====The role of the ballot is to answer the resolutional question- The aff~’s failure to advance a topical defense of federal policy undermines debate~’s potential====

====Our interpretation is grammatically correct ====

\*\*Ericson 3\*\* Jon M., Dean Emeritus of the College of Liberal Arts – California Polytechnic U., et al., The Debater~’s Guide, Third Edition, p. 4

The Proposition of Policy: Urging Future Action In policy propositions, each topic contains

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compelling reasons for an audience to perform the future action that you propose.

====This is prior question to debate- voting issue for limits and ground- there are an infinite number of reasons that the scholarship of their advocacy could be a reason to vote aff- these all obviate the only predictable strategies based on topical action- they overstretch our research burden and undermine preparedness for all debates====

====A limited topic of discussion is key to decision-making and advocacy skills- this still provides room for creativity, but targets the discussion====

\*\*Steinberg %26 Freeley 8\*\* Austin J. Freeley is a Boston based attorney who focuses on criminal, personal injury and civil rights law, AND David L. Steinberg, Lecturer of Communication Studies @ U Miami, Argumentation and Debate: Critical Thinking for Reasoned Decision Making pp45

Debate is a means of settling differences, so there must be a difference of

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particular point of difference, which will be outlined in the following discussion.

====Discussion of specific policy-questions is crucial for skills development- posits students as agents of decision-making ====

\*\*Esberg %26 Sagan 12\*\* Jane Esberg is special assistant to the director at New York University~’s Center on. International Cooperation. She was the winner of 2009 Firestone Medal, AND Scott Sagan is a professor of political science and director of Stanford~’s Center for International Security and Cooperation "NEGOTIATING NONPROLIFERATION: Scholarship, Pedagogy, and Nuclear Weapons Policy," 2/17 The Nonproliferation Review, 19:1, 95-108

These government or quasi-government think tank simulations often provide very similar lessons for

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quickly; simulations teach students how to contextualize and act on information.14

====Switch-side is key- forces critical thinking and better advocacy ====

\*\*Keller et al 1 \*\*Asst. professor School of Social Service Administration U. of Chicago Thomas E., James K., and Tracly K., Asst. professor School of Social Service Administration U. of Chicago, professor of Social Work, and doctoral student School of Social Work, "Student debates in policy courses: promoting policy practice skills and knowledge through active learning," Journal of Social Work Education, Spr/Summer 2001, EBSCOhost

SOCIAL WORKERS HAVE a professional responsibility to shape social policy and legislation (National Association

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yield a reevaluation and reconstruction of knowledge and beliefs pertaining to the issue.

====Effective deliberation is the lynchpin of solving all existential global problems ====

\*\*Lundberg 10\*\* Christian O. Lundberg Professor of Communications @ University of North Carolina, Chapel Hill, "Tradition of Debate in North Carolina" in Navigating Opportunity: Policy Debate in the 21st Century By Allan D. Louden, p311

The second major problem with the critique that identifies a naivety in articulating debate and

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with the existential challenges to democracy ~~[in an~~] increasingly complex world.