T

#### A. Interpretation – economic engagement trade agreements and promotion, aid, loans, and grants.

**Resnik, 1** – Assistant Professor of Political Science at Yeshiva University (Evan, Journal of International Affairs, “Defining Engagement” v54, n2, political science complete)

A REFINED DEFINITION OF ENGAGEMENT In order to establish a more effective framework for dealing

AND

of travel and tourism links Sport, artistic and academic exchanges(n25)

#### B. Violation – affirmative is a demand, not a trade agreement, promotion, aid, loan, or grant

#### C. Vote negative for fairness and education – affirmative explodes limits, makes negative research and ground impossible. Kills education through research and competitive equity.

Predictability K

#### The Affirmative should defend the implementation of a policy by the United States Federal Government

**WordNet**, Princeton University, 20**03**, p. http://dictionary.reference.com/search?q=us%20government

U.S. government n : **the executive and legislative and judicial branches of the federal government of the United States** [syn: United States government, United States, U.S. government, US Government, U.S.]

**Three net benefits:**

**First is predictability—**

**This Outweighs their Turns: Failure to establish research parameters leads to the Failure of Design Games**

**Sarratore 99**

(Steven T. is Associate Professor of Theatre and Associate Dean of Fine and Performing Arts at Indiana University-Purdue University Fort Wayne “Design Games,” Theatre Topics 9.1)

The design games offered below owe their development to a variety of inspirations and sources

AND

exclusion of the elements that the designer-gamemaster ultimately controls the project.

**Predictable research and project parameters are key to innovation—this is the best internal link to education**

**Sarratore 99**

(Steven T. is Associate Professor of Theatre and Associate Dean of Fine and Performing Arts at Indiana University-Purdue University Fort Wayne “Design Games,” Theatre Topics 9.1)

The development and implementation of design games generally require the following four processes: 1

AND

to step outside of the game and manipulate the pieces outside of the rules

**This education is uniquely important because some government violence is inevitable – we must reject utopianism and debate the consequences of policy action**

Michael **Ignatieff**, Carr Professor, Human Rights, Harvard University, LESSER EVILS, **2004**, p. 18-19.

To insist that justified exercises of coercion can be defined as a lesser evil is

AND

to our fellow citizens and submit to their judgment as to their correctness.

**Second is participatory democracy—**

**We must posit ourselves as the government in order to make participatory democracy possible**

John **Rawls**, The Law of Peoples, 19**99**, p. 56-57

How is the ideal of public reason realized by citizens who are not government officials

AND

part of the political and social basis of peace and understanding among peoples.

**Participatory democracy is critical to instating human dignity as the core of our politics**

**Envio** 19**90**, Issue 105 “Whither Central America? Coopted Negotiation or Participatory Democracy?” http://www.envio.org.ni/articulo/2597

With the first choice Eastern Europe would rapidly “Latinamericanize,” becoming dependent on debt

AND

; they will be shown to be just “more of the same.”

**Third is hypothesis-testing—**

**Theories or approaches to the world must culminate in a test, in this case a policy—this is critical to social science—it prevents theory from being a trap and leads to more well-informed social sciences**

Judith Mitchell **Buddenbaum**, Ph.D and professor of Journalism at Colorado State **and** Katherine B. **Novak** assistant professor at Butler, 20**01**. “Applied Communication Research” Iowa State University Press

Although deductive reasoning is the classical model, many scientists contend that science is better

AND

the subjects for the research before those regularities become the stuff of theory.

**Testing these in a dialectical atmosphere is critical to ethical decisionmaking—debate is a unique forum for this education**

Star **Muir**, professor in the department of communication at George Mason University, 19**93**. Philosophy and Rhetoric, volume 26, number 4, page 278. “The Ethics of Contemporary Debate”

Modern debate. Murphy insists, "is not dialectical; it is rhetorical;

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fostered rather than hampered by empowering students to form their own moral identity.

CP

#### Thus we advocate a re-structuring of our relationship to debt and colonialism in Latin America starting with a REQUEST that the United States federal government substantially reduce its claims against Cuba for the expropriation of United Fruit Company property.

The net benefit is the Jackal/Giraffe Critique—

The affirmative’s “demand” for change is an undesirable linguistic strategy – such a discursive move embodies the language of the jackal and creates a slave-like relationship between speaker and listener. Rather than embrace this violent language, we should become giraffes and make requests.

Rosenberg 95 — Marshall B. Rosenberg, Ph.D. in Clinical Psychology from the University of Wisconsin, Director of the Center for Nonviolent Communication, and Diplomate in Clinical Psychology from the American Board of Examiners in Professional Psychology, 1995 (“Compassionate Communication,” Originally Published in *Miracles Magazine*, Available Online at http://www.naturalchild.com/marshall\_rosenberg/ compassionate\_communication.html, Accessed 12-31-2003)

At an early age, most of us were taught to speak and think Jackal

AND

by directives and injunctions, people do not take responsibility for their actions.

Second, this jackal language relies on a violent system of communication that undermines relationships and causes paralysis – the affirmative’s linguistic choices doom their policy prescription to failure.

Wolfe 2k—Lucia Wolfe, editor of PAGES, BC Teachers for Peace and Global Education, 2000 (“Valuing the culture of peace,” *Teacher Newsmagazine*, Volume 13, Number 1, September, Available Online at http://www.bctf.bc.ca/ ezine/archive/2000-2001/2000-09/support/10ValuingTheCulture.html, Accessed 12-31-2003)

“I hope this conference will be a great learning experience and motivator for everyone

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thinking and behaviour must be taught and valued above violence and violent communication.”

In his keynote address, “Non-violent Communication/ Compassionate Communication: The

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compassion; whereas the language of the jackal is a language of demands.

Speaking of the peace process in Northern Ireland, Rev. Ruth Patterson said,

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in the eye of the other, we consign ourselves to paralysis.’

The alternative is to reject jackal language and metaphorically become giraffes. The affirmative’s demand engages in suicidal language – our call for non-violent communication is a more effective discursive strategy.

Leu 2k — Lucy Leu, Certified Trainer at the Center for Nonviolent Communication, 2000 (“Nonviolent Communication: Beyond Judgment and Niceness,” October 26, Available Online at http://www.psncc.org/beyond.htm, Accessed 12-31-2003)

Dr. Marshall B. Rosenberg, founder of Nonviolent Communication (NVC), uses

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"racists," "Feminazis," "bullies," "fanatics," etc.

This kind of thinking and speech leads to self-fulfilling prophecies: if I

AND

energy, intelligence, etc. -- to getting both our needs met.

Unlike a language where we blame each other when we are not getting what we want, NVC emphasizes the joy we humans derive from our ability to contribute to each other's well-being. We experience deep fulfillment from our power to engage in actions and words that can relieve and help those who are suffering a palpable need. All humans have the need both to receive and to express compassion.

The symbol for NVC is the giraffe. Not only do giraffes have the largest

AND

must," "supposed to," "ought to," and "should."

Finally, the alternative solves – small-scale action by individual students is key to break down violence and open space for more productive discussions.

Summy 98 — Ralph Summy, Director of the Matsunaga Institute for Peace at the University of Hawaii, 1998 ( “Nonviolent speech,” *Peace Review*, Volume 10, Issue 4, December, Available Online via Academic Search Premier)

Converting one's language to nonviolence is something that everyone can do. It does not

AND

attention and paves the way for discussion on a range of peace topics.

Case

#### They elevate whiteness to near all-pervasive force driving most oppression. Such conceptual expansion hides the actual practice of racism and makes breaking it down more difficult

Andersen 3 – Margaret L. Andersen, Professor of Sociology and Women's Studies and Vice Provost for Academic Affairs at the University of Delaware, 2003, “Whitewashing Race: A Critical Perspective on Whiteness,” in White Out: The Continuing Significance of Racism, ed Doane & Bonilla-Silva, p. 30-32

Conceptually, one of the major problemsin the whiteness literature is the reification of whiteness

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come to mean just about everything, it ends up meaning hardly anything.

#### The notion that whiteness and the State doom reformism ensues – oppression goes up by ensuring their politics go nowhere

Andersen 3 – Margaret L. Andersen, Professor of Sociology and Women's Studies and Vice Provost for Academic Affairs at the University of Delaware, 2003, “Whitewashing Race: A Critical Perspective on Whiteness,” in White Out: The Continuing Significance of Racism, ed Doane & Bonilla-Silva, p. 30-32

Even those who acknowledge the material basis of race and racism (and most do

AND

with the material reality of racial segregation and discrimination, this seems unlikely.

#### Political systems aren’t inevitably oppressive – working within them is a better starting point

Sullivan 8 – Shannon Sullivan, Head of Philosophy and Professor of Philosophy, Women's Studies, and African and African American Studies at Pennsylvania State University, Spring 2008, “Whiteness as Wise Provincialism: Royce and the Rehabilitation of a Racial Category,” Transactions of the Charles S. Peirce Society: A Quarterly Journal in American Philosophy, Vol. 44, No. 2

It is commonly acknowledged today, at least in academic circles, that racial essences

AND

of racial justice that ignores this need will not be effective in practice.

#### Calls for new methodologies base around race cement domination by inadvertently calling for new “standards of proof”

Tyson 98

CYNTHIA A. TYSON is an assistant professor in the School for Integrated Teaching and Learning and Language, Literature and Culture at the Ohio State University – Educational Researcher, Vol. 27, No. 9, pp. 21-22 – 1998 – available at J-Stor

In their piece, Scheurich and Young (1997) raise the ques- tion

AND

-based methodologies will be dismantled and dissected while racist epistemologies remain intact.