so too has the 'multiplier effect' on military capabilities of satellites encouraged calls for the acquisition of space-based capabilities to defend one's own satellites and attack those of adversaries, and in the longer term, to place weapons in space that could attack targets on Earth. Here, the Bush administration's indication that it envisaged a prominent role for space-based weapons in the longer term as part of the controversial national missile defence system contributed to the atmosphere of controversy surrounding space policy.

As space has become crucial to, and utilized by, far more international actors, so the political implications of space activities have multiplied. The members of the European Space Agency have pursued space development for economic, scientific and social reasons. Their model of international space Cooperation has been seen as offering an example to other areas of the world, particularly in their desire to avoid militarizing efforts. Yet even Europe has begun to develop military space capabilities, following a path that has already been pursued by other key states such as China and India, suggesting that there is an inevitability about the militarization, and perhaps ultimately the weaponization, of space. How we conceptualize space has therefore become of fundamental moral, political and strategic importance.

Outer space challenges the political imagination as it has always challenged the human imagination in many other fields. For millennia people have looked up to the stars and imagined it as the home of gods or the location of the afterlife. For centuries they have looked to it for answers about the physical nature of the universe and the place of mankind's ancestral home within it. And for decades, it has been seen as the supreme test for advanced technology. Space exploration is a driver of innovation, encouraging us to dream of what might be possible, to push back the boundaries of thought and to change the nature of ontological realities by drawing on novel epistemologies. The physical exploration of the solar system through the application of science and technology has been the visible demonstration of this.

The challenges that Space poses for political theory are profound. If space-is about the use of imagination, and the application of novel developments to create new possibilities for human progress, how has political theory and political reality responded to this challenge'? The answer, at least thus far, is both that it has changed everything, and that it has changed very little. For international law, most notably in the Outer Space Treaty, the denial of territoriality and

limitations on sovereignty beyond planet Earth offers a fundamental challenge to the way in which international relations has been conceptualized and operationalized in the modern era. On the other hand, <u>the dream</u> of many, <u>that humanity would leave behind its dark side as it entered space, has not been realized</u>. For the most part, the exploration and utilization to space has reflected, not challenged, the political patterns and impulses that characterized twentieth-century politics and international relations. <u>Propaganda, military rivalry, economic competition and exploitation, North—South discrimination and so on have extended their reach beyond the atmosphere</u>. Industrialization and imperialism in the nineteenth century helped produce powerful new social theories, as well as new philosophy, political ideologies and conceptualizarions of the meaning of politics and the nature of human destiny. <u>The realities of the space age demand novel social theories</u> of the same order.

**Alternative – Reject the affirmative's security logic – only resistance to the discourse of security can generate genuine political thought**
Mark **Neocleous**, Prof. of Government @ Brunel, **2008** [*Critique of Security*, 185-6]

<u>The only way out of such a dilemma, to escape the fetish, is perhaps to eschew the logic of security altogether</u> - to reject it as so ideologically loaded in favour of the state that any real political thought other than the authoritarian and reactionary should be pressed to give it up. That is clearly something that can not be achieved within the limits of bourgeois thought and thus could never even begin to be imagined by the security intellectual. It is also something that<u> the constant iteration of the refrain 'this is an insecure world'</u> and reiteration of one fear, anxiety and insecurity after another <u>will</u> also<u> make it hard to do</u>. But it is something that the critique of security suggests we may have to consider if we want a political way out of the impasse of security.  This impasse exists because <u>security has </u>now<u> become so all-encompassing that it</u> **marginalises all else, most notably** the constructive conflicts<u>, **debates** </u>and discussions<u> **that animate political life.**</u> The constant prioritising of a mythical security as a political end - as the political end constitutes a rejection of politics in any meaningful sense of the term. That is, as a mode of action in which differences can be articulated, in which the conflicts and struggles that arise from such differences can be fought for and negotiated, in which people might come to believe that another world is possible - that they might transform the world and in turn be transformed. Security politics simply removes this; worse, it remoeves it while purportedly addressing it. In so doing it <u>suppresses all issues of power and turns political questions into debates about the most efficient way to achieve 'security'</u>, despite the fact that we are never quite told - never could be told - what might count as having achieved it. Security politics is, in this sense, an anti-politics,"' dominating political discourse in much the same manner as the security state tries to dominate human beings, reinforcing security fetishism and the monopolistic character of security on the political imagination. We therefore need to get beyond security politics, not add yet more 'sectors' to it in a way that simply expands the scope of the state and legitimises state intervention in yet more and more areas of our lives.  Simon Dalby reports a personal communication with Michael Williams, co-editor of the important text Critical Security Studies, in which the latter asks: if <u>you take away security, what do you put in the hole that's left behind?</u> But I'm inclined to agree with Dalby: **maybe there is no hole**."'<u> </u>The mistake has been to think that there is a hole and that this hole needs to be filled with a new vision or revision of security in which it is re-mapped or civilised or gendered or humanised or expanded or whatever. All of these ultimately remain within the statist political imaginary, and consequently end up

reaffirming the state as the terrain of modern politics, the grounds of security. The real task is not to fill the supposed hole with yet another vision of security, but to fight for an **alternative political** language which takes us beyond the narrow horizon of bourgeois security and which therefore does not constantly throw us into the arms of the state. That's the point of critical politics: to develop a new political language more adequate to the kind of society we want. Thus while much of what I have said here has been of a negative order, part of the tradition of critical theory is that the negative may be as significant as the positive in setting thought on new paths. For if security really is the supreme concept of bourgeois society and the fundamental thematic of liberalism, then to keep harping on about insecurity and to keep demanding 'more security' (while meekly hoping that this increased security doesn't damage our liberty) is to **blind ourselves** to the possibility of building real alternatives to the authoritarian tendencies in contemporary politics. To situate ourselves against security politics would allow us to circumvent the debilitating effect achieved through the constant securitising of social and political issues, debilitating in the sense that 'security' helps consolidate the power of the existing forms of social domination and justifies the short-circuiting of even the most democratic forms. It would also allow us to forge another kind of politics centred on a **different conception of the good.** We need a new way of thinking and talking about social being and politics that moves us beyond security. This would perhaps be emancipatory in the true sense of the word. What this might mean, precisely, must be open to debate. But it certainly requires recognising that security is an illusion that has forgotten it is an illusion; it requires recognising that security is not the same as solidarity; it requires accepting that insecurity is part of the human condition, and thus giving up the search for the certainty of security and instead learning to tolerate the uncertainties, ambiguities and 'insecurities' that come with being human; it requires accepting that 'securitizing' an issue does not mean dealing with it politically, but **bracketing it out** and handing it to the state; **it requires us to be brave enough to return the gift.**"'

# Kritik Mini Debates: 2AC Cards

**The permutation solves – criticism of the contours of space policy does not require rejection. A self-reflexive approach to space can include policies like the aff**
**Bormann and Sheehan, 2009** (Natalie Bormann, Department of Politics, Northeastern University, Boston, and Michael Sheehan, Professor of International Relations at Swansea University, Securing Outer Space, 2009, p. 1-3)

The writings here seek to 'bring back space' into the realm of international relations discourse from which it has been largely removed, marginalized and silenced. The following chapters do so by highlighting how activities in outer space are always connected to Earth-bound practices and performances of the everyday. They comprise of efforts to unbundle the complexity within which much of the debate in and of outer space is located, and by offering tools and approaches for such unbundling. The authors seek to take issue with the constitutive political effects that space activities write and rewrite. The contributions achieve this by problematizing the ways in which assets, weapons, and practices in, through and out of space inform, affect and reconstitute the social production of political society *on Earth*. Taking these two points together, this volume calls for an intervention in current space policies; not necessarily by denying these policies or replacing them with a new set, but by way of providing a possibility of seeing, reading, writing and understanding space differently.

**Security means the potential for emancipation, not mere survival. Safety is the only foundation for human flourishing**
Ken **Booth**, Prof. of IR @ Wales, **'5** [*Critical Security Studies and World Politics*, p. 22]

The best starting point for conceptualizing security lies in the real conditions of insecurity suffered by people and collectivities. Look around. What is immediately striking is that <u>some degree of insecurity</u>, as a life determining condition, <u>is universal. To the extent an individual or group is insecure, to that extent their life choices and chances</u> **are taken away**; this is <u>because of the resources</u> and energy <u>they need to invest in seeking safety from domineering threats</u> - whether these are the lack of food for one's children or organizing to resist a foreign aggressor. The corollary of the relationship between insecurity and a determined life is that <u>**a degree of security creates life possibilities**</u>. <u>Security might</u> therefore <u>be conceived as synonymous with</u> **opening up space in people's lives.** <u>This allows for individual and collective **human becoming**</u> - <u>the capacity to have some choice about living differently</u> - consistent with the same but different search by others. Two interrelated conclusions follow from this. First, security can be understood as an instrumental value; it frees its possessors to a greater or lesser extent from life-determining constraints and so allows different life possibilities to be explored. Second, security is synonymous simply with survival. One can survive without being secure (the experience of refugees in long-term camps in war-torn parts of the world, for example). <u>Security is</u> therefore **more than mere** <u>animal survival</u> (basic animal existence). <u>It is survival-plus, the plus being the</u> **possibility to explore human becoming**, As an instrumental value, security is sought because it frees people(s) to some degree to do other than deal with threats to their human being. The achievement of a <u>level of security</u> - and security is always relative - <u>gives to individuals and groups</u> some time<u>, energy, and scope to chose</u> **to be or become**, **other than merely survival as human biological organisms**. Security is an important dimension of the process by which the human species can reinvent itself beyond the merely biological.

**The plan critiques violent forms of hegemonic authority.  The alternative abandons hope for political action in the name of critique**
**Gunning 2007** [Jeroen, Lecturer in Int'l Politics @ U of Wales, Government and Opposition 42.3, "A Case for Critical Terrorism Studies?"]

The notion of emancipation also crystallizes the need for policy engagement. For, unless a 'critical' field seeks to be policy relevant, which, as Cox rightly observes, means combining 'critical' and 'problem-solving' approaches, it does not fulfil its 'emancipatory' potential.94 One of the temptations of 'critical' approaches is to remain mired in critique and deconstruction without moving beyond this to reconstruction and policy relevance.Vital as such critiques are, the challenge of a critically constituted field is also to engage with policy makers – and 'terrorists' – and work towards the realization of new paradigms, new practices, and a transformation, however modestly, of political structures. That, after all, is the original meaning of the notion of 'immanent critique' that has historically underpinned the 'critical' project and which, in Booth's words, involves 'the discovery of the latent potentials in situations on which to build political and social progress', as opposed to putting forward utopian arguments that are not realizable. Or, as Booth wryly observes, 'this means building with one's feet firmly on the ground, not constructing castles in the air' and asking 'what it means for real people in real places'.96 Rather than simply critiquing the status quo, or noting the problems that come from an un-problematized acceptance of the state, a 'critical' approach must, in my view, also concern itself with offering concrete alternatives. Even while historicizing the state and oppositional violence, and challenging the state's role in reproducing oppositional violence, it must wrestle with the fact that 'the concept of the modern state and sovereignty embodies a coherent response to many of the central problems of political life', and in particular to 'the place of violence in political life'. Even while 'de-essentializing and deconstructing claims about security', it must concern itself with 'how security is to be redefined', and in particular on what theoretical basis.97 Whether because those critical of the status quo are wary of becoming co-opted by the structures of power (and their emphasis on instrumental rationality),98 or because policy makers have, for obvious reasons (including the failure of many 'critical' scholars to offer policy relevant advice), a greater affinity with 'traditional' scholars, the role of 'expert adviser' is more often than not filled by 'traditional' scholars.99 The result is that policy makers are insufficiently challenged to question the basis of their policies and develop new policies based on immanent critiques. A notable exception is the readiness of European Union officials to enlist the services of both 'traditional' and 'critical' scholars to advise the EU on how better to understand processes of radicalization.100 But this would have been impossible if more critically oriented scholars such as Horgan and Silke had not been ready to cooperate with the EU. Striving to be policy relevant does not mean that one has to accept the validity of the term 'terrorism' or stop investigating the political interests behind it. Nor does it mean that each piece of research must have policy relevance or that one has to limit one's research to what is relevant for the state, since the 'critical turn' implies a move beyond state-centric perspectives. End-users could, and should, thus include both state and non-state actors such as the Foreign Office and the Muslim Council of Britain and Hizb ut-Tahrir; the Northern Ireland Office and the IRA and the Ulster Unionists; the Israeli government and Hamas and Fatah (as long as the overarching principle is to reduce the political use of terror, whoever the perpetrator). It does mean, though, that a critically constituted field must work hard to bring together all the fragmented voices from beyond the 'terrorism field', to maximize both the field's rigour and its policy relevance. Whether a critically

constituted 'terrorism studies' will attract the fragmented voices from outside the field depends largely on how broadly the term 'critical' is defined. Those who assume 'critical' to mean 'Critical Theory' or 'poststructuralist' may not feel comfortable identifying with it if they do not themselves subscribe to such a narrowly defined 'critical' approach. Rather, to maximize its inclusiveness, I would follow Williams and Krause's approach to 'critical security studies', which they define simply as bringing together 'many perspectives that have been considered outside of the mainstream of the discipline'.101 This means refraining from establishing new criteria of inclusion/exclusion beyond the (normative) expectation that scholars self-reflexively question their conceptual framework, the origins of this framework, their methodologies and dichotomies; and that they historicize both the state and 'terrorism', and consider the security and context of all, which implies among other things an attempt at empathy and cross-cultural understanding.102 Anything more normative would limit the ability of such a field to create a genuinely interdisciplinary, non-partisan and innovative framework, and exclude valuable insights borne of a broadly 'critical' approach, such as those from conflict resolution studies who, despite working within a 'traditional' framework, offer important insights by moving beyond a narrow military understanding of security to a broader understanding of human security and placing violence in its wider social context.103 Thus, a poststructuralist has no greater claim to be part of this 'critical' field than a realist who looks beyond the state at the interaction between the violent group and their wider social constituency.104

# Mini Debates

**Objective:** Students will be able to
1. Develop a more in-depth understanding of the current policy debate topic
2. Practice communication and refutation skills

**Speech times:** These mini-debates are intended to fit within one class period. Due to the time constraints, it is very important to start at the beginning of class. Students should spend time preparing the day before, or for homework, so they can begin the 1AC as soon as possible.

1AC: 4 minutes
CX: 2 minutes
1NC: 4 minutes
CX: 2 minutes
2AC: 4 minutes
CX: 2 minutes
2NC: 4 minutes
CX: 2 minutes
1NR: 2:30 minutes
1AR: 2:30 minutes
2NR: 2:30 minutes
2AR: 2:30 minutes

Preparation time: 4 minutes

**Format:**
One mini-debate: Four students debate while the rest of the students flow (take notes). All students are expected to turn in their flows at the end of the debate and provide constructive feedback to the debaters.

Simultaneous mini-debates: Groups of five (four debaters and one student-judge) participate in mini-debates. Students spread themselves out around the room and the teacher circulates to each group throughout the class period.

# Quarter Four Affirmative "Answers to" Kritiks Project

You will be independently researching and producing an original affirmative "answers to" kritik file. Each student will be responsible for a different kritik and we will do a draft in class to determine which kirtik you are assigned to.

**Requirements:**
1. File must be a minimum of 25 cards that you yourself have cut. You cannot use team backfiles, camp files or any other pre-written file for your project. If you choose to do so, it will be considered academic dishonesty.
2. The file will be an affirmative file to answer the kritik you are assigned. At a minimum, it must include:
3. A brief description of the kritik. What would a 1NC likely look like? Who are the common authors that write in this area? Are there any tricks to look out for?
4. A 2AC block that, at a minimum, has link defense (you can't really do link-turns since you don't know what case you'll be reading next year), impact defense and offense (if applicable), answers to the alternative(s) (remember, kritiks can have multiple alternatives), permutation(s) with a text and card(s) and a theory argument
5. 1AR extensions and blocks
6. Answers to other impacts the block may read, affirmative kritik theory blocks (Ex: floating PIKS bad, utopian fiat bad, vague alternatives bad, answers to intrinsicness/severance bad, etc.) and answers to all possible alternatives
7. The file must be in the correct Niles template. You will lose points for incorrect formatting. You are approaching the end of your second year of debate, which means you have had a lot of practice using the template.

We will be devoting some class time to working on these projects and you will have many opportunities to ask questions throughout the research and writing process.

# Debate Taboo Activity

**Objective:** Students will be able to
1. Test their understanding of debate concepts
2. Practice effective and efficient communication

**Format:** This activity should take place towards the end of a unit. The Taboo cards below are examples, however, the teacher should create cards in line with the unit being taught.

The teacher should divide the class into two teams. As in the traditional game of Taboo, a student from Team A tries to get his or her teammates to say the word or phrase (**bolded** and in CAPS) on the Taboo cards. The student cannot say the words or definition listed on the card for that particular word. The student has one minute to get his or her teammates to say as many of the words on the Taboo cards as possible. The same structure follows, only with a student from Team B. Teams A and B alternate back and forth until all students have had an opportunity to provide clues to their teammates.

**PERMUTATION**
CAN'T SAY:
combination
counterplan
do both
intrinsicness
severence
Definition: a combination of the plan and a counterplan


**HEGEMONY**
CAN'T SAY:
leadership
influence
hard power
soft power
Definition: leadership or predominant influence exercised by one nation over others


**OBJECT FIAT**
CAN'T SAY:
direct object
counterplan
agent
alternative
Definition: when the agent of a counterplan is the direct object of the resolution.


**PEDAGOGY**
CAN'T SAY:
teaching
kritik
Definition: teaching or instructional model


**IMPACT CALCULUS**
CAN'T SAY:
magnitude
timeframe
probability
rebuttals
Definition: a comparison of two or more impacts

## TEXTUAL COMPETITION
CAN'T SAY:
combination
counterplan
functional
words
Definition: only the exact wording of a plan can be used for the basis of a counterplan's competition – in order to be mutually exclusive, the counterplan must contain less words than the plan


## PRIMA FACIE
CAN'T SAY:
plan
stock issues
on face
Definition: the "on face" burdens of a plan, particularly in a legislative context


## SIGN POSTING
CAN'T SAY:
2ac
flow
numbering
Definition: guiding someone down the flow


## FIAT
CAN'T SAY:
magic wand
illusory
utopian
Definition: allows a discussion of whether the plan should occur, not whether it could occur


## CERTIORI
CAN'T SAY:
Supreme Court
Definition: If the Supreme Court decides to listen to a case, it has granted the case certiori

**CONDITIONALITY**
CAN'T SAY:
counterplan
dispositional
kick out of
theory
Definition: an advocacy that a team may stop defending whenever it would like


**DELEGATION**
CAN'T SAY:
Congress
agency
Definition: The process whereby the Congress grants authority over a law to an agency


**DOUBLE-TURN**
CAN'T SAY:
link
impact
disadvantage
politics
Definition: reading both a link turn and an impact turn


**EXTEND**
CAN'T SAY:
pull across
evidence
Definition: to continue an argument previously made in the round


**EXTRA TOPICALITY**
CAN'T SAY:
effects
effectual
FX
resolution
Definition: a plan has a part that is topical and a part that is not topical

**FUNCTIONAL COMPETITION**
CAN'T SAY:
plan
counterplan
action
mandate
text(ual)
Definition: argues that plan competition should be based on the actions of the plan (and not the words)


**INTERNAL LINK**
CAN'T SAY:
link
impact
chain of events
causal
Definition: the chain of events, in a disadvantage or advantage, that eventually lead to the impact


**GROUND**
CAN'T SAY:
topicality
theory
limits
education
Definition: a description of the type, quality or quantity of arguments either the affirmative or negative has in debate


**JURISDICTION**
CAN'T SAY:
resolution
court
topicality
judge
Definition: means to have power or control over; in topicality debates, it tells the judge that s/he can't endorse a plan that lies outside of the resolution

**LINE-BY-LINE**
CAN'T SAY:
argument
order
flow
signpost
organization
Definition: when a debater directly answers each of their opponents' answers in the order they were given


**MUTUAL EXCLUSIVITY**
CAN'T SAY:
combination
counterplan
alternative
plan
permutation
Definition: means that two options (usually the plan and Counterplan) cannot be done at the exact same time


**PERCEPTION LINK**
CAN'T SAY:
disadvantage
politics
perceive
fear
Definition: a link that is based on fear, possibility or concern that the plan will occur


**PLAN INCLUSIVE COUNTERPLAN**
CAN'T SAY:
combination
counterplan
PIC
mandate
less
Definition: a counterplan that includes most of the plan but changes or excludes one small part

**ADD-ON**
CAN'T SAY:
advantage
affirmative
2AC
Definition: a new advantage read in the 2ac, not previously mentioned in the 1AC


**SEVERANCE**
CAN'T SAY:
plan
counterplan
permutation
remove
shift advocacy
Definition: to remove part of the plan (or counterplan)


**SOLVENCY ADVOCATE**
CAN'T SAY:
plan
counterplan
theory
voting issue
evidence
Definition: an author who endorses the actions of the plan or counterplan


**STATUS QUO**
CAN'T SAY:
inherency
uniqueness
current
present day
now
Definition: the way things are now


**POLITICAL CAPITAL**
CAN'T SAY:
politics
Obama
link
internal link
Definition: one's ability to persuade someone to do something they otherwise would not do

# Extemporaneous Speaking Activity

**Objective:** Students will be able to
1. Practice extemporaneous speaking
2. Practice effective and efficient communication

**Format:**
1. The student selects a number from 1-20.
2. Without any preparation time, the student gives a 2-minute argumentative speech on the topic that corresponds with their number, taking a clear stance in response to the topic. For example, for topic #1 "Is global climate change man-made?" the student would either argue that global warming is man-made, or would argue that it is not man-made.
3. The rest of the class is expected to take notes on the student's speech and at its conclusion, will have two minutes to cross-examine the speaker.
4. Following cross-examination, the speaker has the opportunity to select a student to refute his or her arguments. Students do not know in advance if they will be selected to give a refutation speech, which helps keep them focused on taking notes throughout each speech.
5. The same format applies for the refutation speech (2-minute speech time, 2-minute cross-examination by the class).
6. Following the second speech on the topic, the next student selects a new number.
7. The teacher should leave 10 minutes towards the end to facilitate a class discussion about effective and ineffective methods of communication, persuasion and refutation.

**Topics**
1. Is global climate change man-made?
2. Is the death penalty effective?
3. Is the United States' election process fair?
4. Do colleges put too much stock in standardized test scores?
5. Is torture ever acceptable?
6. Is the lottery a good idea?
7. Do we have a fair taxation system?
8. Do curfews keep teens out of trouble?
9. Are we too dependent on computers?
10. Should animals be used for research?
11. Should cigarette smoking be banned?
12. Are cell phones dangerous?
13. Are law enforcement cameras an invasion of privacy?
14. Should the United States intervene in other countries' affairs?
15. Do violent video games cause behavior problems?
16. Should creationism be taught in public schools?
17. Should English be the official language in the United States?
18. Should the military be allowed to recruit at high schools?
19. Does participation in extracurricular activities keep teens out of trouble?
20. Should the government provide health care to all Americans?

# Practice Round Journal

**Judge:**                    **Date:**                    **Speaker Position:**

## Comments on Constructive Speech:

## Comments on Rebuttal:

### Rebuttal Rework Goals:

1.

ACCOMPLISHED ☐

2.

ACCOMPLISHED ☐

3.

ACCOMPLISHED ☐

4.

ACCOMPLISHED ☐

### Vocal Clarity
① ☐ ☐ ☐ ☐

### Word Efficiency
① ☐ ☐ ☐ ☐

### Cross-ex
① ☐ ☐ ☐ ☐

### Argument Quality
① ☐ ☐ ☐ ☐

### Clash Skills
① ☐ ☐ ☐ ☐

### Use of Warrants
① ☐ ☐ ☐ ☐

### Time Allocation
① ☐ ☐ ☐ ☐

### Arg Comparison
① ☐ ☐ ☐ ☐

### Arg Impacting
① ☐ ☐ ☐ ☐

### Signposting
① ☐ ☐ ☐ ☐

### Prep Time
① ☐ ☐ ☐ ☐

### Teamwork
① ☐ ☐ ☐ ☐

◆——————————◆
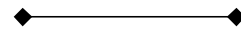
① = Poor

☐ = Inconsistent

☐ = Good

☐ = Very Good

☐ = Excellent

# Sample Lecture: How to Win Debates as the "Underdog"

If you know you're debating a team that's more experienced, faster, older, etc. than you, don't go into the round thinking you've already lost – many, many upsets have been made, for example, the 16 seed beat the 1 seed at the Tournament of Champions this year – and the 16 seed had to debate in a run-off round to even make it to elimination rounds. This should show that weaker teams definitely have a fighting chance against teams that might be "better" than them.

**Things to remember:**
- **Ethos is key:** even if you're scared to death, don't show it to your opponents or the judge. Speak confidently and hold your ground – don't let yourself get bullied in cross-x and don't be afraid to call the other team out if they're being too aggressive because judges often feel the same way and will appreciate this.
- **You can either go with arguments you know well (your bread and butter) or go for the element of surprise:**
  - Element of surprise – you can read a new argument or an argument that isn't read very often.
  - Bread and butter – stick with the arguments you know and throw in a new trick or two.
- **Don't be afraid to be scrappy:** in rounds like these, you shouldn't worry as much about speaker points – instead you're going for the win. You don't need to win the debate in a pretty way, perhaps you win on conditionality bad – this is irrelevant in the grand scheme of things
- **Adapt to your judge:** do your best to appeal to whomever is judging you. If the judge prefers that you speak slower than you normally would, you should adapt accordingly.
- **Theory:** become an expert in going for a theory argument that can be utilized in many debate rounds. For the affirmative, "conditionality bad" is a good option, while a few generic topicality arguments are good options for the negative. Practice debating these arguments so you feel comfortable going for them in actual debate rounds.
- **Be gutsy!** Don't be afraid to take risks – rounds like these can often be described as "high risk, high reward."

Some example scenarios:
#1: 2NC takes a counterplan, case and the space militarization bad disadvantage; 1NR takes the politics disadvantage and reads a new impact that the proliferation of nuclear weapons would be bad. This team is faster and more experienced than you. What should the 1AR do in this instance?
Answer: The 1AR should consider straight impact-turning the proliferation bad impact the 1NR read by reading arguments why proliferation might be good.

#2: 1AC (you're affirmative) reads a three advantages and the 1NC spends six minutes on case arguments. What should the 2AC do?
Answer: The 2AC should kick out of one of two of their advantages if there are defensive arguments on them. The 2AC should also consider straight turning one of the disadvantages to put pressure on the negative block.

# Fiat

| Lesson Plan: Fiat |
| --- |

| Objective:<br><br>The student will understand the theory of Fiat. |
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| Fiat Lecture |
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**Introduction:**

a. <u>Why do we do what we do?</u> – Debaters present affirmative plans. These plans make demands on the federal government to take action. Yet, debaters are not the federal government. They do not have the authority to pass legislation. Yet, debaters still make these specific demands for action. Why do debaters claim that if the judge votes for the affirmative case the legislation will pass and good things will happen? The answer is that debate revolves around the notion of fiat. Fait is an essential aspect of debate. It should be understood in great detail, even if it seems only abstractly important at first.

**Fiat and the Resolution:**

a. <u>Definition of Fiat</u>:

    i.     <u>Definition</u> – Fiat means "let it be done" in Latin. The power to "let it be done" derives from three aspects of the resolution.

b. <u>The Resolution</u>:

    i.     Fiat derives from the resolution. The resolution is - - "**Resolved:** The United States federal government **should** substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey."

    ii.     Fiat derives from three aspects of the resolution; the term *Resolved*, the term

*should* and the colon (:).

        iii.     It is probably more important for students to start understanding Fiat by simply addressing the "Should Question."

## The Should Question:

a. Primarily, fiat derives from the word "should" in the resolution.  The term "should" is used to create a distinction between the term "should" and the possible use of the terms "would" or "could."

b. <u>The term "would"</u> – If the resolution used the term "would," it would focus the debate on whether or not it would be possible to pass the plan.  Likewise, the term "could" would focus the debate on whether or not the plan could be passed.  Debating whether or not a plan could or would pass would be very difficult.  The affirmative team would be hard-pressed to make an argument that would prove a piece of legislation would definitively be passed.  This is true because if the legislation would be so easily passed, it probably would already have been passed.

c. <u>Inherency</u> – Think about how the question of "would" relates to inherency.  The affirmative team would never be able to defend inherency, because it would take out the possibility of the plan passing.  If there is indeed an inherent barrier, the affirmative would never answer the "would" question.

d. Using the term "should" is intended to make the argument that debates should focus on whether or not the plan is a good idea.  It is much easier to answer the question "should" something be done, instead of answering "could" this plan be done.

e. <u>Harms and advantages</u> – Harms and advantages exist largely to answer the "should" question.  For example, debaters often say that the plan should be done because of the advantage solve something great.  This means the plan should be done.

(For those that are interested)

    <u>Resolved:</u>

a. Fiat also derives from the word "Resolved" in the resolution.  Resolved means to reach a firm decision or make a final determination: to *resolve on a course of action*.

b. Resolved means that to be topical the affirmative must make a determination about a specific course of action.

The (:) Colon:

a. Fiat also derives from the colon (**:**) in the resolution. The use of the colon depicts the syntactical-deductive and introduces the logical consequence, or effect, of the intention stated before by the resolved.

## The Limitations of Fiat:

a. <u>You can not fiat workability</u> – This means that you can not fiat that the world will be a better place. That is to say, while you can fiat that the government will pass a piece of legislation, you can not fiat peace.

b. <u>You can not fiat other actors</u> – Fiat is limited to the object of the resolution. The object to the resolution is always (every topic since at least 1980) the federal government. The affirmative is arguably allowed to fiat all of the individual branches of the federal government; executive, judicial, and legislative.

## Normal Means:

a. <u>Definition of Normal Means</u> – The normal procedures that would take place to pass a piece of legislation.

b. Normal means allows the affirmative to focus on the outcome of the legislation not the passage of legislation.

## Specification:

a. Funding – Part of the normal means afforded by fiat is funding. The affirmative plan is guaranteed that the plan will be funding and that funding will be protected with the passage of plan. This funding must come from the normal avenues.

b. Enforcement – Enforcement means that the plan will be enforced in the world post the plan. Take, for example, an affirmative plan that mandated that police arrest anyone suspected of graffiti. Enforcement means the police could not say no. They would have to enforce the mandates of the plan.

## Exercises:

(1) Students should write a short essay defending or negating the right of the affirmative team to use fiat to pass the plan.

(2) Students should discuss ways in which fiat could be used as an argument in the round. For example, if a negative team ran a consult NATO counterplan, the affirmative could argue that consulting NATO is part of normal means and that the plan can fiat past it.

# Optimizing Tournament Performance

These are tricks that great debaters use before, during and after every round and tournament to get the absolute most education, success and reward from debating at tournaments. There are five examples of things that debaters should do before the start of each round and before the start of the tournament. There are six examples of things debaters should do during rounds at the tournament. Finally, there are five examples of things that students can do after the round ends and after the tournament to improve their success. Here they are:

**The Start of the Tournament and Before the Round:**

(1) <u>Do as much pre-tournament work as possible</u> – Reading evidence to help understand arguments is a great advantage for debate tournaments. Highlight or underline relevant portions of cards. Even if you think you will never read this evidence in a round, it can only help if you do. Make sure you have all of you evidence and it is filed properly. If you are the 1ac or the 1nc make sure your affirmative case or negative shells are all there and ready to be read. The more you do before you get to the tournament the better you will do while you are at the tournament.

(2) <u>Do NOT try to learn everything the night before a tournament</u> – Concentrate on the information that you need to know; the affirmative case, or specific negative arguments. Do not overwhelm yourself by trying to understand every file in you box. Trust yourself.

(3) <u>All-nighters are all-bad</u> – Do NOT try and stay up the night before a tournament getting ready. Fatigue can be devastating. Again, trust yourself. Being too tired to compete will cause you to be sluggish, exhausted and lethargic. Debate is a physically and mentally draining activity that can not be done without sleep.

(4) <u>Do practice speaking-drills the morning of the tournament</u> – Even if you have practiced many times before, the day of the tournament is different. You do NOT want to go into your first round having not spoken at all that day. You will sound better if you spend 10-15 minutes before the tournament gets started each day practicing. If you are the 1ac read it. If you are the 1nc read your favorite disadvantage shell. Anything you read will help you sound better in the rounds.

(5) <u>Have a pre-round discussion with your partner and coach</u> – The best thing you can do to get your mind focused on debate is talk debate. Talk about the affirmative, negative or any strategies you might be running.

**During the Round:**

(1) <u>Flow everything</u> – The more information you have on your flow paper, the more you will remember after the round. You may think you will remember everything from the first round, but after four rounds things begin to get fuzzy. Flows help you ask specific questions and allow you to remember the details of each round now and in the distant future.

(2) <u>Save your flows</u> - Flows contain a lot of useful information. Advanced debaters will use their flows from previous rounds to not only write answers to arguments they have had trouble with, but every argument they have heard. If you spend time after the tournament answering difficult arguments at the next tournament you will be able to answer them so much easier. If you have pre-written answers to every argument your speeches will improve drastically, much like your reading of the 1ac will improve after each time you read it.

(3) <u>Listen</u> – This can not be understated. The best debaters listen to everything. They listen to the other team's speech. They listen to the other team's evidence. Remember, evidence does NOT always say what the tag says it does. If you think the evidence you are hearing does not make sense, odds are, it doesn't. In addition, solvency evidence oftentimes says too much. For example, the evidence may say you have to take four steps to solve and the affirmative may only take two. This means they can not solve. So pay attention, and listen closely.

(4) <u>Evidence is NOT flawless</u> – Evidence is not perfect. There is generally something wrong with every piece of evidence read in the round. Think about it debate evidence is not written for debaters, it is written for the general public. The best debaters will find these holes and exploit them.

(5) <u>Look and feel positive</u> – Even if you *think* you are losing the round, look like you are wining. Even if you *are* losing the round, look like you are winning. If you present yourself as a respectful, successful and confident debater others will see you as such, and that will never hurt you in a debate round.

(6) <u>Talk to your partner</u> – One of the most important aspects of debate is communication. You have a partner for a reason. The most skilled debaters work well with their partner.

They communicate with their partner during the round. Remember the debate team is only as strong as the individual debaters.

**After the Round and After the Tournament:**

(1) <u>Re-file your evidence</u> – The best thing you can do for yourself and your evidence is re-file it as soon as you finish using it. If the judge is taking time to decide the round, take that time to file your evidence properly. If the judge has decided, wait until they are finished making any remarks and then continue re-filing. It will save you so much time in the coming rounds.

(2) <u>Have productive conversations with the judge</u> –

    a. First, productive means positive and constructive. The best debaters do not argue with a judge. They do not challenge the judge. The best debaters learn from their judges. Remember it is very likely that you will see them in the back of the room judging you again.

    b. Second, write down what they say. Keep a book that has judge's names in it, what they have told you, and how you want to debate in front of them in the future. If a judge sees you writing down their comments they will most likely offer you better and more detailed advice. This advice is unique because they may have never seen you debate before. Whereas, your coach may have seen you debate several times, this can be unique advice from a new and different perspective.

(3) <u>Write down notes about teams and their arguments</u> – The more information you have the better prepared you will be. Keep a notebook that contains information about the school, the team, their affirmative and any negative arguments they make. This is a great debate squad activity. The more members of the school that are collecting information from rounds they debate the more information that everyone will have going in to their next rounds.

(4) <u>Prepare for the next round</u> – It is never too early to start preparing for the next round.

(5) <u>Watch elimination rounds</u> – This is your chance to watch and see what other debaters do. Beyond just sitting in the room with the elimination rounds are taking place, flow the round and watch the debaters to see what they may be doing that you might not be doing.

# Qualities of a Successful High School Debater

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| **Lesson Plan:** Tricks of the Trade |
| **Objective:**<br><br><br>The students will learn some advanced habits of successful debaters.<br><br> |
| **Tricks of the Trade Lecture** |
| **Introduction:**<br><br><br>b. <u>Make every argument count</u> – If you cannot visualize how a particular argument can help in the last rebuttal, don't invest time in it.  Time is a commodity, and it should be treated as such.  Picking and choosing arguments is critical.  The best strategies are seamless. Each argument in the 1NC should have a relationship with every other argument in the 1NC.  This is the hardest strategy to answer.  Take, for example, the case debate.  The case debate is important in developing a solid 1NC strategy.  It is very difficult for an affirmative to answer a strategy that invests time in defeating the advantages and solvency mechanism.  Most debaters will devote time to the off-case because they have frontlines and disadvantages ready to go.  The affirmative team is also very likely to read an entire frontline against disadvantages and misallocate time on the case debate. Remember, a single mistake can determine the outcome of the debate.<br><br><br>c. <u>Debate the warrants not the claims</u> – Anticipate all of your opponent's warrants, not their claims.  Even if your opponent doesn't make the warrant, you should address it and then undermine it.  It will make you look like the stronger debater.  The debate round should take place at the warrant level not the claim level.   This means developing arguments about the reasons behind the claims.  Find them, undermine them, and debate the credibility of the warrant before your opponents can develop explanations for them.<br><br><br>d. <u>Don't ask, argue</u> – Tell the judge what to think, don't ask them if they think something.  Debate is a time to develop arguments, not develop questions.  This goes hand-in-hand with debating at the warrant-level.<br><br><br>e. <u>Anticipate where arguments are going not where they have been</u> – The 1AC is about the 2AR. The INC is about the 2NR.  Likewise, the 2NR is NOT about answering the 1AR it is about answering the 2AR. Think about how the 1AR arguments will flow into |

paragraphs in the 2AR.  Do not answer arguments as they are but as it will be. Figured out where the opposition wants to be in their last rebuttal, and beat them there.

f.  <u>Answer the nexus question</u> – The nexus question is the core of the debate.  The nexus question is how all the arguments revolve around the core or central question of the debate round.  Knowing where the nexis question is located.  Knowing what the nexus question is, and knowing how to use it to your benefit will result in the best rebuttal possible.  Rebuttal thinking should begin and end with an anticipation of where the nexus question lies.  In the judges mind almost all the calls in the round are close calls.  It is a game of argument resolution. The team that best defines the difference on the nexus question in the debate ("the tipping point") wins.

g.  <u>Control the ground of the debate</u> – It's always about the link. The link is the springboard from which virtually every objection of your opponent is to be addressed.  If the negative says alternative causality – answer it with a robust defense of your link and solvency arguments.  Frame uniqueness arguments in terms of linkage.

h.  <u>Use your evidence aggressively</u> – Do NOT say "our evidence says."  Say: "our evidence proves" and use the exact claims from the evidence.  The more specific you can be the more your judge will be able to understand your arguments.

i.  <u>Technique is important but it is does not win debates</u> – Form does not substitute for substance.  Coverage is about CHOOSING the RIGHT arguments.  But keep in mind; style and substance are fundamentally inseparable.  This might seem like a contradiction, but the distinction is important.  Oftentimes debaters rely on style or presence in the round.  This is a mistake.  Style and substance go hand-in-hand in creating a perception in the judges mind that you are in control of the round.  The three modes of proof = ethos, credibility, logos. Ethos, the character, disposition, or spirit of the argument, is the most important; the credibility of your argument, the way the judge feels about your argument.  The underlying sentiment about the arguments being made will shape the judges decision in the end.  Judges want to vote for strong, well reasoned, well evidenced arguments; they are not simply machines, they are not information processors.  What the judge thinks and feels is important – make the judge want to vote for you.

j.  <u>Judge the debate</u> – Think about why your opponent has won the debate.  Devote the first 30 seconds of 2nr and 2ar prep time to this.  When the judge resolves the nexus question, which direction are they likely to head.  Figure out the strength of your opponent's position on the nexus question.

   i.  <u>Give the other team credit</u> – No, you are NOT ahead on every single argument.  Assuming you are in the rebuttals makes you look bad, and confused.  The solution to the black, white, grey conundrum is to form arguments two ways; use if-then and even-if arguments.  For example, even if we are losing this argument, we still win because we are winning that

argument.

    ii.    <u>Think about the 1ac</u> – It is a key that unlocks the secrets that are critical for a solid 2ar. If the 1ac is not addressed in any other speech besides the 1ac, it is a waste of time and space. Use the 1ac to your advantage.

k.  <u>Narrate the debate</u> – Write the ballot for the judge. Tell them exactly why you have won the debate round. It's a substantive process. Narration should weave back and forth between your offensive arguments, your defensive arguments, your opponent's offensive arguments, and your opponent's defensive arguments. Evidence comparison is about plagiarizing. The process of comparison is not a declaration of citations or claims. It is a comparative process that tests the competing credibility of warrants. Keep comparisons centered on the nexus question, and remember that warrants make the story whole.

l.  <u>Teamwork</u> – The squad is important. Each team should function as a team not as individuals. If one person loses a round, both people lose.

    i.    Michael Jordan: "The talent wins games, but the teamwork wins championships."

    ii.    Scott Deatherage: "The past is relevant only insofar as it informs the future."

    iii.    Pat Rielly: "The truly great actors go out of their way to ensure that supporting actors are brilliant because they want the play to be great."

    iv.    Jaime Coven: "It is important to respect both your teammates and your opponents. Friendships can make victory last forever."

    v.    Phil Jackson: "We alone can destroy our championship opportunity."

m.  <u>Prepare to win</u> – Winning is about the details. It's about brainstorming, strategizing, researching, practicing, block writing [and re-writing]. Preparing to win at the championship level means taking EVERY REALISTIC THREAT SERIOUSLY; all the other teams, all of their arguments, all of their strategies, all of their possible options. It means babysitting the judges; let them know that you are there and that you care. It means managing preparation effectively. It means in critical situations – while most competitors in the tournament are busy hobnobbing – you are preparing for critical instances. At crunch time, you have to have focus. It means preparing for the next debate effectively – especially on elimination day. Focus on ONE DEBATE AT A TIME. It means discipline, focus, and concentration. Everyone must rise to a level unlike anything you have ever strived for before. "Confidence is only borne out of one thing –

demonstrated ability.  You can not dream up confidence.  You cannot fabricate it.  You cannot wish it.  You have to earn it."  The octofinals is NOT round seven.  THERE ARE NO AWARDS FOR FIRST PLACE ON DAY ONE – THEY ARE GIVEN ON THE LAST DAY, NOT THE FIRST DAY.

## Exercises:

(3) Class Discussion – The instructor can either go over each topic individually, or they can pick and choose topics to generate discussions in the class.

(4) Each student should choose one of the above topics.  They should write a paper that explains (1) what the topic means, (2) how it relates to them, and (3) why they think it is important.

Based on a speech from Scott Deatherage located at:

http://compassioninpolitics.wordpress.com/2010/07/15/scott-eatherage-the-speech-at-northwestern-debate-camp/

http://globaldebateblog.blogspot.com/2009/12/scott-deatherage-passes-away.html

# Assessment Materials:

Name _____

**True/False?**

_____ 1.    The Affirmative team is the one that upholds the resolution.

_____ 2.    The back-to-back Negative speeches in a debate round is called "the Negative block".

_____ 3.    For a counterplan to be competitive, it must be topical.

_____ 4.    Disadvantages are considered on-case arguments.

_____ 5.    The "status quo" is the phrase used to describe the impact to the Disadvantages ran in a round.

_____6.    The negative speaks last in the debate.

_____ 7.    The 2NR needs to go for every argument that was in the 1NC to win the debate round.

_____ 8.     Preparation time for each team in a round is three minutes.


_____ 9.     The time limit for a rebuttal speech is four minutes.


_____ 10.    Topicality shells have a uniqueness component.


**Multiple choice**


_____11.    For a counterplan to be competitive, it must be

A.  Better than the plan alone
B.  Better than the CP alone
C.  Better than the plan and a combination of the plan and the counterplan
D.  None of the above


_____ 12.    Which of these arguments are off-case arguments that the Negative runs?

A.  Disadvantages
B.  Topicality
C.  Counterplan
D.  All of the above

_____ 13. Which of the following are components of a Disadvantage shell?

A. Reasons to prefer/standards
B. Text of a plan
C. Uniqueness
D. Theoretical justification

_____ 14. A permutation is defined as what?

A. A negative burden to prove that the counterplan is competitive.
B. A piece of uniqueness evidence ran by the Negative to extend on a disadvantage.
C. An Affirmative argument to prove that their counter interpretation is reasonable.
D. An Affirmative test of counterplan competition that is a combination of all of the plan and part or all of the counterplan.

_____ 15. Which of the following is the wording of this year's resolution?

A. Resolved: the United States federal government should substantially reduce COIN troops in Afghanistan.
B. Resolved: the United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey
C. Resolved: the United States federal government should reduce our troops in Afghanistan or Iraq.
D. Resolved: the United States federal government should focus on counter-terrorism in Afghanistan.

_____ 16. You should do which of the following when flowing a debate round?

A. Both you and your partner should keep a flow.
B. You should have a flow (or backflow) of every speech.
C. You should mark on the flow which arguments had evidence read to support them.
D. All of the above.

_____ 18. Which of the following best describes what uniqueness means on a disadvantage shell?

A. It is what links the Affirmative case to the disadvantage.
B. It is the story of the status quo – the current state of affairs
C. It is what the consequences are if the disadvantage occurs

D. It is the theoretical justification that the Negative claims for why they have the right to run a disadvantage

_____ 19. Which of the following is one of the ways a counterplan can compete?

A. Alternative
B. Limits
C. Net-Benefits
D. Inherency

_____ 20. Which is the following concept used to describe the status of a counterplan that the negative claims will remain in the debate round for its entirety?

A. Conditional
B. Dispositional
C. Semi-dispositional
D. Unconditional

**Short answer:**

21.     Please list the speech order and their corresponding times. Please list how much preparation time each gets at the bottom. At the bottom, what is the rationale for which opponent cross-examines a member of the other team after they give a constructive? (15 points)

22.    In your own words, explain counterplan competition.  What is the definition?  What are the two components that a counterplan could have to prove that it is competitive? (15 points)

23.  List and briefly define the four types of permutations  (10 points)

24.  Define and explain what the standards are for how a judge evaluates a topicality debate. What is the goal of topicality?  What is the goal of a good definition?  What are some of the ways that a Topicality definition can be "useful" per your notes from class (a minimum of three). If I am Affirmative, what are the two primary ways that I can answer a Negative's topicality violation?   (10 points)

25.  What has been the most interesting thing you have learned in debate?  What concepts do you feel you have the best handle on?  What concepts do you feel the weakest on and may need more explanation of?

**Debate**
**1st Quarter Essay Exam**

Please construct an essay on the following topic:

You are affirmative and the negative team goes for Privatization Counter Plan and SKFTA in the 2NR. What are the essential arguments the 2AR must go for in order to have the best chance to win the round? Do not assume a round in which the Negative team drops Conditionality Bad and/or permutations on the counter plan.

You have the *entire* class period to construct your response.

**Debate**
**2<sup>nd</sup> Quarter Essay Exam**

Please construct an essay on the following topic:

You are negative and the affirmative team goes for four permutations against your Consult Russia Counter Plan in the 1AR (in addition to other relevant arguments). The permutations are considered (1). Do Both, (2). Severance, (3). Intrinsicness, and (4). Timeframe. What are the essential arguments the 2NR must go for in order to have the best chance to neutralize each permutation? Do not assume a round in which the Affirmative team drops theoretical objections to the permutations but you *may* include why theory should be discussed in the 2NR.

You have the *entire* class period to construct your response.

**Debate**
**3<sup>rd</sup> Quarter Essay Exam**

Please construct an essay on **_one_** the following topics:

(1). You are affirmative and the negative team goes for Topicality: Exploration in the 2NR. You run SPS.  What are the essential arguments the 2AR must go for in order to have the best chance to win the round?

(2). You are negative and the affirmative team goes for Framework against your Afro futurism K in the 1AR. What are the essential arguments the 2NR must go for in order to have the best chance to win the round?

You have the *entire* class period to construct your response.

**Debate**
**4th Quarter Essay Exam**

Please construct an essay on the following topic:

The past few weeks you researched potential Affirmative cases for next year's topic. Please tell me a case you think our school could run next year. Explain why you think the case is topical and what are the main strategic elements for running the case.

You have the *entire* class period to construct your response.