## 1

Our interpretation is that the affirmative team must defend a topical plan under the resolution: Should the United States Federal Government substantially increase its economic engagement toward Cuba, Mexico, or Venezuela

First is our Resolutional Basis

A. Resolved means to declare by a formal vote

Webster’s Revised Unabridged Dictionary, 1998 (dictionary.com)

Resolved:

5. To express, as an opinion or determination, by resolution and vote; to declare or decide by a formal vote; -- followed by a clause; as, the house resolved (or, it was resolved by the house) that no money should be apropriated (or, to appropriate no money).

**And, “United States Federal Government should” means the debate is solely about the outcome of a policy established by governmental means**

Ericson ‘3 [2003, Jon M. Ericson is the Dean Emeritus of the College of Liberal Arts – California Polytechnic U., et al., The Debater’s Guide, Third Edition, p. 4]

The Proposition of Policy: Urging Future Action In policy propositions, each topic contains

AND

and compelling reasons for an audience to perform the future action that you propose

Limits are good – it provides equitable ground that causes clash – produces competent advocates with decision making skills that target all facets of life

Steinberg and Freeley ‘8 [2008. Austin J. Freeley is a Boston based attorney who focuses on criminal, personal injury and civil rights law and David L. Steinberg , Lecturer of Communication Studies @ U Miami. “Argumentation and Debate: Critical Thinkign for Reasoned Decision Making,” pg 45]

Debate is a means of settling differences, so there must be a difference of

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Congress to make progress on the immigration debate during the summer of 2007.

Someone disturbed by the problem of the growing underclass of poorly educated, socially disenfranchised

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specific policies to be investigated and aid discussants in identifying points of difference.

To have a productive debate, which facilitates effective decision making by directing and placing

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: the comparative effectiveness of writing or physical force for a specific purpose.

Although we now have a general subject, we have not yet stated a problem

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particular point of difference, which will be outlined in the following discussion.

Roleplaying is good – discussions of policy questions as if we were the government are crucial for skills development and change

Esberg & Sagan 12 \*Jane Esberg is special assistant to the director at New York University's Center on. International Cooperation. She was the winner of 2009 Firestone Medal, AND \*\*Scott Sagan is a professor of political science and director of Stanford's Center for International Security and Cooperation “NEGOTIATING NONPROLIFERATION: Scholarship, Pedagogy, and Nuclear Weapons Policy,” 2/17 The Nonproliferation Review, 19:1, 95-108

These government or quasi-government think tank simulations often provide very similar lessons for

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allies and adversaries, would behave in response to US policy initiatives.7

By university age, students often have a pre-defined view of international affairs

AND

quickly; simulations teach students how to contextualize and act on information.14

Third, switch-side is key---Effective deliberation is crucial to the activation of personal agency and is only possible in a switch-side debate format where debaters divorce themselves from ideology to engage in political contestation

Patricia Roberts-Miller 3 is Associate Professor of Rhetoric at the University of Texas "Fighting Without Hatred:Hannah Ar endt ' s Agonistic Rhetoric" JAC 22.2 2003

Totalitarianism and the Competitive Space of Agonism

Arendt is probably most famous for her analysis of totalitarianism (especially her The Origins

AND

not relativist, adversarial but not violent, independent but not expressivist rhetoric.

This agnosim solves critical thinkign – the process of switch side debate offers reasonable reflective thinking in making decisions—placing someone outside of their intial beliefs forces them to assess all possible outcomes and arrive at decisions—abdicating this process has grave consequences and risks a multitude of existential risks

Harrigan, ‘08 [Casey Harrigan is an NDT champion, debate coach at UGA, thesis submitted to Wake Forest Graduate Faculty for Master of Arts in Communication, “A defense of switch side debate”, http://dspace.zsr.wfu.edu/jspui/bitstream/10339/207/1/harrigancd052008, p. 57-59]

Along these lines, the greatest benefit of switching sides, which goes to the

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

Key to social improvements in every and all facets of life

Steinberg & Freeley 8 \*Austin J. Freeley is a Boston based attorney who focuses on criminal, personal injury and civil rights law, AND \*\*David L. Steinberg , Lecturer of Communication Studies @ U Miami, Argumentation and Debate: Critical Thinking for Reasoned Decision Making pp9-10

If we assume it to be possible without recourse to violence to reach agreement on all the problems implied in the employment of the idea of justice we are granting the possibility of formulating an ideal of man and society, valid for all beings endowed with reason and accepted by what we have called elsewhere the universal audience.14

I think that the only discursive methods available to us stem from techniques that are

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city of man in which violence may progressively give way to wisdom.13

Whenever an individual controls the dimensions of" a problem, he or she can solve the problem through a personal decision. For example, if the problem is whether to go to the basketball game tonight, if tickets are not too expensive and if transportation is available, the decision can be made individually. But if a friend's car is needed to get to the game, then that person's decision to furnish the transportation must be obtained.

Complex problems, too, are subject to individual decision making. American business offers

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-to-day and even hour-to-hour decisions individually.

When President George H. W. Bush launched Operation Desert Storm, when President

AND

, debate is the only satisfactory way the exact issues can be decided:

A president, whoever he is, has to find a way of understanding the novel and changing issues which he must, under the Constitution, decide. Broadly speaking ... the president has two ways of making up his mind. The one is to turn to his subordinates—to his chiefs of staff and his cabinet officers and undersecretaries and the like—and to direct them to argue out the issues and to bring him an agreed decision…

The other way is to sit like a judge at a hearing where the issues to be decided are debated. After he has heard the debate, after he has examined the evidence, after he has heard the debaters cross-examine one another, after he has questioned them himself he makes his decision…

It is a much harder method in that it subjects the president to the stress of feeling the full impact of conflicting views, and then to the strain of making his decision, fully aware of how momentous it Is. But there is no other satisfactory way by which momentous and complex issues can be decided.16

John F. Kennedy used Cabinet sessions and National Security Council meetings to provide debate

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18 All presidents, to varying degrees, encourage debate among their advisors.

We may never be called on to render the final decision on great issues of

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in our intelligent self-interest to reach these decisions through reasoned debate.

Only portable skill---means our framework turns case

Steinberg & Freeley 8 \*Austin J. Freeley is a Boston based attorney who focuses on criminal, personal injury and civil rights law, AND \*\*David L. Steinberg , Lecturer of Communication Studies @ U Miami, Argumentation and Debate: Critical Thinking for Reasoned Decision Making pp9-10

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

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support the military action, and in the face of significant international opposition.

Meanwhile, and perhaps equally difficult for the parties involved, a young couple deliberated

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made. Each decision maker worked hard to make well-reasoned decisions.

Decision making is a thoughtful process of choosing among a variety of options for acting

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decision making, as do our school, community, and social organizations.

We all make many decisions even- day. To refinance or sell one's home, to buy a high-performance SUV or an economical hybrid car. what major to select, what to have for dinner, what candidate CO vote for. paper or plastic, all present lis with choices. Should the president deal with an international crisis through military invasion or diplomacy? How should the U.S. Congress act to address illegal immigration?

Is the defendant guilty as accused? Tlie Daily Show or the ball game?

AND

do we sort through it and select the best information for our needs?

The ability of every decision maker to make good, reasoned, and ethical decisions relies heavily upon their ability to think critically. Critical thinking enables one to break argumentation down to its component parts in order to evaluate its relative validity and strength. Critical thinkers are better users of information, as well as better advocates.

Colleges and universities expect their students to develop their critical thinking skills and may require students to take designated courses to that end. The importance and value of such study is widely recognized.

Much of the most significant communication of our lives is conducted in the form of debates. These may take place in intrapersonal communications, in which we weigh the pros and cons of an important decision in our own minds, or they may take place in interpersonal communications, in which we listen to arguments intended to influence our decision or participate in exchanges to influence the decisions of others.

Our success or failure in life is largely determined by our ability to make wise

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

Effective deliberation is the lynchpin of solving all existential global problems

Christian O. Lundberg 10 Professor of Communications @ University of North Carolina, Chapel Hill, “Tradition of Debate in North Carolina” in Navigating Opportunity: Policy Debate in the 21st Century By Allan D. Louden, p311

The second major problem with the critique that identifies a naivety in articulating debate and

AND

their time and political energies toward policies that matter the most to them.

The merits of debate as a tool for building democratic capacity-building take on

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navigate academic search databases and to effectively search and use other Web resources:

To analyze the self-report ratings of the instructional and control group students,

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searching, not just in academic databases. (Larkin 2005, 144)

Larkin's study substantiates Thomas Worthcn and Gaylcn Pack's (1992, 3) claim that

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cite and rely upon from an easily accessible and veritable cornucopia of materials.

There are, without a doubt, a number of important criticisms of employing debate

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to the possibilities of meaningful political engagement and new articulations of democratic life.

Expanding this practice is crucial, if only because the more we produce citizens that

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with the existential challenges to democracy [in an] increasingly complex world.

## 2

Our counter advocacy is to create a forum in which to discuss engagement with the Zapatistas from a decentralized state of non-representational self-governing in an effort to fortify the abstract machine against the representational politics of the debate space

**Discussion forums solve best- we should encourage community-wide forums to discuss their advocacy**

**Zompetti ’04 [Joe, Assistant Professor, School of Communication, Illinois State**

**University, “Contemporary Argumentation and Debate”]**

Interjecting the personalized into debate rounds has become highly problematic. As discussions on eDebate

AND

to personalizing debate, however, are, in my opinion, enormous.

**Three net benefits-**

**Alliance splitting- personalizing debate risks splitting alliances and fracturing solutions, causing backlash and resistance:**

**Zompetti ’04 [Joe, Assistant Professor, School of Communication, Illinois State**

**University, “Contemporary Argumentation and Debate”]**

Frequently posts to eDebate (e.g., April 2004),1 the electronic

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) call it, the "ISM") in intercollegiate debate is occurring.

**Structural solutions- personalized debating blocks structural solutions- our counter advocacy solves better**

**Zompetti ’04 [Joe, Assistant Professor, School of Communication, Illinois State**

**University, “Contemporary Argumentation and Debate”]**

**To be sure**, many have embraced the idea to gain a strategic edge in competitive debate rounds as well as to be self-reflexive of their own participation in an activity that probably does need restructuring. However, the central problem of this new phenomenon – the personalizing of debating – is twofold: **it victimizes debate**, and it ignores deeper, perhaps more important structural problems within the **debate community**.

**Debate rounds are bad forums- lack of time, moving advocacy target, and they deflect from community-wide discussions- turns the case**

**Zompetti ’04 [Joe, Assistant Professor, School of Communication, Illinois State**

**University, “Contemporary Argumentation and Debate”]**

The second major problem with this turn in contemporary policy debate is its deflection,

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they have nothing to contribute? Why do students of color feel excluded?

## 3

Only a critical race theory can center the struggle against neo-liberalism.

WARD ‘7 [2007, Robert Anthony-; Univ. of Illinois @ Urbana-Champaign Neoliberal Silences, Race, & The Hope of CRT; A paper Presented at the Annual Meeting of the American Research Association; April Draft; http://www.urban.illinois.edu/apa-pw/APA07/Neoliberal%20Silences\_Robert%20Ward.pdf]

A critical race theory (CRT) framework places race as the central unit of

AND

, implementation, and particularly outcomes by simply pretending that they don’t exist.

**Philosophical criticism is grounded within a colorblind mentality that ignores racism**

**ROELOFS** Assc. Prof @ Hampshire College **2k6**

Monique-teaches and writes at the intersection of European, analytical, and postcolonial philosophies with a special focus on aesthetics and the philosophy of art and culture, feminist philosophy, and critical race theory; *The Veiled Presence of Race in the Philosophy of Art: Reclaiming Race for Aesthetics*; APA NEWSLETTER on: PHILOSOPHY AND THE BLACK EXPERIENCE, edited by John McClendon and George Yancy; Volume 06, Number 1; Fall.

Race is a conceptual blind spot in philosophical aesthetics and the philosophies of the arts

AND

tenable social, economic, cultural, political, environmental, and aesthetic constellations

Racism must be rejected in EVERY INSTANCE without surcease. It justifies atrocities, creates another and is truly the CAPITAL SIN.

Memmi ’00 [2000, Albert is a Professor Emeritus of Sociology @ Unv. Of Paris, Albert-; RACISM, translated by Steve Martinot, pp.163-165]

The struggle against racism will be long, difficult, without intermission, without remission

AND

. True, it is a wager, but the stakes are irresistible.

## Case

**Value to life can’t be calculated**

**Schwartz 2** (Lisa, M.D., Associate Professor of Medicine – Dartmouth College Medical School, et al., Medical Ethics: A Case Based Approach, www.fleshandbones.com/readingroom/pdf/399.pdf)

The first criterion that springs to mind regarding the value of life is usually the

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would simplify decisions about the value of a life based on its quality.

We cannot speak on behalf of the Zapatistas – this is against their philosophy and falsely represents them.

Tormey ’06 – Simon Tormey, Professor of Politics and Critical Theory at the University of Nottingham, UK, and Director of the Centre for Social and Global Justice based in the School of Politics and International Relations [Parliam Aff (January 2006) 59 (1): 138-154. <http://pa.oxfordjournals.org/content/59/1/138.full#sec-1>] ADoan

HIGH up in the mountains of the south east of Mexico an experiment is taking

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of tinkering will salvage the antique presuppositions propping up ‘the representative claim’.

And – our vastly different perspective means we cannot understand the struggle of the Zapatistas, and thus cannot accurately represent them – the 1AC creates barriers between the privileged debater and the struggling Zapatista, ultimately reinforcing oppression by silencing the Zapatista.

Alcoff ’95 - Linda Martín Alcoff is Professor of Philosophy at Hunter College and the CUNY Graduate Center [Personal Website, “THE PROBLEM OF SPEAKING FOR OTHERS”, 1995, <http://www.alcoff.com/content/speaothers.html>] ADoan

¶ Feminist discourse is not the only site in which the problem of speaking for

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oppressed is becoming increasingly criticized by members of those oppressed groups themselves.6

Reject the hierarchical rituals of speaking to ensure liberty. We must open up spaces to allow the other to speak—academic spaces are critical locations for this effort.

Alcoff ’95 - Linda Martín Alcoff is Professor of Philosophy at Hunter College and the CUNY Graduate Center [Personal Website, “THE PROBLEM OF SPEAKING FOR OTHERS”, 1995, <http://www.alcoff.com/content/speaothers.html>] ADoan

The final response to the problem of speaking for others that I will consider occurs

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The remainder of this paper will try to contribute toward developing that possibility.

The affirmative is Don Quixote chasing windmills – we will isolate 4 –

**The fourth link is the windmill of the Alliance—their project fractures coalitions and prevents change**

Atchison and Panetta 9 [2009, Jarrod, Director of Debate at Wakr University and Edward, Director of Debate at the University of Georgia, “Intercollegiate Debate and Speech Communication: Issues for the Future,” The Sage Handbook of Rhetorical Studies, Lunsford, Andrea, ed., p. 317-334]

The final problem with an individual debate round focus is the role of competition.

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community problem. An extreme example might include a team arguing that their opponents’

academic institution had a legacy of civil rights abuses and that the judge should not

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

The first link is the windmill of state pessimism—their abdication of the resolution has dangerous societal implications—their performance is based in a plea for negation that crushes chances of state based reform

Pasha ’96 [July-Sept. 1996, Mustapha Kamal, Professor and Chair of the Department of Politics and International Relations at the University of Aberdeen, “Security as Hegemony”, Alternatives: Global, Local, Political, Vol. 21, No. 3, pp. 283-302, JSTOR]

An attack on the postcolonial state as the author of violence and its drive to

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heterodox - to become more than simply modernity's reckless agent against hapless nativism.

The state is also seen as an expression of greater capacities against want, hunger

AND

more savage and less capable of ad- justing to rhythms dictated by globalization

The second link is the windmill of experience—their prioritization of personal experience leads to a retreat to Neoethnic tribalism—consequences must be weighed in debate

Ireland ‘2 [2002, Craig, SSHRCC (Social Sciences and Humanities Research Council of Canada) postdoctoral fellow at the Université de Sherbrooke, “The Appeal to Experience and Its Consequences Variations on a Persistent Thompsonian Theme”, http://muse.jhu.edu/journals/cultural\_critique/v052/52.1ireland.html]

Once an arcane philosophical term, experience over the last three decades has become a

AND

'black' or 'lesbian' or 'homosexual' for 'working class'" (Scott, 786).

The third link is the windmill of race—their notion fails to capture the ways in which race acquires meaning—their critique of whiteness is totalizing

Niemonen ‘10 [2010, Jack, American Sociologist, 41(1), 48-81, “Public Sociology or Partisan Sociology? The Curious Case of Whiteness Studies” EBSCOhost]

Despite recognition that racial classification systems are not constant, proponents of whiteness studies treat

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arguments inevitably result in anger and bafflement (Gillborn 1996; Kolchin 2002).

**The fourth link is the windmill of the Alliance—their project fractures coalitions and prevents change**

Atchison and Panetta 9 [2009, Jarrod, Director of Debate at Wakr University and Edward, Director of Debate at the University of Georgia, “Intercollegiate Debate and Speech Communication: Issues for the Future,” The Sage Handbook of Rhetorical Studies, Lunsford, Andrea, ed., p. 317-334]

The final problem with an individual debate round focus is the role of competition.

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

## 2NC – Overview

This middle ground most effectively resolves their exclusion arguments

Gert Biesta et al 9, professor of Education and Director of Research at the School of Education, University of Stirling, Susan Verducci , Assistant Professor at the Humanities Department at San José State University, and Michael S. Katz, professor of philosophy and education at San Jose State, Education, Democracy and the Moral Life, 2009, p. 105-107

This example not only shows why the issue of inclusion is so prominent in the

AND

dispassionate, unsituatcd, neutral reason" (ibid. p.63).

To counteract the internal exclusion that is the product of a too narrow focus on

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spots, or sterco-types" (ibid., p.77).

It is important to emphasise that greeting, rhetoric and narrative are not meant to

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is to be done remains central” (ibid., p.168).

## 2NC – Black Framework

To avoid discussion of the topic seems to revert back to historical discriminatory educational practices utilized to disempower and subject blacks to inferior positions within society.

Blacks were not supposed to discuss issues of the day and were limited to racial discussions for the support or CRITICISM of politicians seeking office

Woodson ’33 [1933, Carter G. Woodson is an African American historian and educator; he is the founder and editor of the Journal of Negro History and the Negro History Bulletin and the founder of the association for the study of Negro life and history. “The Miseducation of the Negro,” p92]

In the North the Negroes have a better chance to acquire knowledge of political matters

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Negro while the highly favorable party was doing so much for the race.

Their articulation of fiat and the use of the Federal Government serves a disservice to the education of Black People through debate.

To deny a discussion of political workings through the role play of federal government in the name of race is almost BACKWARDS and serves the exclusionary historical practices of white supremacy – that’s Woodson

The afropessimistic rejection of state institutions and education is akin to the policy of racial exclusion as seen previoiusly

Woodson ’33 [1933, Carter G. Woodson is an African American historian and educator; he is the founder and editor of the Journal of Negro History and the Negro History Bulletin and the founder of the association for the study of Negro life and history. “The Miseducation of the Negro,” p83-84]

Not long ago a measure was introduced in a certain State Legislature to have the

AND

to conform to the policy of “keeping the Negro in his place.”

The state is the only thing that can effectively solve racism

Franklin 1993

John Hope, James B Duke Professor Emeritus of History Duke University, 1985-1992 was Professor of legal History in the Law School at Duke University; THE COLOR LINE: Legacy for the Twenty First Century; p. 45

Neither the courts nor the Congress nor the president can declare by fiat, resolution

AND

it and, indeed, would be horrified if we even approached it.

## 2NC Critical Thinking Outweighs

We control uniqueness---critical thinking skills are faltering now---frameworks that force clash are key to decisionmaking, critical thinking, and deeper epistemological understanding of both sides of an issue

Yanklowitz ‘13 [2013, Shmuly, Executive Director of the Valley Beit Midrash, the Founder & President of Uri L'Tzedek, the Founder and CEO of The Shamayim V'Aretz Institute and the author of "Jewish Ethics & Social Justice: A Guide for the 21st Century”, “A Society with Poor Critical Thinking Skills: The Case for 'Argument' in Education”, http://www.huffingtonpost.com/rabbi-shmuly-yanklowitz/a-society-with-poor-criti\_b\_3754401.html]

Researchers have shown that most students today are weak in critical thinking skills. They

AND

must invest in the education of our youth. They are our future!

## 2NC AT Switch Side Bad

Switch side debate is good

A. Tolerance – only by taking the position of the other side can we avoid becoming bigoted decision makers – makes roleplaying EFFECTIVE

Star Muir, communication studies at George Mason University, 1993 (Philosophy and Rhetoric 26.4, p. 288-291)

Values clarification, Stewart is correct in pointing out, does not mean that no

AND

of competition), effectively renders the value structure pluralistic, rather than relativistic.

B. It teaches us to be reflexive – leads to competent policy making

Mitchell 2010 – associate professor and director of graduate studies in the Department of Communication at the University of Pittsburgh (Gordon, Rhetoric & Public Affairs, 13.1, “SWITCH-SIDE DEBATING MEETS DEMAND-DRIVEN RHETORIC OF SCIENCE”)

The watchwords for the intelligence community’s debating initiative— collaboration, critical thinking, collective

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meaning in inverted rhetorical situations characterized by an endemic surplus of heterogeneous content.

## Extra

Switching sides is the only way to facilitate deliberation – personal conviction to your argument makes you an ineffective advocate because your ideas aren’t effectively challenged

Talisse ‘5 [Robert Talisse is a philosophy professor at Vanderbilt . Philosophy & Social Criticism, 31.4, “Deliberativist responses to activist challenges”) \*note: gendered language in this article refers to arguments made by two specific individuals in an article by Iris Young and we reject it

Nonetheless, the deliberativist conception of reasonableness differs from the activist’s in at least one

AND

of justice. Insofar as the activist denies this, he is unreasonable.

## 2NC Limits Good

BOUNDED knowledge is good – debate should be maintained as a DISCIPLINARY space. This SEVERS the internal link between SKILL production and SUBJECT production

McArthur 10

Studies in Higher Education

Vol. 35, No. 3, May 2010, 301–315

Department of Higher & Community Education, University of Edinburgh, Paterson’s Land,

Holyrood Road, Edinburgh EH8 8AQ, UK

Giroux’s critical pedagogy rests upon a commitment to public spaces for learning, where diverse

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contested nature is part of what students must learn to navigate’ (68).

Abolishing LIMITS crushes critical pedagogy

McArthur 10

Studies in Higher Education

Vol. 35, No. 3, May 2010, 301–315

Department of Higher & Community Education, University of Edinburgh, Paterson’s Land,

Holyrood Road, Edinburgh EH8 8AQ, UK

The diverse, and to some extent dissonant, aspects of critical pedagogy which exist

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capitalism, postmodern critical pedagogy in fact plays into its hands’ (501).

The benefits of debate can only be achieved by focusing on a stable resolution---debate’s unique from a conversation among friends where tangential relevance to the topic at hand has no implication---given the multiplicity of perspectives about the resolution, formal rules are crucial

Waldron 12—Professor of Law, Jurisprudence and Social Policy Program, School of Law (Boalt Hall), and Professor of Philosophy, University of California at Berkeley (Jeremy, The Dignity of Legislation, digitalcommons.law.umaryland.edu/cgi/viewcontent.cgi?article=2949&context=mlr&sei-redir=1&referer=http%3A%2F%2Fscholar.google.com%2Fscholar%3Fhl%3Den%26q%3Dthe%2Bdignity%2Bof%2Blegislation%26btnG%3D%26as\_sdt%3D1%252C14%26as\_sdtp%3D#search=%22dignity%20legislation%22)

No doubt, in the course of discussion, someone may feel that it would

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standards in question under the auspices of text-based formality.9 '

## 2NC – CP

They have a flawed foundation for movements – it’s impossible for us to join them so their advocacy only promotes conflict

Ruth Lessl Shively, Assoc Prof Polisci at Texas A&M, 2000 *Political Theory and Partisan Politics* p. 183-4

This is the ordinary ebb and flow of debate. Argument continues as long as

AND

protect speech and action from violence, manipulation and other forms of tyranny\*

Mainstream political viability is key to mass mobilization

Deana A. Rohlinger, Department of Sociology at UC-Irvine, 2002 Sociological Quarterly 43:4

In addition, mass media outlets are not impartial observers but have interests, norms

AND

also engage in newsworthy and timely actions in order to attract media coverage.

First-hand experience with social movements demonstrates that inexperience with specific policy advocacy undermines their political efficacy

Frank Bedek, economic and social historian at McMaster University, Spring 1999 PIRGspectives

http://www.opirg.org/mcmaster/spring99.htm#demo “Why I don’t do demonstrations anymore”

 I've attended, or stood by sympathetically, at demonstrations for prisoner's rights,

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offered more pointless gatherings will only serve to dispirit and discourage their participants.

Protest movements that are divorced from specific policy proposals devolve into nihilistic violence

Frank Bedek, economic and social historian at McMaster University, Spring 1999 PIRGspectives

http://www.opirg.org/mcmaster/spring99.htm#demo “Why I don’t do demonstrations anymore”

I think that one of the weaknesses of demonstrations comes out of a misconception of

AND

society bewildered and apathetic from the stresses neo-liberalism continues to impose.

**The disempowering effects of skirting instrumental advocacy spill over – their framework immobilizes movements in the long term**

Marc Silverstein ACLU Director for Colorado, 4-25-2002

http://site.www.umb.edu/faculty/salzman\_g/Strate/Discus/2002-04-25Silverstein.htm

A "co-leader" of the IAC made the statement that "this

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whether it's in a working-class neighborhood or in a major city.

## 1nr – at: p d/b

The perm is strategic colorblindness: Strategic colorblindness is the avoidance of talking about race or even acknowledging racial difference in an effort to avoid the appearance of bias and is one instrument in the TOOLBOX of whites to appear non-prejudiced.

APFELBAUM, SOMMERS Dpt of Pyschology @ Tufts U. & NORTON Harvard Business School 2k8

Evan P.-, Samuel R.- & Michael I.-; Seeing Race & Seeming Racist? Evaluating Strategic Colorblindness in Social Interaction; JOURNAL OF PERSONALITY AND SOCIAL PYSCHOLOGY; Vol. 95, No. 4; copyrighted by the American Psychological Association; <http://www.apa.org/journals/releases/psp954918.pdf>

As this anecdote and a developing research literature illustrate, individuals often struggle with how

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appearance during race-relevant social interactions with a range of interpersonal outcomes.

## 1nr – alliances

Change is much more likely to occur in forums outside of debate—they kill any chance of reform

Young ‘4 [February 18th, 2004, Kelly, Wayne State Graduate Student, <http://www.ndtceda.com/pipermail/edebate/2004-February/054309.html>]

I appreciate Andy and Gordon's attempts to outline an alternative vision of debate that curtails

AND

through these channels without exposing division publicly, which can threaten us all.

One ballot means nothing

Atchison and Panetta 9 [2009, Jarrod, Director of Debate at Wakr University and Edward, Director of Debate at the University of Georgia, “Intercollegiate Debate and Speech Communication: Issues for the Future,” The Sage Handbook of Rhetorical Studies, Lunsford, Andrea, ed., p. 317-334]

The first problem that we isolate is the difficulty of any individual debate to generate

AND

debate with so few participants is the best strategy for addressing important problems.

The community will forget

Atchison and Panetta 9 [2009, Jarrod, Director of Debate at Wakr University and Edward, Director of Debate at the University of Georgia, “Intercollegiate Debate and Speech Communication: Issues for the Future,” The Sage Handbook of Rhetorical Studies, Lunsford, Andrea, ed., p. 317-334]

In addition to the structural problems, the collective forgetfulness of the debate community reduces

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than seeking a larger community dialogue that is recorded and/or transcribed.

Using debate as a site of activism to encourage social change fails

Atchison and Panetta 9 [2009, Jarrod, Director of Debate at Wakr University and Edward, Director of Debate at the University of Georgia, “Intercollegiate Debate and Speech Communication: Issues for the Future,” The Sage Handbook of Rhetorical Studies, Lunsford, Andrea, ed., p. 317-334]

Debates as Sites of Community Change

The debate community has become more self-reflexive and increasingly invested in attempting to

AND

competition diminishes the additional potential for collaboration, consensus, and coalition building.