# 1nc

**1NC FRAMEWORK**

**Our interpretation is that the affirmative must advocate the resolution through an instrumental defense of action by the United States federal government. They have chosen to generate offense based on un-topical stances like hip hop and narratives.**

**They aren’t topical –**

**“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.

**Vote negative –**

**a. stasis disad – a predictable topic forces pre-round internal-reflective deliberation which is the only way 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.

**A limited topic of discussion is key to productive inculcation of decision-making and advocacy skills in every and all facets of life – even if their position is contestable that’s distinct from it being valuably debatable – 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 **…** outlined in the following discussion.

**b. switch-side debate – read your argument on the negative, that’s key to 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).

**c. 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 – K**

**Hip hop is dead.  The aff’s use of hip-hop is anything but revolutionary – the appeal to authentic local practices of experiential knowledge reintrenches the fable of identity and makes a coherent critique of capitalism impossible.  Their conception that hip-hop is necessarily transformative is just another means to covertly essentialize identity and obscure the tools of class analysis.**

**Darder**, **and Torress**, **04** [Antonia, Prof of education policy studies at U of Illinois, and Rodolfo, Associate prof of latino studies at UC Irvine, After Race:  Racism after multiculturalism, p. 101-4 //liam]

The process of signification is at work in the emphasis that critical race theory places

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constituted, reproduced and transformed” (Viotti da Costa 2001, 22).

**Externally, the short term drive for profit necessitated by capitalism corrupts rational decision making --- this is the only avenue to extinction**

**Marko, 3** (Anarchism and Human Survival: Russell’s problem, May 14, 2003, <https://www2.indymedia.org.uk/en/2003/05/68173.html>)

There exist three threats to survival namely nuclear war, ecological change and north-

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population to constrain and eventually overthrow these institutions because apocalypse is institutionally rational.

**This is a question of non-permutable starting points; only refusal to participate in their pedagogical play can generate a movement away from the system**

**McLaren, 6** (Peter, University of California, “Slavoj Žižek's Naked Politics: Opting for the Impossible, A Secondary Elaboration”, JAC, <http://www.jacweb.org/Archived_volumes/Text_articles/V21_I3_McLaren.htm>, jj)

Žižek challenges the relativism of the gender-race-class grid of reflexive positionality

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of each is the condi-tion for the free development of all?

**1NC CASE**

**Narratives are accommodated into hegemonic structures- they obscure the connection between particular stories and universal problems and place certain truths beyond question- this is an epistemological indict**

Patricia Ewick and Susan S. Silbey Law & Society Review, 00239216, 1995, Vol. 29, Issue 2

In the previous section, we discussed how narratives, like the lives and …, and some consumer protection regimes derive directly from the provision of legal remedies without the requirement to produce an individually crafted narrative of right and liability.

**The 1AC activist stance commodifies the experiences of the oppressed they claim to speak for – this renders the 1ac 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 03** – 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.

**Starting politics from the standpoint of an excluded identity-group is a vengeful politics of resentment---it can only position itself reactively against an ostensible universal like Whiteness, inevitably re-instantiating the terms of oppression**

**Bhambra 10** – U Warwick—AND—Victoria Margree—School of Humanities, U Brighton (Identity Politics and the Need for a ‘Tomorrow’, http://www.academia.edu/471824/Identity\_Politics\_and\_the\_Need\_for\_a\_Tomorrow\_)

2 The Reification of Identity We wish to turn now to a related problem within

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to the identity being foreclosed through its attention to past-based grievances.

**Hip hop is inevitably marketed to white consumers- turns black culture into a commodity that can be tossed away**

**-**Card can also be used as an alt- diaspora movement

**Hartigan 5- prof of anthropology @ UT, PhD from University of California, Santa Cruz**

(John, South Atlantic Quarterly 104.3, Summer, “Culture against Race: Reworking the Basis for Racial Analysis”)

One might be tempted to assume that Gilroy’s stance is largely polemical, but his

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be able to do away with race, but seemingly not with culture.

# 2nc

**2NC OVERVIEW**

**Don’t get any ideas that their performance of hip hop actualizes change – they cannot weigh the case against our procedural topicality argument – they operate under a politics of delusion – assuming that the ballot represents anything other more than a decision about who won the debate reduces their speech act to a lecture on the myth of the model minority that is commodified to appease the academy – turns case, star this card**

**Gunnell 86** - Distinguished Professor of Political Science at University of Albany (John G., “Tradition, Interpretation, and Science: Political Theory in the American Academy” pages 351-352)

There may be pointed exceptions; but, on the whole, the … structure for another.

**AT: EXCLUSIONARY**

**Decolonizing the academy is an attempt to proclaim innocence and assuage our guilt---proposing specific reforms is necessary to overcome the temptations of this palliative---also proves T version of aff**

**Tuck 12**—Assistant Professor of Educational Foundations at the State University of New York at New Paltz. (Eve, Decolonization is not a metaphor, Decolonization: Indigeneity, Education & Society, Vol. 1, No. 1, 2012, pp. 1-40)

Fanon told us in 1963 that decolonizing the mind is the first step, not

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as decolonization and does not inherently offer any pathways that lead to decolonization.

**AT: SIMULATES PERFECT GOV**

**Policy focus is key to challenge racist structures**

**Themba-Nixon 2k**, Executive Director of The Praxis Project, a nonprofit organization helping communities use media and policy advocacy

Makani, July 31, Colorlines, Changing the Rules: What Public Policy Means for Organizing, Vol 3.2)

“This is all about policy," a woman complained to me in a

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. Of course, policy work is just one tool in our box.

**AT: NARRATIVES GOOD**

**Narratives bad—they entrench the exclusion they try to combat by obstructing factual truth analysis**

**Epstein 93** – (Richard, James Parker Hall Distinguished Service Prof. Law – U. Chicago, Stanford Law Review, “Legal Education and the Politics of Exclusion”, 45 Stan. L. Rev. 1607, July, L/N)

One source of exclusivity is an attempt to redefine the relationship between experience and knowledge

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the academic mission of a university or law school is to be fulfilled.

**AT: HIP HOP GOOD**

**Hip-hop is profoundly depoliticizing and channels resistance away from the state. Cultural studies is the consolation prize in the game of politics—the real winners are the right wing elites**

**Gitlin, 97 -** professor of journalism and sociology at Columbia(Todd, “The anti-political populism of cultural studies,” Dissent, Spring, proquest)

From the late 1960s onward, as I have said, the insurgent energy …, demonstrations, lobbies, whatever; let us do politics. Let us not think that our academic work is already that.

**2NC STASIS DA**

**Broad limits turn exclusion – ethical obligation to vote negative**

**Rowland 84 –** (Robert C., Baylor U., “Topic Selection in Debate”, American Forensics in Perspective Ed. Parson, p. 53-4)

The first major problem identified by the work group as relating to topic selection is

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of broad topics that has led some **small schools** to **cancel their programs**.

**2NC FAIRNESS OUTWEIGHS**

**Turns education – the debate space creates backlash and fractures coalitions – losers become scapegoats**

**Atchison and Panetta 09** – (Jarrod, PhD. In Speech Communication.  Edward, Ph.D. in Communication. “Intercollegiate Debate Speech Communication: Historical Developments and Issues for the Future”; The SAGE Handbook of Rhetorical Studies, Pg. 28-9) JFS

The larger problem with locating the "debate as activism" perspective within the competitive

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long community problems requires a tremendous effort by a great number of people.

# 1nr

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**The impact is extinction**

**Baudrillard 10** – (Jean, Carnival and Cannibal; Ventriloquous Evil, p. 70-73) [m leap]

**IN THE PROMETHEAN PERSPECTIVE of unlimited growth, there is** not merely **the desire to**

**AND**

**form of understanding** or intelligence, **which is the intelligence of the mystery.**