# Round 4—Neg vs Binghamton RS

## 1NC

### 1nc

#### The aff’s not topical—the object of the resolution is “war powers authority”—that's grammatically intuitive and predictable. The aff must target this for discussion—topicality is a voter:

#### 1. It’s the basis for neg prep which is key to engage affs without unreasonable demands on 2Ns—educational debates with realistic workloads are key to any vision for the activity—also directly key to participation.

#### 2. War powers debates are good—without topicality, there’s a competitive incentive to avoid them and the neg ground associated—

#### First, they give undergrads an opportunity to uncover a debate that would otherwise be stifled in public—that challenges conventional wisdom on a timely controversy

**Kurr 2013** – Ph.D. student in the Communication Arts & Sciences program at Pennsylvania State University and a coach for the Penn State Debate Society (9/5, UVA Miller Center & CEDA Public Debate Series, “Bridging Competitive Debate and Public Deliberation on Presidential War Powers”, http://public.cedadebate.org/node/14)

Taken together, the connection between tournament competition and a public collaboration reorients the pedagogical function of debate. Gordon Mitchell and his colleagues comment on this possibility, “The debate tournament site’s potential to work as a translational pipeline for scholarly research presents unique opportunities for colleges and universities seeking to bolster their institutional infrastructure for undergraduate research” (Mitchell et al, 2010, p. 15). Indeed, the debate series affords competitors the opportunity to become part of the discussion and inform policymakers about potential positions, as opposed to the traditional reactionary format of hosting public debates at the season’s end. Empirically, these events had the effect of “giv[ing] voice to previously buried arguments” that “subject matter experts felt reticent to elucidate because of their institutional affiliations” (Mitchell, 2010, p. 107). Given the timeliness of the topic, these debates provide a new voice into the ongoing deliberation over war powers and help make the fruits of competitive research have a public purpose.

The second major function concerns the specific nature of deliberation over war powers. Given the connectedness between presidential war powers and the preservation of national security, deliberation is often difficult. Mark Neocleous describes that when political issues become securitized; it “helps consolidate the power of the existing forms of social domination and justifies the short-circuiting of even the most democratic forms.” (2008, p. 71). Collegiate debaters, through research and competitive debate, serve as a bulwark against this “short-circuiting” and help preserve democratic deliberation. This is especially true when considering national security issues. Eric English contends, “The success … in challenging the dominant dialogue on homeland security politics points to efficacy of academic debate as a training ground.” Part of this training requires a “robust understanding of the switch-side technique” which “helps prevent misappropriation of the technique to bolster suspect homeland security policies” (English et. al, 2007, p. 224). Hence, competitive debate training provides foundation for interrogating these policies in public.

Alarmism on the issues of war powers is easily demonstrated by Obama’s repeated attempts to transfer detainees from Guantanamo Bay. Republicans were able to launch a campaign featuring the slogan, “not in my backyard” (Schor, 2009). By locating the nexus of insecurity as close as geographically possible, the GOP were able to instill a fear of national insecurity that made deliberation in the public sphere not possible. When collegiate debaters translate their knowledge of the policy wonkery on such issues into public deliberation, it serves to cut against the alarmist rhetoric purported by opponents.

In addition to combating misperceptions concerning detainee transfers, the investigative capacity of collegiate debate provides a constant check on governmental policies. A new trend concerning national security policies has been for the government to provide “status updates” to the public. On March 28, 2011, Obama gave a speech concerning Operation Odyssey Dawn in Libya and the purpose of the bombings. Jeremy Engels and William Saas describe this “post facto discourse” as a “new norm” where “Americans are called to acquiesce to decisions already made” (2013, p. 230). Contra to the alarmist strategy that made policy deliberation impossible, this rhetorical strategy posits that deliberation is not necessary. Collegiate debaters researching war powers are able to interrogate whether deliberation is actually needed. Given the technical knowledge base needed to comprehend the mechanism of how war powers operate, debate programs serve as a constant investigation into whether deliberation is necessary not only for prior action but also future action. By raising public awareness, there is a greater potential that “the public’s inquiry into potential illegal action abroad” could “create real incentives to enforce the WPR” (Druck, 2010, p. 236). While this line of interrogation could be fulfilled by another organization, collegiate debaters who translate their competitive knowledge into public awareness create a “space for talk” where the public has “previously been content to remain silent” (Engels & Saas, 2013, p. 231).

Given the importance of presidential war powers and the strategies used by both sides of the aisle to stifle deliberation, the import of competitive debate research into the public realm should provide an additional check of being subdued by alarmism or acquiescent rhetorics. After creating that space for deliberation, debaters are apt to influence the policies themselves. Mitchell furthers, “Intercollegiate debaters can play key roles in retrieving and amplifying positions that might otherwise remain sedimented in the policy process” (2010, p. 107). With the timeliness of the war powers controversy and the need for competitive debate to reorient publicly, the CEDA/Miller Center series represents a symbiotic relationship that ought to continue into the future. Not only will collegiate debaters become better public advocates by shifting from competition to collaboration, the public becomes more informed on a technical issue where deliberation was being stifled. As a result, debaters reinvigorate debate.

#### Second, key to education on the particulars of the US presidency—that's a prior question to any informed criticism

Mucher, 12 [“Malaise in the Classroom: Teaching Secondary Students about the Presidency” [Stephen Mucher](http://www.bard.edu/academics/faculty/faculty.php?action=details&id=1969) is assistant professor of history education in the Master of Arts in Teaching Program at Bard College, <http://www.hannaharendtcenter.org/?p=7741>]

Contemporary observers of secondary education have appropriately decried the startling lack of understanding most students possess of the American presidency. This critique should not be surprising. In textbooks and classrooms across the country, curriculum writers and teachers offer an abundance of disconnected facts about the nation’s distinct presidencies—the personalities, idiosyncrasies, and unique time-bound crises that give character and a simple narrative arc to each individual president. Some of these descriptions contain vital historical knowledge. Students should learn, for example, how a conflicted Lyndon Johnson pushed Congress for sweeping domestic programs against the backdrop of Vietnam or how a charismatic and effective communicator like Ronald Reagan found Cold War collaboration with Margaret Thatcher and Mikhail Gorbachev. But what might it mean to ask high school students to look across these and other presidencies to encourage more sophisticated forms of historical thinking? More specifically, what might teachers begin to do to promote thoughtful writing and reflection that goes beyond the respective presidencies and questions the nature of the executive office itself? And how might one teach the presidency, in Arendtian fashion, encouraging open dialogue around common texts, acknowledging the necessary uncertainty in any evolving classroom interpretation of the past, and encouraging flexibility of thought for an unpredictable future? By provocatively asking whether the president “matters,” the [2012 Hannah Arendt Conference](http://www.bard.edu/hannaharendtcenter/conference9-12/) provided an ideal setting for New York secondary teachers to explore this central pedagogical challenge in teaching the presidency. Participants in this special writing workshop, scheduled concurrently with the conference, attended conference panels and also retreated to consider innovative and focused approaches to teaching the presidency. Conference panels promoted a broader examination of the presidency than typically found in secondary curricula. A diverse and notable group of scholars urged us to consider the events and historical trends, across multiple presidencies, constraining or empowering any particular chief executive. These ideas, explored more thoroughly in the intervening writing workshops, provoked productive argument on what characteristics might define the modern American presidency. In ways both explicit and implicit, sessions pointed participants to numerous and complicated ways Congress, the judiciary, mass media, U.S. citizens, and the president relate to one another. This sweeping view of the presidency contains pedagogical potency and has a place in secondary classrooms. Thoughtful history educators should ask big questions, encourage open student inquiry, and promote civic discourse around the nature of power and the purposes of human institutions. But as educators, we also know that the aim and value of our discipline resides in place-and time-bound particulars that beg for our interpretation and ultimately build an evolving understanding of the past. Good history teaching combines big ambitious questions with careful attention to events, people, and specific contingencies. Such specifics are the building blocks of storytelling and shape the analogies students need to think through an uncertain future. Jimmy Carter’s oval office speech on July 15, 1979, describing a national “crisis of confidence” presented a unique case study for thinking about the interaction between American presidents and the populations the office is constitutionally obliged to serve. Workshop participants prepared for the conference by watching the [video footage](http://www.youtube.com/watch?v=KCOd-qWZB_g) from this address and reading parts of Kevin Mattson’s [history of the speech](http://www.nytimes.com/2009/07/15/books/excerpt-what-the-heck-mr-president.html). In what quickly became known as the “Malaise Speech,” Carter attempted a more direct and personal appeal to the American people, calling for personal sacrifice and soul searching, while warning of dire consequences if the nation did not own up to its energy dependencies. After Vietnam and Watergate, Carter believed, America needed a revival that went beyond policy recommendations. His television address, after a mysterious 10-day sequestration at Camp David, took viewers through Carter’s own spiritual journey and promoted the conclsions he drew from it. Today, the Malaise Speech has come to symbolize a failed Carter presidency. He has been lampooned, for example, on The Simpsons as our most sympathetically honest and humorously ineffectual former president. In one [episode](http://www.youtube.com/watch?v=D91IlKLtIH8), residents of Springfield cheer the unveiling of his presidential statue, emblazoned with “Malaise Forever” on the pedestal. Schools give the historical Carter even less respect. Standardized tests such as the NY Regents exam ask little if anything about his presidency. The Malaise speech is rarely mentioned in classrooms—at either the secondary or post-secondary levels. Similarly, few historians identify Carter as particularly influential, especially when compared to the leaders elected before and after him. Observers who mention his 1979 speeches are most likely footnoting a transitional narrative for an America still recovering from a turbulent Sixties and heading into a decisive conservative reaction. Indeed, workshop participants used writing to question and debate Carter’s place in history and the limited impact of the speech. But we also identified, through [primary sources](http://www.livingroomcandidate.org/commercials/1976) on the 1976 election and documents around the speech, ways for students to think expansively about the evolving relationship between a president and the people. A quick analysis of the [electoral map](http://en.wikipedia.org/wiki/File:1976prescountymap2.PNG) that brought Carter into office reminded us that Carter was attempting to convince a nation that looks and behaves quite differently than today. The vast swaths of blue throughout the South and red coastal counties in New York and California are striking. Carter’s victory map can resemble an electoral photo negative to what has now become a familiar and predictable image of specific [regional alignments](http://www.washingtonpost.com/wp-srv/politics/interactives/campaign08/election/uscounties.html) in the Bush/Obama era. The president who was elected in 1976, thanks in large part to an electorate still largely undefined by the later rise of the Christian Right, remains an historical enigma. As an Evangelical Democrat from Georgia, with roots in both farming and nuclear physics, comfortable admitting his sins in both Sunday School and Playboy, and neither energized by or defensive about abortion or school prayer, Carter is as difficult to image today as the audience he addressed in 1979. It is similarly difficult for us to imagine the Malaise Speech ever finding a positive reception. However, this is precisely what [Mattson](http://www.nytimes.com/2009/08/02/books/review/Bai-t.html) argues. Post-speech weekend polls gave Carter’s modest popularity rating a surprisingly respectable 11-point bump. Similarly, in a year when most of the president’s earlier speeches were ignored, the White House found itself flooded with phone calls and letters, almost universally positive. The national press was mixed and several prominent columnists praised the speech. This reaction to such an unconventional address, Mattson goes on to argue, suggests that the presidency can matter. Workshop participants who attended later sessions heard Walter Russell Mead reference the ways presidents can be seen as either transformative or transactional. In many ways, the “malaise moment” could be viewed as a late term attempt by a transactional president to forge a transformational presidency. In the days leading up to the speech, Carter went into self-imposed exile, summoning spiritual advisors to his side, and encouraging administration-wide soul searching. Such an approach to leadership, admirable to some and an act of desperation to others, defies conventions and presents an odd image of presidential behavior (an idea elaborated on by conference presenter Wyatt Mason). “Malaise” was never mentioned in Carter’s speech. But his transformational aspirations are hard to miss. In a nation that was proud of hard work, strong families, close-knit communities, and our faith in God, too many of us now tend to worship self-indulgence and consumption. Human identity is no longer defined by what one does, but by what one owns. But we've discovered that owning things and consuming things does not satisfy our longing for meaning. We've learned that piling up material goods cannot fill the emptiness of lives which have no confidence or purpose. It is this process—the intellectual act of interpreting Carter and his [in]famous speech as aberrant presidential behavior—that allows teachers and their students to explore together the larger question of defining the modern presidency. And it is precisely this purposeful use of a small number of primary sources that forces students to rethink, through writing and reflection, the parameters that shape how presidents relate to their electorate. In our workshop we saw how case studies, in-depth explorations of the particulars of history, precede productive debate on whether the presidency matters. The forgotten Carter presidency can play a disproportionately impactful pedagogical role for teachers interested in exploring the modern presidency. As any high school teacher knows, students rarely bring an open interpretive lens to Clinton, Bush, or Obama. Ronald Reagan, as the first political memory for many of their parents, remains a polarizing a figure. However, few students or their parents hold strong politically consequential opinions about Carter. Most Americans, at best, continue to view him as a likable, honest, ethical man who is much more effective as an ex-president than he was as president. Workshop participants learned that the initial support Carter received after the Malaise Speech faded quickly. Mattson and some members of the administration now argue that the President lacked a plan to follow up on the goodwill he received from a nation desiring leadership. Reading [Ezra Klein](http://m.newyorker.com/reporting/2012/03/19/120319fa_fact_klein), we also considered the possibility that, despite all the attention educators give to presidential speeches (as primary sources that quickly encapsulate presidential visions), there is little empirical evidence that any public address really makes much of a difference. In either case, Carter’s loss 16 months later suggests that his failures of leadership both transformational and transactional. Did Carter’s speech matter? The teachers in the workshop concluded their participation by attempting to answer this question, working collaboratively to draft a brief historical account contextualizing the 1979 malaise moment. In doing so, we engaged in precisely the type of activity missing in too many secondary school classrooms today: interrogating sources, corroborating evidence, debating conflicting interpretations, paying close attention to language, and doing our best to examine our underlying assumptions about the human condition. These efforts produced some clarity, but also added complexity to our understanding of the past and led to many additional questions, both pedagogical and historical. In short, our writing and thinking during the Arendt Conference produced greater uncertainty. And that reality alone suggests that study of the presidency does indeed matter.

### 1nc

#### Next off, don’t call it the K—the speciesism counter-narrative—

#### The 1AC is vocal in its criticism of the racial formations within contemporary politics—but fails to address the more structural question of anthropocentric oppression. For example—why is it that when Europeans colonized America they attempted to civilize Natives and bring them into their culture, but killed animals LIKE THE ONES THE 1AC DESCRIBED without a second thought? Why does the inclusion of the non-human feel like an AFTERTHOUGHT in the 1AC, tacked on as mere examples of the violences of colonialism? Questions like this are important—they reveal an underlying reliance on anthropocentric hierarchies within the 1AC’s emancipatory discourse.

Best 7 – Associate Professor at the University of Texas in the Department of Humanities and Philosophy (Steven, “Eternal Treblinka: Our Treatment of Animals and the Holocaust, by Charles Patterson” *Journal for Critical Animal Studies*, <http://www.criticalanimalstudies.org/JCAS/Journal_Articles_download/Issue_7/bestpatterson.pdf>)

While a welcome advance over the anthropocentric conceit that only humans shape human actions, the environmental determinism approach typically fails to emphasize the crucial role that animals play in human history, as well as how the human exploitation of animals is a key cause of hierarchy, social conflict, and environmental breakdown. A core thesis of what I call “animal standpoint theory” is that animals have been key driving and shaping forces of human thought, psychology, moral and social life, and history overall. More specifically, animal standpoint theory argues that the oppression of human over human has deep roots in the oppression of human over animal.1

In this context, Charles Patterson’s recent book, The Eternal Treblinka: Our Treatment of Animals and the Holocaust, articulates the animal standpoint in a powerful form with revolutionary implications. The main argument of Eternal Treblinka is that the human domination of animals, such as it emerged some ten thousand years ago with the rise of agricultural society, was the first hierarchical domination and laid the groundwork for patriarchy, slavery, warfare, genocide, and other systems of violence and power. A key implication of Patterson’s theory is that human liberation is implausible if disconnected from animal liberation, and thus humanism -- a speciesist philosophy that constructs a hierarchal relationship privileging superior humans over inferior animals and reduces animals to resources for human use -- collapses under the weight of its logical contradictions.

Patterson lays out his complex holistic argument in three parts. In Part I, he demonstrates that animal exploitation and speciesism have direct and profound connections to slavery, colonialism, racism, and anti-Semitism. In Part II, he shows how these connections exist not only in the realm of ideology – as conceptual systems of justifying and underpinning domination and hierarchy – but also in systems of technology, such that the tools and techniques humans devised for the rationalized mass confinement and slaughter of animals were mobilized against human groups for the same ends. Finally, in the fascinating interviews and narratives of Part III, Patterson describes how personal experience with German Nazism prompted Jewish to take antithetical paths: whereas most retreated to an insular identity and dogmatic emphasis on the singularity of Nazi evil and its tragic experience, others recognized the profound similarities between how Nazis treated their human captives and how humanity as a whole treats other animals, an epiphany that led them to adopt vegetarianism, to become advocates for the animals, and develop a far broader and more inclusive ethic informed by universal compassion for all suffering and oppressed beings. The Origins of Hierarchy "As long as men massacre animals, they will kill each other" –Pythagoras

It is little understood that the first form of oppression, domination, and hierarchy involves human domination over animals.2 Patterson’s thesis stands in bold contrast to the Marxist theory that the domination over nature is fundamental to the domination over other humans. It differs as well from the social ecology position of Murray Bookchin that domination over humans brings about alienation from the natural world, provokes hierarchical mindsets and institutions, and is the root of the long-standing western goal to “dominate” nature.3 In the case of Marxists, anarchists, and so many others, theorists typically don’t even mention human domination of animals, let alone assign it causal primacy or significance. In Patterson’s model, however, the human subjugation of animals is the first form of hierarchy and it paves the way for all other systems of domination such as include patriarchy, racism, colonialism, anti-Semitism, and the Holocaust. As he puts it, “the exploitation of animals was the model and inspiration for the atrocities people committed against each other, slavery and the Holocaust being but two of the more dramatic examples.”4

Hierarchy emerged with the rise of agricultural society some ten thousand years ago. In the shift from nomadic hunting and gathering bands to settled agricultural practices, humans began to establish their dominance over animals through “domestication.” In animal domestication (often a euphemism disguising coercion and cruelty), humans began to exploit animals for purposes such as obtaining food, milk, clothing, plowing, and transportation. As they gained increasing control over the lives and labor power of animals, humans bred them for desired traits and controlled them in various ways, such as castrating males to make them more docile. To conquer, enslave, and claim animals as their own property, humans developed numerous technologies, such as pens, cages, collars, ropes, chains, and branding irons.

The domination of animals paved the way for the domination of humans. The sexual subjugation of women, Patterson suggests, was modeled after the domestication of animals, such that men began to control women’s reproductive capacity, to enforce repressive sexual norms, and to rape them as they forced breeding in their animals. Not coincidentally, Patterson argues, slavery emerged in the same region of the Middle East that spawned agriculture, and, in fact, developed as an extension of animal domestication practices. In areas like Sumer, slaves were managed like livestock, and males were castrated and forced to work along with females.

In the fifteenth century, when Europeans began the colonization of Africa and Spain introduced the first international slave markets, the metaphors, models, and technologies used to exploit animal slaves were applied with equal cruelty and force to human slaves. Stealing Africans from their native environment and homeland, breaking up families who scream in anguish, wrapping chains around slaves’ bodies, shipping them in cramped quarters across continents for weeks or months with no regard for their needs or suffering, branding their skin with a hot iron to mark them as property, auctioning them as servants, breeding them for service and labor, exploiting them for profit, beating them in rages of hatred and anger, and killing them in vast numbers – all these horrors and countless others inflicted on black slaves were developed and perfected centuries earlier through animal exploitation.

As the domestication of animals developed in agricultural society, humans lost the intimate connections they once had with animals. By the time of Aristotle, certainly, and with the bigoted assistance of medieval theologians such as St. Augustine and Thomas Aquinas, western humanity had developed an explicitly hierarchical worldview – that came to be known as the “Great Chain of Being” – used to position humans as the end to which all other beings were mere means.

Patterson underscores the crucial point that the domination of human over human and its exercise through slavery, warfare, and genocide typically begins with the denigration of victims. But the means and methods of dehumanization are derivative, for speciesism provided the conceptual paradigm that encouraged, sustained, and justified western brutality toward other peoples. “Throughout the history of our ascent to dominance as the master species,” Patterson writes, “our victimization of animals has served as the model and foundation for our victimization of each other. The study of human history reveals the pattern: first, humans exploit and slaughter animals; then, they treat other people like animals and do the same to them.”5 Whether the conquerors are European imperialists, American colonialists, or German Nazis, western aggressors engaged in wordplay before swordplay, vilifying their victims – Africans, Native Americans, Filipinos, Japanese, Vietnamese, Iraqis, and other unfortunates – with opprobrious terms such as “rats,” “pigs,” “swine,” “monkeys,” “beasts,” and “filthy animals.”

Once perceived as brute beasts or sub-humans occupying a lower evolutionary rung than white westerners, subjugated peoples were treated accordingly; once characterized as animals, they could be hunted down like animals.6 The first exiles from the moral community, animals provided a convenient discard bin for oppressors to dispose the oppressed. The connections are clear: “For a civilization built on the exploitation and slaughter of animals, the `lower’ and more degraded the human victims are, the easier it is to kill them.”7 Thus, colonialism, as Patterson describes, was a “natural extension of human supremacy over the animal kingdom.”8 For just as humans had subdued animals with their superior intelligence and technologies, so many Europeans believed that the white race had proven its superiority by bringing the “lower races” under its command.

There are important parallels between speciesism and sexism and racism in the elevation of white male rationality to the touchstone of moral worth. The arguments European colonialists used to legitimate exploiting Africans – that they were less than human and inferior to white Europeans in ability to reason – are the very same justifications humans use to trap, hunt, confine, and kill animals. Once western norms of rationality were defined as the essence of **humanity** and social normality, by first using non-human animals as the measure of alterity, it was a short step to begin viewing odd, different, exotic, and eccentric peoples and types as non- or sub-human. Thus, the same criterion created to exclude animals from humans was also used to ostracize blacks, women, and numerous other groups from “humanity.” The oppression of blacks, women, and animals alike was grounded in an argument that biological inferiority predestined them for servitude. In the major strain of western thought, alleged rational beings (i.e., elite, white, western males) pronounce that the Other (i.e., women, people of color, animals) is deficient in rationality in ways crucial to their nature and status, and therefore are deemed and treated as inferior, subhuman, or nonhuman. Whereas the racist mindset creates a hierarchy of superior/inferior on the basis of skin color, and the sexist mentality splits men and women into greater and lower classes of beings, the speciesist outlook demeans and objectifies animals by dichotomizing the biological continuum into the antipodes of humans and animals. As racism stems from a hateful white supremacism, and sexism is the product of a bigoted male supremacism, so speciesism stems from and informs a violent human supremacism -- namely, the arrogant belief that humans have a natural or God-given right to use animals for any purpose they devise or, more generously, within the moral boundaries of welfarism and stewardship, which however was Judaic moral baggage official Chistianithy left behind.

#### This is a question of starting points. No perms—the aff has decided to forego a traditional advocacy in favor of a genealogical criticism—their decision to shift the discussion away from a normative statement about what should happen must be met with a willingness to assign links to their speech act and what they didn’t bring up. They said we should start with the question of the spatial history and colonization of Los Angeles—we say you should start with what both the colonizers and colonized were and still are eating.

#### Vote negative to write in the place of animals that die—the role of the ballot is to move towards a true political space which necessarily entails consideration of speciesism as prior rather than the “add animals and stir” approach of the 1AC

**Collard 13**—Geography Department at the University of British Columbia

(Rosemary-Claire, “Apocalypse Meow”, Capitalism Nature Socialism, 24:1, 35-41, dml)

‘‘A true political space,’’ writes Swyngedouw (2010b, 194), ‘‘is always a space of contestation for those who are not-all, who are uncounted and unnamed.’’ This true political space necessarily includes\*if only by virtue of their exclusion\*animals, the ‘‘constitutive outside’’ of humanity itself. How we respond to this dynamic ought to be a central question of critical scholarship and philosophizing. To be a philosopher, says Deleuze in the ‘‘A for Animal’’ entry to the ‘‘abecedary’’ (L’abe´ce´daire de Gilles Deleuze 1989), ‘‘is to write in the place of animals that die.’’ This is still an imperfect way of describing my objective (for one thing, I am also interested in animals that are still alive), but it is an improvement over being a ‘‘spokesperson’’ for animals, which are often characterized as speechless and may be rendered more so having spokespeople appointed to speak on their behalf. To write in the place of animals that die seems a preferable, though still fraught, characterization.

This paper is therefore written in the place of those uncounted and unnamed non-subjects of political space, the animals that die, the nonhumans, the hundreds of millions of animals that are ‘‘living out our nightmares’’ (Raffles 2010, 120): injected, tested, prodded, then discarded. We have denied, disavowed, and misunderstood animals. They are refused speech, reason, morality, emotion, clothing, shelter, mourning, culture, lying, lying about lying, gifting, laughing, crying\*the list has no limit. But ‘‘who was born first, before the names?’’ Derrida (2008, 18) asks. ‘‘Which one saw the other come to this place, so long ago? Who will have been the first occupant? Who the subject? Who has remained the despot, for so long now?’’ Some see identifying this denial as a side-event, inconsequential, even sort of silly. The belief in human superiority is firmly lodged and dear to people’s hearts and senses of themselves. It also seems a daunting task, not a simple matter of inserting the excluded into the dominant political order, which as Z ˇ izˇek (1999) writes, neglects how these very subversions and exclusions are the order’s condition of being.

#### This is exceedingly relevant to the 1AC’s political project—our demand for the recognition of the non-human shatters the concepts of humanity that they criticize—their failure to interrogate speciesism makes their supposedly radical discourse suspect

Best No Date [Steven, Chair of Philosophy at UT-EP, “Animal Rights and the New Enlightenment”, <http://www.drstevebest.org/AnimalRightsandtheNewEnlightenment.htm>]

Western society has made rapid moral progress since the 1960s. The student, black, brown, feminist, and gay and lesbian movements advanced the universalization of rights process, overcame major barriers of prejudice, and deepened human freedom. During this turbulent period of social strife, riots, mass demonstrations against the U.S. war in Vietnam, and worsening problems with poverty, homelessness, and class inequality, Martin Luther King formulated a vision of a “world house.” In this cosmopolitan utopia, all peoples around the globe would live in peace and harmony, with both their spiritual and material needs met by the fecundity of the modern world. But to whatever degree this dream might be realized, King’s world house is still a damn slaughterhouse, because humanism doesn’t challenge the needless confinement, torture, and killing of billions of animals. The humanist non-violent utopia will always remain a hypocritical lie until so-called “enlightened” and “progressive” human beings extend nonviolence, equality, and rights to the animals with whom we share this planet. The next logical step in human moral evolution is to embrace animal rights and accept its profound implications. Animal rights builds on the most progressive ethical and political advances human beings have made in the last two hundred years. Simply put, the argument for animal rights states that if humans have rights, animals have rights for the same reasons. Moral significance lies not in our differences as species but rather our commonalities as subjects of a life. This is the challenge of animal rights: can human beings become truly enlightened and overcome one of the last remaining prejudices enshrined in democratic legal systems? Can they reorganize their economic systems, retool their technologies, and transform their cultural traditions? Above all, can they construct new sensibilities, values, worldviews, and identities? The animal rights movement poses a fundamental evolutionary challenge to human beings in the midst of severe crises in the social and natural worlds. Can we recognize that the animal question is central to the human question? Can we grasp how the exploitation of animals is implicated in every aspect of the crisis in our relation to one another and the natural world? Animal rights is an assault on human species identity. It smashes the compass of speciesism and calls into question the cosmological maps whereby humans define their place in the world. Animal rights demands that human beings give up their sense of superiority over other animals. It challenges people to realize that power demands responsibility, that might is not right, and that an enlarged neocortex is no excuse to rape and plunder the natural world. These profound changes in worldview demand revolutionizing one’s daily life and recognizing just how personal the political is. I teach many radical philosophies, but only animal rights has the power to upset and transform daily rituals and social relations. “Radical” philosophies such as anarchism or Marxism uncritically reproduce speciesism. After the Marxist seminar, students can talk at the dinner table about revolution while dining on the bodies of murdered farmed animals. After the animal rights seminar, they often find themselves staring at their plates, questioning their most basic behaviors, and feeling alienated from their carping friends and family. The message rings true and stirs the soul. Let’s be clear: we are fighting for a revolution, not for reforms, for the end of slavery, not for humane slavemasters. Animal rights advances the most radical idea to ever land on human ears: animals are not food, clothing, resources, or objects of entertainment. Our goal is nothing less than to change entrenched attitudes, sedimented practices, and powerful institutions that profit from animal exploitation. Indeed, the state has demonized us as “eco-terrorists” and is criminalizing our fight for what is right. Our task is especially difficult because we must transcend the comfortable boundaries of humanism and urge a qualitative leap in moral consideration. We are insisting that people not only change their views of one another within the species they share, but rather realize that species boundaries are as arbitrary as those of race and sex. Our task is to provoke humanity to move the moral bar from reason and language to sentience and subjectivity. We must not only educate, we must become a social movement. The challenge of animal rights also is our challenge, for animal rights must not only be an idea but a social movement for the liberation of the world’s most oppressed beings, both in terms of numbers and in the severity of their pain. As with all revolutions, animals will not gain rights because oppressors suddenly see the light, but rather because enough people become enlightened and learn how rock the structures of power, to shake them until new social arrangements emerge. Are we asking for too much? Justice requires only what is right, and is never excessive. Is the revolution remotely possible? In a thousand ways, the revolution is gaining ground. From the near nation-wide ban on cockfighting to making animal abuse a felony crime in 37 states, from eliminating the use of animals to train doctors in two thirds of U.S. medical schools to teaching animal rights and the law seminars at over two dozen universities, from increasing media coverage of animal welfare/rights issues to a 2003 Gallup Poll finding that 96% of Americans say that animals deserve some protection from abuse and 25% say that animals deserve “the exact same rights as people to be free from harm and exploitation” it is clear that human beings are beginning to change their views about other species. Human beings simply will have to reinvent their identities and find ways to define humanity and culture apart from cruelty. Whether people realize it or not, this is not a burden but a liberation. One no longer has to live the lie of separation and the opening of the heart can bring a profound healing. Animal rights is the next stage in the development of the highest values modern humanity has devised – those of equality, democracy, and rights. Our distorted conceptions of ourselves as demigods who command the planet must be replaced with the far more humble and holistic notion that we belong to and are dependent upon vast networks of living relationships. Dominionist and speciesist identities are steering us down the path of disaster. If humanity and the living world as a whole is to have a future, human beings must embrace a universal ethics that respects all life. Growth is difficult and painful,and the human species is morally immature and psychologically crippled. Human beings need to learn that they are citizens in the biocommunity, and not conquerors; as citizens, they have distinct responsibilities to the entire biocommunity. The meaning of Enlightenment is changing. In the eighteenth century it meant overcoming religious dogma and tyranny; in the late twentieth century, it demanded overcoming racism, sexism, homophobia, and other prejudices; now, in the twenty-first century, it requires overcoming speciesism and embracing a universal ethics that honors all life. We can change; we must. The message of nature is evolve or die.

### 1nc

Marc and I accept Rodríguez’s charge and NEGATE this year's topic through the genocide analytic. We demand to give Turtle Island back to the Savage and give life itself back to the slave. We refuse the terms of the topic as offered.

#### Their choice to AFFIRM the topic is intensely problematic through its acceptance—critical OR uncritical—of federal government action. The only ethical injunction is to disavow the topic as such—to engage in pure negativity.

**Wilderson 10** – smart

(Frank, *Red, White & Black: Cinema and the Structure of U.S. Antagonisms* pg 2-5, dml)

What are we to make of a world that responds to the most lucid enunciation of ethics with violence? What are the foundational questions of the ethico-political? Why are these questions so scandalous that they are rarely posed politically, intellectually, and cinematically— unless they are posed obliquely and unconsciously. as if by accident? Give Turtle Island back to the "Savage." Give life itself back to the Slave. Two simple sentences, fourteen simple words. and the structure of U.S. (and perhaps global) antagonisms would be dismantled. An "ethical modernity’ would no longer sound like an oxymoron. From there we could busy ourselves with important conﬂicts that have been promoted to the level of antagonisms, such as class struggle, gender conﬂict. and immigrants’ rights.

One cannot but wonder why questions that go to the heart of the ethico-political, questions of political ontology, are so unspeakable in intellectual meditations, political broadsides, and even socially and politically engaged feature ﬁlms. Clearly they can be spoken, even a child could speak those lines, so they would pose no problem for a scholar, an activist, or a ﬁlmmaker. And yet, what is also clear—if the ﬁlmographies of socially and politically engaged directors, the archive of progressive scholars, and the plethora of left-wing broadsides are anything to go by—is that what can so easily be spoken is now (500 years and 250 million Settlers! Masters on) so ubiquitously unspoken that these two simple sentences, these fourteen words not only render their speaker “crazy” but become themselves impossible to imagine.

Soon it will be forty years since radical politics, left-leaning scholarship, and socially engaged feature ﬁlms began to speak the unspeakable.2 in the 1960s and early 1970s the questions asked by radical politics and scholarship were not Should the United States be overthrown? or even *Would it be overthrown?* but when and how- and, for some, what would come in its wake. Those steadfast in their conviction that there remained a discernable quantum of ethics in the United States writ large (and here I am speaking of everyone from Martin Luther King Ir. prior to his 1968 shift, to the Tom Hayden wing of Students for Democratic Society. to the Julian Bond and Marion Barry faction of the Student Nonviolent Coordinating Committee, to Bobby Kennedy Democrats) were accountable. in their rhetorical machinations, to the paradigmatic zeitgeist of the Black Panthers, the American Indian Movement, and the Weather Underground. Radicals and progressives could deride, reject, or chastise armed struggle mercilessly and cavalierly with respect to tactics and the possibility of ‘success!’ but they could not dismiss revolution-as-ethic because they could not make a convincing case—by way of a paradigmatic analysis—that the United States was an ethical formation and still hope to maintain credibility as radicals and progressives. Even Bobby Kennedy (as a U.S. attorney general) mused that the law and its enforcers had no ethical standing in the presence of Blacks.’ One could (and many did) acknowledge America's strength and power. This seldom rose to the level of an ethical assessment, however, remaining instead an assessment of the “balance of forces.’ The political discourse of Blacks, and to a lesser extent Indians, circulated too widely to wed the United States and ethics credibly. The raw force of COINTELPRO put an end to this trajectory toward a possible hegemony of ethical accountability. Consequently, the power of Blackness and Redness to pose the question—and the power to pose the question is the greatest power of all—retreated as did White radicals and progressives who ‘retired’ from the struggle. The question lies buried in the graves of young Black Panthers. AIM warriors, and Black Liberation Army soldiers, or in prison cells where so many of them have been rotting (some in solitary conﬁnement) for ten, twenty, or thirty years, and at the gates of the academy where the “crazies” shout at passersby. Gone are not only the young and vibrant voices that effected a seismic shift on the political landscape, but also the intellectual protocols of inquiry, and with them a spate of feature ﬁlms that became authorized, if not by an unabashed revolutionary polemic, then certainly by a revolutionary zeitgeist.

Is it still possible for a dream of unfettered ethics, a dream of the Settlement and the Slave estate's‘ destruction, to manifest itself at the ethical core of cinematic discourse when this dream is no longer a constituent element of political discourse in the streets or of intellectual discourse in the academy? The answer is ‘no’ in the sense that, as history has shown. what cannot be articulated as political discourse in the streets is doubly foreclosed on in screenplays and in scholarly prose, but “yes” in the sense that in even the most taciturn historical moments, such as ours, the grammar of Black and Red suffering breaks in on this foreclosure, albeit like the somatic compliance of hysterical symptoms—it registers in both cinema and scholarship as a symptom of awareness of the structural antagonisms. The election of President Barack Obama does not mitigate the claim that this is a taciturn historical moment. Neoliberalism with a Black face is neither the index of a revolutionary advance nor the end of anti-Blackness as a constituent element of U.S. antagonisms, if anything, the election of Obama enables a plethora of shaming discourses in response to revolutionary politics and "legitimates" widespread disavowal of any notion that the United States itself, and not merely its policies and practices, is unethical. Between 1967 and 1980, we could think cinematically and intellectually of Blackness and Redness as having the coherence of full-blown discourses. From 1980 to the present, however, Blackness and Redness manifest only in the rebar of cinematic and intellectual (political) discourse, that is, as unspoken grammars.

### 1nc

#### The 1AC’s pedagogy over-focuses on the damages of colonialism and the oppressed status of the indigenous – this shuts off any resistant value that their project may have – voting negative to reject their damage-narratives endorses a pedagogy of desire that is more liberatory

**Tuck 9** – State University of New York

(Eve, “Suspending Damage: A Letter to Communities”, Harvard Educational Review Vol. 79 No. 3 Fall 2009, dml)

Some scholars have built their careers around producing damage narratives of tribalized and detribalized peoples. Though it is no longer in fashion to frame research as “the problem with (insert tribe or urban community here)” as it was in past generations, the legacy of this approach is alive and well. (See also Harvey [1999] on “civilized oppression.”) Native communities, poor communities, communities of color, and disenfranchised communities tolerate this kind of data gathering because there is an implicit and sometimes explicit assurance that stories of damage pay off inmaterial, sovereign, and political wins. Many communities engage, allow, and participate in damage-centered research and in the construction of damage narratives as a strategy for correcting oppression. However, I worry that the theory of change itself may be unreliable and ineffective. It is a powerful idea to think of all of us as litigators, putting the world on trial, but does it actually work? Do the material and political wins come through? And, most importantly, are the wins worth the longterm costs of thinking of ourselves as damaged?¶ To offer a counterstory, my friend and Indigenous scholar Sandy Grande (personal communication, April 2008) shared with me that some of the narratives I would categorize as damage centered, she would categorize as stories of colonization; the after-effects and the colonizing are inextricably linked. Earlier, Grande (2004) wrote:¶ The “Indian Problem” is not a problem of children and families but rather, ﬁrst and foremost, a problem that has been consciously and historically produced by and through the systems of colonization: a multidimensional force underwritten by Western Christianity, deﬁned by White supremacy, and fueled by global capitalism. (p. 19)¶ Contemporary damage-centered narratives (of abuse, addiction, poverty, illness) in the United States can be directly tied to 400-plus years of occupation of Native lands, genocide, and colonization. Like Sandy, I can’t help but hear these stories within the context of this history, but I suspect that for many people, Native and non-Native, this context has been made invisible and natural. As in African American communities that have been coarsely expected to have “gotten over slavery by now,” Native American and First Alaskan communities are expected to have gotten over the past, which is reduced to the unfortunate birth pangs of a new nation, thus dismissing the very real and ongoing colonization of these communities to the corners of our imaginations (Tuck & Fine, 2007). ¶ Although, as I have noted, damage-centered research involves social and historical contexts at the outset, the signiﬁcance of these contexts is regularly submerged. Without the context of racism and colonization, all we’re left with is the damage, and this makes our stories vulnerable to pathologizing analyses (Kelley, 1997). Our evidence of ongoing colonization by research—absent a context in which we acknowledge that colonization—is relegated to our own bodies, our own families, our own social networks, our own leadership. After the research team leaves, after the town meeting, after the news cameras have gone away, all we are left with is the damage. ¶ I want to recognize that, particularly in Native communities, there was a need for research that exposed the uninhabitable, inhumane conditions in which people lived and continue to live. My ability to articulate this critique is due to the lessons and accomplishments that have been made on the backs of prior generations of communities and researchers. I have boundless respect for the elders who paved the way for respectful, mutually beneﬁcial research in Indigenous communities. I appreciate that, in many ways, there was a time and place for damage-centered research. However, in talking with some of these elders, they agree that a time for a shift has come, that damage-centered narratives are no longer sufﬁcient. We are in a new historical moment—so much so that even Margaret Mead probably would not do research like Margaret Mead these days. 1¶ Researching for Desire¶ In my own autobiographical performance projects, I identify this chiasmatic shift in the possibility that all those performances I did about getting bashed only provided knowledge of subjugation, serving almost as an advertisement for power: “Don’t let this happen to you. Stay in the closet.” . . . I decided to write more about the gratiﬁcations of same-sex relationships, to depict intimacy and desire, the kinds of subjugated knowledges we don’t get to see on the afterschool specials and movies of the week that parade queer bruises and broken bones but shy away from the queer kiss.¶ Craig Gingrich-Philbrook, “Auto-ethnography’s Family Values” (2005)¶ One alternative to damage-centered research is to craft our research to capture desire instead of damage. I submit that a desire-based framework is an antidote to damage-centered research. An antidote stops and counteracts the effects of a poison, and the poison I am referring to here is not the supposed damage of Native communities, urban communities, or other disenfranchised communities but the frameworks that position these communities as damaged. ¶ As I will explore, desire-based research frameworks are concerned with understanding complexity, contradiction, and the self-determination of lived lives. Considering the excerpt from Craig Gingrich-Philbrook (2005), desirebased frameworks defy the lure to serve as “advertisements for power” by documenting not only the painful elements of social realities but also the wisdom and hope. Such an axiology is intent on depathologizing the experiences of dispossessed and disenfranchised communities so that people are seen as more than broken and conquered. This is to say that even when communities are broken and conquered, they are so much more than that—so much more that this incomplete story is an act of aggression. ¶ Several solid examples of such depathologizing work come to mind. 2 In these examples, typical scripts of blame are ﬂipped, and latent assumptions about responsibility are provoked. For instance, in her study of the relationships between privatization of the public sphere and constructed public perceptions of women who are responsible for the death of their children, Sarah Carney (2006) argues: ¶ Race, class and gender work in combination within a current (U.S.) social and political moment that favors privatization and the withdrawal of public support to frame and construct various images of “natural” women, of “good” and “bad” mothers, and of female responsibility; and these now-familiar images work to support/bolster state policies regarding shrinking social assistance, and allow the state to place the burden for caring back on the backs of women, particularly women who are poor and of color. (p. 11)

#### Research centered at the subjugation of the oppressed increases colonization. Identity is reduced to a people’s who identity is centered in lacking wholeness

Tuck and Yang ’14 – A. Prof of Educational Foundations @ State U. of New York at New Paltz and A. Prof in Ethnic Studies @ U.C. San Diego ( Eve and K. Wayne, “ R-Words: Refusing Research”, Humanizing Research, p.226-231//JC )

Similarly, at the center of the analysis in this chapter is a concern with the fixation social science research has exhibited in eliciting pain stories from com­munities that are not White, not wealthy, and not straight. Academe’s demon­strated fascination with telling and retelling narratives of pain is troubling, both for its voyeurism and for its consumptive implacability. Imagining “itself to be a voice, and in some disciplinary iterations, the voice of the colonised” (Simpson, 2007, p. 67, emphasis in the original) is not just a rare historical occurrence in anthropology and related fields. We observe that much of the work of the academy is to reproduce stories of oppression in its own voice. At first, this may read as an intolerant condemnation of the academy, one that refuses to forgive past blunders and see how things have changed in recent decades. However, it is our view that while many individual scholars have cho­sen to pursue other lines of inquiry than the pain narratives typical of their disciplines, novice researchers emerge from doctoral programs eager to launch pain-based inquiry projects because they believe that such approaches embody what it means to do social science. The collection of pain narratives and the theories of change that champion the value of such narratives are so prevalent in the social sciences that one might surmise that they are indeed what the academy is about. In her examination of the symbolic violence of the academy, bell hooks (1990) portrays the core message from the academy to those on the margins as thus: No need to hear your voice when I can talk about you better than you can speak about yourself. No need to hear your voice. Only tell me about your pain. I want to know your story. And then I will tell it back to you in a new way. Tell it back to you in such a way that it has become mine, my own. Re-writing you I write myself anew. I am still author, authority. I am still colonizer the speaking subject and you are now at the center of my talk. (p. 343) Hooks’s words resonate with our observation of how much of social science research is concerned with providing recognition to the presumed voiceless, a recognition that is enamored with knowing through pain. Further, this passage describes the ways in which the researcher’s voice is constituted by, legitimated by, animated by the voices on the margins. The researcher-self is made anew by telling back the story of the marginalized/subaltern subject. Hooks works to untangle the almost imperceptible differences between forces that silence and forces that seemingly liberate by inviting those on the margins to speak, to tell their stories. Yet the forces that invite those on the margins to speak also say, “Do not speak in a voice of resistance. Only speak from that space in the margin that is a sign of deprivation, a wound, an unfulfilled longing. Only speak your pain” (hooks, 1990, p. 343).

#### We must reject the affirmative as an example of Pain-centered research. The alternative of desire-based research solves the case and avoids the pitfall of pain-centered research

Tuck and Yang ’14 – A. Prof of Educational Foundations @ State U. of New York at New Paltz and A. Prof in Ethnic Studies @ U.C. San Diego ( Eve and K. Wayne, “ R-Words: Refusing Research”, Humanizing Research, p.226-231//JC )

Craig Gingrich-Philbrook (2005) articulates a related critique of autoethnography, positioning himself as a “narrator who appreciates autoethnography, at least as compared to its positivist alternatives, but one who simultaneously distrusts autoethnography’s pursuit of legitimacy in the form of the patriarch’s blessing and family values” (p. 298). Gingrich-Philbrook locates his concern in what autoethnography/ers are willing to do to secure academic legitimacy (p. 300): “My fears come down to the consequences of how badly autoethno-graphy wants Daddy’s approval” (p. 310). By this Gingrich-Philbrook means that much of autoethnography has fixated on “attempting to justify the presence of the self in writing to the patriarchal council of self-satisfied social scientists” (p. 311). Though Gingrich-Philbrook does not go into detail about how precisely the “presence of the self’ is justified via the performativity of subjugated knowledges (what we are calling pain narratives), he insists that autoethnography is distracted by trying to satisfy Daddy’s penchant for accounts of oppression. In my own autobiographical performance projects, I identify this chiasmatic shift in the possibility that all those performances I did about getting bashed only provided knowledge of subjugation, serving almost as an advertisement for power: “Don’t let this happen to you. Stay in the closet.” In large part motivated by Elizabeth Bell’s writings about performance and pleasure, I decided to write more about the gratifications of same-sex relationships, to depict intimacy and desire, the kinds of subjugated knowledges we don’t get to see on the after school specials and movies of the week that parade queer bruises and broken bones but shy away from the queer kiss. (p. 312) Participatory action research and other research approaches that involve participants in constructing the design and collection of voice (as data) are not immune to the fetish for pain narratives. It is a misconception that by simply building participation into a project—by increasing the number of people who collaborate in collecting data—ethical issues of representation, voice, con-sumption, and voyeurism are resolved. There are countless examples of research in which community or youth participants have made their own stories of loss and pain the objects of their inquiry (see also Tuck & Guishard, forthcoming). Alongside analyses of pain and damage-centered research, Eve (Tuck 2009, 2010) has theorized desire-based research as not the antonym but rather the antidote for damage-focused narratives. Pain narratives are always incomplete. They bemoan the food deserts, but forget to see the food innovations; they lament the concrete jungles and miss the roses and the tobacco from concrete. Desire- centered research does not deny the experience of tragedy, trauma, and pain, but positions the knowing derived from such experiences as wise. This is not about seeing the bright side of hard times, or even believing that everything happens for a reason. Utilizing a desire-based framework is about working inside a more complex and dynamic understanding of what one, or a community, comes to know in (a) lived life. Logics of pain focus on events, sometimes hiding structure, always adhering to a teleological trajectory of pain, brokenness, repair, or irreparability—-from unbroken, to broken, and then to unbroken again. Logics of pain require time to be organized as linear and rigid, in which the pained body (or community or people) is set back or delayed on some kind of path of humanization, and now must catch up (but never can) to the settler/unpained/abled body (or community or people or society or philosophy or knowledge system). In this way, the logics of pain has superseded the now outmoded racism of an explicit racial hierarchy with a much more politically tolerable racism of a developmental hierarchy.2 Under a developmental hierarchy, in which some were undeterred by pain and oppression, and others were waylaid by their victimry and subaltemity, dam¬age-centered research reifies a settler temporality and helps suppress other under¬standings of time. Desire-based frameworks, by contrast, look to the past and the future to situate analyses. Desire is about longing, about a present that is enriched by both the past and the future; it is integral to our humanness. It is not only the painful elements of social and psychic realities, but also the textured acumen and hope. (Tuck, 2010, p. 644) In this way, desire is time-warping. The logics of desire is asynchronous just as it is distemporal, living in the gaps between the ticking machinery of discipli¬nary institutions. To be clear, again, we are not making an argument against the existence of pain, or for the erasure of memory, experience, and wisdom that comes with suffering. Rather, we see the collecting of narratives of pain by social scientists to already be a double erasure, whereby pain is documented in order to be erased, often by eradicating the communities that are supposedly injured and supplanting them with hopeful stories of progress into a better, Whiter, world. Vizenor talks about such “the consumer notion of a ‘hopeful book,”’ and we would add hopeful or feel-good research, as “a denial of tragic wisdom” bent on imagining “a social science paradise of tribal victims” (1993, p. 14). Desire interrupts this metanarrative of damaged communities and White progress.

## 2NC

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#### Shively, but better

**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 the decline in participation in the National Debate Tournament (NDT) policy debate. As Boman notes: There is a growing dissatisfaction with academic debate that utilizes a policy proposition. Programs which are oriented toward debating the national policy debate proposition, so-called “NDT” programs, are diminishing in scope and size.4 This decline in policy debate is tied, many in the work group believe, to excessively broad topics. The most obvious characteristic of some recent policy debate topics is extreme breath. A resolution calling for regulation of land use literally and figuratively covers a lot of ground. Naitonal debate topics have not always been so broad. Before the late 1960s the topic often specified a particular policy change.5 The move from narrow to broad topics has had, according to some, the effect of limiting the number of students who participate in policy debate. First, the breadth of the topics has all but destroyed novice debate. Paul Gaske argues that because the stock issues of policy debate are clearly defined, it is superior to value debate as a means of introducing students to the debate process.6 Despite this advantage of policy debate, Gaske belives that NDT debate is not the best vehicle for teaching beginners. The problem is that broad policy topics terrify novice debaters, especially those who lack high school debate experience. They are unable to cope with the breadth of the topic and experience “negophobia,”7 the fear of debating negative. As a consequence, the educational advantages associated with teaching novices through policy debate are lost: “Yet all of these benefits fly out the window as rookies in their formative stage quickly experience humiliation at being caugh without evidence or substantive awareness of the issues that confront them at a tournament.”8 The ultimate result is that fewer novices participate in NDT, thus lessening the educational value of the activity and limiting the number of debaters or eventually participate in more advanced divisions of policy debate. In addition to noting the effect on novices, participants argued that broad topics also discourage experienced debaters from continued participation in policy debate. Here, the claim is that it takes so much times and effort to be competitive on a broad topic that students who are concerned with doing more than just debate are forced out of the activity.9 Gaske notes, that “broad topics discourage participation because of insufficient time to do requisite research.”10 The final effect may be that entire programs either cease functioning or shift to value debate as a way to avoid unreasonable research burdens. Boman supports this point: “It is this expanding necessity of evidence, and thereby research, which has created a competitive imbalance between institutions that participate in academic debate.”11 In this view, it is the competitive imbalance resulting from the use of broad topics that has led some small schools to cancel their programs.

## 1NR

### new sheet

#### In every way the f word is patriarchical and heterosexualizes violence and power—proves their knowledge production is violent

Johnson 97 (Allan Johnson, sociologist with 30 yrs teaching experience, 1997,  “The gender knot: unraveling our patriarchical legacy “, p.150)

The patriarchal form of heterosexuality is male dominated, male identified, male centered and organized around an obsession with control. As such, its social significance goes beyond sexuality per se, because it also serves as a general model for male dominance and for dominance and aggression in general. Whether the authority figure is a father, lover, husband, or employer, the underlying dynamic of control typically involves cultural themes tied to sexuality in one way or another. The common expression, “Fuck you!” for example, heterosexualizes aggression by identifying the aggressor with men who fuck and the object of aggression with women who are fucked. Similarly, being hurt or taken advantage of is often linked to heterosexual imagery, as in “I’ve been screwed,” “had, “taken,” or “fucked.” The language of warfare is full of heterosexual imagery, from ditties chanted by recruits in basic training (“This is my rifle, this (my penis) is my gun; this is for fighting, this is for fun”) to high command metaphors for nuclear destruction such as “going all the way” and  “wargasm.” Power is also heterosexualized, as in “screwing the competition,” the use of  “fucking “ as an adjective indicating something of awesome proportions (as in “fucking fantastic”), or the idea that men have the right to sexualize all women, including employees, co-workers, strangers on the street, and daughters.37 There is a popular romanticized notion that fathers should guard the sexual integrity of their daughters and maintain their own proprietary interest until they turn it over, reluctantly and sometimes with displays of jealousy, to husbands. The film Father of the Bride, for example, shows how far a father will go to act out jealousy over his daughter's impending marriage. We're supposed to take this as cute foolishness in spite of its clear basis in cultural images of daughters as romantic sexual property, images rooted in core patriarchal ideas about heterosexuality and its relation to male privilege and women's oppression.

### speciesism

**Wolfe 9**—Bruce and Elizabeth Dunlevie Professor of English at Rice University

(Cary, “Human, All Too Human: “Animal Studies” and the Humanities”, PMLA, Volume 124, Number 2, March 2009, pp. 564–575 (12), dml)

Such a genealogy, appealing as it is, ought to give us pause, however, for at least a couple of reasons that have to do with the overly rapid adoption of the cultural studies template for animal studies. The rubrics animal studies and human-animal studies are both problematic, I think, in the light of the fundamental challenge that animal studies poses to the disciplinarity of the humanities and cultural studies. In my view, the questions that occupy animal studies can be addressed adequately only if we confront them on two levels: not just the level of content, thematics, and the object of knowledge (the animal studied by animal studies) but also the level of theoretical and methodological approach (how animal studies studies the animal). To put it bluntly, just because we study nonhuman animals does not mean that we are not continuing to be humanist—and therefore, by definition, anthropocentric. Indeed, one of the hallmarks of humanism—and more specifically of the kind of humanism called liberalism—is precisely its penchant for the sort of “pluralism” that extends the sphere of consideration (intellectual or ethical) to previously marginalized groups without in the least destabilizing or throwing into question the schema of the human who undertakes such pluralization. And in that event pluralism becomes incorporation, and the projects of humanism (intellectually) and liberalism (politically) are extended—indeed, extended in a rather classic sort of way.

In piggybacking on the cultural studies template (if you’ll allow the phrase in this context), animal studies too readily takes on itself some of the problems that have made cultural studies a matter of diminishing returns for many scholars. Ellen Rooney, for example, has observed that cultural studies is “perhaps even more intractably caught than literary criticism in the dilemma of defining its own proper form”; it is “a welter of competing (and even incompatible) methods, and a (quasi-)disciplinary form increasingly difficult to defend, intellectually or politically” (21). Even more pointedly, Tilottama Rajan has argued that this “dereferentialization” and “inclusive vagueness” has allowed much of cultural studies to be appropriated for the ideological work of the neoliberal order, in which capitalist globalization gets repackaged as pluralism and attention to difference (69). As “a soft-sell for, and a personalization of, the social sciences” (74), she writes, the effect if not the aim of cultural studies in the humanities “is to simulate the preservation of civil society after the permutation of the classical public sphere” into an essentially market and consumerist logic of “representation” (69–70). For my purposes here, the problem, in other words, is not just the disciplinary incoherence or vagueness of current modes of cultural studies; the problem is that that incoherence or vagueness serves to maintain a certain historically, ideologically, and intellectually specific form of subjectivity while masking it as pluralism—including (in this case) pluralism extended to nonhuman animals. In this light, animal studies, if taken seriously, would not so much extend or refine a certain mode of cultural studies as bring it to an end.5

This is so because animal studies, if it is to be something other than a mere thematics, fundamentally challenges the schema of the knowing subject and its anthropocentric underpinnings sustained and reproduced in the current disciplinary protocols of cultural studies (not to mention literary studies). (Indeed, as Susan McHugh notes in her overview of literary scholarship on animals, “a systematic approach to reading animals in literature necessarily involves coming to terms with a discipline that in many ways appears organized by the studied avoidance of just such questioning.”) For Rooney and Rajan—many others could be added to the list—the problem with cultural studies, at least in its hegemonic modes of practice in North America, is that despite its apparent oppositional, materialist, and multicultural commitments, it ends up reproducing an ideologically familiar mode of subjectivity based, philosophically and politically, on the canons of liberal humanism (whose most familiar expression would be the extension of the juridical subject of “rights” from the human to the animal sphere).6 The full force of animal studies, then, resides in its power to remind us that it is not enough to reread and reinterpret—from a safe ontological distance, as it were—the relation of metaphor and species difference, the cross-pollination of speciesist, sexist, and racist discursive structures in literature, and so on. That undertaking is no doubt praiseworthy and long overdue, but as long as it leaves unquestioned the humanist schema of the knowing subject who undertakes such a reading, then it sustains the very humanism and anthropocentrism that animal studies sets out to question. And this is why, if taken seriously, animal studies ought not to be viewed as simply the latest flavor of the month of what James Chandler calls the “subdisciplinary field,” one of “a whole array of academic fields and practices” that since the 1970s “have come to be called studies: gender studies, race studies, and cultural studies, of course, but also film studies, media studies, jazz studies . . .”—the list is virtually endless (358).7