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====A – Interpretation:====

====Topical affirmatives must affirm the resolution through instrumental defense of action by the United States Federal Government. ====

====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~~%23howtocite\*\*

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-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)

====C – Vote neg – ====

====First is Decisionmaking====

====The primary purpose of debate should be to improve our skills as decision-makers. We are all individual policy-makers who make choices every day that affect us and those around us. We have an obligation to the people affected by our decisions to use debate as a method for honing these critical thinking and information processing abilities. ====

Austin J. \*\*Freeley and\*\* David L. \*\*Steinberg\*\* – John Carroll University / U Miami – \*\*2009\*\*, Argumentation and Debate: Critical Thinking for Reasoned Decision Making, p. 1-4, googlebooks

After several days of intense debate, first the United States House of Representatives and

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customer for out product, or a vote for our favored political candidate.

====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/-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 school

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

====Additionally, The best route to improving decision-making is through discussion about public policy ====

====Mutually accessible information – There is a wide swath of literature on governmental policy topics – that ensures there will be informed, predictable, and in-depth debate over the aff~’s decision. Individual policymaking is highly variable depending on the person and inaccessible to outsiders.====

====Harder decisions make better decisionmakers – The problems facing public policymakers are a magnitude greater than private decisions. We all know plans don~’t actually happen, but practicing imagining the consequences of our decisions in the high-stakes games of public policymaking makes other decisionmaking easier. ====

====External actors – the decisions we make should be analyzed not in a vacuum but in the complex social field that surrounds us====

====Second is Predictable Limits - The resolution proposes the question the negative is prepared to answer and creates a bounded list of potential affs for us to think about. Debate has unique potential to change attitudes and grow critical thinking skills because it forces pre-round internal deliberation on a of a focused, common ground of debate – simply saying the caselist is bad does not allow the possibility of in-depth discussions of the resolution ====

Robert E. \*\*Goodin and\*\* Simon J. \*\*Niemeyer\*\*- Australian National University- \*\*2003\*\*,

When Does Deliberation Begin? Internal Reflection versus Public Discussion in Deliberative Democracy, POLITICAL STUDIES: 2003 VOL 51, 627–649, http://onlinelibrary.wiley.com/doi/10.1111/j.0032-3217.2003.00450.x/pdf

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 Dogmatism – Most problems are not black and white but have complex, uncertain interactions. By declaring that caselist is always bad, they prevent us from understanding the nuances of an incredibly important and complex issue. This is the epitome of dogmatism ====

\*\*Keller, et. al,\*\*– Asst. professor School of Social Service Administration U. of Chicago - \*\*2001\*\*

(Thomas E., James K., and Tracly K., Asst. professor School of Social Service Administration U. of Chicago, professor of Social Work, and doctoral student School of Social Work, "Student debates in policy courses: promoting policy practice skills and knowledge through active learning," Journal of Social Work Education, Spr/Summer 2001, EBSCOhost)

John Dewey, the philosopher and educational reformer, suggested that the initial advance in

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systems, the learning process will be facilitated" (p. 28).

The authors believe that involving students in substantive debates challenges them to learn and grow

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yield a reevaluation and reconstruction of knowledge and beliefs pertaining to the issue.

====Our method solves – Even if the resolution is wrong, having a devil~’s advocate in deliberation is vitally important to critical thinking skills and avoiding groupthink====

\*\*Hugo \*\*Mercier and\*\* Hélène \*\*Landemore\*\*- \*\*2011\*\* \*\*

\*\*(Philosophy, Politics and Economics prof @ U of Penn, Poli Sci prof @ Yale), 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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suggestions have been made in the past (e.g., Bohman,

2007; Sunstein, 2003, 2006), the present theory provides additional arguments

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(e.g. Schweiger, Sandberg, %26 Ragan, 1986).

====Refusing to play the game is why we~’re losing – we need more administration and governance, not less====

Dean, 2011\*\* (Jodi, Professor of Political Science at Hobart and William Smith Colleges, "Politics without Politics," in "Reading Ranciere," ed. Paul Bowman and Richard Stamp, p. 75-78)\*\*

The criticisms of left embrace of democracy I raise here are part of a broadly

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this setting, techno-legal regulation and administration would be an improvement.

====The state is inevitable – our obligation is to make it as ethical as possible====

Simmons 99 William Paul, current Associate Professor of Political Science at ASU, formerly at Bethany College in the Department of History and Political Science, "The Third: Levinas~’ theoretical move from an-archical ethics to the realm of justice and politics," Philosophy %26 Social Criticism November 1, 1999 vol. 25 no. 6

Since ~’it is impossible to escape the State~’, 70 Levinas insists that the

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to itself, only hastens the contrary of what it wants to secure.

====A focus on policy is necessary to learn the pragmatic details of powerful institutions – acting without this knowledge is doomed to fail in the face of policy professionalists who make the decisions that actually affect outcomes====

McClean, Adjunct Professor of Philosophy at Molloy College in New York, ~’1 (David E., "The Cultural Left and the Limits of Social Hope", Conference of the Society for the Advancement of American Philosophy, http://www.americanphilosophy.org/archives/past\_conference\_programs/pc2001/)

Or we might take Foucault who, at best, has provided us with what

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critics with their snobish disrespect for the so-called "managerial class."

====The uncompromising ideology of the affirmative creates greater exclusion than it solves====

\*\*Knight\*\*, Professor of Education at LaTrobe University, \*\*2k\*\*

(The Urban Review, Vol. 32, No. 3, Democratic Education and Critical Pedagogy, link.springer.com/content/pdf/10.1023%2FA%3A1005177227794.pdf)

It is difficult for critical pedagogy to encourage the oppressed to traditional academic success,

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, but what is proposed is vague and is expressed in secret code.

Critical pedagogy has its own brand of exclusiveness. It is an exclusiveness that is

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is used to include and exclude—nobody excludes better than critical pedagogues.

====Only the organized public matters – individual opinion alone is useless====

\*\*Skocpol 2013\*\* – professor in political science at Harvard (January, Theda, "NAMING THE PROBLEM What It Will Take to Counter Extremism and Engage Americans in the Fight against Global Warming" [[http://www.scholarsstrategynetwork.org/sites/default/files/skocpol\_captrade\_report\_january\_2013y.pdf-http://www.scholarsstrategynetwork.org/sites/default/files/skocpol\_captrade\_report\_january\_2013y.pdf]])

This will never be just a matter of merely pointing to national opinion polls in

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USCAP spent on disconnected messaging campaigns in 2009 and 2010 were largely wasted.

## 2NC

====They say limits control populations, Absent questions of engagement with existing institutions their aff is futile – individual change is overshadowed by dominant structures —====

\*\*Wight – Professor of IR @ University of Sydney – 6\*\*

(Colin, Agents, Structures and International Relations: Politics as Ontology, pgs. 48-50

One important aspect of this relational ontology is that these relations constitute our identity as

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upon it, upon its specific characteristics, its constants and its variables~’.

====America has failed to act on global warming due to its devaluation of developing countries – The silence and disengagement of debate marginalizes the energy-oppressed poor guaranteeing a destruction of their cultures====

\*\*Gordon 7 \*\*– Professor of Law at Villanova University

(Ruth, "THE CLIMATE OF ENVIRONMENTAL JUSTICE: TAKING STOCK: CLIMATE CHANGE AND THE POOREST NATIONS: FURTHER REFLECTIONS ON GLOBAL INEQUALITY, 78 U. Colo. L. Rev. 1559, lexis, dml)

There is no longer any question that the earth~’s climate is warming. We can

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whether it is or is not is entirely in the hands of others.

### AT: Aff K2 Ethical Decisionmaking

====Ethical obligations must take into account the consequences====

\*\*Johnson\*\*, Professor of Philosophy at the University of Maryland, \*\*~’85\*\* (Conrad, August, "The Authority of the Moral Agent" Journal of Philosophy, No 8 p 391, JSTOR)

If we follow the usual deontological conception, there are also well-known difficulties

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of the philosophical thought experiment, has been verified by the Infallible Optimizer.