### Framework

#### 1. Interpretation—the affirmative should defend a federal government policy that increases economic engagement to one of the topic countries

#### a. Colon means USFG is the Agent

**Army Officer School 04** (5-12, “# 12, Punctuation – The Colon and Semicolon”, <http://usawocc.army.mil/IMI/wg12.htm>)

The colon introduces the following: a.  A list, but only after "as follows," "the following," or a noun for which the list is an appositive: Each scout will carry the following: (colon) meals for three days, a survival knife, and his sleeping bag. The company had four new officers: (colon) Bill Smith, Frank Tucker, Peter Fillmore, and Oliver Lewis. b.  A long quotation (one or more paragraphs): In The Killer Angels Michael Shaara wrote: (colon) You may find it a different story from the one you learned in school. There have been many versions of that battle [Gettysburg] and that war [the Civil War]. (The quote continues for two more paragraphs.) c.  A formal quotation or question: The President declared: (colon) "The only thing we have to fear is fear itself." The question is: (colon) what can we do about it? d.  A second independent clause which explains the first: Potter's motive is clear: (colon) he wants the assignment. e.  After the introduction of a business letter: Dear Sirs: (colon) Dear Madam: (colon) f.  The details following an announcement For sale: (colon) large lakeside cabin with dock g.  A formal resolution, after the word "resolved:"Resolved: (colon) That this council petition the mayor.

#### b. “United States Federal Government should” means the debate is solely about the outcome of 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 certain key elements, although they have slightly different functions from comparable elements of value-oriented propositions. 1. An agent doing the acting ---“The United States” in “The United States should adopt a policy of free trade.” Like the object of evaluation in a proposition of value, the agent is the subject of the sentence. 2. The verb should—the first part of a verb phrase that urges action. 3. An action verb to follow *should* in the *should*-verb combination. For example, should adopt here means to put a program or policy into action though governmental means. 4. A specification of directions or a limitation of the action desired. The phrase *free trade*, for example, gives direction and limits to the topic, which would, for example, eliminate consideration of increasing tariffs, discussing diplomatic recognition, or discussing interstate commerce. Propositions of policy deal with future action. Nothing has yet occurred. The entire debate is about whether something ought to occur. What you agree to do, then, when you accept the *affirmative side* in such a debate is to offer sufficient and compelling reasons for an audience to perform the future action that you propose.

#### 2. Vote Neg

#### a. Limits – Specific, limited resolutions ensure mutual ground which is key to sustainable controversy without sacrificing creativity or openness

**Steinberg and Freeley 08** \*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 pp45-

Debate is a means of settling differences, so there must be a difference of opinion or a conflict of interest before there can be a debate… The point is that debate is best facilitated by the guidance provided by focus on a particular point of difference, which will be outlined in the following discussion.

#### b. Education – Scenario simulation lets students test decisions and strategies without the real stakes of having to implement them—this process is more transformative than the content of the 1AC

**Hanghoj 08** [Thorkild, PhD, assistant professor, School of Education, University of Aarhus, also affiliated with the Danish Research Centre on Education and Advanced Media Materials, located at the Institute of Literature, Media and Cultural Studies at the University of Southern Denmark <http://static.sdu.dk/mediafiles/Files/Information_til/Studerende_ved_SDU/Din_uddannelse/phd_hum/afhandlinger/2009/ThorkilHanghoej.pdf>]

Joas’ re-interpretation of Dewey’s pragmatism as a “theory of situated creativity” raises a critique of humans as purely rational agents that navigate instrumentally through meansends- schemes (Joas, 1996: 133f)… Seen from this pragmatist perspective, the educational value of games is not so much a question of learning facts or giving the “right” answers, but more a question of exploring the contingent outcomes and domain-specific processes of problem-based scenarios.

#### These skills are key to policy transformation – internal link turns the aff

**Mitchell 10** [Gordon, associate professor and director of graduate studies in the Department of Communication at the University of Pittsburgh 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 awareness—resonate with key terms anchoring the study of deliberative democracy… This challenge involves finding meaning in inverted rhetorical situations characterized by an endemic surplus of heterogeneous content.

### Speaking for Others Kritik

#### The affirmative’s use of the tales of those suffering as a way to win the round only justifies further exploitation of these victims – creates a discursive racial, cultural and power hierarchy. Speaking for others is arrogant and only serves to hurt the individuals by using them as a means to an end. It further silences the oppressed and justifies wars and illegitimate actions – used to justify imperialism in the name of good deeds

**Alcoff 92** (Linda Martin Alcoff, Professor of philosophy at Hunter college, CUNY Graduate center, degree from Brown University, Administrator in the Department of Philosophy at Syracuse University, held, ACLS fellowship, a Society for Humanities at Cornell Fellowship and is on the APA Eastern Division Committee and named Distinguished Woman in Philosophy, awarded honorary degree from the University of Oslo, The Problem of Speaking for Others, Winter 1991-1992, Cultural Critique, < http://www.alcoff.com/content/speaothers.html>)

Anne Cameron, a very gifted white Canadian author, writes several first person accounts of the lives of Native Canadian women… Feminist scholarship has a liberatory agenda which almost requires that women scholars speak on behalf of other women, and yet the dangers of speaking across differences of race, culture, sexuality, and power are becoming increasingly clear to all.

#### Speaking for others reinforces racist and imperialistic concepts that further silences the oppressed. Using victims as means to an end justifies tortures and international mass murders conducted in the name of good deeds

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Looking merely at the content of a set of claims without looking at their effects cannot produce an adequate or even meaningful evaluation of it, and this is partly because the notion of a content separate from effects does not hold up… And this effect will continue until the U.S. government admits its history of international mass murder and radically alters it foreign policy.

#### Imperialism leads to death, destruction, plunder and exploitations

**Morris 06** (Christopher W. Morris, Professor of Philosophy at the University of Maryland, What’s Wrong With Imperialism?, March 23, 2006, Social Philosophy & Policy Foundation)

In our time, the horrors of imperialism are well illustrated by the Japanese conquest of Manchuria or by Leopold II’s administration of his Belgian Congo… As obnoxious and incredible a claim as it may appear to us, it is hardly novel, merely what most rulers did until a century or so ago.

#### The Alternative is to Vote Neg to reject the “means to an end” logic of the affirmative as a specific intellectual to deconstruct this rhetoric through critical inquiry.

#### The only way to solve for “speaking for” is to reject and retreat from the plan

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While the "Charge of Reductionism" response has been popular among academic theorists, what I call the "Retreat" response has been popular among some sections of the U.S. feminist movement… And the desire to retreat sometimes results from the desire to engage in political work but without practicing what might be called discursive imperialism.