### Thing 1

#### A. OUR INTERPRETATION: THE AFFIRMATIVE SHOULD PRESENT A TOPICAL PLAN OF ACTION AND DEFEND THAT THEIR POLICY SHOULD BE ADOPTED BY THE UNITED STATES FEDERAL GOVERNMENT

#### B. DEFINITIONS:

#### 1. THE TOPIC IS DEFINED BY THE PHRASE FOLLOWING THE COLON – THE UNITED STATES FEDERAL GOVERNMENT IS THE AGENT OF THE RESOLUTION, NOT THE INDIVIDUAL DEBATERS

Webster’s Guide to Grammar and Writing 2K

<http://ccc.commnet.edu/grammar/marks/colon.htm>

Use of a colon before a list or an explanation that is preceded by a clause that can stand by itself. Think of the colon as a gate, inviting one to go on… If the introductory phrase preceding the colon is very brief and the clause following the colon represents the real business of the sentence, begin the clause after the colon with a capital letter.

#### 2. “RESOLVED” EXPRESSES INTENT TO IMPLEMENT THE PLAN

American Heritage Dictionary 2K

[www.dictionary.com/cgi-bin/dict.pl?term=resolved](http://www.dictionary.com/cgi-bin/dict.pl?term=resolved)

To find a solution to; solve …

To bring to a usually successful conclusion

#### 3. “SHOULD” DENOTES AN EXPECTATION OF ENACTING A PLAN

American Heritage Dictionary – 2K

[www.dictionary.com]

3 Used to express probability or expectation

#### 4. THE U.S.F.G. is three branches of government

Microsoft Encarta Online Encyclopedia 2K [http://encarta.msn.com]

Supreme Court of the United States, highest court in the United States and the chief authority in the judicial branch, one of three branches of the United States federal government.

#### 5. OUR DEFINITION EXCLUDES ACTION BY SMALLER POLITICAL GROUPS OR INDIVIDUALS.

Black’s Law Dictionary Seventh Edition Ed. Bryan A. Garner (chief) ‘99

Federal government **1.** A national government that exercises some degree of control over smaller political units that have surrendered some degree of power in exchange for the right to participate in national political matters.

#### C. VIOLATION – THE AFFIRMATIVE IS NOT AN INSTRUMENTAL AFFIRMATION OF THE RESOLUTION –

#### D. REASONS TO PREFER –

#### PREDICTABLE LIMITS: the resolution sets the parameters for the debate. Affirmatives would always win if there wasn’t predictable negative ground.

#### Bounded knowledge is good – debate should be maintained as a disciplinary space- key to unlocking critically pedagogies potential for social justice

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Holyrood Road, Edinburgh EH8 8AQ, UK Studies in Higher Education Vol. 35, No. 3, May 2010 ebsco DA: 5-24-13//wyoccd)

Giroux’s critical pedagogy rests upon a commitment to public spaces for learning, where diverse forms of knowledge can be exchanged and developed; where students and teachers engage critically with those knowledges, and with one another; and through which genuine democratic ideals can be pursued. Disciplines are regarded as antithetical to these aims, because they are considered closed, elitist and to perpetuate conservative forms of relationships and types of knowledge. Thus, critical pedagogy seeks, instead, to escape disciplinary boundaries and build interdisciplinary spaces in which such public and political realms can exist and prosper. Looking anew at disciplines I suggest that there is an alternative view of disciplines to that outlined above. In this view disciplines are complex, contested and permeable spaces. I further propose that, if critical pedagogues such as Giroux can, in Proust’s term, look with new eyes at disciplines, they will hopefully see dynamic and safe structures that could provide real and robust allies in the fight to protect higher education from narrow, largely economic, interpretations of its role, and instead promote higher education as a democratic space which supports greater social justice. In this section I seek to encourage this new look at disciplines by first outlining my conception of them as complex, contested and permeable structures, in contrast to Giroux’s perspective of disciplines as static, elitist and limiting. Secondly, I argue that interdisciplinarity and disciplinarity should be thought of as complementary spaces, rather than alternatives. Finally, I discuss how the act of looking anew at disciplines may help critical pedagogy strengthen its own theoretical and practical stances. If critical pedagogy is to challenge narrow commercial and commodified conceptualisations of higher education, it needs to refocus on its commitment to action, rather than pure theory, and looking anew at disciplines as potential allies may be a first step in doing this. Disciplines: complex, contested and permeable I am not arguing that disciplines have not at various times acted conservatively or have not valued stasis over change. Certainly, at different times, disciplinary structures have proven effective homes for forces resistant to change – both epistemologically and politically. Many of us can no doubt relate to the description of ‘the food-fights that go on within disciplines’, and ‘the most absurd yet intense and devastating attempts to expel from the center and marginalize people whose perspectives are different’ (Bérubé and Nelson 1995, 192). My argument, instead, is that these examples or snapshots of experience do not tell the whole story about the dynamic nature of disciplinarity. Those who take a long-term historical view of the development of disciplines, such as the authors of the essays within Anderson and Valente’s (2002) volume on Disciplinarity at the fin de siècle, reveal the degree of change, debate and contestation – of evolution, fracturing and succession – within such disciplinary structures. Thus, the editors state: ‘what has often been lacking in our current disciplinary debates is a longer perspective that would enable us to understand better their historical conditions and developments’ (1). Taking this long view is, I suggest, essential to looking anew at disciplines. It is also rather paradoxical that critical pedagogues accuse disciplines of privileging certain forms of knowledge; critical pedagogy does this too. Such privileging is indeed, surely part of the inherently political nature of pedagogy? What is crucial are the choices made between different forms of knowledge, the awareness of such choices, and the motivations for and outcomes of these choices. If Giroux’s critical pedagogy could take a sufficiently long-term view of the development of disciplines, this would afford a better understanding of their intrinsically dynamic nature. Without this long view, there is the danger of falling into the trap of what Plotnitsky (2002, 75) describes as ‘extreme epistemological conservatism’ in one’s analysis of disciplines. In his illuminating account of the development of quantum physics, Plotnitsky explores the link between disciplinarity and radicality. He argues that non-classical epistemology, ways of knowing that differ from that upon which the discipline has previously been based, form part of the ongoing development of a discipline such as physics. Indeed, ‘Radicality becomes the condition of disciplinarity rather than, as it may appear at first sight and as it is often argued by the proponents of classical theories, being in conflict with it’ (2002, 49). In contrast, Giroux appears to suggest that only in interdisciplinary fields such as cultural studies can non-classical or alternative forms of knowledge be brought together with more traditional epistemologies (Aronowitz and Giroux 1991; Giroux 1992). Giroux’s position is based upon his strong association of disciplines with canonical forms of knowledge and a rigid adherence to textual authority. The alternative is to see disciplines as Davidson (2004) does; as spaces with boundaries that are ‘flexible, culturally determined, interdependent and relative to time’ (302). Parker’s (2002) concept of ‘new disciplinarity’, encompassing a distinction between subjects and disciplines, helps illuminate the emancipatory potential of disciplinary spaces. She describes subjects as groupings which ‘can be reduced to common transferable and equivalent subject-specific skills’ (375), with an emphasis on ‘the end product, and skills and competencies’ that aggregate over set periods (375). It is true that subjects are inclusive, in the sense that nearly anyone can take part in studying them, but, as Parker argues, they are also passive – ‘they are taught, learned, delivered’ (374). In contrast, Parker views a discipline as something that is ‘practiced and engaged with’ (375). Disciplines are ongoing, evolving communities. Subjects permit only transmissive or bankable knowledge, while disciplines allow for transgressive and creative approaches. Disciplines offer spaces for students and teachers to interact critically. Disciplines can encompass diverse and shifting knowledge communities. Giroux’s fear that disciplines impose particular forms of knowledge, discourse and learning on students is not without foundation. However, I argue it is based on examples of poor practice, rather than anything inherent to the nature of academic disciplines. Disciplines are, and should be, sites of contestation and challenge; of competing and conflicting ‘takes’ on knowledge. What disciplines have internally in common is a shared discourse in which to undertake such conflict, and to do so with rigour. In her discussion of attitudes to disciplinarity among French academics, Donahue (2004) observes that: ‘They accounted for its contestatory nature, describing their own research groups as negotiated, arguing back-and-forth, and suggesting that this contested nature is part of what students must learn to navigate’ (68).

#### PRIVATE ACTOR FIAT BAD: advocating a personal movement or idea is unfair as there’s no literature base to counter it. Running a topical version of their affirmative solves all of their offense.

#### 3. SWITCH-SIDE DEBATE SOLVES: topics are meaningless if we don’t debate both sides. This is why topic-specific education outweighs general education.

#### Simulated national security law debates preserve agency and enhance decision-making---avoids cooption

Laura K. Donohue 13, Associate Professor of Law, Georgetown Law, 4/11, “National Security Law Pedagogy and the Role of Simulations”, http://jnslp.com/wp-content/uploads/2013/04/National-Security-Law-Pedagogy-and-the-Role-of-Simulations.pdf

The concept of simulations as an aspect of higher education, or in the law school environment, is not new.164 Moot court, after all, is a form of simulation and one of the oldest teaching devices in the law. What is new, however, is the idea of designing a civilian national security course that takes advantage of the doctrinal and experiential components of law school education and integrates the experience through a multi-day simulation. In 2009, I taught the first module based on this design at Stanford Law, which I developed the following year into a full course at Georgetown Law. It has since gone through multiple iterations. The initial concept followed on the federal full-scale Top Official (“TopOff”) exercises, used to train government officials to respond to domestic crises.165 It adapted a Tabletop Exercise, designed with the help of exercise officials at DHS and FEMA, to the law school environment. The Tabletop used one storyline to push on specific legal questions, as students, assigned roles in the discussion, sat around a table and for six hours engaged with the material. The problem with the Tabletop Exercise was that it was too static, and the rigidity of the format left little room, or time, for student agency. Unlike the government’s TopOff exercises, which gave officials the opportunity to fully engage with the many different concerns that arise in the course of a national security crisis as well as the chance to deal with externalities, the Tabletop focused on specific legal issues, even as it controlled for external chaos. The opportunity to provide a more full experience for the students came with the creation of first a one-day, and then a multi-day simulation. The course design and simulation continues to evolve. It offers a model for achieving the pedagogical goals outlined above, in the process developing a rigorous training ground for the next generation of national security lawyers.166 A. Course Design The central idea in structuring the NSL Sim 2.0 course was to bridge the gap between theory and practice by conveying doctrinal material and creating an alternative reality in which students would be forced to act upon legal concerns.167 The exercise itself is a form of problem-based learning, wherein students are given both agency and responsibility for the results. Towards this end, the structure must be at once bounded (directed and focused on certain areas of the law and legal education) and flexible (responsive to student input and decisionmaking). Perhaps the most significant weakness in the use of any constructed universe is the problem of authenticity. Efforts to replicate reality will inevitably fall short. There is simply too much uncertainty, randomness, and complexity in the real world. One way to address this shortcoming, however, is through design and agency. The scenarios with which students grapple and the structural design of the simulation must reflect the national security realm, even as students themselves must make choices that carry consequences. Indeed, to some extent, student decisions themselves must drive the evolution of events within the simulation.168 Additionally, while authenticity matters, it is worth noting that at some level the fact that the incident does not take place in a real-world setting can be a great advantage. That is, the simulation creates an environment where students can make mistakes and learn from these mistakes – without what might otherwise be devastating consequences. It also allows instructors to develop multiple points of feedback to enrich student learning in a way that would be much more difficult to do in a regular practice setting. NSL Sim 2.0 takes as its starting point the national security pedagogical goals discussed above. It works backwards to then engineer a classroom, cyber, and physical/simulation experience to delve into each of these areas. As a substantive matter, the course focuses on the constitutional, statutory, and regulatory authorities in national security law, placing particular focus on the interstices between black letter law and areas where the field is either unsettled or in flux. A key aspect of the course design is that it retains both the doctrinal and experiential components of legal education. Divorcing simulations from the doctrinal environment risks falling short on the first and third national security pedagogical goals: (1) analytical skills and substantive knowledge, and (3) critical thought. A certain amount of both can be learned in the course of a simulation; however, the national security crisis environment is not well-suited to the more thoughtful and careful analytical discussion. What I am thus proposing is a course design in which doctrine is paired with the type of experiential learning more common in a clinical realm. The former precedes the latter, giving students the opportunity to develop depth and breadth prior to the exercise. In order to capture problems related to adaptation and evolution, addressing goal [1(d)], the simulation itself takes place over a multi-day period. Because of the intensity involved in national security matters (and conflicting demands on student time), the model makes use of a multi-user virtual environment. The use of such technology is critical to creating more powerful, immersive simulations.169 It also allows for continual interaction between the players. Multi-user virtual environments have the further advantage of helping to transform the traditional teaching culture, predominantly concerned with manipulating textual and symbolic knowledge, into a culture where students learn and can then be assessed on the basis of their participation in changing practices.170 I thus worked with the Information Technology group at Georgetown Law to build the cyber portal used for NSL Sim 2.0. The twin goals of adaptation and evolution require that students be given a significant amount of agency and responsibility for decisions taken in the course of the simulation. To further this aim, I constituted a Control Team, with six professors, four attorneys from practice, a media expert, six to eight former simulation students, and a number of technology experts. Four of the professors specialize in different areas of national security law and assume roles in the course of the exercise, with the aim of pushing students towards a deeper doctrinal understanding of shifting national security law authorities. One professor plays the role of President of the United States. The sixth professor focuses on questions of professional responsibility. The attorneys from practice help to build the simulation and then, along with all the professors, assume active roles during the simulation itself. Returning students assist in the execution of the play, further developing their understanding of national security law. Throughout the simulation, the Control Team is constantly reacting to student choices. When unexpected decisions are made, professors may choose to pursue the evolution of the story to accomplish the pedagogical aims, or they may choose to cut off play in that area (there are various devices for doing so, such as denying requests, sending materials to labs to be analyzed, drawing the players back into the main storylines, and leaking information to the media). A total immersion simulation involves a number of scenarios, as well as systemic noise, to give students experience in dealing with the second pedagogical goal: factual chaos and information overload. The driving aim here is to teach students how to manage information more effectively. Five to six storylines are thus developed, each with its own arc and evolution. To this are added multiple alterations of the situation, relating to background noise. Thus, unlike hypotheticals, doctrinal problems, single-experience exercises, or even Tabletop exercises, the goal is not to eliminate external conditions, but to embrace them as part of the challenge facing national security lawyers. The simulation itself is problem-based, giving players agency in driving the evolution of the experience – thus addressing goal [2(c)]. This requires a realtime response from the professor(s) overseeing the simulation, pairing bounded storylines with flexibility to emphasize different areas of the law and the students’ practical skills. Indeed, each storyline is based on a problem facing the government, to which players must then respond, generating in turn a set of new issues that must be addressed. The written and oral components of the simulation conform to the fourth pedagogical goal – the types of situations in which national security lawyers will find themselves. Particular emphasis is placed on nontraditional modes of communication, such as legal documents in advance of the crisis itself, meetings in the midst of breaking national security concerns, multiple informal interactions, media exchanges, telephone calls, Congressional testimony, and formal briefings to senior level officials in the course of the simulation as well as during the last class session. These oral components are paired with the preparation of formal legal instruments, such as applications to the Foreign Intelligence Surveillance Court, legal memos, applications for search warrants under Title III, and administrative subpoenas for NSLs. In addition, students are required to prepare a paper outlining their legal authorities prior to the simulation – and to deliver a 90 second oral briefing after the session. To replicate the high-stakes political environment at issue in goals (1) and (5), students are divided into political and legal roles and assigned to different (and competing) institutions: the White House, DoD, DHS, HHS, DOJ, DOS, Congress, state offices, nongovernmental organizations, and the media. This requires students to acknowledge and work within the broader Washington context, even as they are cognizant of the policy implications of their decisions. They must get used to working with policymakers and to representing one of many different considerations that decisionmakers take into account in the national security domain. Scenarios are selected with high consequence events in mind, to ensure that students recognize both the domestic and international dimensions of national security law. Further alterations to the simulation provide for the broader political context – for instance, whether it is an election year, which parties control different branches, and state and local issues in related but distinct areas. The media is given a particularly prominent role. One member of the Control Team runs an AP wire service, while two student players represent print and broadcast media, respectively. The Virtual News Network (“VNN”), which performs in the second capacity, runs continuously during the exercise, in the course of which players may at times be required to appear before the camera. This media component helps to emphasize the broader political context within which national security law is practiced. Both anticipated and unanticipated decisions give rise to ethical questions and matters related to the fifth goal: professional responsibility. The way in which such issues arise stems from simulation design as well as spontaneous interjections from both the Control Team and the participants in the simulation itself. As aforementioned, professors on the Control Team, and practicing attorneys who have previously gone through a simulation, focus on raising decision points that encourage students to consider ethical and professional considerations. Throughout the simulation good judgment and leadership play a key role, determining the players’ effectiveness, with the exercise itself hitting the aim of the integration of the various pedagogical goals. Finally, there are multiple layers of feedback that players receive prior to, during, and following the simulation to help them to gauge their effectiveness. The Socratic method in the course of doctrinal studies provides immediate assessment of the students’ grasp of the law. Written assignments focused on the contours of individual players’ authorities give professors an opportunity to assess students’ level of understanding prior to the simulation. And the simulation itself provides real-time feedback from both peers and professors. The Control Team provides data points for player reflection – for instance, the Control Team member playing President may make decisions based on player input, giving students an immediate impression of their level of persuasiveness, while another Control Team member may reject a FISC application as insufficient. The simulation goes beyond this, however, focusing on teaching students how to develop (6) opportunities for learning in the future. Student meetings with mentors in the field, which take place before the simulation, allow students to work out the institutional and political relationships and the manner in which law operates in practice, even as they learn how to develop mentoring relationships. (Prior to these meetings we have a class discussion about mentoring, professionalism, and feedback). Students, assigned to simulation teams about one quarter of the way through the course, receive peer feedback in the lead-up to the simulation and during the exercise itself. Following the simulation the Control Team and observers provide comments. Judges, who are senior members of the bar in the field of national security law, observe player interactions and provide additional debriefing. The simulation, moreover, is recorded through both the cyber portal and through VNN, allowing students to go back to assess their performance. Individual meetings with the professors teaching the course similarly follow the event. Finally, students end the course with a paper reflecting on their performance and the issues that arose in the course of the simulation, develop frameworks for analyzing uncertainty, tension with colleagues, mistakes, and successes in the future. B. Substantive Areas: Interstices and Threats As a substantive matter, NSL Sim 2.0 is designed to take account of areas of the law central to national security. It focuses on specific authorities that may be brought to bear in the course of a crisis. The decision of which areas to explore is made well in advance of the course. It is particularly helpful here to think about national security authorities on a continuum, as a way to impress upon students that there are shifting standards depending upon the type of threat faced. One course, for instance, might center on the interstices between crime, drugs, terrorism and war. Another might address the intersection of pandemic disease and biological weapons. A third could examine cybercrime and cyberterrorism. This is the most important determination, because the substance of the doctrinal portion of the course and the simulation follows from this decision. For a course focused on the interstices between pandemic disease and biological weapons, for instance, preliminary inquiry would lay out which authorities apply, where the courts have weighed in on the question, and what matters are unsettled. Relevant areas might include public health law, biological weapons provisions, federal quarantine and isolation authorities, habeas corpus and due process, military enforcement and posse comitatus, eminent domain and appropriation of land/property, takings, contact tracing, thermal imaging and surveillance, electronic tagging, vaccination, and intelligence-gathering. The critical areas can then be divided according to the dominant constitutional authority, statutory authorities, regulations, key cases, general rules, and constitutional questions. This, then, becomes a guide for the doctrinal part of the course, as well as the grounds on which the specific scenarios developed for the simulation are based. The authorities, simultaneously, are included in an electronic resource library and embedded in the cyber portal (the Digital Archives) to act as a closed universe of the legal authorities needed by the students in the course of the simulation. Professional responsibility in the national security realm and the institutional relationships of those tasked with responding to biological weapons and pandemic disease also come within the doctrinal part of the course. The simulation itself is based on five to six storylines reflecting the interstices between different areas of the law. The storylines are used to present a coherent, non-linear scenario that can adapt to student responses. Each scenario is mapped out in a three to seven page document, which is then checked with scientists, government officials, and area experts for consistency with how the scenario would likely unfold in real life. For the biological weapons and pandemic disease emphasis, for example, one narrative might relate to the presentation of a patient suspected of carrying yersinia pestis at a hospital in the United States. The document would map out a daily progression of the disease consistent with epidemiological patterns and the central actors in the story: perhaps a U.S. citizen, potential connections to an international terrorist organization, intelligence on the individual’s actions overseas, etc. The scenario would be designed specifically to stress the intersection of public health and counterterrorism/biological weapons threats, and the associated (shifting) authorities, thus requiring the disease initially to look like an innocent presentation (for example, by someone who has traveled from overseas), but then for the storyline to move into the second realm (awareness that this was in fact a concerted attack). A second storyline might relate to a different disease outbreak in another part of the country, with the aim of introducing the Stafford Act/Insurrection Act line and raising federalism concerns. The role of the military here and Title 10/Title 32 questions would similarly arise – with the storyline designed to raise these questions. A third storyline might simply be well developed noise in the system: reports of suspicious activity potentially linked to radioactive material, with the actors linked to nuclear material. A fourth storyline would focus perhaps on container security concerns overseas, progressing through newspaper reports, about containers showing up in local police precincts. State politics would constitute the fifth storyline, raising question of the political pressures on the state officials in the exercise. Here, ethnic concerns, student issues, economic conditions, and community policing concerns might become the focus. The sixth storyline could be further noise in the system – loosely based on current events at the time. In addition to the storylines, a certain amount of noise is injected into the system through press releases, weather updates, private communications, and the like. The five to six storylines, prepared by the Control Team in consultation with experts, become the basis for the preparation of scenario “injects:” i.e., newspaper articles, VNN broadcasts, reports from NGOs, private communications between officials, classified information, government leaks, etc., which, when put together, constitute a linear progression. These are all written and/or filmed prior to the exercise. The progression is then mapped in an hourly chart for the unfolding events over a multi-day period. All six scenarios are placed on the same chart, in six columns, giving the Control Team a birds-eye view of the progression. C. How It Works As for the nuts and bolts of the simulation itself, it traditionally begins outside of class, in the evening, on the grounds that national security crises often occur at inconvenient times and may well involve limited sleep and competing demands.171 Typically, a phone call from a Control Team member posing in a role integral to one of the main storylines, initiates play. Students at this point have been assigned dedicated simulation email addresses and provided access to the cyber portal. The portal itself gives each team the opportunity to converse in a “classified” domain with other team members, as well as access to a public AP wire and broadcast channel, carrying the latest news and on which press releases or (for the media roles) news stories can be posted. The complete universe of legal authorities required for the simulation is located on the cyber portal in the Digital Archives, as are forms required for some of the legal instruments (saving students the time of developing these from scratch in the course of play). Additional “classified” material – both general and SCI – has been provided to the relevant student teams. The Control Team has access to the complete site. For the next two (or three) days, outside of student initiatives (which, at their prompting, may include face-to-face meetings between the players), the entire simulation takes place through the cyber portal. The Control Team, immediately active, begins responding to player decisions as they become public (and occasionally, through monitoring the “classified” communications, before they are released). This time period provides a ramp-up to the third (or fourth) day of play, allowing for the adjustment of any substantive, student, or technology concerns, while setting the stage for the breaking crisis. The third (or fourth) day of play takes place entirely at Georgetown Law. A special room is constructed for meetings between the President and principals, in the form of either the National Security Council or the Homeland Security Council, with breakout rooms assigned to each of the agencies involved in the NSC process. Congress is provided with its own physical space, in which meetings, committee hearings and legislative drafting can take place. State government officials are allotted their own area, separate from the federal domain, with the Media placed between the three major interests. The Control Team is sequestered in a different area, to which students are not admitted. At each of the major areas, the cyber portal is publicly displayed on large flat panel screens, allowing for the streaming of video updates from the media, AP wire injects, articles from the students assigned to represent leading newspapers, and press releases. Students use their own laptop computers for team decisions and communication. As the storylines unfold, the Control Team takes on a variety of roles, such as that of the President, Vice President, President’s chief of staff, governor of a state, public health officials, and foreign dignitaries. Some of the roles are adopted on the fly, depending upon player responses and queries as the storylines progress. Judges, given full access to each player domain, determine how effectively the students accomplish the national security goals. The judges are themselves well-experienced in the practice of national security law, as well as in legal education. They thus can offer a unique perspective on the scenarios confronted by the students, the manner in which the simulation unfolded, and how the students performed in their various capacities. At the end of the day, the exercise terminates and an immediate hotwash is held, in which players are first debriefed on what occurred during the simulation. Because of the players’ divergent experiences and the different roles assigned to them, the students at this point are often unaware of the complete picture. The judges and formal observers then offer reflections on the simulation and determine which teams performed most effectively. Over the next few classes, more details about the simulation emerge, as students discuss it in more depth and consider limitations created by their knowledge or institutional position, questions that arose in regard to their grasp of the law, the types of decision-making processes that occurred, and the effectiveness of their – and other students’ – performances. Reflection papers, paired with oral briefings, focus on the substantive issues raised by the simulation and introduce the opportunity for students to reflect on how to create opportunities for learning in the future. The course then formally ends.172 Learning, however, continues beyond the temporal confines of the semester. Students who perform well and who would like to continue to participate in the simulations are invited back as members of the control team, giving them a chance to deepen their understanding of national security law. Following graduation, a few students who go in to the field are then invited to continue their affiliation as National Security Law fellows, becoming increasingly involved in the evolution of the exercise itself. This system of vertical integration helps to build a mentoring environment for the students while they are enrolled in law school and to create opportunities for learning and mentorship post-graduation. It helps to keep the exercise current and reflective of emerging national security concerns. And it builds a strong community of individuals with common interests. CONCLUSION The legal academy has, of late, been swept up in concern about the economic conditions that affect the placement of law school graduates. The image being conveyed, however, does not resonate in every legal field. It is particularly inapposite to the burgeoning opportunities presented to students in national security. That the conversation about legal education is taking place now should come as little surprise. Quite apart from economic concern is the traditional introspection that follows American military engagement. It makes sense: law overlaps substantially with political power, being at once both the expression of government authority and the effort to limit the same. The one-size fits all approach currently dominating the conversation in legal education, however, appears ill-suited to address the concerns raised in the current conversation. Instead of looking at law across the board, greater insight can be gleaned by looking at the specific demands of the different fields themselves. This does not mean that the goals identified will be exclusive to, for instance, national security law, but it does suggest there will be greater nuance in the discussion of the adequacy of the current pedagogical approach. With this approach in mind, I have here suggested six pedagogical goals for national security. For following graduation, students must be able to perform in each of the areas identified – (1) understanding the law as applied, (2) dealing with factual chaos and uncertainty, (3) obtaining critical distance, (4) developing nontraditional written and oral communication skills, (5) exhibiting leadership, integrity, and good judgment in a high-stakes, highly-charged environment, and (6) creating continued opportunities for self-learning. They also must learn how to integrate these different skills into one experience, to ensure that they will be most effective when they enter the field. The problem with the current structures in legal education is that they fall short, in important ways, from helping students to meet these goals. Doctrinal courses may incorporate a range of experiential learning components, such as hypotheticals, doctrinal problems, single exercises, extended or continuing exercises, and tabletop exercises. These are important classroom devices. The amount of time required for each varies, as does the object of the exercise itself. But where they fall short is in providing a more holistic approach to national security law which will allow for the maximum conveyance of required skills. Total immersion simulations, which have not yet been addressed in the secondary literature for civilian education in national security law, may provide an important way forward. Such simulations also cure shortcomings in other areas of experiential education, such as clinics and moot court. It is in an effort to address these concerns that I developed the simulation model above. NSL Sim 2.0 certainly is not the only solution, but it does provide a starting point for moving forward. The approach draws on the strengths of doctrinal courses and embeds a total immersion simulation within a course. It makes use of technology and physical space to engage students in a multi-day exercise, in which they are given agency and responsibility for their decision making, resulting in a steep learning curve. While further adaptation of this model is undoubtedly necessary, it suggests one potential direction for the years to come.

#### Student debate about war powers is critical to overall American Political Development---influences the durable shifts in checks and balances

Dominguez and Thoren 10 Casey BK, Department of Political Science and IR at the University of San Diego and Kim, University of San Diego, Paper prepared for the Annual Meeting of the Western Political Science Association, San Francisco, California, April 1-3, 2010, “The Evolution of Presidential Authority in War Powers”, http://papers.ssrn.com/sol3/papers.cfm?abstract\_id=1580395

Students of American institutions should naturally be interested in the relationships between the president and Congress. However, the evolution of war powers falls into a category of inquiry that is important not just to studies of the presidency or to students of history, but also to the field of American Political Development. Among Orren and Skowronek’s recommendations for future work in American Political Development, they argue that “shifts in governing authority,” including and especially shifts in the system of checks and balances, “are important in historical inquiry, because they are a constant object of political conflict and they set the conditions for subsequent politics, especially when shifts are durable” (Orren and Skowronek 2004, 139). How an essential constitutional power, that of deploying military force, changed hands from one institution to another over time, would certainly seem to qualify as a durable shift in governing authority. Cooper and Brady (1981) also recommend that researchers study change over time in Congress’ relations to the other branches of government.

### Thing 3

#### INTERPRETATION- THE AFFIRMATIVE MUST HAVE A STATEMENT OF WHAT THEY ENDORSE.

#### VIOLATION- THEY DON’T.

#### STANDARDS

#### 1.PREDICTABILITY-YOU DON’T KNOW WHAT YOU GET WHEN YOU VOTE AFF THEY ARE A MOVING TARGET. KILLS ANY EDUCATION BECAUSE WE JUST LEARN ABOUT A VAGUE VACUOUS SUBJECT RATHER THAN A CONCRETE PLAN OF ACTION.

**Advocacy statements, like Mission Statements are comparably important to know the purpose of any movement**

**Think Big Partners 10**

[Think Big partners, Business Advisory, “THE IMPORTANCE OF A MISSION STATEMENT”, WRITTEN 09 DECEMBER 2010, http://www.thinkbigpartners.com/start-a-business/202-the-importance-of-a-mission-statement.html, \\wyo-bb]

**In order to successfully run a business**, an entrepreneur **needs a clear vision as to where the business is going**. In other words, a business **needs to know what its purpose is and where it is going. A mission statement is the perfect tool to develop in order to define a new business's purpose, activities, and values.** A mission statement should act as a lighthouse. If a company loses track of itself, it will be able to look back on their mission statement and be reminded of their overall purpose. In general, **a mission statement should inform your workers and customers what the business is all about and where it is headed. A mission statement should act as a foundation to help a business create a culture that is integrated with its overall purpose.** Is it worth it? Some business owners wonder if writing a mission statement is ever worth it. **Research shows,** however, that the **writing of a mission statement is directly linked to greater returns on investment in companies**. Additionally, **businesses with mission statements** have **double the return on equity** than those who have not written one. Our advice for entrepreneurs is to write a statement; one that is short, sweet, and to the point.

#### Theory must be followed by praxis, specifically in IR or there will be no change in global order

Acharya 2k

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If the high priests of Realism and liberalism are to be called the 'doorkeepers' or 'gatekeepers' of the discipline, then those who question their authority and orthodoxy may be called 'gatecrashers.' The 'gatecrashers' are a diverse lot, but share one thing in common: **resistance to exclusion and a commitment to emancipation. But the metatheoretical debates** and preoccupations **of** **IR scholars devote so much time** and energy **to fighting exclusion** that **they** have tended to **neglect** **the issue of emancipation.** For example, the concept of national security has been attacked mercilessly for its exclusionary bias; yet few pause to ask whether broadening the scope of security discourse to cover environment, migration, and drugs is an emancipatory act in itself. Security and emancipation do not mix well. Securitizing non-military, non-war phenomena is merely a way of restricting discourse and finding new ways of domination. By emancipatory theory, I mean theories that not only seek to expand the horizons of IR, and resist exclusion of certain social groups (e.g., women) and issues (e.g., the environment), but also those which resist all forms of centrism, including ethnocentrism. Moreover, the aversion of the 'gatecrashers' to anything remotely resembling policy has the unfortunate consequence of engendering a lack of interest in advancing the cause of emancipation. An emancipatory theory of IR, in my view, must go beyond a critique of epistemological and methodological assumptions of conventional IR theory and establish its claim to praxis. The real debates about IR theory should not just, or primarily, be about 'thinking space,' but about strategies and agendas that promote a transformation of world order. What is the record of the 'gatecrashers' with respect to ethnocentrism? Let us look at four major bodies of work, recognizing, however, an element of overlap between these categories.

#### 2. AFF BECOMES A MOVING TARGET- WITHOUT A CONCRETE STATEMENT IT ALLOWS THEM TO DIP, DUCK, DIVE, AND DODGE OUT OF NEG OFFENSE. THIS SKEWS NEG STRAT AND LEADS TO BAD DEBATE WHERE THE NEG EITHER POLARIZES LEFT OR RIGHT AND READS FRAMEWORK TO MAKE COMPETITION.

#### VOTER FOR FAIRNESS

### Thing 2

#### First, the aff inhibits freedom by supporting a technological and economic system that denies individuals the ability to go through the power process with real goals.

Kaczynski in 1995

(Theodore, former assistant professor at the University of California, Berkeley, PhD in mathematics from the University of Michigan, Industrial Society and its Future, http://www.42inc.com/~estephen/manifesto/unabe2.html)

94. By "freedom" we mean the opportunity to go through the power process, with real goals not the artificial goals of surrogate activities, and without interference, manipulation or supervision from anyone, especially from any large organization. Freedom means being in control (either as an individual or as a member of a SMALL group) of the life-and-death issues of one's existence; food, clothing, shelter and defense against whatever threats there may be in one's environment. Freedom means having power; not the power to control other people but the power to control the circumstances of one's own life. One does not have freedom if anyone else (especially a large organization) has power over one, no matter how benevolently, tolerantly and permissively that power may be exercised. It is important not to confuse freedom with mere permissiveness (see paragraph 72). 95. It is said that we live in a free society because we have a certain number of constitutionally guaranteed rights. But these are not as important as they seem. The degree of personal freedom that exists in a society is determined more by the economic and technological structure of the society than by its laws or its form of government. [16] Most of the Indian nations of New England were monarchies, and many of the cities of the Italian Renaissance were controlled by dictators. But in reading about these societies one gets the impression that they allowed far more personal freedom than our society does. In part this was because they lacked efficient mechanisms for enforcing the ruler's will: There were no modern, well-organized police forces, no rapid long-distance communications, no surveillance cameras, no dossiers of information about the lives of average citizens. Hence it was relatively easy to evade control. 96. As for our constitutional rights, consider for example that of freedom of the press. We certainly don't mean to knock that right: it is very important tool for limiting concentration of political power and for keeping those who do have political power in line by publicly exposing any misbehavior on their part. But freedom of the press is of very little use to the average citizen as an individual. The mass media are mostly under the control of large organizations that are integrated into the system. Anyone who has a little money can have something printed, or can distribute it on the Internet or in some such way, but what he has to say will be swamped by the vast volume of material put out by the media, hence it will have no practical effect. To make an impression on society with words is therefore almost impossible for most individuals and small groups. Take us (FC) for example. If we had never done anything violent and had submitted the present writings to a publisher, they probably would not have been accepted. If they had been accepted and published, they probably would not have attracted many readers, because it's more fun to watch the entertainment put out by the media than to read a sober essay. Even if these writings had had many readers, most of these readers would soon have forgotten what they had read as their minds were flooded by the mass of material to which the media expose them. In order to get our message before the public with some chance of making a lasting impression, we've had to kill people. 97. Constitutional rights are useful up to a point, but they do not serve to guarantee much more than what could be called the bourgeois conception of freedom. According to the bourgeois conception, a "free" man is essentially an element of a social machine and has only a certain set of prescribed and delimited freedoms; freedoms that are designed to serve the needs of the social machine more than those of the individual. Thus the bourgeois's "free" man has economic freedom because that promotes growth and progress; he has freedom of the press because public criticism restrains misbehavior by political leaders; he has a right to a fair trial because imprisonment at the whim of the powerful would be bad for the system. This was clearly the attitude of Simon Bolivar. To him, people deserved liberty only if they used it to promote progress (progress as conceived by the bourgeois). Other bourgeois thinkers have taken a similar view of freedom as a mere means to collective ends. Chester C. Tan, "Chinese Political Thought in the Twentieth Century," page 202, explains the philosophy of the Kuomintang leader Hu Han-min: "An individual is granted rights because he is a member of society and his community life requires such rights. By community Hu meant the whole society of the nation." And on page 259 Tan states that according to Carsum Chang (Chang Chun-mai, head of the State Socialist Party in China) freedom had to be used in the interest of the state and of the people as a whole. But what kind of freedom does one have if one can use it only as someone else prescribes? FC's conception of freedom is not that of Bolivar, Hu, Chang or other bourgeois theorists. The trouble with such theorists is that they have made the development and application of social theories their surrogate activity. Consequently the theories are designed to serve the needs of the theorists more than the needs of any people who may be unlucky enough to live in a society on which the theories are imposed. 98. One more point to be made in this section: It should not be assumed that a person has enough freedom just because he SAYS he has enough. Freedom is restricted in part by psychological control of which people are unconscious, and moreover many people's ideas of what constitutes freedom are governed more by social convention than by their real needs. For example, it's likely that many leftists of the oversocialized type would say that most people, including themselves are socialized too little rather than too much, yet the oversocialized leftist pays a heavy psychological price for his high level of socialization.

#### And, the aff is a leftist project that suffers from oversocialization. The drive to restore ethics and morality in society maintains the industrial-technological system and produces guilt and defeatism.

Kaczynski in 1995

(Theodore, former assistant professor at the University of California, Berkeley, PhD in mathematics from the University of Michigan, Industrial Society and its Future, http://www.42inc.com/~estephen/manifesto/unabe2.html)

24. Psychologists use the term "socialization" to designate the process by which children are trained to think and act as society demands. A person is said to be well socialized if he believes in and obeys the moral code of his society and fits in well as a functioning part of that society. It may seem senseless to say that many leftists are over-socialized, since the leftist is perceived as a rebel. Nevertheless, the position can be defended. Many leftists are not such rebels as they seem. 25. The moral code of our society is so demanding that no one can think, feel and act in a completely moral way. For example, we are not supposed to hate anyone, yet almost everyone hates somebody at some time or other, whether he admits it to himself or not. Some people are so highly socialized that the attempt to think, feel and act morally imposes a severe burden on them. In order to avoid feelings of guilt, they continually have to deceive themselves about their own motives and find moral explanations for feelings and actions that in reality have a non-moral origin. We use the term "oversocialized" to describe such people. [2] 26. Oversocialization can lead to low self-esteem, a sense of powerlessness, defeatism, guilt, etc. One of the most important means by which our society socializes children is by making them feel ashamed of behavior or speech that is contrary to society's expectations. If this is overdone, or if a particular child is especially susceptible to such feelings, he ends by feeling ashamed of HIMSELF. Moreover the thought and the behavior of the oversocialized person are more restricted by society's expectations than are those of the lightly socialized person. The majority of people engage in a significant amount of naughty behavior. They lie, they commit petty thefts, they break traffic laws, they goof off at work, they hate someone, they say spiteful things or they use some underhanded trick to get ahead of the other guy. The oversocialized person cannot do these things, or if he does do them he generates in himself a sense of shame and self-hatred. The oversocialized person cannot even experience, without guilt, thoughts or feelings that are contrary to the accepted morality; he cannot think "unclean" thoughts. And socialization is not just a matter of morality; we are socialized to confirm to many norms of behavior that do not fall under the heading of morality. Thus the oversocialized person is kept on a psychological leash and spends his life running on rails that society has laid down for him. In many oversocialized people this results in a sense of constraint and powerlessness that can be a severe hardship. We suggest that oversocialization is among the more serious cruelties that human beings inflict on one another. 27. We argue that a very important and influential segment of the modern left is oversocialized and that their oversocialization is of great importance in determining the direction of modern leftism. Leftists of the oversocialized type tend to be intellectuals or members of the upper-middle class. Notice that university intellectuals [3] constitute the most highly socialized segment of our society and also the most left-wing segment. 28. The leftist of the oversocialized type tries to get off his psychological leash and assert his autonomy by rebelling. But usually he is not strong enough to rebel against the most basic values of society. Generally speaking, the goals of today's leftists are NOT in conflict with the accepted morality. On the contrary, the left takes an accepted moral principle, adopts it as its own, and then accuses mainstream society of violating that principle. Examples: racial equality, equality of the sexes, helping poor people, peace as opposed to war, nonviolence generally, freedom of expression, kindness to animals. More fundamentally, the duty of the individual to serve society and the duty of society to take care of the individual. All these have been deeply rooted values of our society (or at least of its middle and upper classes [4] for a long time. These values are explicitly or implicitly expressed or presupposed in most of the material presented to us by the mainstream communications media and the educational system. Leftists, especially those of the oversocialized type, usually do not rebel against these principles but justify their hostility to society by claiming (with some degree of truth) that society is not living up to these principles. 29. Here is an illustration of the way in which the oversocialized leftist shows his real attachment to the conventional attitudes of our society while pretending to be in rebellion against it. Many leftists push for affirmative action, for moving black people into high-prestige jobs, for improved education in black schools and more money for such schools; the way of life of the black "underclass" they regard as a social disgrace. They want to integrate the black man into the system, make him a business executive, a lawyer, a scientist just like upper-middle-class white people. The leftists will reply that the last thing they want is to make the black man into a copy of the white man; instead, they want to preserve African American culture. But in what does this preservation of African American culture consist? It can hardly consist in anything more than eating black-style food, listening to black-style music, wearing black-style clothing and going to a black-style church or mosque. In other words, it can express itself only in superficial matters. In all ESSENTIAL respects more leftists of the oversocialized type want to make the black man conform to white, middle-class ideals. They want to make him study technical subjects, become an executive or a scientist, spend his life climbing the status ladder to prove that black people are as good as white. They want to make black fathers "responsible." they want black gangs to become nonviolent, etc. But these are exactly the values of the industrial-technological system. The system couldn't care less what kind of music a man listens to, what kind of clothes he wears or what religion he believes in as long as he studies in school, holds a respectable job, climbs the status ladder, is a "responsible" parent, is nonviolent and so forth. In effect, however much he may deny it, the oversocialized leftist wants to integrate the black man into the system and make him adopt its values. 30. We certainly do not claim that leftists, even of the oversocialized type, NEVER rebel against the fundamental values of our society. Clearly they sometimes do. Some oversocialized leftists have gone so far as to rebel against one of modern society's most important principles by engaging in physical violence. By their own account, violence is for them a form of "liberation." In other words, by committing violence they break through the psychological restraints that have been trained into them. Because they are oversocialized these restraints have been more confining for them than for others; hence their need to break free of them. But they usually justify their rebellion in terms of mainstream values. If they engage in violence they claim to be fighting against racism or the like. 31. We realize that many objections could be raised to the foregoing thumb-nail sketch of leftist psychology. The real situation is complex, and anything like a complete description of it would take several volumes even if the necessary data were available. We claim only to have indicated very roughly the two most important tendencies in the psychology of modern leftism. 32. The problems of the leftist are indicative of the problems of our society as a whole. Low self-esteem, depressive tendencies and defeatism are not restricted to the left. Though they are especially noticeable in the left, they are widespread in our society. And today's society tries to socialize us to a greater extent than any previous society. We are even told by experts how to eat, how to exercise, how to make love, how to raise our kids and so forth.

#### University intellectuals fighting against racism, colonialism, sexism, etc. sustain the system by steering rebellious impulses toward stereotyped targets that do not endanger the system

Kaczynski in 2010

(Ted, PhD from University of Michigan, former assistant professor of mathematics at University of California, Berkeley, “Technological Slavery”, kindle)

Through this type of process, rebel movements that are dangerous to the System are subjected to negative propaganda, while rebel movements that are believed to be useful to the System are given cautious encouragement in the media. Unconscious absorption of media propaganda influences would-be rebels to “rebel” in ways that serve the interests of the System. The university intellectuals also play an important role in carrying out the System's trick. Though they like to fancy themselves independent thinkers, the intellectuals are (allowing for individual exceptions) the most oversocialized, the most conformist, the tamest and most domesticated, the most pampered, dependent, and spineless group in America today. As a result, their impulse to rebel is particularly strong. But, because they are incapable of independent thought, real rebellion is impossible for them. Consequently they are suckers for the System's trick, which allows them to irritate people and enjoy the illusion of rebelling without ever having to challenge the System's basic values. Because they are the teachers of young people, the university intellectuals are in a position to help the System play its trick on the young, which they do by steering young people's rebellious impulses toward the standard, stereotyped targets: racism, colonialism, women's issues, etc. Young people who are not college students learn through the media, or through personal contact, of the “social justice” issues for which students rebel, and they imitate the students. Thus a youth culture develops in which there is a stereotyped mode of rebellion that spreads through imitation of peers-just as hairstyles, clothing styles, and other fads spread through imitation.

#### Their academic discourse, destroys the power necessary for meaningful social revolution—they lead to managed social death

Occupied UC Berkeley, 18 November 2009

[The Necosocial: Civic Life, Social Death and the UC, http://anticapitalprojects.wordpress.com/2009/11/19/the-necrosocial/] /Wyo-MB

Being president of the University of California is like being manager of a cemetery: there are many people under you, but no one is listening.¶ UC President Mark Yudof¶ Capital is dead labor which, vampire-like, lives only by sucking living labor.¶ Karl Marx¶ Politics is death that lives a human life.¶ Achille Mbembe¶ Yes, very much a cemetery. Only here there are no dirges, no prayers, only the repeated testing of our threshold for anxiety, humiliation, and debt. The classroom just like the workplace just like the university just like the state just like the economy manages our social death, translating what we once knew from high school, from work, from our family life into academic parlance, into acceptable forms of social conflict.¶ Who knew that behind so much civic life (electoral campaigns, student body representatives, bureaucratic administrators, public relations officials, Peace and Conflict Studies, ad nauseam) was so much social death? What postures we maintain to claim representation, what limits we assume, what desires we dismiss?¶ And in this moment of crisis they ask us to twist ourselves in a way that they can hear. Petitions to Sacramento, phone calls to Congressmen—even the chancellor patronizingly congratulates our September 24th student strike, shaping the meaning and the force of the movement as a movement against the policies of Sacramento. He expands his institutional authority to encompass the movement. When students begin to hold libraries over night, beginning to take our first baby step as an autonomous movement he reins us in by serendipitously announcing library money. He manages movement, he kills movement by funneling it into the electoral process. He manages our social death. He looks forward to these battles on his terrain, to eulogize a proposition, to win this or that—he and his look forward to exhausting us.¶ He and his look forward to a reproduction of the logic of representative governance, the release valve of the university plunges us into an abyss where ideas are wisps of ether—that is, meaning is ripped from action. Let’s talk about the fight endlessly, but always only in their managed form: to perpetually deliberate, the endless fleshing-out-of—when we push the boundaries of this form they are quick to reconfigure themselves to contain us: the chancellor’s congratulations, the reopening of the libraries, the managed general assembly—there is no fight against the administration here, only its own extension.¶ Each day passes in this way, the administration on the look out to shape student discourse—it happens without pause, we don’t notice nor do we care to. It becomes banal, thoughtless. So much so that we see we are accumulating days: one semester, two, how close to being this or that, how far? This accumulation is our shared history. This accumulation—every once in a while interrupted, violated by a riot, a wild protest, unforgettable fucking, the overwhelming joy of love, life shattering heartbreak—is a muted, but desirous life. A dead but restless and desirous life.¶ The university steals and homogenizes our time yes, our bank accounts also, but it also steals and homogenizes meaning. As much as capital is invested in building a killing apparatus abroad, an incarceration apparatus in California, it is equally invested here in an apparatus for managing social death. Social death is, of course, simply the power source, the generator, of civic life with its talk of reform, responsibility, unity. A ‘life,’ then, which serves merely as the public relations mechanism for death: its garrulous slogans of freedom and democracy designed to obscure the shit and decay in which our feet are planted. Yes, the university is a graveyard, but it is also a factory: a factory of meaning which produces civic life and at the same time produces social death. A factory which produces the illusion that meaning and reality can be separated; which everywhere reproduces the empty reactionary behavior of students based on the values of life (identity), liberty (electoral politics), and happiness (private property). Everywhere the same whimsical ideas of the future. Everywhere democracy. Everywhere discourse to shape our desires and distress in a way acceptable to the electoral state, discourse designed to make our very moments here together into a set of legible and fruitless demands.¶ Totally managed death. A machine for administering death, for the proliferation of technologies of death. As elsewhere, things rule. Dead objects rule. In this sense, it matters little what face one puts on the university—whether Yudof or some other lackey. These are merely the personifications of the rule of the dead, the pools of investments, the buildings, the flows of materials into and out of the physical space of the university—each one the product of some exploitation—which seek to absorb more of our work, more tuition, more energy. The university is a machine which wants to grow, to accumulate, to expand, to absorb more and more of the living into its peculiar and perverse machinery: high-tech research centers, new stadiums and office complexes. And at this critical juncture the only way it can continue to grow is by more intense exploitation, higher tuition, austerity measures for the departments that fail to pass the test of ‘relevancy.’¶ But the ‘irrelevant’ departments also have their place. With their ‘pure’ motives of knowledge for its own sake, they perpetuate the blind inertia of meaning ostensibly detached from its social context. As the university cultivates its cozy relationship with capital, war and power, these discourses and research programs play their own role, co-opting and containing radical potential. And so we attend lecture after lecture about how ‘discourse’ produces ‘subjects,’ ignoring the most obvious fact that we ourselves are produced by this discourse about discourse which leaves us believing that it is only words which matter, words about words which matter. The university gladly permits the precautionary lectures on biopower; on the production of race and gender; on the reification and the fetishization of commodities. A taste of the poison serves well to inoculate us against any confrontational radicalism. And all the while power weaves the invisible nets which contain and neutralize all thought and action, that bind revolution inside books, lecture halls.

#### And, guilt expresses a hatred of this world that allows for a secret instinct of annihilation

Nietzsche, 1872

(Friedrich, philosopher, “The Birth of Tragedy” Online, MB)

Already in the preface addressed to Richard Wagner, art, and *not* morality, is presented as the truly *metaphysical* activity of man. In the book itself the suggestive sentence is repeated several times, that the existence of the world is *justified* only as an aesthetic phenomenon. Indeed, the whole book knows only an artistic meaning and crypto-meaning behind all events—a "god," if you please, but certainly only an entirely reckless and amoral artist-god who wants to experience, whether he is building or destroying, in the good and in the bad, his own joy and glory—one who, creating worlds, frees himself from the *distress* of fullness and *overfullness* and from the *affliction* of the contradictions compressed in his soul. The world—at every moment the *attained* salvation of God, as the eternally changing, eternally new vision of the most deeply afflicted, discordant, and contradictory being who can find salvation only in *appearance*: you can call this whole artists' metaphysics arbitrary, idle, fantastic; what matters is that it betrays a spirit who will one day fight at any risk whatever the *moral* interpretation and significance of existence. Here, perhaps for the first time, a pessimism "beyond good and evil" is suggested. Here that "perversity of mind" gains speech and formulation against which Schopenhauer never wearied of hurling in advance his most irate curses and thunderbolts [*Parerga and Paralipomena* (1851), II.5, 69]: a philosophy that dares to move, to demote, morality into the realm of appearance—and not merely among "appearances" or phenomena (in the sense of the idealistic **terminus technicus** [technical term]), but among "deceptions," as semblance, delusion, error, interpretation, contrivance, art. Perhaps the depth of this *antimoral* propensity is best inferred from the careful and hostile silence with which Christianity is treated throughout the whole book—Christianity as the most prodigal elaboration of the moral theme to which humanity has ever been subjected. In truth, nothing could be more opposed to the purely aesthetic interpretation and justification of the world which are taught in this book than the Christian teaching, which is, and wants to be, *only* moral and which relegates art, every art, to the realm of lies; with its absolute standards, beginning with the truthfulness of God, it negates, judges, and damns art. Behind this mode of thought and valuation, which must be hostile to art if it is at all genuine, I never failed to sense a hostility to life—a furious, vengeful antipathy to life itself: for all of life is based on semblance, art, deception, points of view [Optik], and the necessity of perspectives and error. Christianity was from the beginning, essentially and fundamentally, life's nausea and disgust with life, merely concealed behind, masked by, dressed up as, faith in "another: or "better" life. Hatred of "the world," condemnations of the passions [Affekte], fear of beauty and sensuality, a beyond invented the better to slander this life, at bottom a craving for the nothing, for the end, for respite, for "the sabbath of sabbaths"—all this always struck me, no less than the unconditional will of Christianity to recognize *only* moral values, as the most dangerous and uncanny form of all possible forms of a "will to decline"—at the very least a sign of abysmal sickness, weariness, discouragement, exhaustion, and the impoverishment of life. For, confronted with morality (especially Christian, or unconditional, morality), life must continually and inevitably be in the wrong, because life is something essentially amoral—and eventually, crushed by the weight of contempt and the eternal No, life must then be felt to be unworthy of desire and altogether worthless. Morality itself—how now? might not morality be "a will to negate life," a secret instinct of annihilation, a principle of decay, diminution, and slander—the beginning of the end? Hence, the danger of dangers? ... It was *against* morality that my instinct turned with this questionable book, long ago; it was an instinct that aligned itself with life and that discovered for itself a fundamentally opposite doctrine and valuation of life—purely artistic and *anti-Christian*. What to call it? As a philologist and man of words I baptized it, not without taking some liberty—for who could claim to know the rightful name of the Antichrist?—in the name of a Greek god: I called it *Dionysian*. —

#### And, the industrial-technological system will guarantee the enslavement and eventual extinction of all living organisms.

Kaczynski in 1995

(Theodore, former assistant professor at the University of California, Berkeley, PhD in mathematics from the University of Michigan, Industrial Society and its Future, http://www.42inc.com/~estephen/manifesto/unabe2.html)

171. But suppose now that industrial society does survive the next several decade and that the bugs do eventually get worked out of the system, so that it functions smoothly. What kind of system will it be? We will consider several possibilities. 172. First let us postulate that the computer scientists succeed in developing intelligent machines that can do all things better that human beings can do them. In that case presumably all work will be done by vast, highly organized systems of machines and no human effort will be necessary. Either of two cases might occur. The machines might be permitted to make all of their own decisions without human oversight, or else human control over the machines might be retained. 173. If the machines are permitted to make all their own decisions, we can't make any conjectures as to the results, because it is impossible to guess how such machines might behave. We only point out that the fate of the human race would be at the mercy of the machines. It might be argued that the human race would never be foolish enough to hand over all the power to the machines. But we are suggesting neither that the human race would voluntarily turn power over to the machines nor that the machines would willfully seize power. What we do suggest is that the human race might easily permit itself to drift into a position of such dependence on the machines that it would have no practical choice but to accept all of the machines' decisions. As society and the problems that face it become more and more complex and machines become more and more intelligent, people will let machines make more of their decision for them, simply because machine-made decisions will bring better results than man-made ones. Eventually a stage may be reached at which the decisions necessary to keep the system running will be so complex that human beings will be incapable of making them intelligently. At that stage the machines will be in effective control. People won't be able to just turn the machines off, because they will be so dependent on them that turning them off would amount to suicide. 174. On the other hand it is possible that human control over the machines may be retained. In that case the average man may have control over certain private machines of his own, such as his car or his personal computer, but control over large systems of machines will be in the hands of a tiny elite -- just as it is today, but with two difference. Due to improved techniques the elite will have greater control over the masses; and because human work will no longer be necessary the masses will be superfluous, a useless burden on the system. If the elite is ruthless the may simply decide to exterminate the mass of humanity. If they are humane they may use propaganda or other psychological or biological techniques to reduce the birth rate until the mass of humanity becomes extinct, leaving the world to the elite. Or, if the elite consists of soft-hearted liberals, they may decide to play the role of good shepherds to the rest of the human race. They will see to it that everyone's physical needs are satisfied, that all children are raised under psychologically hygienic conditions, that everyone has a wholesome hobby to keep him busy, and that anyone who may become dissatisfied undergoes "treatment" to cure his "problem." Of course, life will be so purposeless that people will have to be biologically or psychologically engineered either to remove their need for the power process or to make them "sublimate" their drive for power into some harmless hobby. These engineered human beings may be happy in such a society, but they most certainly will not be free. They will have been reduced to the status of domestic animals. 175. But suppose now that the computer scientists do not succeed in developing artificial intelligence, so that human work remains necessary. Even so, machines will take care of more and more of the simpler tasks so that there will be an increasing surplus of human workers at the lower levels of ability. (We see this happening already. There are many people who find it difficult or impossible to get work, because for intellectual or psychological reasons they cannot acquire the level of training necessary to make themselves useful in the present system.) On those who are employed, ever-increasing demands will be placed; They will need more and more training, more and more ability, and will have to be ever more reliable, conforming and docile, because they will be more and more like cells of a giant organism. Their tasks will be increasingly specialized so that their work will be, in a sense, out of touch with the real world, being concentrated on one tiny slice of reality. The system will have to use any means that it can, whether psychological or biological, to engineer people to be docile, to have the abilities that the system requires and to "sublimate" their drive for power into some specialized task. But the statement that the people of such a society will have to be docile may require qualification. The society may find competitiveness useful, provided that ways are found of directing competitiveness into channels that serve that needs of the system. We can imagine a future society in which there is endless competition for positions of prestige and power. But no more than a very few people will ever reach the top, where the only real power is (see end of paragraph 163). Very repellent is a society in which a person can satisfy his needs for power only by pushing large numbers of other people out of the way and depriving them of THEIR opportunity for power. 176. Once can envision scenarios that incorporate aspects of more than one of the possibilities that we have just discussed. For instance, it may be that machines will take over most of the work that is of real, practical importance, but that human beings will be kept busy by being given relatively unimportant work. It has been suggested, for example, that a great development of the service of industries might provide work for human beings. Thus people will would spend their time shinning each others shoes, driving each other around in taxicabs, making handicrafts for one another, waiting on each other's tables, etc. This seems to us a thoroughly contemptible way for the human race to end up, and we doubt that many people would find fulfilling lives in such pointless busy-work. They would seek other, dangerous outlets (drugs, crime, "cults," hate groups) unless they were biological or psychologically engineered to adapt them to such a way of life. 177. Needless to say, the scenarios outlined above do not exhaust all the possibilities. They only indicate the kinds of outcomes that seem to us most likely. But we can envision no plausible scenarios that are any more palatable that the ones we've just described. It is overwhelmingly probable that if the industrial-technological system survives the next 40 to 100 years, it will by that time have developed certain general characteristics: Individuals (at least those of the "bourgeois" type, who are integrated into the system and make it run, and who therefore have all the power) will be more dependent than ever on large organizations; they will be more "socialized" that ever and their physical and mental qualities to a significant extent (possibly to a very great extent ) will be those that are engineered into them rather than being the results of chance (or of God's will, or whatever); and whatever may be left of wild nature will be reduced to remnants preserved for scientific study and kept under the supervision and management of scientists (hence it will no longer be truly wild). In the long run (say a few centuries from now) it is likely that neither the human race nor any other important organisms will exist as we know them today, because once you start modifying organisms through genetic engineering there is no reason to stop at any particular point, so that the modifications will probably continue until man and other organisms have been utterly transformed. 178. Whatever else may be the case, it is certain that technology is creating for human begins a new physical and social environment radically different from the spectrum of environments to which natural selection has adapted the human race physically and psychological. If man is not adjusted to this new environment by being artificially re-engineered, then he will be adapted to it through a long and painful process of natural selection. The former is far more likely that the latter. 179. It would be better to dump the whole stinking system and take the consequences.

#### The alternative is to destroy the industrial-technological system.

#### Only a revolutionary strategy against modern technology can break down the system. Any perm would compromise the revolution by enabling technological solutions to other problems.

Kaczynski in 1995

(Theodore, former assistant professor at the University of California, Berkeley, PhD in mathematics from the University of Michigan, Industrial Society and its Future, http://www.42inc.com/~estephen/manifesto/unabe2.html)

180. The technophiles are taking us all on an utterly reckless ride into the unknown. Many people understand something of what technological progress is doing to us yet take a passive attitude toward it because they think it is inevitable. But we (FC) don't think it is inevitable. We think it can be stopped, and we will give here some indications of how to go about stopping it. 181. As we stated in paragraph 166, the two main tasks for the present are to promote social stress and instability in industrial society and to develop and propagate an ideology that opposes technology and the industrial system. When the system becomes sufficiently stressed and unstable, a revolution against technology may be possible. The pattern would be similar to that of the French and Russian Revolutions. French society and Russian society, for several decades prior to their respective revolutions, showed increasing signs of stress and weakness. Meanwhile, ideologies were being developed that offered a new world view that was quite different from the old one. In the Russian case, revolutionaries were actively working to undermine the old order. Then, when the old system was put under sufficient additional stress (by financial crisis in France, by military defeat in Russia) it was swept away by revolution. What we propose in something along the same lines. 182. It will be objected that the French and Russian Revolutions were failures. But most revolutions have two goals. One is to destroy an old form of society and the other is to set up the new form of society envisioned by the revolutionaries. The French and Russian revolutionaries failed (fortunately!) to create the new kind of society of which they dreamed, but they were quite successful in destroying the existing form of society. 183. But an ideology, in order to gain enthusiastic support, must have a positive ideals well as a negative one; it must be FOR something as well as AGAINST something. The positive ideal that we propose is Nature. That is, WILD nature; those aspects of the functioning of the Earth and its living things that are independent of human management and free of human interference and control. And with wild nature we include human nature, by which we mean those aspects of the functioning of the human individual that are not subject to regulation by organized society but are products of chance, or free will, or God (depending on your religious or philosophical opinions). 184. Nature makes a perfect counter-ideal to technology for several reasons. Nature (that which is outside the power of the system) is the opposite of technology (which seeks to expand indefinitely the power of the system). Most people will agree that nature is beautiful; certainly it has tremendous popular appeal. The radical environmentalists ALREADY hold an ideology that exalts nature and opposes technology. [30] It is not necessary for the sake of nature to set up some chimerical utopia or any new kind of social order. Nature takes care of itself: It was a spontaneous creation that existed long before any human society, and for countless centuries many different kinds of human societies coexisted with nature without doing it an excessive amount of damage. Only with the Industrial Revolution did the effect of human society on nature become really devastating. To relieve the pressure on nature it is not necessary to create a special kind of social system, it is only necessary to get rid of industrial society. Granted, this will not solve all problems. Industrial society has already done tremendous damage to nature and it will take a very long time for the scars to heal. Besides, even pre-industrial societies can do significant damage to nature. Nevertheless, getting rid of industrial society will accomplish a great deal. It will relieve the worst of the pressure on nature so that the scars can begin to heal. It will remove the capacity of organized society to keep increasing its control over nature (including human nature). Whatever kind of society may exist after the demise of the industrial system, it is certain that most people will live close to nature, because in the absence of advanced technology there is no other way that people CAN live. To feed themselves they must be peasants or herdsmen or fishermen or hunter, etc., And, generally speaking, local autonomy should tend to increase, because lack of advanced technology and rapid communications will limit the capacity of governments or other large organizations to control local communities. 185. As for the negative consequences of eliminating industrial society -- well, you can't eat your cake and have it too. To gain one thing you have to sacrifice another 186. Most people hate psychological conflict. For this reason they avoid doing any serious thinking about difficult social issues, and they like to have such issues presented to them in simple, black-and-white terms: THIS is all good and THAT is all bad. The revolutionary ideology should therefore be developed on two levels. 187. On the more sophisticated level the ideology should address itself to people who are intelligent, thoughtful and rational. The object should be to create a core of people who will be opposed to the industrial system on a rational, thought-out basis, with full appreciation of the problems and ambiguities involved, and of the price that has to be paid for getting rid of the system. It is particularly important to attract people of this type, as they are capable people and will be instrumental in influencing others. These people should be addressed on as rational a level as possible. Facts should never intentionally be distorted and intemperate language should be avoided. This does not mean that no appeal can be made to the emotions, but in making such appeal care should be taken to avoid misrepresenting the truth or doing anything else that would destroy the intellectual respectability of the ideology. 188. On a second level, the ideology should be propagated in a simplified form that will enable the unthinking majority to see the conflict of technology vs. nature in unambiguous terms. But even on this second level the ideology should not be expressed in language that is so cheap, intemperate or irrational that it alienates people of the thoughtful and rational type. Cheap, intemperate propaganda sometimes achieves impressive short-term gains, but it will be more advantageous in the long run to keep the loyalty of a small number of intelligently committed people than to arouse the passions of an unthinking, fickle mob who will change their attitude as soon as someone comes along with a better propaganda gimmick. However, propaganda of the rabble-rousing type may be necessary when the system is nearing the point of collapse and there is a final struggle between rival ideologies to determine which will become dominant when the old world-view goes under. 189. Prior to that final struggle, the revolutionaries should not expect to have a majority of people on their side. History is made by active, determined minorities, not by the majority, which seldom has a clear and consistent idea of what it really wants. Until the time comes for the final push toward revolution [31], the task of revolutionaries will be less to win the shallow support of the majority than to build a small core of deeply committed people. As for the majority, it will be enough to make them aware of the existence of the new ideology and remind them of it frequently; though of course it will be desirable to get majority support to the extent that this can be done without weakening the core of seriously committed people. 190. Any kind of social conflict helps to destabilize the system, but one should be careful about what kind of conflict one encourages. The line of conflict should be drawn between the mass of the people and the power-holding elite of industrial society (politicians, scientists, upper-level business executives, government officials, etc..). It should NOT be drawn between the revolutionaries and the mass of the people. For example, it would be bad strategy for the revolutionaries to condemn Americans for their habits of consumption. Instead, the average American should be portrayed as a victim of the advertising and marketing industry, which has suckered him into buying a lot of junk that he doesn't need and that is very poor compensation for his lost freedom. Either approach is consistent with the facts. It is merely a matter of attitude whether you blame the advertising industry for manipulating the public or blame the public for allowing itself to be manipulated. As a matter of strategy one should generally avoid blaming the public. 191. One should think twice before encouraging any other social conflict than that between the power-holding elite (which wields technology) and the general public (over which technology exerts its power). For one thing, other conflicts tend to distract attention from the important conflicts (between power-elite and ordinary people, between technology and nature); for another thing, other conflicts may actually tend to encourage technologization, because each side in such a conflict wants to use technological power to gain advantages over its adversary. This is clearly seen in rivalries between nations. It also appears in ethnic conflicts within nations. For example, in America many black leaders are anxious to gain power for African Americans by placing back individuals in the technological power-elite. They want there to be many black government officials, scientists, corporation executives and so forth. In this way they are helping to absorb the African American subculture into the technological system. Generally speaking, one should encourage only those social conflicts that can be fitted into the framework of the conflicts of power--elite vs. ordinary people, technology vs. nature. 192. But the way to discourage ethnic conflict is NOT through militant advocacy of minority rights (see paragraphs 21, 29). Instead, the revolutionaries should emphasize that although minorities do suffer more or less disadvantage, this disadvantage is of peripheral significance. Our real enemy is the industrial-technological system, and in the struggle against the system, ethnic distinctions are of no importance. 193. The kind of revolution we have in mind will not necessarily involve an armed uprising against any government. It may or may not involve physical violence, but it will not be a POLITICAL revolution. Its focus will be on technology and economics, not politics. [32] 194. Probably the revolutionaries should even AVOID assuming political power, whether by legal or illegal means, until the industrial system is stressed to the danger point and has proved itself to be a failure in the eyes of most people. Suppose for example that some "green" party should win control of the United States Congress in an election. In order to avoid betraying or watering down their own ideology they would have to take vigorous measures to turn economic growth into economic shrinkage. To the average man the results would appear disastrous: There would be massive unemployment, shortages of commodities, etc. Even if the grosser ill effects could be avoided through superhumanly skillful management, still people would have to begin giving up the luxuries to which they have become addicted. Dissatisfaction would grow, the "green" party would be voted out of office and the revolutionaries would have suffered a severe setback. For this reason the revolutionaries should not try to acquire political power until the system has gotten itself into such a mess that any hardships will be seen as resulting from the failures of the industrial system itself and not from the policies of the revolutionaries. The revolution against technology will probably have to be a revolution by outsiders, a revolution from below and not from above. 195. The revolution must be international and worldwide. It cannot be carried out on a nation-by-nation basis. Whenever it is suggested that the United States, for example, should cut back on technological progress or economic growth, people get hysterical and start screaming that if we fall behind in technology the Japanese will get ahead of us. Holy robots! The world will fly off its orbit if the Japanese ever sell more cars than we do! (Nationalism is a great promoter of technology.) More reasonably, it is argued that if the relatively democratic nations of the world fall behind in technology while nasty, dictatorial nations like China, Vietnam and North Korea continue to progress, eventually the dictators may come to dominate the world. That is why the industrial system should be attacked in all nations simultaneously, to the extent that this may be possible. True, there is no assurance that the industrial system can be destroyed at approximately the same time all over the world, and it is even conceivable that the attempt to overthrow the system could lead instead to the domination of the system by dictators. That is a risk that has to be taken. And it is worth taking, since the difference between a "democratic" industrial system and one controlled by dictators is small compared with the difference between an industrial system and a non-industrial one. [33] It might even be argued that an industrial system controlled by dictators would be preferable, because dictator-controlled systems usually have proved inefficient, hence they are presumably more likely to break down. Look at Cuba. 196. Revolutionaries might consider favoring measures that tend to bind the world economy into a unified whole. Free trade agreements like NAFTA and GATT are probably harmful to the environment in the short run, but in the long run they may perhaps be advantageous because they foster economic interdependence between nations. It will be easier to destroy the industrial system on a worldwide basis if the world economy is so unified that its breakdown in any one major nation will lead to its breakdown in all industrialized nations. 197. Some people take the line that modern man has too much power, too much control over nature; they argue for a more passive attitude on the part of the human race. At best these people are expressing themselves unclearly, because they fail to distinguish between power for LARGE ORGANIZATIONS and power for INDIVIDUALS and SMALL GROUPS. It is a mistake to argue for powerlessness and passivity, because people NEED power. Modern man as a collective entity--that is, the industrial system--has immense power over nature, and we (FC) regard this as evil. But modern INDIVIDUALS and SMALL GROUPS OF INDIVIDUALS have far less power than primitive man ever did. Generally speaking, the vast power of "modern man" over nature is exercised not by individuals or small groups but by large organizations. To the extent that the average modern INDIVIDUAL can wield the power of technology, he is permitted to do so only within narrow limits and only under the supervision and control of the system. (You need a license for everything and with the license come rules and regulations). The individual has only those technological powers with which the system chooses to provide him. His PERSONAL power over nature is slight. 198. Primitive INDIVIDUALS and SMALL GROUPS actually had considerable power over nature; or maybe it would be better to say power WITHIN nature. When primitive man needed food he knew how to find and prepare edible roots, how to track game and take it with homemade weapons. He knew how to protect himself from heat, cold, rain, dangerous animals, etc. But primitive man did relatively little damage to nature because the COLLECTIVE power of primitive society was negligible compared to the COLLECTIVE power of industrial society. 199. Instead of arguing for powerlessness and passivity, one should argue that the power of the INDUSTRIAL SYSTEM should be broken, and that this will greatly INCREASE the power and freedom of INDIVIDUALS and SMALL GROUPS. 200. Until the industrial system has been thoroughly wrecked, the destruction of that system must be the revolutionaries' ONLY goal. Other goals would distract attention and energy from the main goal. More importantly, if the revolutionaries permit themselves to have any other goal than the destruction of technology, they will be tempted to use technology as a tool for reaching that other goal. If they give in to that temptation, they will fall right back into the technological trap, because modern technology is a unified, tightly organized system, so that, in order to retain SOME technology, one finds oneself obliged to retain MOST technology, hence one ends up sacrificing only token amounts of technology. 201. Suppose for example that the revolutionaries took "social justice" as a goal. Human nature being what it is, social justice would not come about spontaneously; it would have to be enforced. In order to enforce it the revolutionaries would have to retain central organization and control. For that they would need rapid long-distance transportation and communication, and therefore all the technology needed to support the transportation and communication systems. To feed and clothe poor people they would have to use agricultural and manufacturing technology. And so forth. So that the attempt to insure social justice would force them to retain most parts of the technological system. Not that we have anything against social justice, but it must not be allowed to interfere with the effort to get rid of the technological system. 202. It would be hopeless for revolutionaries to try to attack the system without using SOME modern technology. If nothing else they must use the communications media to spread their message. But they should use modern technology for only ONE purpose: to attack the technological system. 203. Imagine an alcoholic sitting with a barrel of wine in front of him. Suppose he starts saying to himself, "Wine isn't bad for you if used in moderation. Why, they say small amounts of wine are even good for you! It won't do me any harm if I take just one little drink..." Well you know what is going to happen. Never forget that the human race with technology is just like an alcoholic with a barrel of wine. 204. Revolutionaries should have as many children as they can. There is strong scientific evidence that social attitudes are to a significant extent inherited. No one suggests that a social attitude is a direct outcome of a person's genetic constitution, but it appears that personality traits tend, within the context of our society, to make a person more likely to hold this or that social attitude. Objections to these findings have been raised, but objections are feeble and seem to be ideologically motivated. In any event, no one denies that children tend on the average to hold social attitudes similar to those of their parents. From our point of view it doesn't matter all that much whether the attitudes are passed on genetically or through childhood training. In either case they ARE passed on. 205. The trouble is that many of the people who are inclined to rebel against the industrial system are also concerned about the population problems, hence they are apt to have few or no children. In this way they may be handing the world over to the sort of people who support or at least accept the industrial system. To insure the strength of the next generation of revolutionaries the present generation must reproduce itself abundantly. In doing so they will be worsening the population problem only slightly. And the most important problem is to get rid of the industrial system, because once the industrial system is gone the world's population necessarily will decrease (see paragraph 167); whereas, if the industrial system survives, it will continue developing new techniques of food production that may enable the world's population to keep increasing almost indefinitely. 206. With regard to revolutionary strategy, the only points on which we absolutely insist are that the single overriding goal must be the elimination of modern technology, and that no other goal can be allowed to compete with this one. For the rest, revolutionaries should take an empirical approach. If experience indicates that some of the recommendations made in the foregoing paragraphs are not going to give good results, then those recommendations should be discarded.

#### Revolution is key; reconciling technology and freedom is impossible, only a commitment to a radical and fundamental change in the nature of society can solve.

Kaczynski in 1995

(Theodore, former assistant professor at the University of California, Berkeley, PhD in mathematics from the University of Michigan, Industrial Society and its Future, http://www.42inc.com/~estephen/manifesto/unabe2.html)

140. We hope we have convinced the reader that the system cannot be reformed in a such a way as to reconcile freedom with technology. The only way out is to dispense with the industrial-technological system altogether. This implies revolution, not necessarily an armed uprising, but certainly a radical and fundamental change in the nature of society. 141. People tend to assume that because a revolution involves a much greater change than reform does, it is more difficult to bring about than reform is. Actually, under certain circumstances revolution is much easier than reform. The reason is that a revolutionary movement can inspire an intensity of commitment that a reform movement cannot inspire. A reform movement merely offers to solve a particular social problem. A revolutionary movement offers to solve all problems at one stroke and create a whole new world; it provides the kind of ideal for which people will take great risks and make great sacrifices. For this reasons it would be much easier to overthrow the whole technological system than to put effective, permanent restraints on the development of application of any one segment of technology, such as genetic engineering, but under suitable conditions large numbers of people may devote themselves passionately to a revolution against the industrial-technological system. As we noted in paragraph 132, reformers seeking to limit certain aspects of technology would be working to avoid a negative outcome. But revolutionaries work to gain a powerful reward -- fulfillment of their revolutionary vision -- and therefore work harder and more persistently than reformers do. 142. Reform is always restrained by the fear of painful consequences if changes go too far. But once a revolutionary fever has taken hold of a society, people are willing to undergo unlimited hardships for the sake of their revolution. This was clearly shown in the French and Russian Revolutions. It may be that in such cases only a minority of the population is really committed to the revolution, but this minority is sufficiently large and active so that it becomes the dominant force in society. We will have more to say about revolution in paragraphs 180-205.

### Case

#### Their epistemology K is flawed – social constructions are knowable – they pre-exist individuals and constrain action in predictable ways – prefer the specificity of the aff to broad philosophical indictments

Fluck, 10

PhD in International Politics from Aberystwyth, ’10 (Matthew, November, "Truth, Values and the Value of Truth in Critical International Relations Theory" Millennium Journal of International Studies, Vol 39 No 2, SagePub), accessed 10/20/12,WYO/JF

Critical Realists arrive at their understanding of truth by inverting the post-positivist attitude; rather than asking what knowledge is like and structuring their account of the world accordingly, they assume that knowledge is possible and ask what the world must be like for that to be the case.36 This position has its roots in the realist philosophy of science, where it is argued that scientists must assume that the theoretical entities they describe – atoms, gravity, bacteria and so on – are real, that they exist independently of thoughts or discourse.37 Whereas positivists identify causal laws with recurrent phenom­ena, realists believe they are real tendencies and mechanisms. They argue that the only plausible explanation for the remarkable success of science is that theories refer to these real entities and mechanisms which exist independently of human experience.38 Against this background, the Critical Realist philosopher Roy Bhaskar has argued that truth must have a dual aspect. On the one hand, it must refer to epistemic conditions and activities such as ‘reporting judgements’ and ‘assigning values’. On the other hand, it has an inescapably ontic aspect which involves ‘designating the states of affairs expressed and in virtue of which judgements are assigned the value “true’’’. In many respects the epistemic aspect must dominate; we can only identify truth through certain epistemic procedures and from within certain social contexts. Nevertheless, these procedures are oriented towards independent reality. The status of the conclusions they lead us to is not dependent on epistemic factors alone, but also on independently existing states of affairs. For this reason, Bhaskar argues that truth has a ‘genuinely ontological’ use.39 Post-positivists would, of course, reply that whilst such an understanding of truth might be unproblematic in the natural sciences, in the social sciences the knower is part of the object known. This being the case, there cannot be an ontic aspect to the truths identified. Critical Realists accept that in social science there is interaction between sub­ject and object; social structures involve the actions and ideas of social actors.40 They add, however, that it does not follow that the structures in question are the creations of social scientists or that they are simply constituted through the ideas shared within society at a given moment.41 According to Bhaskar, since we are born into a world of structures which precede us, we can ascribe independent existence to social structures on the basis of their pre-existence. We can recognise that they are real on the basis of their causal power – they have a constraining effect on our activity.42 Critical Realists are happy to agree to an ‘epistemological relativism’ according to which knowledge is a social product created from a pre-existing set of beliefs,43 but they maintain that the reality of social structures means that our beliefs about them can be more or less accurate – we must distinguish between the way things appear to us and the way they really are. There are procedures which enable us to rationally choose between accounts of reality and thereby arrive at more accurate understandings; epistemological relativism does not preclude judgemental rationalism.44 It therefore remains possible to pursue the truth about social reality.

# 2NC

### Links

#### Academia projects like the aff are total fucking bullshit

Occupied UC Berkeley, 18 November 2009

[The Necosocial: Civic Life, Social Death and the UC, http://anticapitalprojects.wordpress.com/2009/11/19/the-necrosocial/] /Wyo-MB

There is no need to speak truth to power when power already speaks the truth. The university is a graveyard– así es. The graveyard of liberal good intentions, of meritocracy, opportunity, equality, democracy. Here the tradition of all dead generations weighs like a nightmare on the brain of the living. We graft our flesh, our labor, our debt to the skeletons of this or that social cliché. In seminars and lectures and essays, we pay tribute to the university’s ghosts, the ghosts of all those it has excluded—the immiserated, the incarcerated, the just-plain-fucked. They are summoned forth and banished by a few well-meaning phrases and research programs, given their book titles, their citations. This is our gothic—we are so morbidly aware, we are so practiced at stomaching horror that the horror is thoughtless.¶ In this graveyard our actions will never touch, will never become the conduits of a movement, if we remain permanently barricaded within prescribed identity categories—our force will be dependent on the limited spaces of recognition built between us. Here we are at odds with one another socially, each of us: students, faculty, staff, homebums, activists, police, chancellors, administrators, bureaucrats, investors, politicians, faculty/ staff/ homebums/ activists/ police/ chancellors/ administrators/ bureaucrats/ investors/ politicians-to-be. That is, we are students, or students of color, or queer students of color, or faculty, or Philosophy Faculty, or Gender and Women Studies faculty, or we are custodians, or we are shift leaders—each with our own office, place, time, and given meaning. We form teams, clubs, fraternities, majors, departments, schools, unions, ideologies, identities, and subcultures—and thankfully each group gets its own designated burial plot. Who doesn’t participate in this graveyard?¶ In the university we prostrate ourselves before a value of separation, which in reality translates to a value of domination. We spend money and energy trying to convince ourselves we’re brighter than everyone else. Somehow, we think, we possess some trait that means we deserve more than everyone else. We have measured ourselves and we have measured others. It should never feel terrible ordering others around, right? It should never feel terrible to diagnose people as an expert, manage them as a bureaucrat, test them as a professor, extract value from their capital as a businessman. It should feel good, gratifying, completing. It is our private wet dream for the future; everywhere, in everyone this same dream of domination. After all, we are intelligent, studious, young. We worked hard to be here, we deserve this.¶ We are convinced, owned, broken. We know their values better than they do: life, liberty, the pursuit of happiness. This triumvirate of sacred values are ours of course, and in this moment of practiced theater—the fight between the university and its own students—we have used their words on their stages: Save public education!¶ When those values are violated by the very institutions which are created to protect them, the veneer fades, the tired set collapses: and we call it injustice, we get indignant. We demand justice from them, for them to adhere to their values. What many have learned again and again is that these institutions don’t care for those values, not at all, not for all. And we are only beginning to understand that those values are not even our own.¶ The values create popular images and ideals (healthcare, democracy, equality, happiness, individuality, pulling yourself up by your bootstraps, public education) while they mean in practice the selling of commodified identities, the state’s monopoly on violence, the expansion of markets and capital accumulation, the rule of property, the rule of exclusions based on race, gender, class, and domination and humiliation in general. They sell the practice through the image. We’re taught we’ll live the images once we accept the practice.¶ In this crisis the Chancellors and Presidents, the Regents and the British Petroleums, the politicians and the managers, they all intend to be true to their values and capitalize on the university economically and socially—which is to say, nothing has changed, it is only an escalation, a provocation. Their most recent attempt to reorganize wealth and capital is called a crisis so that we are more willing to accept their new terms as well as what was always dead in the university, to see just how dead we are willing to play, how non-existent, how compliant, how desirous.¶ Every institution has of course our best interest in mind, so much so that we’re willing to pay, to enter debt contracts, to strike a submissive pose in the classroom, in the lab, in the seminar, in the dorm, and eventually or simultaneously in the workplace to pay back those debts. Each bulging institutional value longing to become more than its sentiment through us, each of our empty gestures of feigned-anxiety to appear under pressure, or of cool-ambivalence to appear accustomed to horror, every moment of student life, is the management of our consent to social death.¶ Social death is our banal acceptance of an institution’s meaning for our own lack of meaning. It’s the positions we thoughtlessly enact. It’s the particular nature of being owned.

#### Postmodernism and relativism is a strategy to contain any affirmation and demobilize any certainty in order to keep Western civilization alive. The time has come to make the political decision to accept the end of civilization and throw off its corpse.

The Invisible Committee, is a collective and anonymous penname, accused authors Tarnac 9, *The Coming Insurrection*, May 15, 2009. p. 27-31

Seventh Circle

“We are building a civilized space here” The first global slaughter, which from 1914 to 1918 did away with a large portion of the urban and rural proletariat, was waged in the name of freedom, democracy, and civilization. For the past five years, the so-called “war on terror” with its special operations and targeted assassinations has been pursued in the name of these same values. Yet the resemblance stops there: at the level of appearances. The value of civilization is no longer so obvious that it can brought to the natives without further ado. Freedom is no longer a name scrawled on walls, for today it is always followed, as if by its shadow, with the word “security.” And it is well known that democracy can be dissolved in pure and simple “emergency” edicts—for example, in the official reinstitution of torture in the US, or in France’s Perben II law.20 In a single century, freedom, democracy and civilization have reverted to the state of hypotheses. Our leaders’ work from here on out will consist in shaping the material and moral as well as symbolic and social conditions in which these hypotheses can be more or less validated, in configuring spaces where they can seem to function. All means to these ends are acceptable, even the least democratic, the least civilized, the most repressive. This is a century in which democracy regularly presided over the birth of fascist regimes, civilization constantly rhymed—to the tune of Wagner or Iron Maiden—with extermination, and in which, one day in 1929, freedom- showed its two faces: a banker throwing himself from a window and a family of workers dying of hunger. Since then—let’s say, since 1945—it’s taken for granted that manipulating the masses, secret service operations, the restriction of public liberties, and the complete sovereignty of a wide array of police forces were appropriate ways to ensure democracy, freedom and civilization. At the final stage of this evolution, we see the first socialist mayor of Paris putting the finishing touches on urban pacification with a new police protocol for a poor neighborhood, announced with the following carefully chosen words: “We’re building a civilized space here.” There’s nothing more to say, everything has to be destroyed. Though it seems general in nature, the question of civilization is not at all a philosophical one. A civilization is not an abstraction hovering over life. It is what rules, takes possession of, colonizes the most banal, personal, daily existence. It’s what holds together that which is most intimate and most general. In France, civilization is inseparable from the state. The older and more powerful the state, the less it is a superstructure or exoskeleton of a society and the more it constitutes the subjectivities that people it. The French state is the very texture of French subjectivities, the form assumed by the centuries-old castration of its subjects. Thus it should come as no surprise that in their deliriums psychiatric patients are always confusing themselves with political figures, that we agree that our leaders are the root of all our ills, that we like to grumble so much about them and that this grumbling is the consecration that crowns them as our masters. Here, politics is not considered something outside of us but as part of ourselves. The life we invest in these figures is the same life that’s taken from us. If there is a French exception, this is why. Everything, even the global influence of French literature, is a result of this amputation. In France, literature is the prescribed space for the amusement of the castrated. It is the formal freedom conceded to those who cannot accommodate themselves to the nothingness of their real freedom. That’s what gives rise to all the obscene winks exchanged, for centuries now, between the statesmen and men of letters in this country, as each gladly dons the other’s costume. That’s also why intellectuals here tend to talk so loud when they’re so meek, and why they always fail at the decisive moment, the only moment that would’ve given meaning to their existence, but that also would’ve had them banished from their profession. There exists a credible thesis that modern literature was born with Baudelaire, Heine, and Flaubert as a repercussion of the state massacre of June 1848. It’s in the blood of the Parisian insurgents, against the silence surrounding the slaughter, that modern literary forms were born—spleen, ambivalence, fetishism of form, and morbid detachment. The neurotic affection that the French pledge to their Republic—in the name of which every smudge of ink assumes an air of dignity, and any pathetic hack is honored—underwrites the perpetual repression of its originary sacrifices. The June days of 1848—1,500 dead in combat, thousands of summary executions of prisoners, and the Assembly welcoming the surrender of the last barricade with cries of “Long Live the Republic!”—and the Bloody Week of 1871 are birthmarks no surgery can hide. In 1945, Kojeve wrote: “The “official” political ideal of France and of the French is today still that of the nation-State, of the ‘one and indivisible Republic.’ On the other hand, in the depths of its soul, the country understands the inadequacy of this ideal, of the political anachronism of the strictly “national” idea. This feeling has admittedly not yet reached the level of a clear and distinct idea: The country cannot, and still does not want to, express it openly. Moreover, for the very reason of the unparalleled brilliance of its national past, it is particularly difficult for France to recognize clearly and to accept frankly the fact of the end of the ‘national’ period of History and to understand all of its consequences. It is hard for a country which created, out of nothing, the ideological framework of nationalism and which exported it to the whole world to recognize that all that remains of it now is a document to be filed in the historical archives.” This question of the nation-state and its mourning is at the heart of what for the past half-century can only be called the French malaise. We politely give the name of “alternation” to this twitchy indecision, this pendulum-like oscillation from left to right, then right to left; like a manic phase after a depressive one that is then followed by another, or like the way a completely rhetorical critique of individualism uneasily co-exists with the most ferocious cynicism, or the most grandiose generosity with an aversion to crowds. Since 1945, this malaise, which seems to have dissipated only during the insurrectionary fervor of May ’68, has continually worsened. The era of states, nations and republics is coming to an end; this country that sacrificed all its life to these forms is still dumbfounded. The firestorm caused by Jospin’s simple sentence “the state can’t do everything” allowed us to glimpse the one that will ignite when it becomes clear that the state can no longer do anything at all. The feeling that we’ve been tricked is like a wound that is becoming increasingly infected. It’s the source of the latent rage that just about anything will set off these days. The fact that in this country the obituary of the age of nations has yet to be written is the key to the French anachronism, and to the revolutionary possibilities France still has in store. Whatever their outcome may be, the role of the next presidential elections will be to signal the end of French illusions and the bursting of the historical bubble in which we are living—and which makes possible events like the anti-CPE movement, which was puzzled over by other countries as if it were some bad dream that escaped the 1970s. That’s why, deep down, no one wants these elections. France is indeed the red lantern21 of the western zone. Today the West is the GI who dashes into Fallujah on an M1 Abrams tank, listening to heavy metal at top volume. It’s the tourist lost on the Mongolian plains, mocked by all, who clutches his credit card as his only lifeline. It’s the CEO who swears by the game Go. It’s the young girlchchases who chases happiness in clothes, guys, and moisturizing creams. It’s the Swiss human rights activist who travels to the four corners of the earth to show solidarity with all the world’s rebels—provided they’ve been defeated. It’s the Spaniard who couldn’t care less about political freedom once he’s been granted sexual freedom. It’s the art lover who wants us to be awestruck before the “modern genius” of a century of artists, from surrealism to Viennese actionism, all competing to see who could best spit in the face of civilization. It’s the cyberneticist who’s found a realistic theory of consciousness in Buddhism and the quantum physicist who’s hoping that dabbling in Hindu metaphysics will inspire new scientific discoveries. The West is a civilization that has survived all the prophecies of its collapse with a singular stratagem. Just as the bourgeoisie had to deny itself as a class in order to permit the bourgeoisification of society as a whole, from the worker to the baron; just as capital had to sacrifice itself as a wage relation in order to impose itself as a social relation—becoming cultural capital and health capital in addition to finance capital; just as Christianity had to sacrifice itself as a religion in order to survive as an affective structure—as a vague injunction to humility, compassion, and weakness; so the West has sacrificed itself as a particular civilization in order to impose itself as a universal culture. The operation can be summarized like this: an entity in its death throws sacrifices itself as a content in order to survive as a form. The fragmented individual survives as a form thanks to the “spiritual” technologies of counseling. Patriarchy survives by attributing to women all the worst attributes of men: willfulness, self-control, insensitivity. A disintegrated society survives by propagating an epidemic of sociability and entertainment. So it goes with all the great, outmoded fictions of the West maintaining themselves through artifices that contradict these fictions point by point. There is no “clash of civilizations.” There is a clinically dead civilization kept alive by all sorts of life-support machines that spread a peculiar plague into the planet’s atmosphere. At this point it can no longer believe in a single one of its own “values”, and any affirmation of them is considered an impudent act, a provocation that should and must be taken apart, deconstructed, and returned to a state of doubt. Today Western imperialism is the imperialism of relativism, of the “it all depends on your point of view”; it’s the eye-rolling or the wounded indignation at anyone who’s stupid, primitive, or presumptuous enough to still believe in something, to affirm anything at all. You can see the dogmatism of constant questioning give its complicit wink of the eye everywhere in the universities and among the literary intelligentsias. No critique is too radical among postmodernist thinkers, as long as it maintains this total absence of certitude. A century ago, scandal was identified with any particularly unruly and raucous negation, while today it’s found in any affirmation that fails to tremble. No social order can securely found itself on the principle that nothing is true. Yet it must be made secure. Applying the concept of “security” to everything these days is the expression of a project to securely fasten onto places, behaviors, and even people themselves, an ideal order to which they are no longer ready to submit. Saying “nothing is true” says nothing about the world but everything about the Western concept of truth. For the West, truth is not an attribute of beings or things, but of their representation. A representation that conforms to experience is held to be true. Science is, in the last analysis, this empire of universal verification. Since all human behavior, from the most ordinary to the most learned, is based on a foundation of unevenly formulated presuppositions, and since all practices start from a point where things and their representations can no longer be distinguished, a dose of truth that the Western concept knows nothing about enters into every life. We talk in the West about “real people,” but only in order to mock these simpletons. This is why Westerners have always been thought of as liars and hypocrites by the people they’ve colonized. This is why they’re envied for what they have, for their technological development, but never for what they are, for which they are rightly held in contempt. Sade, Nietzsche and Artaud wouldn’t be taught in schools if the kind of truth mentioned above was not discredited in advance. Containing all affirmations and deactivating all certainties as they irresistibly come to light-such is the long labor of the Western intellect. The police and philosophy are two convergent, if formally distinct, means to this end. Of course, this imperialism of the relative finds a suitable enemy in every empty dogmatism, in whatever form of Marxist-Leninism, Salifism, or Neo-Nazism: anyone who, like Westerners, mistakes provocation for affirmation. At this juncture, any strictly social contestation that refuses to see that what we’re faced with is not the crisis of a society but the extinction of a civilization becomes an accomplice in its perpetuation. It’s even become a contemporary strategy to critique this society in the vain hope of saving this civilization. So we have a corpse on our backs, but we won’t be able to rid ourselves of it just like that. Nothing is to be expected from the end of civilization, from its clinical death. In and of itself, it can only be of interest to historians. It’s a fact, and it must be translated into a decision. Facts can be conjured away, but decision is political. To decide on the death of civilization, then to work out how it will happen: only decision will rid us of the corpse.

### Case

#### There is no way to determine why one standpoint is more important than another, destroys the legitimacy of their alt.

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**[Peter Foster and Roger Gomm and Martyn Hammersley, “Constructing educational inequality”, p 37]**

Standpoint epistemologies also suffer from severe problems. We must ask on what grounds we can decide that one category of person has superior insight into reality. This cannot be simply because they declare that they have this insight; otherwise everyone could make the same claim with the same legitimacy (we would be back to relativism). This means that some other form of ultimate justification is involved, but what could this be? In the Marxist version of this argument the working class are the group with privileged insight into the nature of social reality, yet it is Marx and Marxist theorists who confer this privilege on them by means of a particular philosophy of history. Something similar occurs in the case of feminist standpoint theory, where the feminist theorist ascribes privileged insight to women, or to feminists engaged in the struggle for women’s emancipation (Hartsock, 1983. Harding, 1986). However, while we must recognize that people in different social locations may have divergent perspectives which give them distinctive insights, it is not clear why we should believe the implausible claim that some people have privileged access to knowledge while others are blinded by ideology, simply by virtue of their social positions (Merton, 1972).