# 1nc

**1NC FW**

**Our interpretation is that the affirmative must advocate the resolution through an instrumental defense of action by the United States federal government. Even if they claim to “defend” a plan they have chosen to generate offense based on un-topical stances like their ethical approach to the plan or in round factors like discourse or their performance.**

**They aren’t topical –**

**a. resolved requires a policy**

**Louisiana House 05 –** 3-8-2005, http://house.louisiana.gov/house-glossary.htm

Resolution A legislative instrument that generally is used for making declarations, stating policies,

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, 13.1 , 6.8 , and 7.4)

**b. “United States federal government should” means the debate is solely about the outcome of a policy established by governmental action**

**Ericson 03 –** (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.

**c. “economic engagement” requires increasing economic contacts**

**Resnick 1** – Dr. Evan Resnick, Ph.D. in Political Science from Columbia University, Assistant Professor of Political Science at Yeshiva University, “Defining Engagement”, Journal of International Affairs, Spring, 54(2), Ebsco

A REFINED DEFINITION OF … either engage or be engaged, explicitly encompasses contacts in multiple issue-areas, allows for the existence of multiple objectives in any given instance of engagement and, as will be shown below, permits the elucidation of multiple types of positive sanctions.

**Vote negative –**

**a. jurisdiction** – they failed to meet their a priori burden of answering the resolutional question, even if their in round stance is true you lack jurisdiction as a judge to endorse plans outside the realm of topicality.

**b. equitable ground** – **a limited topic is key to productive inculcation of decision-making and advocacy skills – T debates solve your offense**

**Steinberg and Freeley 08 –** \*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** … debate is best facilitated by the guidance provided by **focus on a particular point of difference**, which will be outlined in the following discussion.

**c. stasis disad – the resolution is a point of stasis – a predictable topic forces pre-round internal-reflective deliberation which is key to convince people of the legitimacy of the 1ac**

**Goodin and Niemeyer 03 –** (Robert and Simon, Australian National University, “When Does Deliberation Begin, Internal Reflection versus Public Discussion in Deliberative Democracy” Political Studies, Volume 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.

**d. switch-side debate –** **solves your offense and critical thinking which is a portable educational skill – outweighs your offense**

**Harrigan 08 –** (Casey, Associate Director of Debate at UGA, Master’s in Communications – Wake Forest U., “A Defense of Switch Side Debate”, Master’s thesis at Wake Forest, Department of Communication, May, pp. 6-9)

Additionally, there are social benefits to the practice of requiring students to debate both

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Hunt and Louden, 1999; Colbert, 2002, p.82).

**e. political simulations are educationally valuable – deliberation is empowering and activates agency**

**Hanghoj 08** – Thorkild Hanghøj, Copenhagen, 2008 Since this PhD project began in 2004, the present author has been affiliated with DREAM (Danish Research Centre on Education and Advanced Media Materials), which is located at the Institute of Literature, Media and Cultural Studies at the University of Southern Denmark. Research visits have taken place at the Centre for Learning, Knowledge, and Interactive Technologies (L-KIT), the Institute of Education at the University of Bristol and the institute formerly known as Learning Lab Denmark at the School of Education, University of Aarhus, where I currently work as an assistant professor (http://static.sdu.dk/mediafiles/Files/Information\_til/Studerende\_ved\_SDU/Din\_uddannelse/phd\_hum/afhandlinger/2009/ThorkilHanghoej.pdf)

Joas’ re-interpretation of Dewey’s pragmatism as a “theory of situated creativity”

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the **contingent outcomes** and **domain-specific processes** of **problem-based scenarios**.

**1NC WAR METAPHOR PIC**

**We endorse the 1AC except for their advocacy of “declaring war on capitalisms” and “declaring war on the government.” They don’t have one specific plan for us to generate offense against, so they should be responsible for defending the rhetoric framing of the entire 1AC.**

**War metaphors for structuring argument construct us as participants in an absolute conflict. Participatory metaphors for aesthetics of debate help us appreciate the perspective of others.**

Rita **MARCINKEVICIENE** Visting Prf. Linguistics @ Antwerp **’12** “A Dangerous Language” in *The Marketing of War in the age of Neo-Militarism* eds. Gouliamos & Kassimeris p.28

RECENT DISCOURSE ON LW Present-day authors continue talking about dehumanizing people and euphemising

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the war metaphor plants seeds of violence and **teaches** the **appropriateness of war**.

**1NC K**

**Their role of the ballot argument overextends the political by claiming that this debate space represents something more than a competition for a win. Arguing that the ballot carries discursive significance is the same logic as the discourse theory of citizenship which claims every action is political.**

**Rufo and Atchison 11** – (Ken Rufo, Ph.D. in Rhetoric from the University of Georgia, Jarrod Atchison, Ph.D. in Rhetoric from the University of Georgia, Review of Communication, Vol. 11, No. 3, July 2011, pp. 193215)

Laclau (1996) has written about the inherent emptiness at … (e.g., choosing a consumer good **or debating** with neighbors over dinner).

**History demonstrates to us that this over-extension carries with it the seeds of tyranny instead of resistance**

**Rufo and Atchison 11** – (Ken Rufo, Ph.D. in Rhetoric from the University of Georgia, Jarrod Atchison, Ph.D. in Rhetoric from the University of Georgia, Review of Communication, Vol. 11, No. 3, July 2011, pp. 193215)

A Fascism of/and the Political If our feeling of foreboding seems absurd,

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necessarily a determination of the extent and comportment of the political per se.

**Our alternative is to vote negative to resist the over-extension of the political. Their consistent call for you to use your ballot to support change is the over-extension of the political that always focuses on increasing political participation. Before you consider using your ballot in the name of change you must confront the fascist nature of holding our entire community hostage to their inspection.**

**Rufo and Atchison 11** – (Ken Rufo, Ph.D. in Rhetoric from the University of Georgia, Jarrod Atchison, Ph.D. in Rhetoric from the University of Georgia, Review of Communication, Vol. 11, No. 3, July 2011, pp. 193215)

The mention of fascism is of particular importance here in this debate. As a

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entirely is indeed the very essence of fascism. (p. 144)

**1NC CASE**

**The battle for the public sphere is over—we lost. Conservatives and Liberals are now two sides of the same coin, and any movement that actually promises radical change will be destroyed as soon as it becomes visible. An invisible movement has the most subversive potential—voting neg to reject politics is the only political act  
The Invisible Committee 07** [an anonymous group of French professors, phd candidates, and intellectuals, in the book “The Coming Insurrection” published by Semiotext(e) (attributed to the Tarnac Nine by the French police),http://tarnac9.noblogs.org/gallery/5188/insurrection\_english.pdf]

Whatever angle you look at it from, there's **no escape** from the present

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we can see and not avoid the conclusions to be drawn from it.

**To make micropolitics visible is to coopt it by giving resistance an object – this understanding allows resistance to be framed, to be declared a failure and prevents the immanence of imperceptible politics from coalescing around mundane practices and habitudes of existence  
Tsianos et al 08 –** Vassilis, teaches sociology at the University of Hamburg, Germany, Dimitris Papadopoulos teaches social theory at Cardiff University, Niamh Stephenson teaches social science at the University of New South Wales. “Escape Routes: Control and Subversion in the 21st Century” Pluto Press

In this sense imperceptible politics does not necessarily differ from or oppose other prevalent forms

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this void into everyday politics that becomes the vital force for imperceptible politics.

**Their arguments about personal agency are ultimately conservative and de-politicizing – arguments for localizing activism within the purview of social location are the equivalent of privatizing social change, creating us as dependent on the necessity of their advocacy. The more successful their strategy is the more damage it does by making institutions necessary to our understanding of social change**  
**Hershock 99** – East-West Center, 1999. [“Changing the way society changes”, *Journal of Buddhist Ethics*, 6, 154;http://jbe.gold.ac.uk/6/hershock991.html]

The trouble is that, like other technologies biased toward control, the more successful

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depletion of our resources for meaningfully improvised and liberating intimacy with all things.

**The 1AC activist stance commodifies the experiences of the oppressed they claim to speak for -- this renders their political act meaningless and creates a destructive model of dissent that depends upon authoritarian institutions and imprisons the rhetorical value of the 1AC via commodification that denies the dignity of the represented**

**James ‘3** Joy, Professor of Africana Studies @ Brown “Academia, activism, and imprisoned intellectuals.” http://www.thefreelibrary.com/Academia,+activism,+and+imprisoned+intellectuals.-a0133368005

Activism is as multidimensional in its appearances as the academy; as academia's alter ego

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communicate with political prisoners, as openly as possible given the structural disparities.

# 2nc

**2NC OVERVIEW**

**The interest convergence represented by the ballot is temporary at best – empirically, the implicit bargain that grants empowerment in exchange for minority support of elite policy demands cannot last – The most resistant elements of movements will either be bought off or brutally suppressed, turning the case either way**

**Delgado 02** – (Law Professor @ University of Colorado-Boulder. Richard, “Explaining the Rise and Fall of African American Fortunes: Interest Convergence and Civil Rights Gains,” Review of Mary L. Dudziak, Cold War Civil Rights: Race and the Image of American Democracy, Harvard Civil Rights-Civil Liberties Law Review, Volume 37 [37 Harv. C.R.-C.L. L. Rev. 369], pp. 369-387 at 376-7) jfs

Dudziak impressively demonstrates that Brown v. Board of Education n62 and the landmark civil rights legislation of the 1960s n63 were a result of interest … Civil Rights movement was largely lost.

**Joyful affirmation of the present is prerequisite to any imperceptible politics. Our critique begs the question of whether or not the 1AC should have even happened**  
**Tsianos et al 08 –** Vassilis, teaches sociology at the University of Hamburg, Germany, Dimitris Papadopoulos teaches social theory at Cardiff University, Niamh Stephenson teaches social science at the University of New South Wales. “Escape Routes: Control and Subversion in the 21st Century” Pluto Press

Joy is crucial to this book. The joy of escape defies seriousness and

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Joy marks the routes of social transforma­tion. Joy is the ultimate proof.

**2NC ALTERNATIVE**

**5. Zapatistas** – **they began from autonomous movements outside the state, refusing to make their politics visible and have been engaged in successful revolutions against the Mexican government**

**Public Sphere Project 08** – (an initiative of Computer Professionals for Social Responsibility (CPSR) to help promote more effectiveand equitable public spheres all over the world, “Liberating Voices! A Pattern Language for Communication Revolution,” http://www.publicsphereproject.org/patterns/pattern.pl/public?pattern\_id=379)

By refusing to put a face on those in a group or movement, the

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the fight for peace and democracy for the marginalized populations of the world.

**AT: EDUCATION BAD NOW**

**The authors they read making this argument is Giroux.**

**Giroux is a terrible starting point for education – his method has zero potential to effect productive political change. Their method has been tried and failed numerous times in the past**

**Zorn 01** – senior lecturer of English at Santa Clara University (Jeff, “Henry Giroux's Pedagogy of the Oppressed” Academic Questions, Fall, ebsco)

Here one questions Giroux's strong links to Freire. Talk about pre-modern: Freire's work was with adult illiterates in remote, isolated Brazilian tribes. One cannot imagine a less apt model for U.S. education. The attraction, of course, is ideological, as Freire scorns First World school practices as … as models. And does he forget that some of us actually lived in communes and remember without fondness being harangued for eating too much of the hummus and not interacting enough with crazy Louise?

**Giroux’s method offers ZERO chance to revolutionize education – even if the goal of the 1ac is commendable, it’s methodological starting point is a bankrupt failure. Give them zero offense**

**Zorn 01** - senior lecturer of English at Santa Clara University (Jeff, “Henry Giroux's Pedagogy of the Oppressed” Academic Questions, Fall, ebsco)

A favorite sentence-pattern of Giroux's … **calls for.** You want to speak to Giroux person-to-person and say, “Look, Henry, you've got three choices here. Be a philosophy professor. Or do something to improve schools, in all their sloppy human imperfection. Or follow your star and be a revolutionary, a pamphleteer at the factory gate. But please, don't keep trying to finesse a blend of these incompatible roles. It just doesn't work; it makes for bad writing, worse politics, and stay the hell away from my children.”

**2NC PERM DO BOTH**

**2. Democracy DA: personal conversations are not the foundation of the public sphere – create dangerous encroachments into democratic norms**

**Schudson 97** – Ph.D. in sociology from Harvard, former prof of communication and sociology at UCSD, current prof of journalism at Columbia (Michael, “Why conversation is not the soul of democracy,” Critical Studies in Mass Communication Volume 14, Issue 4//MGD)

THE NOTIONS of "civil society" and "the public sphere" have drawn

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. But I also think it has been misleading, perhaps dangerously so.