# AC

The vast majority of high schoolers are sleep deprived. We’re chronically drowsy, **Duval ‘10:**

“Most High School Students are Sleep Deprived” Syliane Duval 1/5/10 http://www.cfah.org/hbns/2010/most-high-school-students-are-sleep-deprived WH

**Only** about **8 percent of high school students get enough sleep** on an average school night, a large new study finds. The **others are living with** borderline-to-serious **sleep deficits that** could **lead to** daytime **drowsiness, depression, [and] headaches** and poor performance at school. The study, which appears online in the *Journal of Adolescent Health*, evaluated responses from 12,000 students in grades 9 through 12 who participated in the 2007 national Youth Risk Behavior [Survey](http://s.ltmmty.com/click?v=VVM6Nzk4Nzg6MzI4NTpzdXJ2ZXlpbmc6YzYwYzRhYjViYzIyZWM4Mjk0ZmQzNmVjMTM2Mjc4MzM6ei0yMjAyLTY5OTUwMjY1Ond3dy5jZmFoLm9yZzoyMzU4NDM6NTY3NTFiYzI2ODg0YmNhYzUzYzNkYmViOTcxNzVkMmQ6YTc2MWE0ZjA5NzNlNDdkN2ExNzVkNWM5MzhjYTk4YTc6MDpkYXRhX3NzLDcyOHgxMzY2O2RhdGFfcmMsMTtkYXRhX2ZiLG5vO2RhdGFfaXRuX3Rlc3QsMjAxNTA5MThfYzs6NDU3NTI2Mg&subid=g-69950265-07a0616878444b1fb7243017e28406b7-&data_ss=728x1366&data_rc=1&data_fb=no&data_itn_test=20150918_c&data_tagname=A&data_ct=image_only&data_clickel=link). The authors found that **10 percent of adolescents sleep only five hours and 23 percent sleep only six hours** on **a**n average school **night.**

And so, I affirm because WE NEED SLEEP. Two reasons –

## First is Car Accidents

Sleep deprivation is a primary cause of car accidents, especially for young people. Being drowsy is akin to being drunk, **NSF ‘15:**

“Detection and Prevention” National Sleep Foundation 2015 http://drowsydriving.org/about/detection-and-prevention/ WH

**100,000 crashes each year are caused by fatigued drivers. 55% of drowsy driving crashes are caused by drivers less than 25 years old.** **Being awake for 18 hours is equal to a blood alcohol concentration (BAC) of 0.08%. How can you tell if you are “driving while drowsy”?** Here are some signs that should tell a driver to stop and rest: \* Difficulty focusing, frequent blinking, or heavy eyelids \* Daydreaming; wandering/disconnected thoughts \* Trouble remembering the last few miles driven; missing exits or traffic signs \* Yawning repeatedly or rubbing your eyes \* Trouble keeping your head up\* Drifting from your lane, tailgating, or hitting a shoulder rumble strip\* Feeling restless and irritable **Are You at Risk?** Before you drive, check to see if you are: \* Sleep-deprived or fatigued (6 hours of sleep or less triples your risk) \* Suffering from sleep loss (insomnia), poor quality sleep, or a sleep debt \* Driving long distances without proper rest breaks \* Driving through the night, midafternoon or when you would normally be asleep \* Taking sedating medications (antidepressants, cold tablets, antihistamines) \* Working more than 60 hours a week (increases your risk by 40%) \* Working more than one job and your main job involves shift work \* Drinking even small amounts of alcohol \* Driving alone or on a long, rural, dark or boring road **Specific At-Risk Groups** The risk of having a crash due to drowsy driving is not uniformly distributed across the population. Research has identified young males, shift workers, commercial drivers and people with untreated sleep disorders or with short-term or chronic [sleep deprivation](http://drowsydriving.org/about/detection-and-prevention/#7309831) as being at increased risk for having a fall-asleep crash. Young people—especially males under 25 years old. Shift workers and people with long work hours— working the night shift increases your risk by nearly six times. Rotating-shift workers and people working more than 60 hours a week need to be particularly careful. Commercial drivers—especially long-haul drivers. At least 15% of all heavy truck crashes involve fatigue. People with undiagnosed or untreated disorders—People with untreated obstructive [sleep apnea](http://drowsydriving.org/about/detection-and-prevention/#53593490) have been shown to have up to a seven times increased risk of falling asleep at the wheel. Business travelers—who spend many hours driving or may be jet lagged **Adequate Sleep and Planning** Before hitting the road, **drivers should:** *\** ***Get a good night’s sleep***.While this varies from individual to individual, sleep **experts recommend** between 7-9 hours of sleep per night for adults and **8 ½**-9 ½ **[hours] for teens.**

All stats indicate fatigue is a serious factor in accidents, **NSF 2:**

“Facts and Stats” National Sleep Foundation 2015 http://drowsydriving.org/about/facts-and-stats/ WH

**Sleep deprivation and fatigue make lapses of attention more likely** to occur, and may play a role in behavior that can lead to crashes attributed to other causes. According to NSF’s 2000 Sleep in America poll, **when** they are **driving drowsy, 42 percent** of those polled **said they become stressed, 32 percent get impatient and 12 percent** tend to **drive faster.** In the same poll, about one in five drivers (22%) said they pull over to nap when driving drowsy. Older adults are more likely to pull over and nap than **younger drivers**, who **are most likely to drive when drowsy** and least likely to pull over and nap. People tend to fall asleep more on high-speed, long, boring, rural highways. However, those who live in urban areas are more likely to doze off while driving compared to people in rural or suburban areas (24% vs. 17%). **Most crashes** or near misses **occur between 4:00 – 6:00 a.m.; midnight – 2:00 a.m.** and 2:00 – 4:00 p.m. are also peak times for crashes to occur. **Nearly one-quarter of adults** (23%) **say they know someone personally who has crashed due to falling asleep at the wheel.**

The impact is huge – it’s the biggest link to teenage deaths, **Miniño ‘10:**

“Mortality Among Teenagers Aged 12-19 Years: United States, 1999-2006” 5/10 Arialdi M. Miniño http://www.cdc.gov/nchs/data/databriefs/db37.html WH

An average of **16,[000]**375 **teenagers** 12-19 years **died in the U**nited **S**tates **every year** from 1999 to 2006. This is less than 1 percent of all deaths that occur every year in the United States. The five leading causes of death among teenagers are Accidents (unintentional injuries), homicide, suicide, cancer, and [heart disease](http://www.cdc.gov/nchs/data/databriefs/db37.htm#25485199). Accidents account for nearly one-half of all teenage deaths. As a category of accidents, **motor vehicle fatality is the leading cause of death to teenagers, representing over one-third of all deaths.**

## Second is Obesity

Obesity is only getting worse with our generation, meaning adolescent solutions are key. Tons of impacts, and spillover from America to other countries further magnifies my impacts, **FAU ‘13:**

Florida Atlantic University. "Obesity approaching cigarette smoking as leading avoidable cause of premature deaths worldwide." ScienceDaily. ScienceDaily, 31 January 2013. <www.sciencedaily.com/releases/2013/01/130131083755.htm>. WH

The epidemic of **obesity** in the United States as well as globally, **contributes to avoidable** and **premature deaths from cardiovascular disease, cancer and** other causes. He notes that obesity is the leading avoidable cause of the current epidemic of [**type 2 diabetes**](http://s.ltmmty.com/click?v=VVM6MTA0ODAyOjExNzgzOnR5cGUgMiBkaWFiZXRlczphMjkzNmViYjMzMDA0MjAxYzgzNzIyZTI2MzhjOWE5Yzp6LTIyMDItNjk5NTAyNjU6d3d3LnNjaWVuY2VkYWlseS5jb206Mjk5MTAyOjgxOGNmMzdmNGU0YTQ1Yjk0ODdkYTQzNWY2N2FmNjFhOjVhMjhhY2FkZGQyNjQ2N2Y4OTM3NWQ5YTZlZDEwNmM5OjE6ZGF0YV9zcyw3Mjh4MTM2NjtkYXRhX3JjLDI7ZGF0YV9mYixubztkYXRhX2l0bl90ZXN0LDIwMTUwOTE4X2M7OjQzNDY3ODQ&subid=g-69950265-e49c2335558344649f95008cb3c9a388-&data_ss=728x1366&data_rc=2&data_fb=no&data_itn_test=20150918_c&data_tagname=A&data_ct=small_square&data_clickel=link)in the U.S., which is also increasing worldwide. He also notes that during the last several decades, there has been a systematic underestimation of the hazards of obesity. Hennekens has published these findings with co-author Felicita Andreotti, M.D., Ph.D., professor of medicine at Catholic [University in](http://www.sciencedaily.com/releases/2013/01/130131083755.htm#72507027) Rome, Italy. "I am deeply concerned that the United States is the fattest society in the world and likely to be the fattest in the history of the world," said Hennekens. "Unfortunately, most people prefer prescription of pills to proscription of harmful lifestyles. I am, however, optimistic that [weight loss](http://www.sciencedaily.com/releases/2013/01/130131083755.htm#91724296) of 5 percent or more combined with a brisk walk for 20 or more minutes daily will significantly reduce cardiovascular and total deaths." In the commentary, Hennekens emphasizes the importance of therapeutic lifestyle changes beginning in childhood.As this current generation of American children and adolescents reach middle age, morbidity and **mortality from cardiovascular disease will increase. This generation of adolescents are more obese** and less physically active **than their parents** and already have higher rates of [type 2 diabetes](http://www.sciencedaily.com/releases/2013/01/130131083755.htm#14168140). It is likely that the current generation of children and adolescents in the U.S. will be the first since 1960 to have higher mortality rates than their parents due mainly to cardiovascular disease, including coronary heart disease and stroke. In addition, **obesity is a major risk factor for** several **cancer**s, especially colorectal, but also breast and prostate. Hennekens notes that clinicians should not let the perfect be the enemy of the possible. For American adults, this implies the need for evidence-based doses of drugs of lifesaving benefit for those at high risk. He also comments that in the U.S. today, 40 percent of adults age 40 and over have metabolic syndrome, a constellation of obesity, lipid abnormalities, hypertension and [insulin](http://www.sciencedaily.com/releases/2013/01/130131083755.htm#42834880) resistance, a precursor of diabetes. These individuals have a 10-year risk of a first coronary event of 16 to 18 percent and require aggressive management to lower their high risks of premature death and disability. According to the U.S. National Institutes of Health, approximately two-thirds of adults age 20 or older are overweight or obese with body mass indexes (BMI) greater than 25, and nearly one-third have BMI's greater than 30. Less than one-third of them are at a healthy weight with a BMI of 18.5 to 24.9. **In 1995, the** economic **cost of** overweight and **obesity in the U.S. alone was** estimated to be **$117 billion.** Hennekens cautions that "**unless Americans lose weight** and increase their levels of physical activity, **cardiovascular disease will remain the leading killer** in the U.S." He adds, "**the export of our diet and lifestyle**, which increases rates of obesity, together with tobacco, **to** developing **[other] countries will result in cardiovascular disease emerging as the leading killer in the world."**

And sleep deprivation is a primary cause of obesity – multiple warrants, **Harvard Medical School ‘07:**

“Sleep and Disease Risk” 12/18/07 http://healthysleep.med.harvard.edu/healthy/matters/consequences/sleep-and-disease-risk

Obesity. Insufficient sleep has been linked to a high probability for weight gain. **Several studies have linked insufficient sleep and weight gain.** For example, studies have shown that **people who** habitually **sleep less than six hours per night are much more likely to have a high**er than average body mass index **(BMI)** and that people who sleep eight hours have the lowest BMI. **Sleep is** now being seen as **a** potential **risk factor for obesity along with the two most commonly identified** risk factors: lack of **exercise and overeating**. Research into the mechanisms involved in regulating metabolism and appetite are beginning to explain what the connection between sleep and obesity might be. **During sleep, our bodies secrete hormones that** help to **control appetite, energy** metabolism, **and glucose processing.** Obtaining **too little sleep upsets the** [**balance**](http://healthysleep.med.harvard.edu/healthy/matters/consequences/sleep-and-disease-risk#14557513) of these and other hormones. For example, poor sleep leads to an increase in the production of [cortisol](http://healthysleep.med.harvard.edu/healthy/glossary/a-c#cortisol), often referred to as the "stress hormone." Poor sleep is also associated with increases in the secretion of insulin following a meal. Insulin is a hormone that regulates glucose processing and promotes [fat storage](http://healthysleep.med.harvard.edu/healthy/matters/consequences/sleep-and-disease-risk#64333182); higher levels of insulin are associated with weight gain, a risk factor for diabetes. Insufficient sleep is also associated with lower levels of leptin, a hormone that alerts the brain that it has enough food, as well as higher levels of [ghrelin](http://healthysleep.med.harvard.edu/healthy/glossary/g-j#ghrelin), a biochemical that stimulates appetite. As a result, poor sleep may result in food cravings even after we have eaten an adequate number of calories. We may also be more likely to eat foods such as sweets that satisfy the craving for a quick energy boost. In addition, **insufficient sleep may leave us too** [**tired**](http://healthysleep.med.harvard.edu/healthy/matters/consequences/sleep-and-disease-risk#98225730) **to** burn off these extra calories with **exercise.**

## Thus, the plan –

Resolved: The U.S. ought to follow the ten minute rule and cap homework for high school students at two hours a night and thus ten hours a week; **Duke ‘06** quotes Cooper, who is the solvency advocate:

DukeToday “[Duke Study: Homework Helps Students Succeed in School, As Long as There Isn't Too Much](https://today.duke.edu/2006/03/homework.html)” 3/7/06 https://today.duke.edu/2006/03/homework.html WH

"Even for high school students, overloading them with homework is not associated with higher grades," Cooper said. Cooper said the **research is consistent with the "10-minute rule"** suggesting the optimum amount of homework that **teachers ought to assign**. The "10-minute rule," Cooper said, is a commonly accepted practice in which teachers add **10 minutes of homework as students progress one grade.** In other words, a fourth-grader would be assigned 40 minutes of homework a night, while **a high school senior would be assigned about two hours.** For upper high school students, **after** about **two hours'** worth, **more homework was not associated with higher achievement.**

Plan is inherent – evidence indicates that high schoolers typically get 3.5 or more hours of homework a night, and even if the average isn’t that high, the plan still prohibits anything over two. **Bidwell ’14:**

Allie Bidwell “Students Spend More Time on Homework But Teachers Say It’s Worth It” 2/27/14 http://www.usnews.com/news/articles/2014/02/27/students-spend-more-time-on-homework-but-teachers-say-its-worth-it WH

The **survey of 1,000** K-12 **teachers found**, among other things, that **high school teachers** on average **assign** about **3.5 hours of homework each week. For high school students who typically have five classes** with different teachers, **that** could **mean[s]** as much as **17.5 hours each week.** By comparison, the survey found middle school teachers assign about 3.2 hours of homework each week and kindergarten through fifth grade teachers assign about 2.9 hours each week.

It’s try or die – nothing is currently being done, but the plan solves since time spent on homework trades off with time spent asleep, **Gottlieb ‘06**

“Teenagers Drastically Need more Down Time” Dan Gottlieb [Dr. Dan Gottlieb has a weekly blog on The Christopher & Dana Reeve Foundation website. He wrote a weekly mental-health column, On Healing, for the [Philadelphia Inquirer](http://www.philly.com/inquirer/columnists/dan_gottlieb/) for 15 years.] 11/13/06 http://drdangottlieb.mobiusnm.com/writings/06nov.php WH

To all **adolescents**, You **need more time.** Ninety percent of the high school students I speak with say they are under great stress. Most of it is time-related, and much of that is a combination of **too much homework and too little sleep.** You need time to sleep (physicians say nine hours a night at your age), to read whatever you want to read, to dream about your future, to just hang out. You and I are not the only ones who know this. A new study by local pediatrician Kenneth Ginsburg demonstrates how important unstructured play (a.k.a. hanging out) is for children’s development. The same is true for adolescents. Free time fosters creativity and emotional development. It gives you the opportunity to deepen relationships and learn about yourself. Without free time, I worry that you could grow into adulthood valuing yourself more for your performance than for your humanity – therefore putting yourself at greater risk of self-absorption, depression and anxiety disorders. **Mental health professionals all over the country are concerned, but nothing seems to change.** Perhaps, in talking to adults, we’ve been addressing the wrong people. So, how can you create more time? Let’s **start with homework.** The three to **four hours a night** I’m told is typical **is way too much.**

Stress from being overworked further hurts sleep quality, **Son ‘14:**

“Sleep is not Overrated” Esther Son 10/24/14 http://webcache.googleusercontent.com/search?q=cache:wWFDplwX9fwJ:libertywingspan.com/622/campus-life/sleep-is-not-overrated/&hl=en&gl=us&strip=1&vwsrc=0. WH

Although being in high school plays a role in the amount of sleep teens get, there are other factors that prevent the chance of getting a good night’s rest. “I lose sleep because of homework, TV and daydreaming,” sophomore Hareem Moeen said. **Homework, in particular, prevents students from getting a full night of sleep. Students** have a tendency to procrastinate and **end up staying late to finish their work.** The amount of classes and the workload from each class also overwhelms teens, and the **stress makes it difficult** for them **to have restful sleep.**

My solvency creates lasting change. Adolescence is a key time for habit formation, so helping teenager’s sleep leads to a societal shift, meaning the plan accesses impacts of hundreds of thousands of deaths per year. **Pickhardt 12:**

“Adolescence and the Development of Habits” Carl Pickhardt, Ph.D., [psychologist, author of The Connected Father, The Future of Your Only Child, etc.] 1/16/12 https://www.psychologytoday.com/blog/surviving-your-childs-adolescence/201201/adolescence-and-the-development-habits

It's a responsibility most **adolescents** don't consider while in the process of growing up - how they **are in charge of creating habits** of living that will determine much of how they will probably behave when they step off into independence. Focused so much on the moment, many teenagers fail to understand the law of formative effect: **how we become accustomed to act**ing in the present **is how we are likely to act in the future.** Practice can make permanent because by repeating ways of acting, a young person forms habits (patterns of recurrent behavior) for good and for ill. **Good habits are self-maintaining and even self-enhancing**, like when the teenager makes a habit of being industrious, of exercising, or of planning ahead. Bad habits are self-defeating and even self-destructive, like when the teenager makes a habit of quitting, of cheating, or of [lying](https://www.psychologytoday.com/basics/deception). At best, **habits provide efficient routines**, systems for organization, and self-disciplines that allow the young person to lead a life that works well for them. At worst they contribute to compulsions, obsessions, and addictions that cause the young person to follow a course of increasing unhappiness. Whether following good habits or bad, people are by repetition ruled because human beings are not simply creatures of habit; they are captives of habit. Much of how we behave today is how we are going to behave tomorrow. We may like to think we have free choice in what we elect to do, but in realityconscious thought determines only some of our [decision-making](https://www.psychologytoday.com/basics/decision-making). Blind **obedience to habit**, going on automatic functioning, acting **without thinking**, doing what is second [nature](https://www.psychologytoday.com/basics/environment), repeating what we have done innumerable times before, sticking to the familiar, **is at the root of much of our conduct** - whether it be how we eat, drink, do our personal hygiene, manage our feelings, like to start and finish our days, approach work, manage our communication, and on and on. While still in high school and at home, a teenager's bad habit of [sleeping](https://www.psychologytoday.com/basics/sleep) through his morning alarm can be moderated by parents willing to repeatedly wake him up. Away from family at college, however, and without this parental support, the young person is at the mercy of his own bad habit, continually sleeping in and missing morning classes to his academic cost. As for starting good habits, it can be easier to install regular study habits when still under the shelter of family than when one has moved out and there are more demands and distractions of independence to contend with. When, **during** the last phase of [adolescence](https://www.psychologytoday.com/basics/adolescence), trial independence **(ages 18-23), young people move away from home. They must confront** the personal baggage they take with them, **habits** weighing heavily among them - like [procrastination](https://www.psychologytoday.com/basics/procrastination), [impulsive](https://www.psychologytoday.com/basics/self-control) spending, and escaping into endless video and computer entertainment.

Plan is obviously topical – it removes controlling interferences from teachers so they can be entitled, i.e. have the right, to choose to sleep, **Medical-dictionary** defines autonomy as

medical-dictionary.http://thefreedictionary.com/autonomy WH

2. in [bioethics](http://medical-dictionary.thefreedictionary.com/bioethics), **self-determination** that is **free from both controlling interferences by others and personal limitations** preventing meaningful choice (such as inadequate understanding or faulty reasoning). Having the capacity to act with autonomy does not guarantee that a person will actually do so with full understanding and without external controlling influences. adj., *adj* auton´omous.

Prefer the interp – **A.** most interps represent a tradeoff between common usage and precise field context, but mine balances the two – it’s from a medical dictionary but also coheres with everyday usage of the word. **B.** ground – in the status quo adolescent health choices are controlled and interfered with by parents so my interp leads to inherent affs and good clash.

Medical choices are those that relate to the treatment of illness, and since the choices regarding sleep schedules have immense health consequences, they are included, **Steinocher ’14:**

“Sleep is Medicine” Juli Steinocher [LMHC, LMT, CPT, founder and owner of mindbodylab] 6/6/14 http://www.back2normalpt.com/wp-content/uploads/2014/06/June-2014-Sleep-is-Medicine-MT\_proof.pdf

**SLEEP is MEDICINE** We all know the importance of a good night’s sleep. **8 straight hours and we feel like a new person – rested, relaxed and ready** for the stressful day ahead. But **most of us** just **don’t sleep well.** In fact, it’s estimated that 50-70 million US adults have sleep issues. Most alarming (pun intended) – this **lack of sleep is** causing more stress, decreasing our quality of life and **causing havoc on our physical and emotional health.**

Next is framework.

## Util Framework

### Intuitionism

I value morality since ought implies an obligation. Intuitions determine our beliefs, **Huemer:**[[1]](#footnote-1)

Other things being equal, **it** i**s reasonable to assume** that **things are the way they appear**. I call this principle 'Phenomenal Conservatism' ('phenomenal' meaning 'pertaining to appearances'). I have discussed the principle elsewhere, so here I will be relatively brief.(1) There is a type of mental state, which I call an 'appearance', that we avow when we say such things as 'It seems to me that p', 'It appears that p', or 'p is obvious', where p is some proposition. Appearances have propositional contents--things they represent to be the case--but they are not beliefs, as can be seen from the intelligibility of, 'The arch seems to be taller than it is wide, but I don't think it is'. Nevertheless, appearances normally lead us to form beliefs. 'Appearance' is a broad category that includes mental states involved in perception, memory, introspection, and intellection. Thus, we can say, 'This line seems longer than that one', 'I seem to recall reading something about that', 'It seems to me that I have a headache', and 'It seems that any two points can be joined by a single straight line'.(2) All of those statements make sense, using the same sense of 'seems'. Appearances can be deceiving, and appearances can conflict with one another, as in the Müller-Lyer illusion: It initially seems that the top line is longer than the bottom line. But if you get out a ruler and measure them, you will find them to be of the same length. The top line will seem, when holding a ruler next to it, to be 2 inches long, and the bottom line will similarly appear to be 2 inches long. So, all things considered, it seems that the two lines are of the same length. As this example illustrates, an initial appearance can be overruled by other appearances (this does not mean the initial appearance goes away, but only that we don't believe it), and only by other appearances. **Some appearances are** stronger than others--as we say, some things are **'more obvious' than others--and this determines** what we hold on to and **what we reject in case of conflict**. Presumably, it more clearly seems to you that the result of measuring the lines is accurate than that the result of eyeballing them is, so you believe the measurement result (this may have to do with background beliefs you have about the reliability of different procedures--which would themselves be based upon the way other things seem to you). Things can become complicated when many different beliefs and/or appearances are involved, but the basic principle is that we are more inclined to accept what more strongly seems to us to be true. Appearances can be intellectual, as opposed to sensory, mnemonic, or introspective. It seems to us that the shortest path between any two points must be a straight line; that time is one-dimensional and totally ordered (for any two moments in time, one is earlier than the other); and that no object can be completely red and completely blue at the same time. I accept those things on intellectual grounds. I am not looking at all the possible pairs of points and all the possible paths connecting each pair and seeing, with my eyes, that the straight path is the shortest in each case. Instead, I am 'seeing' intellectually that it must be true--that is, when I think about it, it becomes obvious. **Logic**al judgments **rest[s] on** intellectual **appearances. We think the following inference logically valid** (the premises entail the conclusion, regardless of whether the premises are true): **Socrates is a man. All men are inconsiderate. Th[us]**erefore, **Socrates is inconsiderate**. but the next one invalid: Socrates is inconsiderate. All men are inconsiderate. Therefore, Socrates is a platypus. We 'see' this, not with our eyes, but with our intellect or reason. All judgments are based upon how things seem to the judging subject: a rational person believes only what seems to him to be true, though he need not believe everything that seems true.(3) The function of arguments is to change the way things seem to one's audience, by presenting other propositions (premises) that seem true and seem to support something (the conclusion) that may not initially have seemed true to the audience. An argument has force only to the extent that its premises seem true and seem to support its conclusion. Intellectual inquiry presupposes Phenomenal Conservatism, in the sense that such **inquiry** proceeds by **assum[es]**ing **things are the way they appear, until evidence (itself drawn from appearances)** arises to **cast[s] doubt** on this. **Even the [skeptic’s] arguments** of a philosophical skeptic who says we aren't justified in believing anything rest upon the skeptic's own beliefs, which are **[are] based upon what seems [true] to the skeptic** to be true.

Thus, you cannot abandon intuitions. The basis of logic isn’t further logic; logic is just intuitive. This means that even if I lose the framework debate we still compare the strength of the AC impacts to those of the NC since the framework is just a way to clarify what appearances are morally relevant, but if it’s clear that something is bad without a complicated metaethic, we should still prevent it. It’s clear we should reject cases that say mass suffering is OK. And, rule-consequentialism coheres with our moral intuitions, **Hooker:[[2]](#footnote-2)**

Does rule-consequentialism accord with the convictions we share about moral permissibility and requirement? **Rule-consequentialism selects rules on the basis of expected value, impartially calculated**. Thus the theory is clearly impartial at the level of rule selection. As I shall argue later, the impartial assessment of rules **[But this] will favour rules that** (a) **allow partiality, within limits**, towards self and (b) require partiality, within limits, towards family, friends, etc. This partiality towards self and loved ones will then be allowed to guide a great number of people’s day to day decisions (not all, of course). **Therefore, while rule-consequentialism is purely impartial at the foundational level** where a code is selected, **the code thus selected makes demands on action that are** moderate and **intuitively plausible.** Rule-consequentialism is fundamentally impartial, but not implausibly demanding. // Rule-consequentialism **[It] also accords with common moral beliefs** about what we are prohibited from doing to others. As I observed, most of us believe morality **[and] prohibits** physically **attacking innocent people,** taking or harming the possessions of others, **breaking our promise**s, telling lies, and so on. Rule-consequentialism endorses prohibitions on these kinds of act, since on the whole the consequences, considered impartially, will be far better if such prohibitions are widely accepted. (In Chapter 6, I argue that rule-consequentialism’s implications concerning prohibitions and special duties are plausible.

Thus, the standard is adherence with rules that maximize expected well-being.

### Pragmatism

Truth is equivalent to usefulness. **James**[[3]](#footnote-3)

9. The importance to human life of having true beliefs about matters of fact is a thing too notorious. We live in a world of realities that can be infinitely useful or infinitely harmful. Ideas that tell us which of them to expect count as the true ideas in all this primary sphere of verification, and the pursuit of such ideas is a primary human duty. The possession of truth, so far from being here an end in itself, is only a preliminary means towards other vital satisfactions. If I am lost in the woods and starved, and find what looks like a cow-path, it is of the utmost importance that I should think of a human habitation at the end of it, for if I do so and follow it, I save myself. The true thought is useful here because the house which is its object is useful. The practical value of true ideas is thus primarily derived from the practical importance of their objects to us. Their objects are, indeed, not important at all times. I may on another occasion have no use for the house; and then my idea of it, however verifiable, will be practically irrelevant, and had better remain latent. Yet since almost any object may some day become temporarily important, the advantage of having a general stock of extra truths, of ideas that shall be true of merely possible situations, is obvious. We store such extra truths away in our memories, and with the overflow we fill our books of reference. Whenever such an extra truth becomes practically relevant to one of our emergencies, it passes from cold-storage to do work in the world, and our belief in it grows active. You can say of it then either that 'it is useful because it is true' or that 'it is true because it is useful.' Both these phrases mean exactly the same thing, namely that here is an idea that gets fulfilled and can be verified. True is the name for whatever idea starts the verification-process, useful is the name for its completed function in experience. True ideas would never have been singled out as such, would never have acquired a class-name, least of all a name suggesting value, unless they had been useful from the outset in this way.

You assume Japan exists even if you’ve never been there since it’s a useful concept to believe in. Implications – **A.** implies rule util, which takes into account general pragmatic reasons for belief. Act util and specific impact scenarios don’t link – it confuses the whole with its parts so it can’t prove ethical claims **B.** precludes other ethical claims – you say your ethic is true but I define what that means.

### Epistemic Modesty

Lastly, use epistemic modesty to evaluate the framework debate, meaning that we weigh the strength of link of offense back to both frameworks rather than simply adopting one and excluding all offense to the other. Modesty creates reciprocal burdens and also prevents strat-skew and bad philosophy. **Overing and Bistagne:[[4]](#footnote-4)**

That’s all well and good but why should we adopt it in debate? **Ethical modesty might remedy** a lot of the fairness concerns with frameworks. **N**ecessary **i**nsufficient **b**urden**s,** skepticism, and unturnable cases lose their force when the criterion is no longer all-or-nothing. **Those arguments create reciprocity problems** precisely **because they exclude** the opponent’s **offense.** Under a frame of ethical modesty, they would not be exclusive; the aff can weigh its offense. Status quo **LD** framework debate **incentivizes** finding **frameworks that heavily favor one side such that winning the criterion is sufficient** to vote. More reasonable, inclusive frameworks are crowded out in favor of more unfair ones. For instance, a deontological framework is a predictable, reasonable framework, but ethical confidence makes it much more likely to create structural unfairness. **If the neg defends** a **narrow** conception of **deont**ology, a strong act/omission distinction, that perfect duties strictly precede imperfect duties, and that any risk of a violation of the standard is sufficient to negate, **aff offense under the neg framework is** effectively **impossible.** These arguments alone are not problematic, however. If the aff can weigh the advantages of the plan even when the framework debate favors the neg, then the aff still has options. **Modesty** makes the strength of the aff impacts matter at the end of the day. Perhaps such a method of evaluation **will help the** time-pressured **1AR beat back neg layering** strategieswithout resorting to theoryarguments. Ethical modesty might also encourage LDers to make multiple kinds of moral arguments in a given round. For instance, instead of defending utilitarianism to the death, a debater might also forward rights-based or contract-based reasons. **This model would** be a less dogmatic form of framework debating that largely **reflect**s **how applied philosophy is done.**

## Parameters

I define ought as implying utilitarianism. **Harris**[[5]](#footnote-5):

But this notion of “ought” is an artificial and needlessly confusing way to think about moral choice. In fact, it seems to be another dismal product of Abrahamic religion—which, strangely enough, now constrains the thinking of even atheists. If this notion of **“ought”** means anything we can possibly care about, it **must translate into a concern about the actual** or potential **experience of conscious beings** (either in this life or in some other). **For instance, to say that we ought to treat children with kindness seems identical to saying that everyone will** tend to **be better off if we do.** The person who claims that he does not want to be better off is either wrong about what he does, in fact, want (i.e., he doesn’t know what he’s missing), or he is lying, or he is not making sense. The person who insists that he is committed to treating children with kindness for [the] reasons that have nothing to do with anyone’s well-being is also not making sense. It is worth noting in this context that the God of Abraham never told us to treat children with kindness, but He did tell us to kill them for talking back to us (Exodus 21:15, Leviticus 20:9, Deuteronomy 21:18–21, Mark 7:9–13, and Matthew 15:4–7). And yet everyone finds this “moral” imperative perfectly insane. Which is to say that no one—not even fundamentalist[s] Christians and orthodox Jews—can so fully ignore the link between morality and human well-being.

Prefer this interp: **A.** Ground: You can literally run anything you want and link it into util. For instance, a side constraint NC just needs reasons why it’s net beneficial to follow that constraint. However, without util I lose access to tons of advantages while the neg can run narrow unturnable standards. Ground is key to fairness because it dictates our ability to formulate arguments and win the round. **B.** Topic education: util ensures debaters will actually cut new prep and read topic lit rather than evading contention debate. Prefer topic education **1.** it changes in two months so we need to learn about it now, and it means the framing educators coordinating the activity intend the topic to be key education **2**. abstract philosophy is pointless in the real world of practicality, which is what we’re supposed to be preparing for during education **3.** topical debate forces research skills which are a unique benefit from debate as opposed to just recycling framework cards **4.** philosophy encourages trickery and skeptical arguments that muddle the round and evade clash. **C.** Common usage, Consequentialist calculus is what people do when they evaluate ethics, so ought statements imply util, Gino:

[Francesca Gino Kenan-Flagler Business School, University of North Carolina at Chapel Hill, Don Moore Tepper Business School, Carnegie Mellon University, Max H. Bozman Harvard Business School, Harvard University “No harm, no foul: The outcome bias in ethical judgments” http://www.hbs.edu/research/pdf/08-080.pdf] AT

The present **studies provide strong evidence of the existence of outcome effects** in ethically-relevant contexts, when **people** are **asked to judge the ethicality of others’ behavior**. It is worth noting that what we show is not the same as the curse of knowledge or the hindsight bias. The curse of knowledge describes people’s inability to recover an uninformed state of mind (Camerer, Loewenstein, & Weber, 1989). Likewise, the hindsight bias leads people to misremember what they believed before they knew an event’s outcome (e.g., Fischhoff, 1975; Fischhoff & Beyth, 1975). By contrast, we show that that **outcomes of decisions lead people to see the decisions** themselves **in a different light,** and that this effect does not depend on misremembering their prior state of mind. In other words, **people will see it as entirely appropriate to allow a decision’s outcome to determine** their assessment of **the decision’s quality.**

Common usage is key to education since it’s what’s most likely to be useful. Also key to fairness since not all debaters have access to esoteric philosophy. Fairness is a voter since it’s a precondition to evaluating who did the better debating on other layers, education is a voter since it’s a prerequisite to schools funding debate. Lastly, ought is a word in the resolution. So it’s up for the same T-debates like any other word in the resolution. Also, if my offense still functions under their interp of ought, then it means I-meet and the T debate isn’t a game over issue.

## ROB

The role of the ballot is to vote for the debater who proposes the better policy. Debate is a space in which we can claim our agency and realize our ability to make change – **Giroux:**[[6]](#footnote-6)

“Higher **education must be understood as a democratic** public **sphere** - a space in **which** education **enables students to** develop a keen sense of prophetic justice, **claim their** moral and political **agency,** utilize critical analytical skills, **and cultivate an ethical sensibility through which they learn to respect the rights of others.** Higher **education has a responsibility** not only to search for the truth regardless of where it may lead, but also **to educate students to make authority and power** politically and morally **accountable** while at the same time sustaining a democratic, formative public culture. Higher education may be one of the few public spheres left where knowledge, values and learning offer a glimpse of the promise of education for nurturing public values, critical hope and a substantive democracy. **Democracy places civic demands upon its citizens, and such demands point to the necessity of an education that is** broad-based, critical,and **supportive of meaningful civic values, participation in self-governance, and democratic leadership.** Only through such a formative and critical educational culture can **students** learn how to become individual and social agents, **rather than** merely **disengaged spectators, [must be] able** both **to** think otherwise and to act upon civic commitments that **demand a reordering of** basic **power arrangements** fundamental to promoting the common good and producing a meaningful democracy.

## Theory/T Underview

Lastly, underview – First, out of over 12000 rounds last year affs won 7% fewer rounds[[7]](#footnote-7). That means presume aff since affirming’s harder so a tie makes me the better debater. Prefer stats since they account for whether or not analytic explanations for side bias actually apply. Also means theory and T must be weighed against side bias because otherwise aff abuse just equalizes the skew.

Second, neg must check theory or T violations regarding issues that the aff has not taken a stance on. Key to substantive education since we can avoid frivolous theory debates where shells have nothing to do with the ac itself. Also key to fairness because checking in cx on balance is better since theory itself can be abusive by creating necessary but insufficient layers for the aff, especially since it excludes the AC, half of my speech time. This interp also solves all abuse because I cannot shift my advocacy if I have not taken a stance on an issue yet.

Third, redefine the aff under neg T or theory as **A.** competing mutually exclusive interps make it possible for the neg to always read theory to avoid substance since the aff enters blind, **B.** T interps are just paradigms for how we debate so winning one isn’t a reason to exclude my offense if it still is applicable. **C.** time skew makes it so that it impossible to win theory and substance in the 1AR. Re-evaluating my offense under their interp solves by bringing the round to one layer. Also means drop the neg on theory since I can’t beat back an abusive NC strat if I need to win theory and substance too.

Fourth, the neg must concede that aff theory comes first. Key to aff strat since the neg could simply uplayer the aff by reading multiple theory shells. My interp ensures that the aff would have an access to the ballot even without a long offcase spread. Also, the neg will always win the theory debate since the neg can just sandbag 6 minutes of 2NR weighing. Cross apply strat key to fairness.

Fifth, the neg may only have one unconditional access to the ballot. Key to aff strategy since any other interp allows the neg to set up conditional routes to the ballot forcing me to engage all of them. The 2NR becomes much easier since they could go for any route and win the round on that making the 2AR impossible. Key to fairness since you need a coherent strat to win the round.

Sixth, no 2NR theory or metatheory – **A.** It skews my time because I only have 3 minutes to respond to 6 minutes so he has more time on the theory debate **B.** no judge will vote on a 2ar rvi so it’s a no risk issue that can eat up the little amount of time I have. If we each spend a minute on theory the skew will be 5-2 which is worse than 6-3. **And,** no 2NR RVIs – they could always collapse to theory in the 2N with long scripts I couldn’t have predicted since the justification wasn’t there when I made my choice, that’s strat skew.

# T Frontlines

Counterinterpretation –

Extend medical dictionary

Prefer – A. common usage and field precision B. ground

Steinocher

Real world – the plan is key education that involves an issue that affects many teens that we don’t even think about. **Bridges ‘15:**

“The Steady Creep of Less Sleep” Andrew Bridges 2/19/15 https://student.societyforscience.org/article/steady-creep-less-sleep

**Teens don’t recognize the problem** Also worrisome was the poor understanding by many teens of what is ”enough” sleep. **Students** from both minority groups and low-income families **were less likely to get seven** or more **hours of sleep per night. These same students** also **were likely to report that they felt they were regularly getting enough sleep**, the study found. “**A lot of teen-agers** just don’t know what an adequate amount of sleep is. They **get four hours and think they are just fine**,” says Keyes. She adds that one message of the study is that **kids need to learn the importance of getting a proper night's rest.**

Having plan-counterplan debates about how best to solve for sleep deprivation is a very educational endeavor for sleep deprived people to be engaging in – it promotes discussion about how to improve our own health.

# Substance Frontlines

A/T Education

International empirics confirm the plan doesn’t hurt grades, **Hancock ‘11:**

“Do Kids Have Too Much Homework?” LynNell Hancock 8/21/11 http://www.smithsonianmag.com/arts-culture/do-kids-have-too-much-homework-55452207/?no-ist WH

 The results of international tests give the homework skeptics ammunition. David Baker and Gerald LeTendre, **professors** of education **at Penn** State, **found that in countries with the most successful school systems, like Japan, teachers give small amounts homework**, while **teachers in those with the lowest scores, such as Greece** and Iran, **give a lot.** (Of course the quality of the assignment and the teacher’s use of it also matter.) **The U**nited **S**tates **falls** somewhere **in the middle—average** amounts of **homework and** average test **results.** Finnish teachers tend to give minimal amounts of homework throughout all the grades; the *New York Times* reported **Finnish high-school kids averaged only one-half hour a night.**

# Extra cards

http://www.cdc.gov/nchs/fastats/leading-causes-of-death.htm

[Heart disease](http://www.cdc.gov/nchs/fastats/leading-causes-of-death.htm#42988769) 611,105

[Cancer](http://s.ltmmty.com/click?v=VVM6MTA0OTYyOjgyNzc6Y2FuY2VyOjM5ZjRjMTBjNjA4ZmM0M2UwZTRkOWRjZjdhNGI5MDkzOnotMjIwMi02OTk1MDI2NTp3d3cuY2RjLmdvdjoyOTk2NDY6ZjNlMWM2OTU2OGRjMDg0MjhiYmNlMDhmOTg1MmRmZmY6MGVmM2I3YTEyNmE5NDc3MDkwNTcyNWU1MTZjNzY1MTg6MTpkYXRhX3NzLDcyOHgxMzY2O2RhdGFfcmMsMTtkYXRhX2ZiLG5vO2RhdGFfaXRuX3Rlc3QsMjAxNTA5MThfYzs6NDQyMDk0MA&subid=g-69950265-70f6b323fda34dd2b6c4963a3c588891-&data_ss=728x1366&data_rc=1&data_fb=no&data_itn_test=20150918_c&data_tagname=A&data_ct=text_only&data_clickel=link) 584,881

Chronic lower respiratory diseases: 149,205

Accidents (unintentional injuries): 130,557

**You need time to sleep (physicians say nine hours a night at your age), to read whatever you want to read, to dream about your future, to just hang out. You and I are not the only ones who know this. A new study by local pediatrician Kenneth Ginsburg demonstrates how important unstructured play (a.k.a. hanging out) is for children’s development. The same is true for adolescents. Free time fosters creativity and emotional development. It gives you the opportunity to deepen relationships and learn about yourself. Without free time, I worry that you could grow into adulthood valuing yourself more for your performance than for your humanity – therefore putting yourself at greater risk of self-absorption, depression and anxiety disorders. Mental health professionals all over the country are concerned, but nothing seems to change. Perhaps, in talking to adults, we’ve been addressing the wrong people. So, how can you create more time? Let’s start with homework. The three to four hours a night I’m told is typical is way too much. Many well-respected educators say students should be assigned about 10 minutes of homework per grade (20 minutes in second grade, etc.**

**Diabetes. Researchers have found that insufficient sleep may lead to type 2 diabetes by influencing the way the body processes glucose, the high-energy carbohydrate that cells use for fuel. One short-term sleep restriction study found that a group of healthy subjects who had their sleep cut back from 8 to 4 hours per night processed glucose more slowly than they did when they were permitted to sleep 12 hours. Numerous epidemiological studies also have revealed that adults who usually slept less than five hours per night have a greatly increased risk of having or developing diabetes. In addition, researchers have correlated** [**obstructive sleep apnea**](http://healthysleep.med.harvard.edu/healthy/glossary/n-p#obstructive-sleep-apnea-osa)**—a disorder in which breathing difficulties during sleep lead to frequent arousals—with the development of impaired glucose control similar to that which occurs in diabetes.**

**Heart Disease and hypertension. Even minor periods of inadequate sleep can cause an elevation in blood pressure. Studies have found that a single night of inadequate sleep in people who have existing hypertension can cause elevated blood pressure throughout the following day. This effect may begin to explain the correlation between poor sleep and cardiovascular disease and stroke. For example, one study found that sleeping too little (less than six hours) or too much (more than nine hours) increased the risk of coronary heart disease in women.**

**Sleep deprivation and cardiac disease. Dr. Janet Mullington discusses how studies suggest a link between sleep deprivation and increased risk for cardiovascular disease. There is also growing evidence of a connection between obstructive** [**sleep apnea**](http://healthysleep.med.harvard.edu/healthy/glossary/q-s#sleep-apnea) **and heart disease. People who have apnea typically experience multiple awakenings each night as a result of the closing of their airway when they fall asleep. In addition to these sleep disturbances, apnea sufferers also experience brief surges in blood pressure each time they wake up. Over time, this can lead to the chronic elevation of blood pressure known as hypertension, which is a major risk factor for cardiovascular disease. Fortunately, when sleep apnea is treated, blood pressure may go down.**

**Mood disorders. Given that a single sleepless night can cause people to be irritable and moody the following day, it is conceivable that chronic insufficient sleep may lead to long-term mood disorders. Chronic sleep issues have been correlated with depression, anxiety, and mental distress. In one study, subjects who slept four and a half hours per night reported feeling more stressed, sad, angry, and mentally exhausted. In another study, subjects who slept four hours per night showed declining levels of optimism and sociability as a function of days of inadequate sleep. All of these self-reported symptoms improved dramatically when subjects returned to a normal sleep schedule.**

**Immune Function. It is natural for people to go to bed when they are sick. Substances produced by the immune system to help fight infection also cause fatigue. One theory proposes that the immune system evolved "sleepiness inducing factors" because inactivity and sleep provided an advantage: those who slept more when faced with an infection were better able to fight that infection than those who slept less. In fact, research in animals suggests that those animals who obtain more deep sleep following experimental challenge by microbial infection have a better chance of survival.**

1. Michael Huemer “Ethical Intuitionism” http://spot.colorado.edu/~huemer/5.htm [↑](#footnote-ref-1)
2. Hooker, Brad. "Ideal code, real world: A rule-consequentialist theory of morality." (2000). [↑](#footnote-ref-2)
3. James, William. “PRAGMATISM - A NEW NAME FOR SOME OLD WAYS OF THINKING” (1907) [↑](#footnote-ref-3)
4. Overing, Bob; “Ethical Modesty Part 1;” (August 31st, 2014); *Premier Debate; Coaches; (August 10th, 2015);* <http://premierdebatetoday.com/2014/08/31/ethical-modesty-part-1-by-bob-overing-and-adam-bistagne/> - JS [↑](#footnote-ref-4)
5. Harris, Sam. The Moral Landscape: How Science Can Determine Human Values (2010). [↑](#footnote-ref-5)
6. Polychroniou, CJ, Neoliberalism and the Politics of Higher Education: An Interview With Henry A. Giroux, Truthout, March 26, 2013, http://truth-out.org/news/item/15237-predatory-capitalism-and-the-attack-on-higher-education-an-interview-with-henry-a-giroux. DR. [↑](#footnote-ref-6)
7. http://vbriefly.com/side-bias/ [↑](#footnote-ref-7)