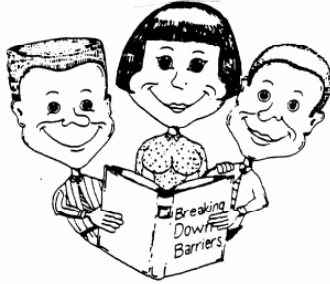


# **Breaking Down Barriers: How to Debate**



## **SAMPLE OF THE POLICY BASICS AND ADVANCED SECTIONS**

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**Breaking Down Barriers:  
How to Debate**

**SAMPLE OF THE POLICY BASICS  
AND ADVANCED SECTIONS**

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**The Sample includes only Policy Chapters 2 and  
part of Policy Chapter 12.**

# Policy Chapter 1

## Issues in Policy Debate

### Presumption in policy debate

What is presumption? Presumption is a belief that is assumed true until proven otherwise. It does not mean that the belief is "true" or even strong. It just means that arguers must overcome this presumption by proving their arguments, by meeting their "burden of proof." So, for example, if there is a presumption that taxes are bad, those arguing in favor of taxes must prove their case. If the arguers don't, then the presumption remains.

What beliefs are given presumption?

Ultimately the judge decides and the judge can use any of four views of presumption in a policy debate.

First, some judges will set a traditional presumption in favor of the present system.

Often referred to as the "status quo is innocent until proven guilty," traditional presumption generally means that affirmatives must justify change. The negative, the side for the present system, has presumption, and the affirmative, the team for change, has the burden of proof.

Second, a judge can assign a risk presumption against uncertainty. If the affirmative plan presents a risky future, the judge gives the present system and the negative presumption. If the present system is more risky than the affirmative plan, then the judge will give the affirmative the presumption and the negative the burden of proof.

So, for risk presumption judges, debaters should argue that their policy is less risky.

Third, a judge can assign a hypothesis testing presumption against the resolution or any claim. The negative is always given presumption in this approach. However, debaters must still prove any claim they make whether they are negative or affirmative.

Fourth, judges can set a psychological presumption in favor of any argument with which they agree. If the judge agrees with the resolution or the affirmative plan, then presumption is with the affirmative. If the judge is against the resolution or affirmative plan, then presumption is negative.

### Quiz Yourself

Here are four plans. Think up an advantage

**Suppose you were president** of the United States. Two of your seven advisors tell you to improve relations with Cuba. The other five advisors point out that Cuba and the United States have had long term problems. They remind you that Cuba remains undemocratic. What would the two advisors need to do to convince you to improve relations with Cuba? Or for that matter, what would the five advisors against normalizing relations need to argue to convince you to not normalize relations? These are good questions to ask because your judges will ask the same things when you suggest that they support or reject a policy. In this chapter, we will discuss the basic issues you will need to address when you debate a policy topic. Specifically, we will discuss the plan/advocacy, advantages, disadvantages, counterplans, kritiks, and topicality.

## THE PLAN/ADVOCACY

Most affirmatives support the resolution as a specific plan of action. A PLAN IS A SPECIFIC ACTION OR ACTIONS THAT SUPPORT THE RESOLUTION. For example, affirmatives frequently supported the 2004-2005 high school policy topic, "Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations peacekeeping operations," with plans such as send troops to Sudan to stop genocide; send troops to Afghanistan to prevent violence; and having the United States pay its U.N. dues. Affirmatives didn't need to look at every kind of support for U.N. peacekeeping. They just needed to increase some kind of support for U.N. peacekeeping. A few affirmatives may advocate a more general position on the resolution rather than a specific plan. For example, they might support the idea of UN peacekeeping operations to fight genocide.



**These debaters are discussing what plan they will use for their case.**

## ADVANTAGES

When you debate on the affirmative, you try to convince your

for each.

1. Ban dumping of toxic wastes.
2. Give poor defendants free lawyers.
3. Fund research on A.I.D.S.
4. Improve relations with Russia.

ANSWERS: (There can be many) 1) Prevents pollution, saves the environment; 2) Helps poor people, helps assure a fair trial; 3) Helps to find a cure for A.I.D.S.; 4) Leads to peace, helps Russian and American people work together.

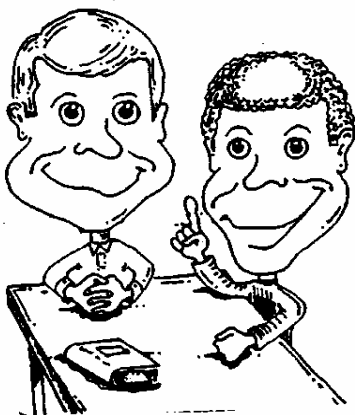
### Quiz Yourself

Now try out the negative by responding to each of the following plan advantages.

1. PLAN: Allow school prayer. ADVANTAGE: The plan will give children a chance to freely express their religious beliefs.
2. PLAN: Install scrubbers at coal plants. ADVANTAGE: The plan will help reduce acid rain.
3. PLAN: Elect the president directly, instead of through the electoral college. ADVANTAGE: The plan would help promote democracy.

ANSWERS: (There can be many--just make sure you directly respond to the advantage.)

- 1) The plan won't help free expression of religion. Instead, it will probably hurt free expression by telling students when and how to pray. Students can pray now.
- 2) The plan won't help reduce acid rain. Scrubbers just won't work. They'll break down. Acid rain is not a problem.
- 3) The plan won't help democracy. The electoral college works fine and direct elections won't help democracy.



**These two debaters are brainstorming arguments to run against affirmative plans.**

### Quiz Yourself: Choose disadvantages

You've just heard this case: THE PLAN:

judges to vote for your plan/advocacy. To do this, you need to present an advantage. AN ADVANTAGE IS A BENEFIT OF A PLAN/ADVOCACY. Advantages show why adopting a plan or supporting an advocacy would be a good idea. For example, a team that supports a plan to build a new freeway might cite an advantage of reduced traffic congestion. Here are three more examples:

**PLAN: End nuclear power.**

**ADVANTAGE: Prevent nuclear accidents like the one at Chernobyl.**

**PLAN: Give longer prison sentences for drug dealers.**

**ADVANTAGE: Decrease drug trafficking.**

**ADVOCACY: We should reject racial profiling.**

**ADVANTAGE: Racial profiling is demeaning and discriminatory.**

**Ending it would be good.**

What will you do on the negative side of the topic? How will you respond to these persuasive affirmative cases? You can use five types of arguments including 1) responses to the affirmative advantages, 2) disadvantages to the plan, 3) counterplans, 4) kritik arguments and 5) topicality arguments.

### Responses to the Advantages

The first thing negative teams usually argue is that the plan/advocacy won't achieve an advantage. The negative might argue that the affirmative's new freeway plan won't reduce congestion. They might argue that the new freeway will just fill up with cars too. Against the ban nuclear energy plan, the negative might argue that nuclear power is very safe. When you are negative, your goal should be to show that the plan/advocacy won't achieve an important benefit. So, if an opponent team claims it's plan will decrease heart attacks, you need to argue that their plan will not decrease heart attacks.

### PLAN DISADVANTAGES

If you are negative, you will want to say more about these plans/advocacies than just that they will not achieve a worthwhile advantage. What if a ban on nuclear energy would decrease the chance of nuclear accidents? It probably will since there won't be any plants to risk accidents. There may be reasons, disadvantages, that a plan should be rejected even if it does achieve its advantage. A DISADVANTAGE IS A HARM OF A PLAN/ADVOCACY. A disadvantage to a plan that bans nuclear power might be that the United States would lose an important source of power needed for the economy. That is a disadvantage because it shows that the plan (a ban on nuclear power) will cause a harm (damage to the economy).

Disadvantages to a plan are important because they explain why a plan should be rejected. What if you were offered \$10,000? Sounds great, right? Unfortunately, there's a catch. You have to work twelve years in hard labor for the cash. Ready to skip this job offer? I hope so. The disadvantage of twelve years of labor is too much for the \$10,000 advantage. In much the same way, a policy judge will evaluate the debate by weighing the advantages of a plan against its disadvantages. So, it is important that negative debate teams attack the affirmative advantage and develop solid disadvantages.

If an affirmative presented a plan to make a new freeway with an advantage of reduced congestion, how might you respond? Here are the arguments that a negative could present. The negative could argue that the new freeway will not help congestion and therefore not be advantageous. In fact, they could argue that the plan will increase

### GIVE ISRAEL MORE ECONOMIC AID.

**ADVANTAGE: IT WILL HELP THEIR ECONOMY AND THEIR PEOPLE.** Choose the responses below that you feel will make the best disadvantages against this plan.

1. Giving economic aid to Israel will make Arabs angry with Israel and the U.S.
2. Giving economic aid to Israel won't help their economy.
3. Giving aid to Israel would also make Israeli people happier.
4. Giving economic aid will actually hurt Israel's economy.
5. Giving economic aid will allow Israel to spend more on its military thereby spurring an even more dangerous Middle East arms race.

#### **ANSWERS:**

- 1) It's a good disadvantage.
- 2) This is a response to the advantage. It is not a disadvantage because it does not state that the plan will create a harm. It just argues that the plan won't help.
- 3) This is a poor argument because it actually helps the affirmative show that their plan achieves their advantage.
- 4) This is a good argument. However, it isn't a disadvantage because it responds to the economic advantage. It's called a "turn" against the advantage, rather than a disadvantage.
- 5) A great disadvantage.

### **Quiz Yourself: Choose Counterplans**

Choose the counterplans that you think will work against the same plan to give Israel more economic aid.

1. Have the UN give economic aid to Israel because US aid is handled poorly
2. Use the current policy of economic aid to Israel
3. Have the US give more military aid to Israel because US aid is corrupt.

#### **ANSWERS:**

- 1) This counterplan might work by showing the UN should give the aid, not the United States.
- 2) That is not a counterplan; that is defending the current policy.
- 3) This is a poor argument because your counterplan uses US aid and so it will also be corrupt.

### **Quiz Yourself: Choose Kritiks**

Choose the responses below that you feel will make the best kritiks against this plan to give economic aid to Israel.

1. Showing that valuing humans above animals is fundamentally wrong.

congestion because all the new traffic on the freeway will clog existing roads that the freeway will exit onto. The negative could also argue at least two disadvantages. First, they could argue that building the freeway will cost a lot of money. Second, they could argue that building the freeway will force people to move and ruin neighborhoods.

Of course the affirmative will answer the disadvantages. If you supported the new freeway plan and the negative argued building a new road would create the disadvantage that the highway would displace many people and their homes, how would you respond? Here are three responses. You could argue that few would be displaced, the government could offer new and better housing, and the new road's increased safety and traffic flow are more important.



**These two debaters are discussing whether a policy toward Africa would upset China, a disadvantage.**

## **COUNTERPLANS/ALTERNATIVES**

The third kind of argument that negatives can present is a counterplan or alternative. A COUNTERPLAN IS A NEGATIVE SUPPORTED PLAN THAT REJECTS THE AFFIRMATIVE PLAN. For example, the negative could argue that we should increase the use of buses and carpools instead of building a freeway. The negative could agree with the affirmative that there is a problem with congestion but that their bus and carpool counterplan is a better way to address the congestion. The negative could argue that the disadvantages to the freeway construction—cost and ruined neighborhoods—further justifies using more buses and carpools.

The affirmative will answer counterplans and argue that buses and carpools won't be used enough and that without the freeway, the roads will remain unsafe and congested. Further, they could argue that the buses and carpools will cost money and diesel pollution. And, even if buses and carpools are a good idea, they could be used on the new freeway in bus-carpool lanes.

*Note: In some areas and especially in novice/junior divisions of debate, counterplans may not be permitted or well liked by judges. Talk with your coach about this.*

## **KRITIKS**

The fourth kind of argument a negative can raise is one focused on the values in the affirmative case. Even though an affirmative plan or advocacy might have good advantages—it may still violate a principle we

2. Showing that American economic policies are racist and oppressive toward other nations so the plan is fundamentally immoral.
3. Show that economic aid would cause the U.S. economy to suffer.

**ANSWERS:**

- 1) This is a poor argument because you supporting economic aid to Israel really doesn't have anything to do with valuing humans over animals.
- 2) Probably a good kritik. This would criticize the way US economic aid, the affirmative plan, is immoral.
- 3) That is not a kritik. It is a disadvantage because it shows the harms/consequences of the economic aid—not that it is immoral or wrong.

**Quiz Yourself: Make topicality arguments**

If you think any of the following affirmative plans do not support the topic, "Resolved: That the United States should change its policy in Central America," then state that the plan is not topical and tell why it is not topical.

**PLAN:** Build more automobiles in America.

**PLAN:** America should give more aid to England.

**PLAN:** America should stop funding military groups in El Salvador.

**PLAN:** We should broadcast a freedom radio show, live from the United States to all of Central America.

**ANSWERS:**

- 1) Not topical. Building more cars has nothing to do with Central America; it is a policy in and for the United States.
- 2) Not topical. England is not in Central America, so it is not a change in United States policy in Central America.
- 3) Depends. It probably is topical, but you could argue that United States policy in Central America is more than just military groups in El Salvador, so the plan does not support the whole topic.
- 4) Its probably topical. But, a clever negative could argue that the policy must be in Central America, and since the change comes in the United States (where the broadcast occurs), and not in Central America, it is not topical.

**Working with your Partner**

Working well with your partner is one of the foundations of doing well as a team. When you are preparing for rounds, there are a couple of things to keep in mind. Make sure to discuss strategies or arguments with your partner. This might be best before tournaments, or right after

hold dearly. For example, while we might wish to avoid terrorist threats on airplanes, we aren't willing to have everyone subject to strip searches—that is just too much of an infringement on our privacy and freedom. Negatives can make such objections with kritiks. A KRITIK SHOWS THAT AN ARGUMENT OR POSITION VIOLATES AN IMPORTANT PRINCIPLE.

Negatives could kritik the freeway proposal by arguing that building such a freeway reflects a government mentality that land and homes can be taken away from people and that such intrusive action against people's private property is wrong even if it might reduce congestion. Affirmatives will respond that it is good for the government to be able to make decisions that benefit the community and that doing otherwise allows selfish decisions that ignore the needs of others. They'll probably also argue that the benefits of reducing congestion and improving road safety outweigh the harm against people's private property rights.

*Note: In some areas and especially in novice/junior divisions of debate, kritiks may not be permitted or well liked by judges. Talk with your coach about this.*

**TOPICALITY**

The fifth argument a negative can raise is a procedural one. Throughout this chapter, we've discussed plans and advocacies that support the resolution. What would happen if one of those didn't support the topic? For example, what would you say about a plan that banned whale killing on a topic that required giving money to poor people? I hope you'd say that's not relevant because it doesn't support the topic.

Amazingly, teams do present plans and advocacies that do not support the topic, so, you will still need to argue against them. A strong argument against plans and advocacies that do not support the topic is a topicality argument. A TOPICALITY ARGUMENT SHOWS THAT THE AFFIRMATIVE PLAN/ADVOCACY DOES NOT SUPPORT THE RESOLUTION. If the negative can show that the plan does not follow the topic, the judge should not vote for the plan. If the topic is "Resolved: That the United States should conserve water," and an affirmative argued we should ban the sale of liquor, the negative should make a topicality argument. The negative should argue that banning the sale of liquor is not conserving water. If the judge agreed, she would probably vote for the negative because the affirmative plan is not topical.

Topicality is obviously an essential issue in debate. The debate is supposed to center on the resolution in order to avoid useless discussions where no one is prepared. There are at least two reasons topicality is an essential issue. First, it is unfair to the negative if the affirmative does not follow the topic. The negative could never be ready for every type of plan that might be raised by the affirmative. How many negatives would be ready against an affirmative plan that regulates trains under a topic dealing with nuclear disarmament? The resolution serves as a boundary for plans that the affirmative may choose. This gives the negative a fighting chance because they should be able to prepare for plans within the boundaries of the topic.

A second reason topicality is considered a voting issue is because non-topical affirmative plans/advocacies fail to affirm the topic. A plan/advocacy that does not support the resolution is irrelevant because it gives the judge no persuasive reason to support, to affirm, the resolution. For example, an affirmative plan to decrease farm subsidies under a topic that required increased programs for the poor would be irrelevant. Since the affirmative plan does not support the resolution, the

them when you remember positions that you need answers to etc. Brainstorm –with your partner– what arguments you need or would like to have. Sometimes it works best to set aside time when both of you can work together. Meet at the library or the computer lab for a set time and just work on debate. If that doesn't work, get things done on your own but keep your partner updated on the progress of certain files. Always communicate with your partner before, during and after you work on an argument. That way you'll be prepared and on the same page at the next tournament.

### **Working with your Partner in the Rounds**

The key to working effectively with your partner during rounds is organization. Both of you should know where your files are and how they are organized. This allows either one of you to grab files or cards for the other person. Also, try to keep communication between you and your partner about debate. That will help you focus and avoid any chance of you coming across as rude to your judge or opponents. Keep in mind that when your partner is prepping, you should be there to help out in any way possible. Same goes for when you are prepping; your partner should be paying attention and be ready to quickly discuss an argument with you, find a file or maybe even write an overview. Most importantly, treat your partner respectfully and communicate nicely! It will vastly improve the chances of your partner and you working together effectively in rounds.

### **Treating your Partner with Respect**

1. Tell them specific, sincere things they are doing well.
2. Keep negative, biting criticism out of your vocabulary.
3. Drop being competitive with your

affirmative gives the judge no reason to increase support for poverty programs. The judge, then, should vote negative.

Sometimes the issue of topicality can be more debatable. It is not always a black and white issue. For example, would an affirmative plan that reduces highway speed limits be topical on a resolution calling for a new energy policy? A negative team might argue that the plan is not topical because setting speed limits is a highway policy not an energy policy. On the other hand, the affirmative might respond that because the speed at which cars drive effects the amount of gas used, setting the speed limit is an energy policy. The judge would make the final decision on the plan's topicality based on the arguments of both the affirmative and the negative.



**This policy debater researches for the right arguments to defend his affirmative plan against kritiks.**

## **WEIGHING ISSUES**

When judges make their decisions, they will usually weigh the advantages and disadvantages of a proposal. What would a judge do at the end of a debate like this one?

- **The affirmative argues that their plan to regulate air pollution will reduce 10,000 to 20,000 lung cancer deaths caused by the pollution.**
- **The negative shows that actually only about 40 people might be saved. They also point out that the regulations that the affirmative advocates would cost billions of dollars, harm our economy, cause unemployment, and unemployment causes harm to people, including to their health.**

How would you vote? Hard to tell. Some judges would consider 40 people's lives more important than the cost to the economy; other judges would conclude that the damage to the economy and unemployment's health consequences outweigh the chance that 40 people might be saved. As a debater, you have an obligation to help judges weigh these issues in your debates so they can make the best decision possible. If you were the affirmative team, you might argue that lives should be the top priority and that lung cancer deaths are especially traumatic. If you were the negative, you would probably discuss how important the economy is to people's jobs and livelihoods which directly affects their health. Coupled with the fact that there is no guarantee that 40 lives would actually be saved, you'd argue that the judge should vote negative.

If a counterplan were introduced into the debate, the judge would need to consider whether the affirmative plan solved better than the counterplan and weigh that with any disadvantages to the

partner. "I got more speaker points than you" other than as a joke isn't cool.

4. Help carry evidence—handle your share of the carrying materials at tournaments.
5. Do your fair share of work. Don't leave everything to your partner.
6. Show respect in debates—extend and develop and support your partner's arguments!
7. Listen to what your partner says; acknowledge it and act upon it.
8. Be honest with your partner. Don't lie.
9. Don't let resentments build up to a boiling point. If you don't like something, talk with your partner and try to work it out.

counterplan and plan. For example, the negative might advocate a counterplan to have voluntary incentives to reduce pollution. The negative would argue that such incentives would work and would avoid the economic harm of regulations and thus the judge should vote for the negative. The affirmative would respond that such voluntary action would fail and that even voluntary action would harm the economy.

If the negative argued a kritik against the affirmative, the judge would need to consider whether the kritik was strong enough to "trump" (make irrelevant or outweigh) any affirmative advantages. For example, the negative might argue that regulations allow the government to use a power over business that is oppressive and denies economic freedom. As a result, they'd urge the judge to reject the plan even if it did save lives. The affirmative would respond that the government's ability to regulate assures freedom and safety for people from oppressive and harmful actions by business. They'd argue that coupled with the lives saved by their plan, the judge should vote for the affirmative.

And if the negative argued that the affirmative plan/advocacy was not topical, the judge would need to consider whether the plan was topical or not and what implication that had on the debate. For example, let's say the negative argued that the affirmative's regulations were not directly on the air emissions (just on the business's pollution generally) and hence did not support the resolution's requirement that the affirmative advocate "air pollution regulations." The negative could argue that the judge should not vote for the affirmative because they failed to affirm the topic. The affirmative would respond that they were directly regulating air pollution and that they should not lose the debate for regulating the business as a whole.

## CONCLUSION

Do you have a better idea of what to argue in your policy debates? If you were President, would you know which arguments would convince you to normalize or not normalize relations with Cuba? If someone suggested that the US reduce trade with Japan during this discussion on Cuba, you'd know that suggestion was not topical. If someone argued that normalizing relations with Cuba would lower sugar prices, you'd know that argument is probably an advantage. If one of your advisors argued that normalizing relations would increase violations of human rights, you'd probably consider that a disadvantage. What kinds of advantages, disadvantages and topicality arguments will you make for and against the plans in your debates? Get ready to be the best advisor for your judges by preparing these kinds of arguments.



## Policy Chapter 2

### Affirmative Cases and Responses



**Get out your best evidence so that you can create a great affirmative case!**



**These two debaters confer about which evidence to include in their case.**

#### **What's the difference between inherency and solvency evidence?**

Solvency evidence says a NEW government policy WILL or WOULD solve a problem. Inherency evidence says THE CURRENT government policy does not solve a problem.

#### **Can you debate a bill that is about to pass into law?**

Yes. Until the bill is passed by the House and the Senate and signed by the President, it is NOT the law. Affirmatives can continue to argue that the bill should be passed just as its advocates do until the bill passes.

#### **The three components of an advantage**

Pretend you are the manager of an appliance store. You want to see which person on your sales staff gives the best pitch. You disguise yourself and tell each of your salespeople that you want to buy a new washer and dryer because you are tired of going to the laundromat. Here are each of your salespeople's pitches:

- **Edna:** I'll tell you what. Buy some of our detergent and you can keep on going to the laundromat. It's probably for the best.
- **Durwood:** Well, you need a dryer and washer. It will keep your clothes clean and make sure you look nice for your job.
- **Stevie:** Look. Buy a car. A used car. Yeah, that's the key. That will help you get a great car that'll, ah, well, ah, take ya to the laundromat.
- **Lyanda:** I bet driving to the laundromat like you do now is a real pain. I used to do that and I hated it. Owning your own machine lets you do laundry right in your home conveniently. And the price is right.

Which one do you think is best? For me, Lyanda's pitch works best. Edna should undergo serious retraining. Durwood does not really address your need. Your clothes are already clean because you go to the laundromat. Stevie's suggestion is not much help for someone considering a new washer and dryer. I'd suspect that he's moonlighting for a car dealer. Lyanda, on the other hand, does a fine job. She points out the problem caused by going to the laundromat (the hassle of driving and finding the right change), and that buying the dryer and washer would be much more convenient. If you chose Lyanda's pitch, you might make a good appliance store manager. If you choose to make the kind of pitches Lyanda made in your debates, you will make a good debater.

So, how do you make a pitch that will sell in policy debate? In this chapter, we will discuss a step by step process for making a good affirmative pitch as well as how to respond effectively on the negative. Specifically, we will discuss a step by step process to prepare your case.

### **STEP 1. RESEARCH AND TAG YOUR EVIDENCE**

Find the evidence you need to support your case. Tag the evidence just as you did when you prepared your mini-debate case. Above each piece of evidence, write a 4 to 9 word sentence that states the main point of the evidence.

### **STEP 2. ORGANIZE YOUR TAGGED EVIDENCE**

Organize your evidence into four piles or files:

#### **Significance—Problems and Harms Exist**

Put evidence here that shows there is a problem and that the problem is harmful. Your goal is to show the problem is widespread and that it is harmful (that it causes death, illness, discrimination, loss of rights, etc.).

Examples:

**Many people smoke cigarettes**

**Smoking causes death and illness from cancer and heart disease**

**Smoking infringes on the rights of non-smokers**

#### **Inherency—Current Policy is Bad**

Put evidence here that shows what the current government policy is, that the current government policy causes a problem, and that the current government policy can't solve a problem. Examples:

**Current policy allows some smoking in public places**

**Government permission for Public Smoking causes cancer**

**Government policy prevents anti-smoking policies from working**

When you present an advantage, you need to show that it is significant, inherent and solvent.

**Significance**

To show that the advantage is significant, you need to show that there is a major problem that is harmful. For example, you might show that millions smoke and this causes cancer and lung disease.

Significance is important because it shows there is a need for change.

**Inherency**

To show that the advantage is inherent, you need to show that the aspects of the present system that your plan changes will not solve the problem or cause the problem. For example, to support a plan to increase the size of cigarette warning labels, you might argue that current warnings on cigarettes are not large enough to stop smoking. Inherency is important because it shows that there is something specific in our government policy that needs changing.

**Solvency**

To show that the advantage is solvent, you need to show that your plan will solve the problem. For example, you might show that tripling the size of health warnings on cigarette ads and packages would reduce cancer and lung disease caused by smoking. Solvency is important because it shows that a new policy would actually solve the problem you cited in your significance.



**Tim works hard on his affirmative case. He wants to be ready for the upcoming tournament!**

**Example affirmative case outline**

**Solvency—Your New Policy will solve the Problems**

Put evidence here that shows a new policy would solve the problem and the harms. Examples:

**A ban on public smoking would reduce smoking**

**Reduced smoking would lower cancer and heart disease**

**A ban would protect the rights of non-smokers**

*Note: Make sure that the new policy suggested by your evidence supports the topic. For example, using evidence that says “a new UN program would be good” probably won’t support a topic advocating US government action.*

**Other Evidence**

You’ll use this evidence for addressing other arguments such as disadvantages later.

**STEP 3. CHOOSE YOUR BEST EVIDENCE FOR AN ADVANTAGE**

Choose two pieces of significance, two pieces of inherency and two pieces of solvency for your affirmative case (for a four minute debate case; choose twice as much for an eight or nine minute case). Save the remaining evidence for backup.

**STEP 4. OUTLINE YOUR EVIDENCE**

After you choose your evidence, you should write your policy case. There are many different approaches to writing and organizing affirmative policy cases. One of the most common case structures is a comparative advantage case.

Your advantage needs to include significance, inherency and solvency. To show significance, you need to state that a problem exists and that it is harmful. To show inherency, you need to show what the present system does now that is different from your proposal and then to show why the present system cannot solve the problem. To show solvency, you need to show that your plan will solve the problem and harms that you cited. Your outlined evidence should look like this:

**I. WE SOLVE \_\_\_\_\_**

**Thesis: The plan will solve a serious problem because . . .**

**A. TAG OF EVID. SHOWING A PROBLEM IS EXTENSIVE**

(followed by evidence)

**B. THE PROBLEM IS HARMFUL**

**1. TAG OF EVIDENCE SHOWING A HARM**

(followed by evidence)

**2. TAG OF EVIDENCE SHOWING A SECOND HARM**

(followed by evidence)

**C. THE PRESENT SYSTEM FAILS TO SOLVE THIS PROBLEM**

**1. TAG OF EVIDENCE SHOWING THE SYSTEM FAILS**

(followed by evidence)

**2. TAG OF EVIDENCE SHOWING THE SYSTEM FAILS**

(followed by evidence)

**D. OUR PLAN WILL SOLVE THE PROBLEM**

**1. TAG OF EVIDENCE SHOWING THE PLAN SOLVES**

(followed by evidence)

**2. TAG OF EVIDENCE SHOWING THE PLAN SOLVES**

(followed by evidence)

**Note: Title the advantage**

Give your advantage a two to five word title that you write at the very beginning of your advantage like “We Prevent War” or “We Reduce Poverty.”

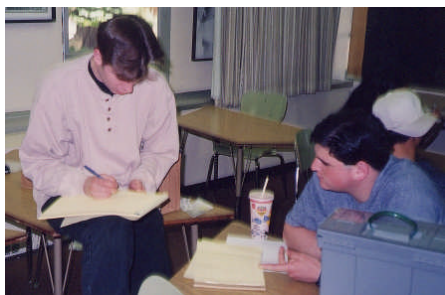
**Note: Give your advantage a thesis**

Right after your advantage title and before the A subpoint, you should explain

I. (Advantage Title) WE REDUCE Mental Suffering

Thesis: Free Mental Health Care Will Reduce Mental Suffering by giving people the care they need

- A. (Problem) MANY SUFFER FROM MENTAL ILLNESS (Evidence)
- B. (The harms) MENTAL ILLNESS IS TERRIBLE
  - 1. MANY SUFFER SERIOUS PSYCHOLOGICAL TORMENT (Evidence)
  - 2. MANY COMMIT SUICIDE (Evidence)
  - 3. FAMILIES AND FRIENDS ALSO SUFFER (Evidence)
- C. CURRENT MENTAL HEALTH CARE IS INADEQUATE
  - 1. THE FEDERAL GOVERNMENT DOES NOT PROVIDE ENOUGH (Evidence)
  - 2. STATE GOVERNMENTS PROVIDE LITTLE HELP (Evidence)
  - 3. PRIVATE INSURANCE IS INADEQUATE (Evidence)
- D. FREE MENTAL HEALTH CARE WILL HELP
  - 1. IT WILL GIVE ACCESS TO MENTAL HEALTH CARE (Evidence)
  - 2. IT REDUCES SUFFERING, STRESS, AND SUICIDES (Evidence)
  - 3. IT HAS WORKED WHEN TRIED (Evidence)



**These debaters work on the plan they will use for their affirmative case.**

**Affirmative case tips**  
Have a diversity of sources in your case. Having 3 pieces of evidence in a

your advantage in a thesis statement. Your thesis should explain how your plan will achieve the advantage and why the advantage is important. So, for example, a thesis might be “Our plan to provide shelter for the homeless will reduce the suffering and agony of these people by no longer forcing them onto the streets and dangerous shelters.”

*TIP: Start your thesis statement with “Our plan will . . .”*

## STEP 5. ADD IMPACTS

Basically, explain the importance of the arguments in your case. To do this, you state the following immediately after your evidence: because (what the evidence says), (the tag is true) OR since (what the argument says), (the plan is a good idea). See Chapter 3 on Preparing Cases for more tips.

## STEP 6. ADD TRANSITIONS

Basically, connect the ideas between the points in your case. See Chapter 3 on Preparing Cases for more tips.

## STEP 7. WRITE THE PLAN

Writing your plan is somewhat like writing a bill for congress. You need to include what you want done, who will do it, how it will be paid for, and how it will be enforced and implemented. In typical High School Policy debate, the plan includes in “planks.” PLANKS are THE ESSENTIAL PARTS OF THE PLAN. In high school national circuit and college debate, the plan is usually written as a short paragraph.

### Traditional Planks Style Plan

In traditional High School Policy debate, plans have five planks: the board, the mandates of action, funding, enforcement, and intent.

#### PLANK ONE: THE BOARD

Plank one states who will run and implement the plan. It’s like creating an agency to run a program. If you need someone to run your program, use this plank.

#### PLANK TWO: MANDATES OF ACTION

This plank shows what the plan will do. Your mandates should be the specific actions that your solvency evidence suggests are needed. So, read your solvency evidence to see what your plan should do.

#### PLANK THREE: ENFORCEMENT

Enforcement is sometimes necessary to make sure the mandates are carried out. Just like when Mom and Dad want the kitchen cleaned, your enforcement plank establishes punishment for those who don’t do their chores. Include penalties in your plan for those who do not follow your mandates.

#### PLANK FOUR: FUNDING

The plan usually requires a funding source. Most every change in government costs some money. Some changes can cost billions. As a result, affirmatives need funding sources. The most common funding source is the regular budget, called “general federal revenue.” You can also add taxes, decrease spending, or use funding from programs your plan terminates.

#### PLANK FIVE: INTENT

This is largely a ceremonial plank. Its purpose is to serve notice that the affirmative will interpret the plan. Some teams use this plank to change or amend their plan during the debate.

### Example Plan with Planks

Plank One: The Board. A seven member board shall be established through constitutional means with all minimally necessary staff, equipment and funds to ensure its effectiveness in carrying out the affirmative proposal.

#### Plank Two: The Mandates

A. The United States shall abolish all current food stamp and welfare

row from the same source does not sound persuasive. Having multiple sources communicates that you have done thorough research and that your arguments are supported by many scholars.

**Adjust your case to preempt negative arguments.** If you expect a cost argument, include evidence that says your proposal will not be costly.

**Adjust your case so that it emphasizes a point that is important to persuading your judges.** For example, you might want to emphasize the danger of arms proliferation more than human rights, so you replace a human rights argument with an arms race argument.

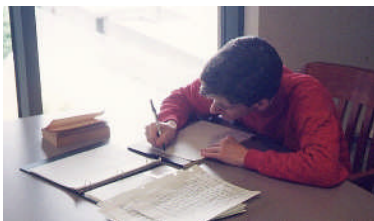
**Cut out arguments and evidence that could support your opponent's arguments.** So, if one of your pieces of evidence says that many doubt your proposal, take it out!

**Build your affirmative case with what you will say in the second affirmative rebuttal in mind.** If you want to emphasize how children are hurt, make that a key point in your case.

**Write your plan so it avoids disadvantages.** If you expect negatives to argue that your plan will divert resources from other important programs, state in your plan that you will not use resources from other programs.

### Tips for improving your case

- Practice asking and answering questions about the case before you debate.
- Include transitions between points in your case where there is no evidence (like between I and A) so judges can flow your arguments more easily.
- Don't substructure the case too much. Avoid little a's and b's.
- Put inherency in your case first if you argue that the present system causes the problem. Put significance first in your case if you argue that there is a problem that the present system is not solving.



programs.

**B. The United States shall guarantee an annual income for all Americans via a cash card system, usable only for housing, food, utilities, education and medical care. The amount of money shall be at the poverty wage set by the Department of Health and Human Services.**

**C. All Americans over age 18 will be required to demonstrate that they are working in a job or in school to receive their guaranteed income.**

**D. Those without jobs and not in school, will be required to perform 25 to 35 hours community service each week and to seek employment or their income shall be denied.**

#### Plank Three: Enforcement

**A. Any American who violates the terms of this policy shall be subject to the highest fine and imprisonment constitutionally commensurate with their violation.**

**B. The FBI shall actively seek violators of this policy.**

#### Plank Four: Funding

Funding will come from an optimal mix of the following:

**A. Taxes of 33% on all income generated up to 200% of the guaranteed annual income and taxes of 50% for all income generated after 200%. All tax deductions shall be ended.**

**B. General Federal Revenue**

#### Plank Five: Intent

All affirmative speeches and cross-examination periods will serve as legislative intent for the purpose of interpreting the affirmative proposal.

### Contemporary Paragraph Style Plan

In college and national circuit style high school policy debate, the plan is usually just stated in a few sentences, with more emphasis given to the mandates, and less to the procedural parts, like the board. Here is an example:

#### PLAN

The United States shall abolish all current food stamp and welfare programs and instead guarantee an annual income for all Americans via a cash card system, usable only for housing, food, utilities, education and medical care. The amount of money shall be at the poverty wage set by the Department of Health and Human Services. All Americans over age 18 will be required to demonstrate that they are working in a job or in school to receive their guaranteed income or they will be required to perform 30 hours community service each week and to seek employment. Funding shall be accrued from taxes of 33% on all income generated up to 500% of the guaranteed annual income and taxes of 44% for all income generated after 500%.

### STEP 8. WRITE THE INTRODUCTION

Your introduction should be just like the one you wrote for your mini-case. It should include an attention getter and the resolution. See Chapter 3 on preparing cases for tips.

### STEP 9. WRITE THE CONCLUSION

Write a conclusion that includes a brief summary and a final statement urging the judge to vote affirmative. See Chapter 3 on preparing a case for more details.

### LAST STEP--GIVE THE CASE ANOTHER LOOK

Take a look at your case. Does it read well? Is it as persuasive as it could be? Is there something missing or that could be deleted? Just as you did with your mini-debate affirmative cases, hone your case till its beauty shines like the hair of a thoroughbred horse after careful grooming.

**This debater works hard to improve his case.**

### **Adjust your case for how debate is done in your area!**

Each region has a different view of what makes a good case. Adjust your case so you can make an appealing argument to your judges! In some areas, judges expect you to include definitions of terms in the resolution at the beginning of the affirmative case. In other areas, inherency is not an important issue—so don't include much evidence in your case for that issue. Areas that debate national circuit style do not have introductions, impacts or transitions in their cases. Ask your coach what works in your area and adjust your case!

### **Example responses to a legalize drugs case**

#### **EXAMPLE SIGNIFICANCE ARGUMENTS:**

- Drug gangs are not that serious of a threat
- Drug gangs are declining.
- Drug gangs rarely lead to terrible violence.
- Drug violence is rare; drugs are actually good.
- Drug violence is decreasing.
- Gangs are important social groupings

#### **EXAMPLE INHERENCY ARGUMENTS:**

- Current enforcement efforts are beginning to solve any drug problem that does exist.
- Many programs are expanding, including rehabilitation, intervention, and alternative job programs. These programs are working.

#### **EXAMPLE SOLVENCY ARGUMENTS:**

- Legalizing drugs will not stop drug violence.
- Legalizing drugs will actually encourage drug violence.
- Drug gangs will sell all the more, even with legal stores.
- Store owners sell the drugs improperly and endanger people's lives.

### **Research the affirmative case**

Research every article you can get on the case—including ones that support the affirmative. That way, you will understand all the arguments that the affirmative can present in their debates. As you research, think about responses you can make

## **PREPARE NEGATIVE RESPONSES AGAINST THE CASE**

Prepare briefs against each major advantage that you expect an affirmative to present just as you did against affirmative points in your mini-debates. For example, against a case that urges the United States to ban new road construction in all of America's wilderness areas, you should have briefs against virtually every affirmative case argument you expect to hear in your debates. So, at the least, be ready to respond to:

#### **SIGNIFICANCE ARGUMENTS**

- **Wilderness areas are important to the environment**
- **New roads are destructive to wilderness areas**
- **Building new roads causes species extinction**

#### **INHERENCY ARGUMENTS**

- **The Bush administration refuses to adopt a "roadless rule"**

#### **SOLVENCY ARGUMENTS**

- **Banning new road construction would save the environment**
- **Banning new road construction would prevent species loss**

You'll know what points to respond to by reading articles on the affirmative case, talking to your coach and other debaters, and by brainstorming. As you prepare your points, develop briefs on many of the points noted below.

#### **SIGNIFICANCE Responses:**

1. **The problem isn't significant**
2. **The problem is declining**
3. **The problem does not cause the harm**
4. **The problem is actually good**
5. **The harm isn't significant**
6. **The harm is declining**

#### **INHERENCY Responses:**

1. **The present system is solving the problem/harms.**
2. **The present system is not causing the problem/harms.**
3. **The present system is adapting to the situation.**

#### **SOLVENCY Responses**

1. **The plan won't solve the problem/harms**
  - **It doesn't work quickly enough**
  - **It doesn't address the root cause of the problem**
  - **It has been tried and failed**
2. **The plan will increase the problem/harms**
3. **The plan will be circumvented**
4. **The plan will be unworkable**

*See examples of these kinds of argument in the box on the side.*

Of course, not all of the above arguments apply against all cases. Some plans solve a problem and there just is not much room for argument on that issue. Sometimes the present system is not doing a good job of dealing with the problem, and hence inherency and significance arguments will be difficult to emphasize. On the other hand, every case has some weakness. If you research as intensely as bees build their nests and you put the right arguments together to build stinging responses, you'll soon be injecting venom into your opponent's case attacks while you enjoy the honey of your victories. You will leave affirmatives wondering what happened to their cherished case.

## **AFFIRMATIVE: PREPARE BACKUP BRIEFS**

When you finish your affirmative case, your work has just begun. Sure, your castle is built, but now you need to set up defenses for your castle. You need to have briefs to defend your case against every single argument that the negative might make.

against the case. Think about what disadvantages you can prepare.

### **Example Backup Briefs:**

Here are three outlines of briefs that backup a mental illness proposal.

#### **MENTAL ILLNESS INCREASES SUICIDE.**

THE DENISE STUDY IS FLAWED.

(Evidence)

BLANCHARD STUDY SHOWS: MENTALLY ILL PEOPLE 6 TIMES AS LIKELY TO COMMIT SUICIDE.

(Evidence)

BLANCHARD STUDY DOCUMENTS CAUSAL LINK.

(Evidence)

THE BLANCHARD STUDY IS SOUND.

(Evidence)

#### **NEW OUTPATIENT PROGRAMS ARE INADEQUATE**

OUTPATIENT CARE STILL SENDS THOUSANDS INTO THE STREETS.

(Evidence)

ONLY THE VERY POOR CAN USE IT.

(Evidence)

IT LACKS ADEQUATE STAFFING.

(Evidence)

#### **MENTAL HEALTH CARE (M.H.C.) REDUCES SUICIDE**

46 CENTERS STUDY SHOWS M.H.C.

REDUCES SUICIDE.

(Evidence)

EXPERTS SHOW M.H.C. REDUCES SUICIDE.

(Evidence)

For every point in your affirmative case, consider the arguments negatives will make. It's hard to predict everything that the negative might argue, but the more accurate your predictions are, the better defended your case will be. Prepare briefs that answer the negative attacks and that you can use as extensions, arguments that will add fresh insight and support for your affirmative case arguments. You should have briefs that show the problem is increasing, that the harms are very serious, that the present system will not solve the problem, that the plan will solve, and that the plan will work. See Chapter 6 in the Basics Section for more tips on backup briefs and the end of this chapter for examples.



**This debater is preparing briefs against an affirmative case.**

## **CONCLUSION**

If you have prepared a castle of an affirmative case built upon solid ground, you will be tough to defeat. You will be prepared for your opponent's arguments and ready to sell your case as effectively as Lyanda, the saleswoman, did.

## EXAMPLE AFFIRMATIVE POLICY CASE

### INTERNATIONAL DISASTER RELIEF AFFIRMATIVE, PAGE 1

Currently, rich countries like the United States are stingy with foreign assistance. Providing this assistance would save millions of lives and make the U.S. more respected in the world. That is why Rotifa and I stand Resolved: That the United States federal government should significantly increase foreign aid.

### OBSERVATION 1: FAILURE TO FULLY FUND RELIEF EFFORTS IS HARMFUL

#### A. IF CURRENT TRENDS CONTINUE, 45 MILLION MORE CHILDREN WILL DIE BY 2015

James Ensor, director of public policy, Oxfam Community Aid Abroad, December 30, 2004  
THE AUSTRALIAN, accessed Jan. 26, 2005,  
[http://www.theaustralian.news.com.au/common/story\\_page/0,5744,11805929%255E7583,00.html](http://www.theaustralian.news.com.au/common/story_page/0,5744,11805929%255E7583,00.html)

In more general terms, Egeland is right in accusing the rich world of being stingy with aid. At a gala summit in 2000, governments from around the world made a commitment to meet the Millennium Development Goals. The MDGs are a commitment by global leaders to halve impoverishment and hunger, provide education for all, improve standards of health, halt the spread of major diseases such as HIV-AIDS and slow down environmental degradation by 2015. Their promises remain unfulfilled. Even before this week's events, modelling by Oxfam suggested that if the world fails to act to meet these goals and current trends are allowed to continue, 45 million more children will die between now and 2015; 247 million more people in sub-Saharan Africa will be living on less than \$US1 a day in 2015; 97 million more children will still be out of school in 2015 and 53 million more people in the world will lack proper sanitation facilities.

#### B. INADEQUATE FUNDS FOR TSUNAMI RELIEF SHOW THAT STINGY AID POLICIES RISK MILLIONS OF LIVES

James Ensor, director of public policy, Oxfam Community Aid Abroad, December 30, 2004  
THE AUSTRALIAN, accessed Jan. 26, 2005,  
[http://www.theaustralian.news.com.au/common/story\\_page/0,5744,11805929%255E7583,00.html](http://www.theaustralian.news.com.au/common/story_page/0,5744,11805929%255E7583,00.html)

However, other donors have been slow to respond to and understand the scale of the emergency. Contributions from Britain, the US and European Union so far fall well below what is required. Time is running out if the international community is to meet the immediate needs of people affected by the tsunamis. These needs are the basics of human survival: food, shelter, sanitation and clean water. In coming days the threat of disease and infection will rise exponentially as millions of people begin their search for adequate food, clean water to drink and shelter. Meeting these needs is not complicated: money is needed for plastic sheeting, water tanks, soap, temporary toilets and basic food.

### INTERNATIONAL DISASTER RELIEF AFFIRMATIVE, PAGE 2

### OBSERVATION 2: CURRENT LEGISLATIVE EFFORTS TO FUND DISASTER RELIEF ARE INADEQUATE

#### A. VITAL PROGRAMS ARE FAILING DUE TO LACK OF FOREIGN AID FROM RICH COUNTRIES

James Ensor, director of public policy, Oxfam Community Aid Abroad, December 30, 2004  
THE AUSTRALIAN, accessed Jan. 26, 2005,  
[http://www.theaustralian.news.com.au/common/story\\_page/0,5744,11805929%255E7583,00.html](http://www.theaustralian.news.com.au/common/story_page/0,5744,11805929%255E7583,00.html)

It is no surprise that vital poverty-reduction programs are failing for lack of finance. Global initiatives to support poor countries to achieve universal education and combat HIV-AIDS are starved of cash. The global fund to fight AIDS, tuberculosis and malaria has only one-quarter of the funds that it needs for 2005. And poor countries continue to pay out more to their creditors than they spend on essential public services. Low-income countries paid \$US39 billion to service their debts in 2003, while they received only \$US27 billion in aid.

#### B. THE U.S. FAILS TO ADEQUATELY FUND THE GLOBAL FUND TO FIGHT AIDS, TUBERCULOSIS AND MALARIA

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005.  
FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005,  
<http://www.fpiif.org/commentary/2005/0501short.html>

The U.S. often claims to be a strong supporter of the Fund, when in fact, President George W. Bush has tried repeatedly to cut the U.S. contribution. If he proposes the same contribution to the Global Fund for 2006 as for 2005 (\$200 million), this will equal just 13 percent of what the Fund has requested and just 5.8 percent of what the Fund says it needs from all sources. Even if Congress doubles this spending, it will still be a fraction of a U.S. fair share, which aid experts define as one-third of the total need, given that the U.S. economy is about a third of the world economy. Europe will remain the Fund's largest contributor. The Fund has requested \$1.5 billion from the U.S., but President Bush may propose, as he did for 2005, a massive cut in the U.S. contribution.

**PLAN:** The United States Federal Government will immediately commit to full funding of the Global Fund to Fight Aids, Tuberculosis and Malaria's request. All necessary funding and enforcement shall be provided.

## EXAMPLE NEGATIVE CASE RESPONSE BRIEFS

### U.S. IS ALREADY GIVING LOTS OF FOREIGN AID TO THE GLOBAL FUND

#### 1. THE U.S. IS ALREADY THE WORLD'S LARGEST DONOR FOR BOTH HUMANITARIAN AND EMERGENCY RELIEF AID

Tom Barry, Policy Director of the International Relations Center, Jan. 7, 2005.

IRC COMMENTARY, accessed Jan. 26, 2005,

<http://www.irc-online.org/content/commentary/2005/0501aid.php>  
Uncle Sam is not Ebenezer Scrooge. The U.S. government is the world's largest foreign aid donor, contributing economic assistance to more than 150 countries. The United States is also the largest national source of humanitarian and emergency relief aid. Before President Bush took office in 2001, the U.S. government was providing foreign nations with nearly as much development aid and humanitarian assistance as did France, Germany, and Great Britain combined.

#### 2. THE CURRENT BUDGET DOUBLES THE U.S. CONTRIBUTION TO GLOBAL FUND

Glenn Hall, Reporter, Jan. 27, 2005.

BLOOMBERG NEWS, accessed Jan. 27, 2005,

[http://www.bloomberg.com/apps/news?pid=10000103&sid=ab7\\_48e\\_yrQU&refer=us](http://www.bloomberg.com/apps/news?pid=10000103&sid=ab7_48e_yrQU&refer=us)

The U.S. money is divided into two portions: "bilateral" funding that the U.S. gives directly to AIDS programs in other countries, and contributions to the Geneva-based Global Fund for fighting AIDS and other diseases. The Bush administration official briefing reporters today declined to describe a proposed breakdown. Congress approved the full \$2.8 billion Bush requested for the current year, though it doubled his proposed contribution to the Global Fund to \$400 million and cut the \$200 million from the bilateral portion.

#### 3. BUSH IS DRAMATICALLY INCREASING FOREIGN ASSISTANCE NOW

Tom Barry, Policy Director of the International Relations Center, Jan. 7, 2005.

IRC COMMENTARY, accessed Jan. 26, 2005,

<http://www.irc-online.org/content/commentary/2005/0501aid.php>  
If one looks solely at the changing allocations of U.S. foreign assistance, the Clinton years seem the age of austerity and the Bush administration in contrast appears generous. Starting in fiscal 2002, economic aid began a steady and dramatic rise-rising \$4.3 billion over 2001. By 2004 the U.S. government's economic aid commitments had risen to historic levels-rising to levels not seen since the post-World War II years with the Marshall Plan for European reconstruction.

### U.S. WILL CONTINUE TO INCREASE FUNDING TO COMBAT DISEASE AND DISASTERS

#### 1. BUSH WILL MAINTAIN HIS PLEDGE TO INCREASE FUNDING TO FIGHT AIDS

Glenn Hall, Reporter, Jan. 27, 2005.

BLOOMBERG NEWS, accessed Jan. 27, 2005,

[http://www.bloomberg.com/apps/news?pid=10000103&sid=ab7\\_48e\\_yrQU&refer=us](http://www.bloomberg.com/apps/news?pid=10000103&sid=ab7_48e_yrQU&refer=us)

President George W. Bush will ask Congress for \$3.2 billion in AIDS-related funding in his fiscal 2006 budget recommendation, maintaining his commitment to a five-year outlay of \$15 billion, an administration official said. Bush promised in his 2003 State of the Union address to spend \$15 billion over five years fighting AIDS, or \$10 billion above levels existing at the time. The \$3.2 billion request will show a commitment to increasing AIDS funding without spending more than recipient countries can handle, the aide, speaking on condition of anonymity, told reporters on a conference call.

### OBSERVATION 3: FULL FUNDING WILL SOLVE

#### A. THE GLOBAL FUND IS AN ESSENTIAL TOOL TO FIGHT NOT ONLY DISEASE, BUT DISASTERS TOO

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005. FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005, <http://www.fpif.org/commentary/2005/0501short.html>

The Global Fund to Fight AIDS, Tuberculosis, and Malaria, an innovative health program financing mechanism based in Geneva, is an essential tool for the long-term battle against infectious diseases, and its support for malaria programs in tsunami-affected countries is now doubly important. The Fund spends nearly one-third of its money fighting malaria. The remainder goes to AIDS and tuberculosis programs. While it's true that the Fund is not a disaster-response mechanism, the Fund's flexibility allows for redirecting malaria services to disaster areas and can allow reprogramming of funds toward the reconstruction of health centers. Yet a few weeks before the tsunami hit, the U.S. cut its 2005 contribution to the Global Fund. This jeopardizes not only malaria programs but AIDS and tuberculosis programs as well in the worst-hit countries including India and Indonesia.

#### B. EMPIRICALLY, AID WORKS, SAVING LIVES AND REBUILDING SOCIETIES

James Ensor, director of public policy, Oxfam Community Aid Abroad, December 30, 2004 THE AUSTRALIAN, accessed Jan. 26, 2005, [http://www.theaustralian.news.com.au/common/story\\_page/0,5744,11805929%255E7583,00.html](http://www.theaustralian.news.com.au/common/story_page/0,5744,11805929%255E7583,00.html)

Yet aid works. Millions of children are in school thanks to money from debt relief and aid. Roads built with foreign aid mean that farmers can reach local and international markets to sell their crops more readily, while children in rural areas can travel to schools more easily and people can reach hospitals more quickly, which is often a critical factor affecting maternal and infant mortality rates. Aid plays an essential role in rebuilding countries such as Sri Lanka shattered by conflict.

#### C. ONLY THE U.S. PAYING ITS FAIR SHARE TO THE GLOBAL FUND CAN SOLVE

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005. FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005, <http://www.fpif.org/commentary/2005/0501short.html>

Will countries get what they need to rebuild? Only if the U.S. provides its fair share of what's required to tackle the problem, addressing not only the tsunami emergency but longer-term development challenges, including the lack of access to healthcare. Once the U.S. uses its clout to get all donor nations to do their fair share, it will be able to claim leadership in global assistance.

Note: this affirmative policy case would usually take a beginning debater about 4 minutes to present. For an eight to nine minute speech, include twice the evidence. Faster speakers can also add more evidence.

#### EXAMPLE AFFIRMATIVE BACKUP BRIEFS

##### 1. INHERENCY BACKUP: U.S. WILL NOT FULLY FUND INTERNATIONAL RELIEF EFFORTS NOW

##### 2. PLANNED CUTS WOULD BE A TERRIBLE BLOW TO THE GLOBAL FUND'S EFFECTIVENESS

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005. FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005, <http://www.fpif.org/commentary/2005/0501short.html>

Such a cut will be a terrible blow to hopes for the Fund, a uniquely participatory and cost-effective mechanism. The Fund supports essential malaria and other healthcare programs in all tsunami-affected countries. Funding already approved for four of these countries totals over \$250 million: \$10.2 million for Sri Lanka, \$67.9 million for Indonesia, \$114.1 million for India, and \$61.1 million for Thailand. India hopes to use Fund resources to distribute 12 million mosquito nets. So that outside assistance can be effectively absorbed, a third of its funds go toward improvement of physical infrastructure as well as human resources and training.

##### 3. THE CURRENT BUDGET PLAN HAS THE U.S. DEAD LAST IN FOREIGN AID

Tom Barry, Policy Director of the International Relations Center, Jan. 7, 2005.

IRC COMMENTARY, accessed Jan. 26, 2005, <http://www.irc-online.org/content/commentary/2005/0501aid.php>

How does the U.S. economic aid commitment as a percentage of national wealth compare with the other 22 large aid donors? The latest comparative figures from 2002 place the United States—with its 0.13% commitment—dead last behind Italy and Greece with their 0.2% contributions of national income. If military aid is included, the percentage jumps to nearly 0.2%.

##### 4. U.S. FOREIGN AID IS STEADILY DROPPING NOW

Tom Barry, Policy Director of the International Relations Center, Jan. 7, 2005.

IRC COMMENTARY, accessed Jan. 26, 2005, <http://www.irc-online.org/content/commentary/2005/0501aid.php>

As a percentage of national income, U.S. foreign aid has steadily and dramatically dropped since 1949. Not since the Alliance for Progress years of the Kennedy administration has the economic aid budget exceeded one percent of annual GDP. According to an April 2004 report by the Congressional Research Service, even with the increases in U.S. aid commitments since 2001 (excluding the nearly \$25 billion committed to Iraq), current aid levels are among the lowest in a half-century of U.S. foreign assistance programming.

##### 2. THE U.S. IS ALREADY MEETING ITS FULL COMMITMENT TO FIGHT AIDS

Glenn Hall, Reporter, Jan. 27, 2005.

BLOOMBERG NEWS, accessed Jan. 27, 2005, [http://www.bloomberg.com/apps/news?pid=10000103&sid=ab7\\_48e\\_yrQU&refer=us](http://www.bloomberg.com/apps/news?pid=10000103&sid=ab7_48e_yrQU&refer=us)

The U.S. was spending \$840 million a year on AIDS projects when Bush took office in 2001, the administration aide said. Bush increased that funding to \$1.2 billion, then \$1.6 billion, then \$2.4 billion in fiscal year 2004 and \$2.8 billion in fiscal 2005. The \$3.2 billion proposal would meet Bush's commitment, though overall funding still falls short of the worldwide demand, said Tom Hart, director of governmental affairs in the Washington office of Debt AIDS Trade Africa, an advocacy group founded by Irish rock star Bono. "It absolutely is meeting what Bush called for" in his 2003 speech, Hart said. Yet "it is scratching the surface on the need," he said.

3. This proves that U.S. action alone will not solve. Our evidence shows that, even if the U.S. meets its full commitment, there is still a funding gap. The affirmative cannot force other countries to step up, which is necessary to solve.

#### SOLVENCY NEGATIVE: INCREASING AID WILL INCREASE SUFFERING, NOT RELIEVE IT

##### 1. MORE DISEASE AND DISASTER RELIEF WILL JUST MAKE THE PROBLEMS WORSE

Dr. Roger Bate, fellow at the American Enterprise Institute, and Ben Schwab, researcher at the American Enterprise Institute, Jan. 27, 2005.

TECH CENTRAL STATION, accessed Jan. 27, 2005, <http://www.techcentralstation.com/012705F.html>

What is going on in the world's battle against the AIDS pandemic illustrates the problem. The dilemma in AIDS funding, as in many other types of aid, is ensuring sufficient oversight to maximally restrict fraud, while refraining from overloading recipients with cumbersome paperwork that restricts performance. Limiting serious fraud is vitally important, especially now that the United States is embarking on a \$15 billion worldwide AIDS program, and the Global Fund to Fight AIDS, Malaria and Tuberculosis also is increasing its efforts. In the next year, AIDS funding is expected to increase from \$1 billion to \$8 billion. Further, there is evidence that better oversight is needed. Previous HIV aid efforts have focused mainly on getting as much funding as possible to those most likely to be able to make a difference, with little regard for strict standards of accountability. The inevitable consequence has been poor oversight and fraud.

##### 2. INCREASING DISASTER RELIEF WILL JUST EMPOWER TOTALITARIAN REGIMES LIKE INDONESIA

Tom Barry, Policy Director of the International Relations Center, Jan. 7, 2005.

IRC COMMENTARY, accessed Jan. 26, 2005, <http://www.irc-online.org/content/commentary/2005/0501aid.php>

Clearly, the Bush administration was slow on the uptake to see the strategic implications of tsunami disaster relief. But the strategic and public relations benefits of U.S. humanitarian aid in largely Muslim countries like Indonesia are now recognized. Although Washington and U.S. society desperately need some favorable PR, the U.S. government's apparent use of its aid efforts in Indonesia to solidify working relations with the Indonesian military (TNI), including the use of U.S. helicopters by the TNI, may only contribute to strengthening the position of the highly abusive military forces in that conflicted nation.

#### HARMS BACKUP: WITHOUT NEW FUNDING, PEOPLE WILL DIE AND THE



### **WORLD BECOME MORE DANGEROUS**

#### **1. FAILURE TO SUPPORT THE GLOBAL FUND ALLOWS WIDESPREAD DEATHS FROM AIDS, CURRENTLY AT 9,000 PEOPLE PER DAY, TO CONTINUE**

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005.

FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005,

<http://www.fpif.org/commentary/2005/0501short.html>

Even on AIDS relief, the U.S. is hardly exercising global leadership. Bush's budget for global AIDS programs, if it remains on the current track, will provide just 12 percent of what the UN says is needed from all sources beginning in 2007, that is \$20 billion. The world is falling dangerously short of the amount of financing needed to halt the epidemic's expansion, which grows at the rate of 13,000 new infections per day. The daily death toll from AIDS is 9,000 people. That's the equivalent of the tsunami body count every two weeks.

#### **2. FAILED PUBLIC HEALTH EFFORTS CAUSE MILLIONS OF DEATHS EACH YEAR**

Julie Ajinkya, Student Outreach Coordinator for Foreign Policy In Focus, Jan. 7, 2005.

FOREIGN POLICY IN FOCUS, accessed Jan. 27, 2005,

<http://www.fpif.org/commentary/2005/0501tsunami.html>

Though the earthquakes and tidal waves destroyed some water sanitation systems and have made the spread of infectious disease an inevitable threat in their aftermath, the tragic fact remains that millions of people in this region of the world die regularly, even without the occurrence of natural disasters, because of public health failures. The parched faces and ill children currently shown in the media otherwise suffuse the region, not only in coastal towns and island nations. In 2000, the WHO reported that infectious and parasitic diseases claimed nearly 3 million lives in the Southeast Asian region that year.

#### **3. ABSENT NEW FUNDING, DISEASE AND DISASTER RELIEF WILL TRADE OFF WITH EACH OTHER, HURTING SOLVENCY FOR BOTH**

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005.

FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005,

<http://www.fpif.org/commentary/2005/0501short.html>

Funds for global health programs come out of the U.S. foreign assistance budget, which could be squeezed by the push for tsunami relief. It is deeply troubling that the Bush administration has so far rejected the use of an Emergency Supplemental to the 2005 Budget to provide funds needed for tsunami relief. Unless emergency funding is provided on this basis, the tsunami relief effort risks reducing the overall amount of funds available for global AIDS programs and long term development assistance.

### **SOLVENCY BACKUP: U.S. CAN AFFORD TO FULLY FUND AID REQUESTS, WHICH WILL WORK**

#### **1. THE U.S. CAN EASILY AFFORD TO DELIVER THE NECESSARY AID**

James Ensor, director of public policy, Oxfam Community Aid Abroad, December 30, 2004

THE AUSTRALIAN, accessed Jan. 26, 2005,

[http://www.theaustralian.news.com.au/common/story\\_page/0,5744,11805929%255E7583,00.html](http://www.theaustralian.news.com.au/common/story_page/0,5744,11805929%255E7583,00.html)

Rich countries can easily afford to deliver the necessary aid and debt relief. On average, rich countries spending 0.7 per cent of their national income on aid is equal to a mere one-fifth of their expenditure on defence and half of their expenditure on domestic farm subsidies. The US is spending six times more on its military program as it would cost to increase its aid budget to 0.7 per cent. Cancelling the debts of 32 of the poorest countries would also be small change for the rich nations. The cost to the richest countries would amount to \$1.8 billion each year over the next 10 years or on average \$2 for each of their citizens every year.

#### **2. THE U.S. MUST COMMIT TO FULL FUNDING OF THE GLOBAL FUND TO BE A TRUE LEADER**

David Bryden, Communications Director for the Global AIDS Alliance, January 7, 2005.

FOREIGN POLICY IN FOCUS, accessed Jan. 26, 2005,

<http://www.fpif.org/commentary/2005/0501short.html>

The U.S. has put little muscle behind efforts to convince these and other laggards to provide their fair share, preferring to fund its own programs that it can control and get credit for. If the U.S. wants to be a real leader in assisting with long term recovery, it must help the Fund reach its promised \$7 billion a year level of grantmaking to effective health programs. Undermining the Fund is symptomatic of a broader failure of U.S. leadership. When it comes to overall development assistance, the U.S. ranks near the bottom of donor countries when measured as a percentage of GDP.

#### **3. U.S. HAS A RESPONSIBILITY TO SUPPLY GREATER FUNDING THAN WHAT IS PLEDGED NOW**

Julie Ajinkya, Student Outreach Coordinator for Foreign Policy In Focus, Jan. 7, 2005.

FOREIGN POLICY IN FOCUS, accessed Jan. 27, 2005,

<http://www.fpif.org/commentary/2005/0501tsunami.html>

This tragedy brings the world's attention to a disaster that, unfortunately, has been in the making for decades. Poor infrastructure in this impoverished region and the policies of international financial institutions, such as the World Bank, have ensured that this natural disaster will turn into a public health nightmare. As the most prominent member of these institutions, the United States has a greater responsibility in South Asian relief efforts than the \$350 million in aid pledged to date will yield.

#### **3. INCREASING AID IS A CYNICAL EXCUSE FOR THE U.S. TO PUSH ITS FOREIGN AND ECONOMIC POLICY AGENDAS**

Tom Barry, Policy Director of the International Relations Center, Jan. 7, 2005.

IRC COMMENTARY, accessed Jan. 26, 2005,

<http://www.irc-online.org/content/commentary/2005/0501aid.php>

At first glance, a country's generosity in foreign aid seems a good measure of whether the U.S. or any other nation is a good global neighbor. Certainly the high percentage contributions of the Nordic and other Western European countries make them immune to charges that they are stingy. Moreover, these same leading aid donors don't tie their aid to their own products and technical assistance. But foreign aid is not always an unqualified good, especially when it comes from a country whose aid strategy is so closely tied to its global war strategy and to its neoliberal economic policies.

#### **4. FRAUD MEANS ONLY A FEW CENTS ON THE DOLLAR ACTUALLY HELP PEOPLE**

Dr. Roger Bate, fellow at the American Enterprise Institute,

and Ben Schwab, researcher at the American Enterprise

Institute, Jan. 27, 2005.

TECH CENTRAL STATION, accessed Jan. 27, 2005,

<http://www.techcentralstation.com/012705F.html>

Giant aid agencies, such as the U.S. Agency for International Development USAID, are so worried about bad publicity from small scale fraud that they are employing huge beltway contractors to do much of their "giving" instead of taking a chance on organizations based in affected countries. These contractors may provide useful educational materials, and some educational workshops make sense. But how much is going for such activities rather than in country aid? Probably way too much. Figures are uncertain as U.S. AID is obsessively stingy with releasing any information relating to contract proposals, terms or budgets. When it was forced to reveal this information about its malarial control programs, though, allocations were found so appalling that Sens. Gregg and Feingold called for a General Accountability Office investigation. Indeed, according to insiders and scholars who have studied this issue closely, only a few cents of every aid dollar ends up in the hands of the countries and people that need aid the most. The vast majority of USAID (taxpayer) funding never leaves the United States. One USAID employee, who prefers anonymity to losing his job, explains that the preference for big contractors results from a focus on "getting the job done, not getting the job done right."

## **POLICY CHAPTER 12: ADVANCED COUNTERPLANS**

It isn't easy being the negative in a policy debate. The affirmative gets to choose what particular plan they want to debate, they get to spend all of their time researching just that one policy and the negative has to divide their time researching between all the potential plans for that year. To beat back that, the negative has to use all tools at its disposal. One of the most strategic of those tools is the counterplan which can be used to counter these affirmative advantages. This section will teach you how to skillfully use the counterplan on the negative to set you up for success against those affirmative side biases.

### **COUNTERPLAN COMPETITION**

Before we begin our discussion of counterplans, I want to talk about counterplan competition. To many debaters, the fact that debating is "competitive" is taken as a self evident truth. The fact that counterplans need to be "competitive," however, means something slightly different. One potential problem with giving the negative team the ability to run a counterplan is that the negative could potentially counterplan anything. Some things – like feeding all of Africa, increasing research for a cure to HIV/AIDS, or promoting global disarmament of nuclear weapons – have volumes of evidence in favor of them and are usually very persuasive as "good policies" and would make persuasive counterplans. The notion of "competition" is designed to prevent this type of abuse by making sure the negative counterplan is always relative – or that it directly competes – with the affirmative plan.

#### **Mutual Exclusivity**

When talking about counterplan competition, two different types of competition are most important: mutual exclusivity and net benefits. Generally, it is acceptable that a counterplan only fulfill one of these two types of competition, although meeting both certainly has its advantages. To say a counterplan is "mutually exclusive" means that it would be impossible to do both the plan and the counterplan at the same time. A common example of a mutually exclusive counterplan is one that bans the affirmative. So if the affirmative creates a network of marine protected areas, a mutually exclusive counterplan would ban the creation of a network of marine protected areas. Since there may not be much evidence for such a negative counterplan (and it really wouldn't solve any part of the case), a better example of a mutually exclusive counterplan could be: If a plan ratified the comprehensive test ban treaty (CTBT) to stop global proliferation, a counterplan that resumed immediate testing of nuclear weapons to enhance deterrence – which could be argued as a different way to solve proliferation – would be mutually exclusive because it is impossible to simultaneously ban and resume the testing of nuclear weapons. Thus, mutually exclusivity is the strongest form of competition because it directly creates a forced choice between the plan and the counterplan.

#### **Net Benefits**

Since it is hard to find counterplans that are mutually exclusive, a majority of counterplans meet the second type of competition: net benefits. A "net beneficial" counterplan can be done at the same time as the affirmative plan, but for some reason doing the counterplan alone is still better than the affirmative plan – or a combination of the counterplan and the affirmative plan (which is called a permutation; more on this below). A good example of a net beneficial counterplan would be: If a plan uses the United States federal government to send food aid to Africa to solve famine, the negative team could counterplan that the European Union should send food aid to solve famine in Africa. Both the plan and the counterplan arguably solve the same – they both send food to the same part of Africa. But if the negative also runs a US spending disadvantage (which argues that the United States cannot afford to spend money), a US politics disadvantage (the President will compromise the election if they do the plan), and evidence about how the U.S. fails at implementing aid programs whereas the European Union is more efficient, then doing the Counterplan is better – i.e. net beneficial – because it avoids the problems with the plan.

#### **Permutations**

In order to determine whether a counterplan is truly competitive or not, the affirmative team is allowed to run a permutation, which is a statement designed to determine whether the plan and the

counterplan can be done at the same time, and, if so, whether this would be advantageous. Let's say the affirmative team runs a plan to establish a colony on Mars. The negative team responds with a counterplan to legalize drugs. The two have conceivably nothing to do with each other, so the affirmative has the right to permute the counterplan by saying, "Permutation: the government can legalize drugs and establish a colony on Mars at the same time." If the affirmative wins the permutation (as they should with this example), they have defeated the counterplan by showing it is not competitive. We will discuss this more in the "legitimacy" section below.

## TYPES OF COUNTERPLANS

### 'Counterplanning Out' of an Affirmative Advantage

Because big impacts to advantages are an easy way to outweigh negative disadvantages, many affirmative teams will begin to claim advantages that have very large impacts but very weak internal links to the action taken by their plan. For example, one of the reasons why the United States looks badly in the eyes of the world is because we don't care for the environment very well. Although we are one of the biggest polluters in the world as a nation we engage in the least amount of environment protection measures. As a result our influence around the world has diminished. That influence is often called our 'soft power'. So many teams, when their plan is a small positive change in the United States environmental policy (like, for example, banning fishing with certain dangerous nets in United States waters), will claim an advantage based on increasing United States soft power and therefore hegemony. While this would probably increase our soft power a marginal amount there are still a lot of things that are making the United States look bad in the eyes of the world such as the War in Iraq or our refusal to adhere to UN security regulations. A good counter plan in this situation might be to argue that the United States should stop doing some of those other things that the rest of the world is angry with us for. For example, a negative team could run a counterplan that demanded that the United States formally comply with all UN security regulations. That would certainly increase our standing in the eyes of the world and solve the affirmative's 'soft power' advantage. This is what is known as 'counterplanning out' of an affirmative advantage because you use your counterplan to take-out the impact of a affirmative advantage because no matter what world you vote for (the affirmatives that helps the environment or the negative's that has the US comply with UN security regulations) the soft power of the United States will be increased.

There are two reasons why, on the negative, you would want to 'counterplan out' of an affirmative advantage. We just discussed the first one. If an affirmative team has a big impact in the 1AC but a poor internal link like the plan that banned net fishing (a weak internal link) to increase United States soft power (a large impact) then there is a risk that they could use that large impact to outweigh your disadvantage. But because of the weak nature of the internal link there is probably something else that could easily solve the impact just as well giving the negative the option of running a simply counterplan to remove that advantage from the affirmative.

The second reason is if an affirmative team runs an advantage that you haven't heard before or that you don't have a lot of evidence about. In the example of the affirmative team banning net-fishing in United States, many teams would probably expect to debate about the environment when they hit this affirmative. So, they may do a lot research about the environmental effects of net fishing but not be expecting a debate about United States hegemony (the soft power impact) and have almost no evidence to use concerning that issue. If that is the case, then you can use the counterplan to avoid that debate by solving it.

However, it is critically important to make sure that your advantage counterplan doesn't link to the disadvantage that you are running in the round. In the example of the affirmative banning net fishing, a good disadvantage might be that environmental regulations on businesses hurt the economy. If that is your disadvantage you have to be sure that the way that you are solving the 'soft power' advantage isn't an environmental regulation on businesses. For example, a negative team could solve the affirmative's 'soft power' advantage if they had the government demand businesses cut CO2 emissions by 25%. That would certainly help the environment and United States soft power but it would also link to the negative disadvantage (because it is an environmental regulation on businesses). So, it's important to craft a counterplan that is very distinct from the affirmative plan such as the counterplan we discussed earlier to make the United States comply with all UN security

regulations. It would increase US soft power but because it only deals with security issues (like arms levels) it would not link to a disadvantage concerning environmental regulations.

## Plan Inclusive Counterplans

Another way of dealing with the problem of big affirmative advantages or advantages that you aren't ready to debate about is the use of a 'plan inclusive counterplan'. Don't be confused by the name, 'plan inclusive counterplans' don't include all of the affirmative plan. In fact, they have only recently been called 'plan inclusive counterplans' previously they were known as exclusion or exception counterplans' which is really a more accurate description. PLAN INCLUSIVE COUNTERPLANS (PICS FOR SHORT) ARE COUNTERPLANS THAT INCLUDE SOME OF THE PLAN BUT NOT ALL OF IT. The only part that the counterplan doesn't do is the part that the negative has a disadvantage to. For example, if an affirmative team, as their plan, builds a national missile defense system and does an ocean clean up program, a negative that agrees with the ocean clean up portion of the plan but has disadvantages to building a national missile defense system could read a plan inclusive counterplan (PIC) that only does the ocean clean up program. This forces the affirmative to defend only the portion of the plan that you, on the negative are ready to debate about and means they can't claim that the advantage they gain from the 'ocean clean up' program outweigh your disadvantage because you do it too! Do you see how PIC's help to neutralize the affirmative advantage of using their big impacts to outweigh disadvantages just like 'counterplanning out of an advantage'?

Now, not all PICs are as cut and dry as doing half of the plan and they can do all of the plan except for very specific parts. For example, they might agree with all of the plan except for the agent (who does the plan), the timing of the plan, or the location that the plan is done in, etc. As you can imagine, this could mean a lot of different counterplans. Below are some of the most common PICs that you should familiarize yourself with and consider running.

The examples will include a brief description of the counterplan, common net benefits to the counterplan, theoretical concerns about that counterplan in particular, solvency concerns about that particular counterplan as well as some common disadvantages to run against the counterplan.

## Agent Plan Inclusive Counterplans

As you know, a PIC is a counterplan that does the majority of a plan and only omits a very small portion that the negative has a disadvantage to. AN AGENT PLAN-INCLUSIVE COUNTERPLAN IS A PIC THAT OMITTS THE AFFIRMATIVE'S 'AGENT' (the person/governmental branch/ organization that does the affirmative's plan). Negatives, when running an Agent PIC will agree that the plan is a good idea but will argue that having a particular agent do it is a bad idea. For example, if an affirmative team had the President pass their law then a negative team could argue that it would drain the President's political capital (with a politics disadvantage, see the Advanced Disadvantages Chapter for a review of politics disadvantages) if (s)he passes the law (him)herself and instead argues that 'Supreme Court' should pass the affirmative policy in the form of a constitutional ruling. That would do all of the affirmative plan just through a different agent and the benefit is that it leaves the President's political capital intact.

## The Courts Counterplan

This is the first agent counterplan we will review: the Courts Counterplan which can be run anytime the affirmative uses an agent other than the Supreme Court as their agent (usually the Congress or the Executive Branch).

### How Does it Work?

Although Congress is the only branch of the federal government that can technically 'make laws' (which is why most affirmatives choose to use the Congress to enact their plan), other branches can take action that do the functional equivalent of passing congressional legislation (which makes for strategic counterplan options). One of these branches is the Supreme Court. As you probably know, the Supreme Court is entrusted with the power to interpret the Constitution of the United States. With this power comes the ability to make certain 'law-like' rulings. Consider, as examples, the famous Brown v. Board decision that determined that segregated schooling is unconstitutional (thus banning the practice), the Roe v. Wade decision which legalized abortion, and the recent Roper v.

Simmons case which banned the practice of executing juvenile offenders. While these decisions are technically not 'laws,' for the sake of your counterplan, they have the same effect (the Roe v. Wade decision allowed abortion in the same way that a law passed by Congress would). So, if the affirmative argued that the Congress should pass a law banning the practice of 'racial profiling' (singling out minorities as the most likely offenders in crime) a good counterplan might be to demand that the Supreme Court should rule that the practice of racial profiling is un-constitutional. This counterplan could be run against almost any affirmative case that uses the Congress to pass their plan. The Counterplan would simply argue that the Supreme Court should rule that the constitution demands the actions of the affirmative's law.

### **Net Benefits for a Courts Counterplan**

When Congress passes a law the President has a large amount of influence over it. He/She will likely push for or attempt to hinder the passage of the bill and have to sign the bill into law after congressional deliberations. Each of these actions requires the President to expend political capital (political influence) which he/she cannot use later to pass or block other legislation.

On the other hand, the President has almost no influence over the actions of the Supreme Court. The President cannot ethically pressure justices to make decisions in one way or another but even if s/he did because the justices are appointed for life so they have no reason to respond to Presidential political capital or public sentiment (because even if the President is angry with them, it has no impact on the judges themselves). This is a reason why it is not always beneficial to make controversial changes in federal law through the Congress.

If the law is unpopular or extremely partisan the congress (who is beholden to Presidential and public interest for re-election and ability to get their legislation passed) will be very hard to convince and will try to undercut the full effect of the bill with amendments (requiring the President to expend a large amount of political capital to get it passed). For example, a bill (during the time of Brown v. Board) to de-segregate schools would be wildly unpopular and likely drain almost all Presidential political influence making it unlikely that he/she would get any further legislation passed. However, if the Supreme Court made a ruling to de-segregate, the social effect would be the same (the schools would be integrated) but it would have no effect on the President's political capital because s/he doesn't have to fight for or sign off on the law. In fact, the President doesn't even have to agree with the decision. She/he can publicly denounce the decision if it is unpopular with his/her congress or constituency.

What this means, practically, in the debate world is that because most affirmative teams choose to pass their plans through the Congress they also are likely to drain the President's political capital (because if their plan hasn't passed yet it's likely due to dissent in Congress) and link to a politics disadvantage. Many times, however, the affirmative team will simply argue that the affirmative advantages are more likely to happen and are more important than its political repercussions. The Courts counterplan de-fuses that argument. Because the courts, via the counterplan, will be passing the same plan as the affirmative (just through a Supreme Court decision instead of Congressional legislation) the only difference between the affirmative plan and the negative counterplan is that the latter doesn't link to the politics disadvantage. That is the net benefit of the courts counterplan.

### **The Executive Order Counterplan**

Another major agent that is often used in 'Agent Plan-Inclusive Counterplans' is the Executive branch. This can be run when the affirmative uses the Supreme Court or the congress as their agent.

#### **How Does it Work?**

Although it is largely presumed that that Congress is the only governmental body that should be able to make laws, Article II, Section 1 of the Constitution grants "executive power" to the President ensure that "Laws be faithfully executed". Presidents since 1789 have been using this executive power to issue proclamations that function very much like legislation. These are executive orders. One of the earliest and most famous of these executive orders is Abraham Lincoln's Emancipation Proclamation that emancipated all slaves in states that had seceded from the Union. Although the Congress, at the time, had no debate about and passed no law concerning such an action the slaves were deemed free men in the eyes of the federal government nonetheless. Although, technically, these

orders are only to specific the enforcement of laws already on the books, after congressional debate laws often become so vague to appease all parties in congress that they can be interpreted to justify any order. The fact that executive orders have been used to create a broad variety of controversial legislation such as Truman's executive order to integrate the armed service, Eisenhower's order to desegregation public schools and Roosevelt's internment of Japanese-Americans is evidence of that fact. More recently, the Supreme Court has ruled that the President can issue any executive order and it has the same effect as law so long as it does not conflict with Congressional legislation. The Executive Order Counterplan argues that the affirmative's plan should be passed not via congressional action rather through an executive order.

## **Net Benefits for the Executive Order Counterplan**

**Presidential Powers** - A variety of scholars of international relations have published works questioning the shifting balance of power in the United States Federal Government specifically the growing role of the Congress as the centerpiece of governance. Although the Congress is largely representative of popular will it is also structurally inefficient and slow. In order for congress to initiate a trade deal, approve a war or initiate military action it will require lengthy and tedious debate whose outcome may or may not suit the international situation as it changes during debate. With the threat of terrorism making war especially dependant upon real time decision making the President may be better suited to be the center of the government. The President, for example, does not have to consult with anyone when issuing an executive order, so if retaliatory action must be taken quickly an executive order may be superior to congressional legislation. Every time congress does take action (such as with the plan), however, it makes it harder to the President to take action in that same area without having decisions controlled and slowed by the need for congressional approval. Conversely, each time the President takes action in a particular area (for example with the executive order counterplan) is makes it easier for future Presidents to do so as well. This ability for the President to take action in certain areas of law has been termed 'Presidential power'. The more 'Presidential power' an individual President wields the stronger that President is. This allows him/her to take command of international negotiations and make concessions etc. without having to consult congress allowing him /her to get things done in the international realm (such as arms control agreements, trade agreements, and counter-terrorist action). It also, because of the President independence from congress, makes the President more respected as powerful in the international arena. This increase in 'Presidential power' which grants the President the ability to ensure that US interests are secured quickly is the first and most common net benefit to the executive order counterplan.

**Politics** – another common net benefit to the executive order counterplan is the politics disadvantage. One of the reasons why politicians will often give political resistance to the President's agenda is that they do not want to come out in favor of a bill that is important to the President but unpopular with their constituency so they will fight the President and require a variety of concessions (thus draining the President's political capital). If the President does not choose to pass the contentious affirmative plan through congress and instead passes it via executive order (as specified in the counterplan) the President doesn't have to force politicians to support bills that they would otherwise not thus preserving his political capital and allowing him to use it on future legislation/ agenda items.

## **The States Counterplan**

So far we have discussed agents that use different branches of the federal government (congress, the executive/President and the courts) but some agent PICs don't even use the federal government and argue that other sub-federal agencies would be more effective. The most common of which is the states counterplan.

### **How Does it Work?**

Instead of passing the affirmative plan through the federal government (i.e. through the congress) the states counterplan argues that each of the 50 states should pass a state law that has the same effect as the affirmative's federal law. For example, if the affirmative team were to advocate a plan that the federal government should implement a system of mental health centers, the negative team

could advocate a states-counterplan that each of the fifty states and the District of Columbia (D.C.) should implement that same system of mental health centers.

### **Net Benefits for the States Counterplan**

**Federalism-** The Federalism Net Benefit argues that the United States has come up with a uniquely stable system of governance. That system allows a variety of small ‘federations’ (states) that are capable, for the most part, of self-governance (they can pass any state laws that they want) but are defended and controlled by a larger government (in the United States, the Federal government). This system of governance strikes a happy medium between tyrannical control of a large federal government which will largely be unable to suit the needs of everyone in the country and the anarchic control of hundreds of small federations. Advocates of this position argue that it is the best way to prevent revolutions and bloody secession movements because the individual federations can live largely as they please (and thus have no reason to attack or attempt to leave the federal government) because of the autonomy granted to them but still have the benefit of federal protection. They further argue that developing countries look to the United States when determining their system of governance and model it after the U.S.’s. So the United States must constantly ensure that federalism be preserved so that it is implemented in less stable portions of the world that are likely to fall into civil war (such as the middle east) without stable governance. In general, defenders of federalism argue that the individual states should be able to make law concerning the well-being and daily lives of their citizens (for example, abortion, gay marriage, euthanasia, medical marijuana, gun rights, and property rights) while the federal government should solely have power over national defense and determining regulations for policies that cross state boundaries (such as the highway system or inter-state commerce). So, federalists would argue, most affirmative pans should be done by the fifty states instead of the national government to ensure federalism stays in balance.

**Politics** – Another common net benefit to the states counterplan is Politics which argues that if the affirmative team was to pass their plan through the federal government then the President would have to pressure congress and thus drain political capital. If the fifty states act independently, however, the President cannot take credit or get blamed because he has no control over state policy and thus can use the political capital he would have spent on the plan to get another agenda item through.

### **Process Plan Inclusive Counterplans**

Some Plan-Inclusive counterplans actually agree with the entirety of the plan itself but disagree with the way that the plan gets passed. This sort of counterplan is known as a ‘process’ counterplan because it changes the process by which the plan gets enacted. Usually, the process that affirmative teams use to enact their plan is the standard legislative process: a bill is proposed in congress, it is voted upon and passed, the President signs the bill into law and is enforced by any of many executive agencies. Process Plan Inclusive counterplans disagree with that process but not the plan itself. The plan still gets passed just by different means, here are a few examples.

Note that these kinds of counterplans are highly suspect. In most cases, the affirmative will not have specified the means by which their plan is implemented and if they do, it is usually “normal means.” A fair number of judges believe the affirmative is under no obligation to defend “normal means” when the negative presents a process counterplan because the counterplan merely changes the normal means, not the mandates of the plan. So, the affirmative can perm the counterplan and argue that normal means with the perm is now to implement the affirmative plan using the means described in the counterplan. As a result, the counterplan is not an argument against the affirmative plan—it is not competitive. Still, teams run these arguments and you should be prepared to respond to them.

### **The ‘Veto-Cheato’ Counterplan**

As you know, the normal way in which a policy is passed is that congress votes on it and then sends to the President who signs it into law. However, Presidents don’t have to sign it, they have the option

of 'veto-ing' the plan and denying its passage. The 'veto-cheato' counterplan takes advantage of that possibility.

### **How Does it Work?**

Instead of having the President sign the affirmative plan into law, the counterplan has the President veto the affirmative plan. While usually this means that the law doesn't go into effect, the counterplan fiats that congress overrides the veto. Congress has the ability, which this counterplan uses, to 'cancel out' a Presidential veto if two-thirds of the congresses aggress on it. So instead of passing the plan through congress and then having the President sign it into law, the counterplan changes the process of passage by having the plan passed through congress, then the President refuses to sign it into law via a veto, and then the congress passes it into law by overriding that veto. Thus, the counterplan still enacts the plan just through a different process.

### **Net Benefits for the 'Veto-Cheato' Counterplan**

The primary net benefit to the 'veto-cheato' counterplan is politics. Whenever Presidents sign a bill into law they often get the blame for it just because they signed it when they had the option of veto-ing it. So, what happens when the affirmative team forces the President to sign their particular plan into law even if the President doesn't support it? Negative teams argue that the President will lose political capital because he signed a bill that (s)he or his/her party doest support when he could have vetoed it. The counterplan allows the President to still take a stand against the affirmative bill (with the veto) but it is still passed (with the override) so all the affirmative advantages still occur.

## **The Delegation Counterplan**

**How Does it Work?** - A similar counterplan is the delegation counterplan. As you know, most laws have their details hammered out in congress and then those laws are enforced by executive agencies. Back and forth debating between congress-people to hammer out details before it is passed onto executive agencies, however, drains political capital. The delegation counterplan avoids that debate and loss of political capital by changing the process of plan passage. The counterplan has congress pass a very vague bill that all congress-people can agree upon. For example, the counterplan could have congress pass a resolution to 'improve the environment' (a bill that very little constituencies would disagree with, the details of how to improve the environment is what political parties get into disagreements about) and the executive agencies that usually enforce the legislation should also hammer out the details of policy in their agency. This is what is known as 'delegating' legislative authority (the authority to interpret legislation) to an executive agency.

**Net Benefits for the Delegation Counterplan** - Delegating authority to an executive agency avoids politically contentious debate in congress and preserves political capital. Thus, the main net benefit to the delegation counterplan is the politics disadvantage.

## **The Consultation Counterplan**

So far we've discussed counterplans that change the way that the United States government passes policies. The consultation counterplan agrees with how the United States passes policies but disagrees with the fact that the government passes policies that affect the rest of the world without asking the other countries that it affects. But, it is still a process plan inclusive counterplan because it still passes the plan but it change the standard process by which a plan is passed. The normal process is passing plans without asking any other countries this counterplan changes that process.

**Net Benefits of the Consultation Counterplan** - One of the reasons why the United States has fallen out of favor with the international community is the validity of the accusation that it simply goes around the world doing whatever it please without listening to anyone else. The Consultation counterplan attempts to address this issue. It argues that before implementing the affirmative plan the United States should engage in binding consultation with another country (such as Japan or China) or an international organization (such as NATO or the EU). This consultation is discussion between the leaders of the two organizations and the outcome of that discussion will be implemented no matter what. The reasons why the government would want to engage in such a discussion because it is likely to initiate or further a good trusting relationship with the consulted party.



## **Small Exclusion PICs**

Suppose that an affirmative team chooses a plan that you know absolutely nothing about? What are you to do? Well aside from reading generic disadvantages (see the chapter on generic disadvantages), you could use a small exclusion PIC to focus the debate on things that you do know a lot about.

Here's what I mean: Suppose an affirmative team ran a policy that fined all businesses in America for the pollution they had collectively caused. While you might not know about all business across the nation, if you know that the businesses in your home town are environmentally friendly and couldn't handle a huge government fine you could run a Small Exclusion PIC and argue that the affirmative plan should apply to all businesses except the ones in your home town. Now, the affirmative has to prove why the businesses in your hometown are important to their solvency. But, you probably know more about those particular businesses (because you grew up around them and their owners) giving you an advantage. Do you see how this focuses the debate about things that you know the most about and takes away the affirmative advantage of 'choosing the ground' for the debate? It is no longer a debate about their plan but what is good for your home town. Here are some examples of the most common types of small-exclusion PICs you should be aware of and consider running.

### **Excluding a State**

Similar to the counterplan we just discussed that excludes your home town from the plan, many small exclusion PICs exclude a whole state from the plan's effects. Why? While the possibilities are endless there are a few very common reasons. The first is for political reasons. If, for example, you know that there is a gubernatorial election coming up in a particular state you could argue that the plan would help or hurt the chances of a particular candidate winning the race. This is exactly like the politics disadvantage we discussed earlier, but it occurs on the state level, thus it is often known as a 'state politics disadvantage'. Another common reason to exclude a particular state is the economy of that state. If the businesses or government in that state couldn't handle the expense of the government regulation then it might be a good idea to exclude that state for the effects of the plan via a Small exclusion counterplan. But, the trickier the reason to exclude state the better, see if you can find a reason why it might be a good idea to exclude your home state from the effects of an affirmative plan.

### **Excluding a Group of People**

Perhaps the most famous and common type of small exclusion counterplan is one that has the affirmative apply to everyone except certain groups of oppressed people. Some of these counterplans exclude Native Americans because, they argue, Native Americans should not have laws dictated to them by the federal government because modern-day Americans do not have fair claim to the land that they rule over because they 'stole' it from Native Americans with violence and unfair treaties. Similarly, many people exclude the island of Puerto Rico because, they argue, it is unfair that Puerto Ricans are subject to American rule but have no representation in its governance.

Now, as you might imagine, this sort of counterplan can get out of hand as teams could exclude all states in America, all towns in those states and many different groups of people and as you'll learn in the 'Answering Counterplans' section of this chapter it could be argued that this is unfair. But, do you see how they function to force affirmative teams to debate about the things that you on the negative want to debate about?

## **'Counterplanning Out' of an Affirmative Response to a Disadvantage**

By forcing negative teams to defend the current system, the affirmative can craft a lot tricky ways to beat disadvantages. Consider again the plan to ban net-fishing. A good disadvantage that we discussed earlier is the argument that environmental regulations on businesses hurt the economy. But the affirmative team might have done their research and learned that there are already going to be regulations passed by congress to ban a different type of fishing. They could argue that the present system (which the negative is defending) is already going to pass regulations to hurt the economy so the disadvantage is non-unique. This could be devastating to the negative disadvantage.

However, the 'fiat' power of a counterplan also allows the negative to change the current system as well. This takes away the affirmative advantage of using 'fiat' to avoid defending the status quo. In this case, the negative could use a counterplan to change the status quo. For example, they could read a counterplan to ban any new fishing regulations. That would 'counterplan out' of the 'non-unique' argument presented by the affirmative. If affirmative teams have a great response to one of your disadvantages (like the argument that regulations are coming already to answer a 'regulations bad' disadvantage) think of ways that you can use the fiat power of the counterplan to 'counterplan out' of that response.

## **Doing the Opposite of the Plan**

Some affirmative teams argue even more than things like their plan are going to happen soon. In fact, they might argue that their exact plan is going to be happening soon and argue that it is better to do it sooner rather than later. Do you see how this is strategic for the affirmative? No matter what disadvantage you read to the affirmative they will argue it is non-unique because their plan (or something almost exactly like it) is going to happen anyway. In these instances, it might be necessary to use a counterplan to do the opposite of the plan. This is known as a 'ban the plan' counterplan'. Negative teams can counterplan to fiat that the plan not be passed.