# 1nc

### 1nc give back the land

#### First off – first priority

#### Focusing on whiteness and coloniality necessarily ignores the Native American and hides the fact that imperialism was first based in dispossession and dispossessing labor

**Moreton-Robinson, 08** (Aileen, “Transnational Whiteness Matters”, p. 90-93. <http://books.google.com/books?id=EjtrBRHs3QQC&printsec=frontcover&dq=%22transnational+whiteness+matters%22&source=bl&ots=D68Dy-oOgd&sig=y4piOzZ9O1lDxgVic7bnL1EYogg&hl=en&ei=8gEZTcujJYG88gaD75T0DQ&sa=X&oi=book_result&ct=result&resnum=1&ved=0CBYQ6AEwAA#v=onepage&q=informed%20the%20establishment&f=false>)

Whiteness studies proliferated in ………………………………………………….. in its sovereign incommensurable difference.

#### Thus we affirm impossible realism and give back the land. This is the first priority to the first Americans. Until we recognize that we are currently on stolen ground and dismantle the United States all together can we liberate native America from the grip of its imperial chokehold.

**Churchill 96** [Ward, former professor of ethnic studies at university of colorado, boulder, “i am indigenist,” from a native son pgs 89-94

The question which inevitably arises with regard to ………………………………………….” Isn’t it time we all went to work on attaining it?

### 1nc framework

#### A. Interpretation—the aff should defend topical action based on the resolution

#### The aff’s not topical—

#### 1) – The object of the resolution is “economic engagement”—that's grammatically intuitive and predictable.

#### 2) The text of the rez calls for debate on hypothetical government action

**Ericson 3** (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, …………………………………………reasons for an audience to perform the future action that you propose.

#### B. Vote neg—

#### 1. Prep and clash—post facto topic change alters balance of prep, which structurally favors the aff because they speak last and use perms—key to engage a prepared adversary.

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

#### It’s a prior question—otherwise there's nothing to require structured disagreement – vote negative because we were structurally unable to falsify their claims without adequate ground and research

Adolf G. **Gundersen,** Associate Professor of Political Science, Texas A&M, **2000**

POLITICAL THEORY AND PARTISAN POLITICS, 2000, p. 104-5. (DRGNS/E625)

Indirect political engagement is perhaps the single most …………………………………………stimulating deliberation are to an important extent the same question.

#### 3. Switch-Side Debate is Good – without topicality, there’s an incentive to get as good as you can at one side of the debate and defend it in all debates –

#### Defending the topic is hard because it requires you to admit you could be wrong—that generates competitive respect and dialogue. Voting aff reinforces group polarization and choir preaching

**Talisse 2005** – philosophy professor at Vanderbilt (Robert, 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

Nonetheless, the deliberativist conception of …………………………………………those with whom one disagrees is essential to the proper pursuit of justice. Insofar as the activist denies this, he is unreasonable.

#### Limitations on relevance are necessary for in-depth analysis—topical aff requirements are a floor, not a ceiling—this round is just one of many sites of deliberation, but it’s uniquely valuable to discuss state policy at a distance where we don’t have to render final verdicts

**Rothkopf 2013** – taught international affairs and national security studies at Columbia University's School of International and Public Affairs and Georgetown's School of Foreign Service, editor-at-large of Foreign Policy, visiting scholar at the Carnegie Endowment for International Peace where he chairs the Carnegie Economic Strategy Roundtable, Deputy Under Secretary of Commerce for International Trade Policy (7/1, David, Foreign Policy, “You Say You Want a Revolution?”, http://www.foreignpolicy.com/articles/2013/07/01/you\_say\_you\_want\_a\_revolution\_street\_protests?page=full)

Few things can be as inspiring -- or misleading -- as the …………………………………………nts are playing on CNN or in the Twitterverse.

#### 4. Policy Simulation is good –

#### Structured topic debate promotes substantive knowledge and critical skills to improve advocacy

Keller, et. al, 01 – Asst. professor School of Social Service Administration U. of Chicago (Thomas E., James K., and Tracly K., Asst. professor School of Social Service Administration U. of Chicago, professor of Social Work, and doctoral student School of Social Work, “Student debates in policy courses: promoting policy practice skills and knowledge through active learning,” Journal of Social Work Education, Spr/Summer 2001, EBSCOhost)

SOCIAL WORKERS HAVE a professional responsibility to shape …………………………………………and reconstruction of knowledge and beliefs pertaining to the issue.

#### That outweighs and turns the aff

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, p. 311

The second major problem with the critique that identifies a …………………………………………existential challenges to democracy [in an] increasingly complex world.

### 1nc bauman k

#### The 1AC is justified with a moralizing politics, which distances us from true responsibility and agency

**Bauman 95** (Zygmunt, Professor of sociology at the University of Leeds, Life in fragments. Essays in postmodern Moralities, 1995)

In effect, the focus of moral concerns has been …………………………………………from among many, each of which ports expert endorsement and/or the

#### This justifies inevitable violence and prevents us from truly embracing ethics

**Bauman 95** (Zygmunt, Professor of sociology at the University of Leeds, Life in fragments. Essays in postmodern Moralities, 1995)

(Reject the gendered language)\*\*

Such conditions—conditions without which there would …………………………………………, a contraption to the float responsibility—most conspicuously, moral responsibility.

#### Reject the aff’s justification of moral assistance – individualism is the only way to solve

**Bauman 95** (Zygmunt, Professor of sociology at the University of Leeds, Life in fragments. Essays in postmodern Moralities, 1995)

One modern possible interpretation of what is happening …………………………………………of a greater awareness of the moral character of our choice, and seeing their moral content more clearly.

### 1nc ideology k

#### There is no ethical relation to the past—their fixation on it only fosters frustration—that makes it impossible to be open to new conditions of possibility

**Best 12**—associate professor of English at the University of California, Berkeley

(Stephen, “On Failing to Make the Past Present”, Modern Language Quarterly 2012 Volume 73, Number 3: 453-474, dml)

In fact, why has the slave past had such enormous weight …………………………………………to propose other ways of thinking about loss than have been offered by the melancholic turn in recent African Americanist and African-diasporic cultural criticism.

#### Dominant ideology is strengthened by critical opposition. Their understanding of privilege and debate functions more to validate their efforts than address the problem. The 1ac prefigures us as ambassadors for the status quo—voting aff can only entrench that symbolic order

David Gray Carlson Professor of Law, Benjamin N. Cardozo School of Law Columbia Law Review November, 1999

Schlag presents a dark vision of what he calls "the bureaucracy," …………………………………………is actually committed to what ought to be abolished.

#### Resistance makes ideology enjoyable—they get to relish our failure to justify a system without having to dislodge any fundamental beliefs. It’s a cynical gesture to frame your vote as the arbiter of their cause

Slavoj **Zizek**  Philosopher and Psychoanalyst, Institute for Social Sciences, University of Ljubljana. Cardozo Law Review 19**95**

Emphasis should be laid on the inherent political …………………………………………it more bearable, but we can never be rid of it.

#### The alternative is to not look for all the answers in debate—voting aff confines radicalism to a forum designed not to accomplish anything

**Gunnell, 86** - Distinguished Professor of Political Science at University of Albany (John G., “Tradition, Interpretation, and Science: Political Theory in the American Academy” pages 351-352)

There may be pointed exceptions; but, on the whole, …………………………………………. It merely substitutes one reified structure for another.

### 1nc case

#### A priori focus on lived experience trades off with normative advocacy—they put the proverbial cart before the horse—they’re conflating an epistemic criticism with a political platform

Ireland, 2002 [Craig , American Culture—Bilkent “The Appeal to Experience and its Consequences,” Cultural Critique 52 Fall 2002 p.199-200 //liam]

Our purpose in this paper is to raise some issues about …………………………………………**embrace of** **particular moral/political theses from untenable, allegedly related, epistemological ones'** (ibid., p.34).

#### The FG has a legacy of a bunch of really bad stuff however that is not a reason to reject the law – there is still hope to constructively use the federal government

Smith 2012 (Andrea, “The Moral Limits of the Law: Settler Colonialism and the Anti-Violence Movement” settler colonial studies 2, 2 (2012) Special Issue: Karangatia: Calling Out Gender and Sexuality in Settler Societies)

What this story troubles is social justice movements’ …………………………………………strategic effects rather than based on the moral statements they propose to make?

# 2nc

### 2nc overview

#### Turns case—supplanting dialogue to protest oppression leads to even worse forms of authority

**Morson 4**

http://www.flt.uae.ac.ma/elhirech/baktine/0521831059.pdf#page=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 ………………………………………………………………… in an ongoing spiral of intolerance.

#### Contestability is key to dialogue—endorsing the aff as an a priori stance makes that impossible

**Livingston 12**

Alexander Livingston, Department of Political Science, Johns Hopkins University Volume 45, Number 3, 2012 "Avoiding Deliberative Democracy? Micropolitics, Manipulation, and the Public Sphere"

Tactics and techniques alone are insufficient ……………………………………………………………… a sociologically complex defense of a radical alternative: deliberative democracy. [End Page 290]

#### Contestability is key to dialogue—endorsing the aff as an a priori stance makes that impossible

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Tactics and techniques alone are insufficient for reinvigorating ……………………………………………………………… complex defense of a radical alternative: deliberative democracy. [End Page 290]

#### The premise of their critical intellectualism is laughable—nobody gives a damn about critical theory—if they it’s a tough crowd here, then the public will never be receptive—you should categorically prefer our technical skills and training ground arguments

Welsh 12 Scott Department of Communication Appalachian State University (“Coming to Terms with the Antagonism between Rhetorical Reflection and Political Agency”, *Philosophy and Rhetoric,* Vol. 45, No. 1, 2012, Jstor)

Giroux’s concluding words, in which scholars reclaim ……………………………………………………………… there can be immediate, material, political consequences.

#### The belief that scholarly practice is a mode of political action is willful self-deception

Welsh 12 Scott Department of Communication Appalachian State University (“Coming to Terms with the Antagonism between Rhetorical Reflection and Political Agency”, *Philosophy and Rhetoric,* Vol. 45, No. 1, 2012, Jstor)

What does it mean to say rhetoric scholarship should be ……………………………………………………………… of democratically consequential rhetoric scholarship.

### at: delgado/fairness rigged

#### Their position is a power play too—any activist can resist procedural frameworks on similar grounds to advance their agenda

**Talisse 2005** – philosophy professor at Vanderbilt (Robert, 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

My call for a more detailed articulation of the second activist challenge may ……………………………………………………………… a politics based upon interestbased power struggles amongst adversarial factions.

#### Fairness exists to ensure both sides have a voice—that's more consistent with our standard than theirs—“storytelling good” is not unique aff offense

**Burch, 8** - Assistant Professor, Cumberland School of Law (Elizabeth, “CAFA'S IMPACT ON LITIGATION AS A PUBLIC GOOD” 29 Cardozo L. Rev. 2517, May, lexis)

Given this shortcoming, the second procedural justice ……………………………………………………………… procedural fairness framework.

, p. 7).

### at: research solves switch side

#### This doesn’t solve our offense about monopolizing prep and post hoc topic changes.

#### It also doesn’t answer our links based on substantive knowledge or in-depth research. Our 1nc ev is more than sufficient to beat this—when you only engage the topic through your preconceived criticisms of it, you filter that knowledge to support confirmation biases.

#### Even if they as individuals considered the other side, the game requirement to debate both sides of the rez is necessary for a stronger learning process

**Bile 2000** – PhD candidate in the School of Interpersonal Communication at Ohio University (Jeffrey Thomas, Contemporary Argumentation and Debate, “REASONING TOGETHER AS DIALECTICAL PARTNERS! "BEYOND PERSUASION" TOWARD "COOPERATIVE ARGUMENTATION"”, http://www.cedadebate.org/CAD/index.php/CAD/article/viewFile/254/238)

In our contentious culture, we surely need better ……………………………………………………………… the fallibility of one's own constructions of the world as well as empathy for other ways of seeing things.

### at: switch side negates identity

#### Not a roleplaying arg—there's a difference between saying an agent should change and endorsing that agent

#### Their offense ignores the difference between and public speaking—competitive debate is the only place where you can defend propositions without rendering the final verdict. That creative process unlocks new perspectives which improve the salience of reasoned convictions. In other words: voting neg means you treat the resolution as a fallible proposition for the sake of debate—voting aff means you treat it as a monolith—that's what gives it venom.

#### At worst we require a devils advocate view, which is on balance good for activism—their objection makes it impossible to learn from prepared adversaries

**Haskell 1990** – history professor at Rice University (May, Thomas, History and Theory, 29.2, “Objectivity is Not Neutrality: Rhetoric vs. Practice in Peter Novick’s That Noble Dream”, p. 129-157)

Detachment functions in this manner not by draining us of ……………………………………………………………… the difference between them, irrespective of their perceived merits

# 1nr

## Ideology

#### Their aff is exactly how “marginalized knowledge” can recreate the problem—the false dichotomy with “hegemonic knowledge” is an attempt to represent the interests of an entire group—that's misleading and essentialist

Gur-ze-ev, 98 - Senior Lecturer Philosophy of Education at Haifa, (Ilan, “Toward a nonrepressive critical pedagogy,” Educational Theory, Fall 48, <http://haifa.academia.edu/IlanGurZeev/Papers/117665/Toward_a_Nonreperssive_Critical_Pedagogy>)

From this perspective, the consensus reached by the ……………………………….. based on "facts" of self-evident knowledge ultimately realized against the self-evidence of other groups.

#### If you want to celebrate difference, then you have to reject the strategy of identity politics—reactionary forces will use their justifications to celebrate white citizenship—this crushes the radical potential of the aff

Shivani 2—award winning fiction writer, poet, and critic. Studied economics at Harvard (Anis, From Redistribution to Recognition: A Left Critique of Multiculturalism, http://www.counterpunch.org/shivani1019.html)

Nevertheless, isn't it curious that there really is no ……………………………….. aspiration, even at the level of its insipid claim.

#### Unconditional demands only stabilize your conscience because you can take comfort in your assent to their principles. A true revolutionary embraces the inadequacy of those demands instead of taking refuge on proper stances on debate.

**Zizek**, Ticklish Subject p. 234-238 19**99**

This criticism should not be misread as relying on the traditional ……………………………….. gap of the Act is not introduced into the Order of Being afterwards: it is there all the time as the condition that actually sustains every Order of Being.

#### Instead of asking what the neg should do instead, you should determine what the aff should have done differently. Displacing responsibility for a cure onto the neg is an act of projection that maintains the underlying fantasy. Only analyzing these structures can clear the way for acts that disrupt the entire ideological system

Žižek, Senior Researcher at the Institute for Social Science (University of Ljubljana), 2000 [Slavoj, Contingency, Hegemony, Universality, p. 124-127]

Now I can also answer the obvious counter-argument to this Lacanian notion of the ……………………………….. the fantasy towards the Real.

## Bauman

**The primary question of the debate is not the plan, but how we justify the plan**

**Franke 00**

(MARK F.N. FRANKE, University of Northern British Columbia, 2K, European Journal of International Relations, 6(3): 307–333, SAGE Publications, “Refusing an Ethical Approach to World Politics in Favour of Political Ethics”)

To turn the validity of a prior sentiment more appropriately ……………………………….. it is in these processes that the ethical and the international are made thinkable from the start.

**The K is prior – Morality results in near extinction of critical thought, and excludes the suggestion of viable alternatives**

**Bauman 95**

Zygmunt Bauman, Emeritus Professor of Sociology, Head of Department at Leeds from 1972-1990, Professor Emeritus at the University of Warsaw University of Tel Aviv. 1995, Life in Fragments: Essays in Postmodern Morality. p.27-28

It is not at all clear how the cause of morality, goodness, ……………………………….., of which, for the time being, there are but few signs.