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## ==Off==

====A. Your decision should answer the resolutional question: Is the enactment of topical action better than the status quo or a competitive option? ====

====1. "Resolved" before a colon reflects a legislative forum====

\*\*Army Officer School ~’04\*\*

 (5-12, "~~%23 12, Punctuation – The Colon and Semicolon", http://usawocc.army.mil/IMI/wg12.htm)

The colon introduces the following: a.  A list, but only after "

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with dock g.  A formal resolution, after the word "resolved:"

Resolved: (colon) That this council petition the mayor.

====2. "USFG should" means the debate is solely about a policy established by governmental means====

\*\*Ericson ~’03\*\*

(Jon M., Dean Emeritus of the College of Liberal Arts – California Polytechnic U., et al., The Debater~’s Guide, Third Edition, p. 4)

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

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

====B. They claim to win the debate for reasons other than the desirability of topical action====

====C. You should vote negative – 3 standards====

====First is decisionmaking – ====

====Decisionmaking—debate over a controversial point of action creates argumentative stasis—that~’s key to avoid a devolution of debate into competing truth claims====

\*\*Steinberg\*\*, lecturer of communication studies – University of Miami, and Freeley, Boston based attorney who focuses on criminal, personal injury and civil rights law, \*\*~’8\*\*

(David L. and Austin J., Argumentation and Debate: Critical Thinking for Reasoned Decision Making p. 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.

====Decisionmaking is the most portable skill—key to all facets of life and advocacy====

\*\*Steinberg\*\*, lecturer of communication studies – University of Miami, and Freeley, Boston based attorney who focuses on criminal, personal injury and civil rights law, ~’\*\*8\*\*

(David L. and Austin J., Argumentation and Debate: Critical Thinking for Reasoned Decision Making p. 9-10)

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?

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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.

====Second is dialogue. ====

====Debate~’s critical axis is a form of dialogic communication within a confined game space.====

====Unbridled affirmation outside the game space makes research impossible and destroys dialogue in debate====

\*\*Hanghoj 8\*\*

http://static.sdu.dk/mediafiles/Files/Information\_til/Studerende\_ved\_SDU/Din\_uddannelse/phd\_hum/afhandlinger/2009/ThorkilHanghoej.pdf

 Thorkild Hanghøj, Copenhagen, 2008

 Since this PhD project began in 2004, the present author has been affiliated with DREAM (Danish

Research Centre on Education and Advanced Media Materials), which is located at the Institute of

Literature, Media and Cultural Studies at the University of Southern Denmark. Research visits have

taken place at the Centre for Learning, Knowledge, and Interactive Technologies (L-KIT), the

Institute of Education at the University of Bristol and the institute formerly known as Learning Lab

Denmark at the School of Education, University of Aarhus, where I currently work as an assistant

professor.

Debate games are often based on pre-designed scenarios that include descriptions of issues

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dialogue as an end in itself" (Wegerif, 2006: 61).

====Dialogue is critical to affirming any value—shutting down deliberation devolves into totalitarianism and reinscribes oppression====

\*\*Morson 4\*\*

http://www.flt.uae.ac.ma/elhirech/baktine/0521831059.pdf~~%23page=331

Northwestern Professor, Prof. Morson~’s work ranges over a variety of areas: literary theory (especially narrative); the history of ideas, both Russian and European; a variety of literary genres (especially satire, utopia, and the novel); and his favorite writers — Chekhov, Gogol, and, above all, Dostoevsky and Tolstoy. He is especially interested in the relation of literature to philosophy.

 Bakhtin viewed the whole process of "ideological" (in the sense of

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proceed in much the same way, in an ongoing spiral of intolerance.

====Third is agonistic politics. ====

====Our conception of debate produces an agonistic politics – finding the hardest debate and trying to win is critical to personal growth.====

Yovel, Assistant professor, Faculty of Law, and coordinator of the law and philosophy program, University of Haifa, Israel, in ~’3

~~[Jonathan, Cardozo Law Review, January, 24 Cardozo L. Rev. 635~~]

While reactive forces respond to their context and in this way are dictated by them

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the will to cast itself in the world, both natural and social.

====2. Agonistic politics demands that ground be based on tradition. Otherwise our political community becomes meaningless====

Arendt, The New School for Social Research, in ~’5

~~[Hannah, The Promise of Politics, pg. 41-2~~]

It lies in the nature of a tradition to be accepted and absorbed as it

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shallowness which spreads a veil of meaninglessness over all spheres of modern life.

====3. Switch side debate breaks down the ideology and prevents the slide into totalitarianism.====

Roberts-Miller, University of Texas, in ~’2

~~[Patricia, "Fighting Without Hatred: Hannah Arendt~’s Agonistic Rhetoric", JAC, Vol. 22 No. 3~~]

Arendt does not mean that group behavior is impossible in the realm of the social

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

\*\*Extra topiclaity – they claim advnatages based on action beyond the scope of the resolution. That~’s unpredictable and a voting issue.\*\*

====7. Our understanding of politics can inspire compassion.====

Porter, head of the School of International Studies at the University of South Australia, 2006 ~~[Elisabeth, "Can politics practice compassion?" Hypatia Sep, p project muse~~]

As individuals, we have responsibilities beyond our personal connections to assist whenever it is

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be observant, and understand the implications of a failure to practice compassion.

====And, especially in the context of policy debate.====

Greene, Pf Rhetoric at Minnesota, in ~’05

(Ronald, Cultural Studies, Volume 19, Issue 1 January, pages 100 – 126)

Nearly forty years after the debating-both-sides controversy erupted in the mid

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, helping to secure the possibility of respecting pluralism without risking moral relativism.

## ==Case==

====Human rights are just a mask for imperial liberalist violence and biopolitical control of populations====

\*\*Prozorov, 07 \*\*(Seregei, University of Helesinki Department of Political and Economic Studies, Foucault, Freedom and Sovereignty, Ashgate Publishing, pg. 108-109)

What ought to be problematised from the outset is every attempt to resist the biopolitical

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in the rights of man is in vain~’ (Agamben I998. l8l).

====Discursive appeals to the material suffering of those living in the Third World is a smokescreen for the expansion of power and the creation of a regime of knowledge that feels compelled to modernize and develop the non-West. This turns the so-called under-developed world into a space of thought and action that reduces Latin American nations to pawns in an American economic plan====

Escobar 1995 ~~[Arturo, Kenan Distinguished Professor of Anthropology, UNC-Chapel Hill

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AND UNMAKING OF THE THIRD WORLD" 1995, page 39-40~~]

THE DISCOURSE OF DEVELOPMENT The Space of Development What does it mean to say that

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produced interrelated objects, concepts, theories, strategies, and the like.

====Coloniality naturalizes a non-ethics of death and generalizes the condition of damnation—ongoing genocide, enslavement, rape, ecological destruction and unending war is produced by and reproduces colonial epistmeologies.====

\*\*Maldonado-Torres 08\*\* ~~[Nelson. "Against War : Views from the Underside of Modernity"¶ Durham, NC, USA: Duke University Press, 2008. p 215-217¶ http://site.ebrary.com/lib/utexas/Doc?id=10217191%26ppg=52~~]

Dussel, Quijano, and Wynter lead us to the understanding that what happened in

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a world, ontology collapses into a Manicheanism, as Fanon suggested.72

====Academia and debate have already been infiltrated by the military – the affirmative~’s radical strategy of visibility and calls for dialogue will be co-opted for sovereign violence====

\*\*Forte 2009 \*\*Maximilian C., Professor of Anthropology Montreal, May 22, "Useless Anthropology": Strategies for Dealing with the Militarization of the Academy « ZERO ANTHROPOLOGY, http://zeroanthropology.net/2009/05/22/%e2%80%9cuseless-anthropology%e2%80%9d-strategies-for-dealing-with-the-militarization-of-the-academy/~~%23print

One does not need to seek employment with the Pentagon, take part in counterinsurgency

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is simply to leave here today and continue to conduct business as usual.