# 1NC

**1NC**

**A – Interpretation:**

**Topical affirmatives must affirm the resolution through instrumental defense of action by the United States Federal Government. This can come as a result of \_\_\_\_\_\_\_, but it must be a definitive example of the resolution.**

**B – Definitions**

**Should denotes an expectation of enacting a plan**

**American Heritage** Dictionary **2000** (Dictionary.com)

should. The will to do something or have something take place: I shall go out if I feel like it.

**Federal government is the central government in Washington DC**

**Encarta Online 2005,**

**http://encarta.msn.com/encyclopedia\_1741500781\_6/United\_States\_(Government).html#howtocite**

United States (Government), the combination of federal, state, and local laws, bodies, and agencies that is responsible for carrying out the operations of the United States. The federal government of the United States is centered in [Washington, D.C.](http://encarta.msn.com/encyclopedia_761576320/Washington_D_C.html)

**Resolved implies a policy**

**Louisiana House 3-8-2005,** <http://house.louisiana.gov/house-glossary.htm>

Resolution A legislative instrument that generally is used for making declarations, stating policies, and making decisions where some other form is not required. A bill includes the constitutionally required enacting clause; a resolution uses the term "resolved". Not subject to a time limit for introduction nor to governor's veto. ( Const. Art. III, §17(B) and House Rules 8.11 , 13.1 , 6.8 , and 7.4)

**Its means belonging to**

**Cambridge Dictionary, no date ( “**Its”, http://dictionary.cambridge.org/dictionary/british/its)

Definition belonging to or relating to something that has already been mentioned The dog hurt its paw. Their house has its own swimming pool. The company increased its profits. I prefer the second option - its advantages are simplicity and cheapness.

**5 net-bennies to our interpretation –**

**First is Decision-making –**

**The route to improving our decision-making skills is through a discussion of public policy**

**Mutually accessible information – there is a broad base of research about government policy – this ensures informed, predictable, and in depth debates over the aff’s decisions – individual policymaking is highly variable depending on the individual and inaccessible to outsiders**

**Harder decisions make better decision-makers – public policy decisions are magnitudes harder than private decisions – we know that these plans never happen but imagining the consequences of the government enacting high-stakes public policies makes personal policies easier by comparison**

**Specifically, through discussing paths of government action, debate teaches us to be better organizational decision makers. Learning about the uniquely different considerations of organizations is necessary to affecting change in a world overwhelmingly dominated by institutions.**

**Algoso 2011** – Masters in Public Administration (May 31, Dave, “Why I got an MPA: Because organizations matter” <http://findwhatworks.wordpress.com/2011/05/31/why-i-got-an-mpa-because-organizations-matter/>)

Because organizations matter. Forget the stories of heroic individuals written in your middle

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right program for you and use your time well, can do both.

**Second is Predictability –**

**The resolution proposes the question the negative is prepared to answer – even if it’s good to talk about the 1AC they have to prove that we could have logically anticipated it – this question comes prior to the merits of the aff because it implicates our ability to debate**

**Predictability is the internal link to solving the aff – debate has the ability to change people’s attitudes BECAUSE it forces pre-round internal deliberation on a focused topic of debate**

**Goodin and Niemeyer**, Australian National University, ‘**3** (Robert and Simon, “When Does Deliberation Begin? Internal Reflection versus Public Discussion in Deliberative Democracy” Political Studies, Vol 50, p 627-649, WileyInterscience)

What happened in this particular case, as in any particular case, was in

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least one possible way of doing that for each of those key features.

**Third is limits –**

**They explode the number of potential affs to anything that has a loose relationship to economic engagement – making it impossible for the neg to engage in crucial pre-round research**

**Fourth is Education –**

**Scholarly research must be tied to pragmatic public policy – their academic theory framework makes policymaking moot\*\***

**Walt**, Professor IR Harvard, **’12** (Stephen, September 18 “Theory and Policy in International Relations: Some Personal Reflections” Yale Journal of International Affairs, Vol 7 Issue 2, http://yalejournal.org/2012/09/theory-and-policy-in-international-relations-some-personal-reflections-by-stephen-m-walt/)

I. INTRODUCTION Most social scientists would like to think that their work helps solve

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why should universities continue to allocate scarce resources to our departments? ′ Y

#### Policy as a starting point is especially important in the context of racial politics

Themba-Nixon 2K – Makani Themba-Nixon, “Changing the Rules: What Public Policy Means for Organizing,” Colorlines. Oakland: Jul 31, 2000. Vol. 3, Iss. 2; pg. 12

The flourish and passion with which she made the distinction said everything. Policy is

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arsenal, but it is a tool we simply can't afford to ignore.

**Fifth is groupthink –**

#### They have decided to write their own resolution instead of affirming the one we already have – even if the resolution is incorrect having a devil’s advocate for deliberation is crucial to critical thinking skills and avoiding groupthink

Mercier, Professor Politics UPenn, and Landemore, Professor PolSci Yale, ’11 (Hugo and Helene, “Reasoning is for arguing: Understanding the successes and failures of deliberation” Political Psychology, http://sites.google.com/site/hugomercier/publications)

Reasoning can function outside of its normal conditions when it is used purely internally.

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(e.g. Schweiger, Sandberg, & Ragan, 1986).

### 1NC

#### The 1AC has predetermined their conclusion before the conversation took place – the notion intralocality is a starting point for liberation is antithetical to the true process of conscientization which requires genuine dialogue

Mejia, Professor Ingenierıa Industrial at Universidad de Los Andes, ‘4 (Andres, “The Problem of Knowledge Imposition: Paulo Freire and Critical Systems Thinking” Systems Research and Behavioral Science, Vol 21, p 63-82)

I have argued that in his approach critical consciousness implies holding a particular neo-

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a dialogical education cannot make sure that students will develop a critical consciousness.

#### Conscientization cannot occur in a competitive forum – in this forum half the people in this room have to disagree with you and the other half are not allowed to speak for the next 90 minutes – we don’t have an alternative but we do have a different way of understanding the problem – strategies for raising awareness about structures of oppression should occur in forums conducive to dialogue, not ones that mandate competition through the presence of a ballot

Mejia, Professor Ingenierıa Industrial at Universidad de Los Andes, ‘4 (Andres, “The Problem of Knowledge Imposition: Paulo Freire and Critical Systems Thinking” Systems Research and Behavioral Science, Vol 21, p 63-82)

In terms of Freirean practice, this impossibility means that the requirements of at least

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and authority are justified. (Buckingham, 1998, p. 5)

#### Compared to identity-based conscientization, dialogue is a better approach to fighting oppression – it’s understanding of intersectionality prevents oppression Olympics

Yuval-Davis, Director of Research Centre on Migration, Refugees, and Belonging at the University of East London, ’12 (Nira, February, “Dialogical Epistemology—An Intersectional Resistance to the “Oppression Olympics”” Gender & Society, Vol 26 No 1, p 46-54, SagePub)

I quote Collins from two of her writings. In Black Feminist Thought, she

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the “epistemic community” who are positioned differentially to establish common narratives.

### Case

#### Decisionmaking turns and outweighs their offense—anything else is accessible through the classroom, but debate over the resolution acts as an education magnifier by encouraging critical thinking—most conclusive studies confirm

Bellon, senior lecturer in communication and director of debate – Georgia State University, 2K

(Joe, “A Research-Based Justification for Debate Across the Curriculum,” Argumentation & Advocacy, Vol. 36, Iss. 3, Winter)

In the past fifteen years, many cognitive researchers have turned their attention to learning

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and Johnson describe as one of the most important problem-solving skills.

#### Simulated law debates inculcate a unique form of decision-making that is uniquely able to grapple with future threats – their model doesn’t solve

Boyne ‘12

Shawn, Associate Professor of Law, Dean’s Fellow, Grimes Fellow, Indiana University Robert H. McKinney School of Law—Indianapolis. “Crisis in the Classroom: Using Simulations to Enhance Decision-Making Skills,” <http://www.swlaw.edu/pdfs/jle/jle622boyne.pdf>

Conclusion The Counter-Terrorism Simulation we conducted at Indiana University Law School-Indianapolis

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law students and public policy students who are prepared to assume leadership positions.

#### Their politics of ACCESS aims to maximize participation.

#### THAT feeds a populist politics that devolves into fascist mobilization – kills DIALOGUE- and ultimately INCREASES statist power

Urbinati 98

Democracy and Populism Author: Urbinati, Nadia Journal: Constellations (Oxford, England) ISSN: 1351-0487 Date: 03/1998 Volume: 5 Issue: 1 Page: 110 DOI: 10.1111/1467-8675.00080

Nadia Urbinati Kyriakos Tsakopoulos Professor of Political Theory and Hellenic Studies Columbia University Political

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the Executive Committee of the Foundation Reset Dialogues on Civilization-Istanbul Seminars.

Thus the debate over the meaning 01 populism turns out to be a debate

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government, of the "will" and of its actuative "force."

# 2NC

### 2NC Overview

#### Our interpretation is that topical affs have to affirm the resolution through the instrumental defense of United States federal government economic engagement – solves all their offense – you can discuss critical reasons for supporting the aff but it has to be grounded as advantages to a topical advocacy, not the advocacy itself

#### That solves their offense, they could have talked about their racial relationship to immigration policy, cross border travel, etc.

#### For example, at the NDCA our carrollton teams read an aff about the Cuban diaspora and creating a bridge between the USFG and Cuba in order to remedy a messed up USFG policy

#### It’s a prior question – the role of the ballot is to vote for or against the resolution – impact turning framework doesn’t prove they have presented a compelling positive justification for voting aff

yes we agree that exclusion in debate is a major problem but no this is not our fault and not a reason we deserve to lose this debate

Anyone can point out one of a thousand problems with the debate community or world at large, what we have to do is find solutions – the only chance we can solve systematic exclusion is through learning about organizations work as a whole

They may identify a massive problem but they also don’t have a solution

**AT: Resolved = reduce by mental analysis**

**They say “resolved”**

**They pick the wrong definition—Break down by mental analysis assumes it is a verb—In the resolution resolved is a noun—it is the resolution that stands on its own followed by a colon it is not modifying something else.**

**Dictionary.com 12**

http://thedustbunnychronicles.com/2012/01/05/my-glass-is-not-half-empty-it-runneth-over/

**res·o·lu·tion** [rez-uh-loo-shuh n]

**noun**

1. **a formal expression of opinion or intention made, usually after voting, by a formal organization**, a legislature, a club, or other group. Compare concurrent resolution, joint resolution.
2. **a resolve or determination: to make a firm resolution to do something***.*
3. **the act of resolving or determining upon an action or course of action**, method, procedure, etc.
4. **the mental state or quality of being resolved or resolute; firmness of purpose**.

### \*2NC Race Affs

#### Our form of deliberation solves their offense – taking distance from personal identity and instead tying it a policy conclusions allows for effective debate that changes personal belief claims without elevating identity issues to the status of an unquestioned epistemology\*\*\*

Anderson, Professor Humanities and English at Brown, ‘6 (Amanda, Spring, “Reply to My Critic(s)” Criticis, Vol 48 No 2, p 281-290)

MY RECENT BOOK, The Way We Argue Now, has in a sense two

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communicated and also can be used to justify political positions and legislative agendas.

### Institutions Key

#### The search for identity cannot be limited to self-expression – engaging in institutional politics is a necessary forum

Kreiss, Professor Journalism at UNC Chapel Hill, and Tufekci, Professor Sociology at UNC Chapel Hill, ’13 (Daniel and Zeynep, “Occupying the Political: Occupy Wall Street, Collective Action, and the Rediscovery of Pragmatic Politics” Cultural Studies <=> Critical Methodologies, Vol 13 No 3, https://papers.ssrn.com/sol3/papers.cfm?abstract\_id=2147711)

The drumming crisis was barely contained, but not fully averted, and became moot

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the institutional levers of power become, as they will inevitably, calcified.

# 1NR

### \*2NC Overview

#### Not all oppression is rooted from the same tree – the assumption the 1AC allows an understanding for all other types of oppression proves our oppression Olympics argument

Allen, Professor Philo and Gender at Dartmouth College, ‘8 (Amy, July-September, “Power and the Politics of Difference: Oppression, Empowerment, and Transnational Justice” Hypatia, Vol 23 No 3)

Oppression, according to Young, is a structural phenomenon, that is to say

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” (1998, 124; quoted in Zutlevics 2002, 81).5

#### Second, debate as a forum complicates their method – the ballot means that every debate becomes either an affirmation or a negation of an identity group’s perspective rather than a discussion about the values and shortfalls of particular perspectives of oppression – we have to disagree with the 1AC and that forced disagreement in a competitive forum means interlocality can never truly take place

Foucault, ’84 (Michel, “Polemics, Politics and Problematizations” Interview by Paul Rabinow, http://foucault.info/foucault/interview.html) we don’t endorse the gendered language used in this evidence

I like discussions, and when I am asked questions, I try to answer

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were the real consequences of a polemic attitude whose effects ordinarily remain suspended.

### AT Their ROB best

#### Sequencing means we solve their offense – effective dialogue key to conscientization\*\*

Cameron, Professor Justice Studies at Pittsburg State University, ‘2 (Kathleen, Spring “A model of dialogue and conscientization: A pedagogical paradigm for justice” Journal of Criminal Justice Education, Vol 13 No 1, p 1-23, T&FOnline)

Thus, it is the relationship between knowing and acting, between surviving and flourishing

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which . . . have been previously assimilated (Taylor 1993: 69).

### \*A2: Aff Solves Dialogue

#### Risk of a link means vote neg – dialogue is comparatively better by allowing people to step into an understanding of other identities

Yuval-Davis, Director of Research Centre on Migration, Refugees, and Belonging at the University of East London, ’12 (Nira, February, “Dialogical Epistemology—An Intersectional Resistance to the “Oppression Olympics”” Gender & Society, Vol 26 No 1, p 46-54, SagePub)

TRANSVERSAL DIALOGICAL POLITICS Similarly to Collins’s construction of Black feminist thought, transversal politics has

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positioning and/or identity can have very different social and political values.

#### The fact we’re an American and a Cuban, prove our argument – their obsession with being representatives of their community puts the focus on the messenger as opposed to the message

Yuval-Davis, Director of Research Centre on Migration, Refugees, and Belonging at the University of East London, ’12 (Nira, February, “Dialogical Epistemology—An Intersectional Resistance to the “Oppression Olympics”” Gender & Society, Vol 26 No 1, p 46-54, SagePub)

Several implications can be drawn from this. First, feminists and other community activists

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to be acknowledged as a necessary complement to situated knowledge in dialogical politics.

### \*A2: We Question All Oppression

#### Questioning all dominant paradigms doesn’t mean you’ve created authentic dialogue – the aff still imposes knowledge

Mejia, Professor Ingenierıa Industrial at Universidad de Los Andes, ‘4 (Andres, “The Problem of Knowledge Imposition: Paulo Freire and Critical Systems Thinking” Systems Research and Behavioral Science, Vol 21, p 63-82)

One might think it possible to allow for the questioning of all the relevant readings

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; also Usher and Edwards, 1994; Ellsworth et al., 1996).