### Economic Engagement – 1NC

#### 1. Interpretation: The role of the ballot is to answer the resolutional question “whether topical action is better than the status quo or competitive option”

#### “Resolved” before a colon reflects a legislative forum

**Army Officer School 2005**

(“# 12, Punctuation – The Colon and Semicolon”, 5-12, <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.

#### “Resolved” means enact policy

**Words and Phrases 1964** Permanent Edition

Definition of the word “resolve,” given by Webster is “to express an opinion or determination by resolution or vote; as ‘it was resolved by the legislature;” It is of similar force to the word “enact,” which is defined by Bouvier as meaning “to establish by law”.

#### “Economic engagement” is limited to expanding economic ties

Çelik 11 – Arda Can Çelik, Master’s Degree in Politics and International Studies from Uppsala University, Economic Sanctions and Engagement Policies, p. 11

Introduction

Economic engagement policies are strategic integration behaviour which involves with the target state. Engagement policies differ from other tools in Economic Diplomacy. They target to deepen the economic relations to create economic intersection, interconnectness, and mutual dependence and finally seeks economic interdependence. This interdependence serves the sender stale to change the political behaviour of target stale. However they cannot be counted as carrots or inducement tools, they focus on long term strategic goals and they are not restricted with short term policy changes.(Kahler&Kastner,2006) They can be unconditional and focus on creating greater economic benefits for both parties. Economic engagement targets to seek deeper economic linkages via promoting institutionalized mutual trade thus mentioned interdependence creates two major concepts. Firstly it builds strong trade partnership to avoid possible militarized and non militarized conflicts. Secondly it gives a leeway lo perceive the international political atmosphere from the same and harmonized perspective. Kahler and Kastner define the engagement policies as follows "It is a policy of deliberate expanding economic ties with and adversary in order to change the behaviour of target state and improve bilateral relations ".(p523-abstact). It is an intentional economic strategy that expects bigger benefits such as long term economic gains and more importantly; political gains. The main idea behind the engagement motivation is stated by Rosecrance (1977) in a way that " *the direct and positive linkage of interests of stales where a change in the position of one state affects the position of others in the same direction*.

#### “Engagement” requires direct talks with the target government

Crocker 9 – Chester Crocker, Professor of Strategic Studies at the Walsh School of Foreign Service at Georgetown University, Former Assistant Secretary of State for African Affairs, “Terms of Engagement”, New York Times, 9-13, http://www.nytimes.com/2009/09/14/opinion/14crocker.html?\_r=0

PRESIDENT OBAMA will have a hard time achieving his foreign policy goals until he masters some key terms and better manages the expectations they convey. Given the furor that will surround the news of America’s readiness to hold talks with Iran, he could start with “engagement” — one of the trickiest terms in the policy lexicon.

The Obama administration has used this term to contrast its approach with its predecessor’s resistance to talking with adversaries and troublemakers. His critics show that they misunderstand the concept of engagement when they ridicule it as making nice with nasty or hostile regimes.

Let’s get a few things straight. Engagement in statecraft is not about sweet talk. Nor is it based on the illusion that our problems with rogue regimes can be solved if only we would talk to them. Engagement is not normalization, and its goal is not improved relations. It is not akin to détente, working for rapprochement, or appeasement.

So how do you define an engagement strategy? It does require direct talks. There is simply no better way to convey authoritative statements of position or to hear responses. But establishing talks is just a first step. The goal of engagement is to change the other country’s perception of its own interests and realistic options and, hence, to modify its policies and its behavior.

#### 2. Violation: The aff doesn’t increase its economic engagement toward Cuba, Mexico or Venezuela.

#### 3. Vote Negative:

#### a. Deliberative decision making

#### Debate over a controversial point of action creates argumentative stasis—that’s key to avoid a devolution of debate into competing truth claims, which destroys the decision-making benefits of the activity

\*Taking a specific stance in favor of the res. is deliberation

\*A limited topic of discussion that provides for equitable ground key to advocacy

\*Even if their position is contestable that’s distinct from it being valuably debatable—there’s no education from mere engagement

Steinberg & Freeley 2008

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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. If everyone is in agreement on a tact or value or policy, there is no need for debate: the matter can be settled by unanimous consent. Thus, for example, it would be pointless to attempt to debate "Resolved: That two plus two equals four," because there is simply no controversy about this statement. (Controversy is an essential prerequisite of debate. Where there is no clash of ideas, proposals, interests, or expressed positions on issues, there is no debate. In addition, debate cannot produce effective decisions without clear identification of a question or questions to be answered. For example, general argument may occur about the **broad topic** of illegal immigration. How many illegal immigrants are in the United States? What is the impact of illegal immigration and immigrants on our economy? What is their impact on our communities? Do they commit crimes? Do they take jobs from American workers? Do they pay taxes? Do they require social services? Is it a problem that some do not speak English? Is it the responsibility of employers to discourage illegal immigration by not hiring undocumented workers? Should they have the opportunity- to gain citizenship? Docs illegal immigration pose a security threat to our country? Do illegal immigrants do work that American workers are unwilling to do? Are their rights as workers and as human beings at risk due to their status? Are they abused by employers, law enforcement, housing, and businesses? I low are their families impacted by their status? What is the moral and philosophical obligation of a nation state to maintain its borders? Should we build a wall on the Mexican border, establish a national identification can!, or enforce existing laws against employers? Should we invite immigrants to become U.S. citizens? Surely you can think of many more concerns to be addressed by a conversation about the topic area of illegal immigration. Participation in this "debate" is likely to be emotional and intense. However, it is not likely to be productive or useful without focus on a particular question and identification of a line demarcating sides in the controversy. To be discussed and resolved effectively, controversies must be stated clearly. **Vague understanding** results in unfocused deliberation and poor decisions, frustration, and emotional distress, as evidenced by the failure of the United States 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 youths might observe, "Public schools are doing a terrible job! They are overcrowded, and many teachers are poorly qualified in their subject areas. Even the best teachers can do little more than struggle to maintain order in their classrooms." That same concerned citizen, facing a complex range of issues, might arrive at an unhelpful decision, such as "We ought to do something about this" or. worse. "It's too complicated a problem to deal with." Groups of concerned citizens worried about the state of public education could join together to express their frustrations, anger, disillusionment, and emotions regarding the schools, but without a focus for their discussions, they could easily agree about the sorry state of education **without** finding points of clarity or potential solutions. A gripe session would follow. But if a precise question is posed—such as "What can be done to improve public education?"—then a more profitable area of discussion is opened up simply by placing a focus on the search for a concrete solution step. One or more judgments can be phrased in the form of debate propositions, motions for parliamentary debate, or bills for legislative assemblies. The statements "Resolved: That the federal government should implement a program of charter schools in at-risk communities" and "Resolved: That the state of Florida should adopt a school voucher program" more clearly identify specific ways of dealing with educational problems in a manageable form, suitable for debate. They provide 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 limits on the decision to be made, the basis for argument should be clearly defined. If we merely talk about "homelessness" or "abortion" or "crime'\* or "global warming" we are likely to have an interesting discussion but not to establish profitable basis for argument. For example, the statement "Resolved: That the pen is mightier than the sword" is debatable, yet fails to provide much basis for clear argumentation. If we take this statement to mean that the written word is more effective than physical force for some purposes, we can identify a problem area: 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. It is still too broad, too loosely worded to promote well-organized argument. What sort of writing are we concerned with—poems, novels, government documents, website development, advertising, or what? What does "effectiveness" mean in this context? What kind of physical force is being compared—fists, dueling swords, bazookas, nuclear weapons, or what? A more specific question might be. "Would a mutual defense treaty or a visit by our fleet be more effective in assuring Liurania of our support in a certain crisis?" The basis for argument could be phrased in a debate proposition such as "Resolved: That the United States should enter into a mutual defense treatv with Laurania." Negative advocates might oppose this proposition by arguing that fleet maneuvers would be a better solution. This is not to say that debates should completely avoid creative interpretation of the controversy by advocates, or that good debates cannot occur over competing interpretations of the controversy; in fact, these sorts of debates may be very engaging. 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.

#### Linking the ballot to a should question in combination with USFG simulation teaches the skills to organize pragmatic consequences and philosophical values into a course of action—otherwise limits explosion makes research impossible

**Hanghoj, Aarhus education assistant professor, 2008**

(Thorkild, “Playful Knowledge An Explorative Study of Educational Gaming”, 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). This critique is particularly important when trying to understand how games are enacted and validated within the realm of educational institutions that by definition are inscribed in the great modernistic narrative of “progress” where nation states, teachers and parents expect students to acquire specific skills and competencies (Popkewitz, 1998; cf. chapter 3). However, as Dewey argues, the actual doings of educational gaming cannot be reduced to rational means-ends schemes. Instead, the situated interaction between teachers, students, and learning resources are played out as contingent re-distributions of means, ends and ends in view, which often make classroom contexts seem “messy” from an outsider’s perspective (Barab & Squire, 2004). 4.2.3. Dramatic rehearsal The two preceding sections discussed how Dewey views play as an imaginative activity of educational value, and how his assumptions on creativity and playful actions represent a critique of rational means-end schemes. For now, I will turn to Dewey’s concept of dramatic rehearsal, which assumes that social actors deliberate by projecting and choosing between various scenarios for future action. Dewey uses the concept dramatic rehearsal several times in his work but presents the most extensive elaboration in Human Nature and Conduct: Deliberation is a dramatic rehearsal (in imagination) of various competing possible lines of action… [It] is an experiment in finding out what the various lines of possible action are really like (...) Thought runs ahead and foresees outcomes, and thereby avoids having to await the instruction of actual failure and disaster. An act overtly tried out is irrevocable, its consequences cannot be blotted out. An act tried out in imagination is not final or fatal. It is retrievable (Dewey, 1922: 132-3). This excerpt illustrates how Dewey views the process of decision making (deliberation) through the lens of an imaginative drama metaphor. Thus, decisions are made through the imaginative projection of outcomes, where the “possible competing lines of action” are resolved through a thought experiment. Moreover, Dewey’s compelling use of the drama metaphor also implies that decisions cannot be reduced to utilitarian, rational or mechanical exercises, but that they have emotional, creative and personal qualities as well. Interestingly, there are relatively few discussions within the vast research literature on Dewey of his concept of dramatic rehearsal. A notable exception is the phenomenologist Alfred Schütz, who praises Dewey’s concept as a “fortunate image” for understanding everyday rationality (Schütz, 1943: 140). Other attempts are primarily related to overall discussions on moral or ethical deliberation (Caspary, 1991, 2000, 2006; Fesmire, 1995, 2003; Rönssön, 2003; McVea, 2006). As Fesmire points out, dramatic rehearsal is intended to describe an important phase of deliberation that does not characterise the whole process of making moral decisions, which includes “duties and contractual obligations, short and long-term consequences, traits of character to be affected, and rights” (Fesmire, 2003: 70). Instead, dramatic rehearsal should be seen as the process of “crystallizing possibilities and transforming them into directive hypotheses” (Fesmire, 2003: 70). Thus, deliberation can in no way guarantee that the response of a “thought experiment” will be successful. But what it can do is make the process of choosing more intelligent than would be the case with “blind” trial-and-error (Biesta, 2006: 8). The notion of dramatic rehearsal provides a valuable perspective for understanding educational gaming as a simultaneously real and imagined inquiry into domain-specific scenarios. Dewey defines dramatic rehearsal as the capacity to stage and evaluate “acts”, which implies an “irrevocable” difference between acts that are “tried out in imagination” and acts that are “overtly tried out” with real-life consequences (Dewey, 1922: 132-3). This description shares obvious similarities with games as they require participants to inquire into and resolve scenario-specific problems (cf. chapter 2). On the other hand, there is also a striking difference between moral deliberation and educational game activities in terms of the actual consequences that follow particular actions. Thus, when it comes to educational games, acts are both imagined and tried out, but without all the real-life consequences of the practices, knowledge forms and outcomes that are being simulated in the game world. Simply put, there is a difference in realism between the dramatic rehearsals of everyday life and in games, which only “play at” or simulate the stakes and risks that characterise the “serious” nature of moral deliberation, i.e. a real-life politician trying to win a parliamentary election experiences more personal and emotional risk than students trying to win the election scenario of The Power Game. At the same time, the lack of real-life consequences in educational games makes it possible to design a relatively safe learning environment, where teachers can stage particular game scenarios to be enacted and validated for educational purposes. In this sense, educational games are able to provide a safe but meaningful way of letting teachers and students make mistakes (e.g. by giving a poor political presentation) and dramatically rehearse particular “competing possible lines of action” that are relevant to particular educational goals (Dewey, 1922: 132). 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.

#### Deliberation is the best model—continual testing bolsters advocacy and inclusion—this means we create better methods of engagement to resolve the AFF but they don’t resolve this offense-only switching sides on a point of stasis maximizes this potential

**Talisse, Vanderbilt philosophy professor, 2005**

(Robert, “Deliberativist responses to activist challenges”, Philosophy & Social Criticism, 31.4, project muse, ldg)

Nonetheless, the deliberativist conception of reasonableness differs from the activist’s in at least one crucial respect. On the deliberativist view, a necessary condition for reasonableness is the willingness not only to offer justifications for one’s own views and actions, but also to listen to criticisms, objections, and the justificatory reasons that can be given in favor of alternative proposals. In light of this further stipulation, we may say that, on the deliberative democrat’s view, reasonable citizens are responsive to reasons, their views are ‘reason tracking’. Reasonableness, then, entails an acknowledgement on the part of the citizen that her current views are possibly mistaken, incomplete, and in need of revision. Reasonableness is hence a two-way street: the reasonable citizen is able and willing to offer justifications for her views and actions, but is also prepared to consider alternate views, respond to criticism, answer objections, and, if necessary, revise or abandon her views. In short, reasonable citizens do not only believe and act for reasons, they aspire to believe and act according to the best reasons; consequently, they recognize their own fallibility in weighing reasons and hence engage in public deliberation in part for the sake of improving their views.15 ‘Reasonableness’ as the deliberative democrat understands it is constituted by a willingness to participate in an ongoing public discussion that inevitably involves processes of self-examination by which one at various moments rethinks and revises one’s views in light of encounters with new arguments and new considerations offered by one’s fellow deliberators. Hence Gutmann and Thompson write: Citizens who owe one another justifications for the laws that they seek to impose must take seriously the reasons their opponents give. Taking seriously the reasons one’s opponents give means that, at least for a certain range of views that one opposes, one must acknowledge the possibility that an opposing view may be shown to be correct in the future. This acknowledgement has implications not only for the way they regard their own views. It imposes an obligation to continue to test their own views, seeking forums in which the views can be challenged, and keeping open the possibility of their revision or even rejection.16 (2000: 172) That Young’s activist is not reasonable in this sense is clear from the ways in which he characterizes his activism. He claims that ‘Activities of protest, boycott, and disruption are more appropriate means for getting citizens to think seriously about what until then they have found normal and acceptable’ (106); activist tactics are employed for the sake of ‘bringing attention’ to injustice and making ‘a wider public aware of institutional wrongs’ (107). These characterizations suggest the presumption that questions of justice are essentially settled; the activist takes himself to know what justice is and what its implementation requires. He also believes he knows that those who oppose him are either the power-hungry beneficiaries of the unjust status quo or the inattentive and unaware masses who do not ‘think seriously’ about the injustice of the institutions that govern their lives and so unwittingly accept them. Hence his political activity is aimed exclusively at enlisting other citizens in support of the cause to which he is tenaciously committed. The activist implicitly holds that there could be no reasoned objection to his views concerning justice, and no good reason to endorse those institutions he deems unjust. The activist presumes to know that no deliberative encounter could lead him to reconsider his position or adopt a different method of social action; he ‘declines’ to ‘engage persons he disagrees with’ (107) in discourse because he has judged on a priori grounds that all opponents are either pathetically benighted or balefully corrupt. When one holds one’s view as the only responsible or just option, there is no need for reasoning with those who disagree, and hence no need to be reasonable. According to the deliberativist, this is the respect in which the activist is unreasonable. The deliberativist recognizes that questions of justice are difficult and complex. This is the case not only because justice is a notoriously tricky philosophical concept, but also because, even supposing we had a philosophically sound theory of justice, questions of implementation are especially thorny. Accordingly, political philosophers, social scientists, economists, and legal theorists continue to work on these questions. In light of much of this literature, it is difficult to maintain the level of epistemic confidence in one’s own views that the activist seems to muster; thus the deliberativist sees the activist’s confidence as evidence of a lack of honest engagement with the issues. A possible outcome of the kind of encounter the activist ‘declines’ (107) is the realization that the activist’s image of himself as a ‘David to the Goliath of power wielded by the state and corporate actors’ (106) is naïve. That is, the deliberativist comes to see, through processes of public deliberation, that there are often good arguments to be found on all sides of an important social issue; reasonableness hence demands that one must especially engage the reasons of those with whom one most vehemently disagrees and be ready to revise one’s own views if necessary. Insofar as the activist holds a view of justice that he is unwilling to put to the test of public criticism, he is unreasonable. Furthermore, insofar as the activist’s conception commits him to the view that there could be no rational opposition to his views, he is literally unable to be reasonable. Hence the deliberative democrat concludes that activism, as presented by Young’s activist, is an unreasonable model of political engagement. The dialogical conception of reasonableness adopted by the deliberativist also provides a response to the activist’s reply to the charge that he is engaged in interest group or adversarial politics. Recall that the activist denied this charge on the grounds that activism is aimed not at private or individual interests, but at the universal good of justice. But this reply also misses the force of the posed objection. On the deliberativist view, the problem with interest-based politics does not derive simply from the source (self or group), scope (particular or universal), or quality (admirable or deplorable) of the interest, but with the concept of interests as such. Not unlike ‘preferences’, ‘interests’ typically function in democratic theory as fixed dispositions that are non-cognitive and hence unresponsive to reasons. Insofar as the activist sees his view of justice as ‘given’ and not open to rational scrutiny, he is engaged in the kind of adversarial politics the deliberativist rejects. The argument thus far might appear to turn exclusively upon different conceptions of what reasonableness entails. The deliberativist view I have sketched holds that reasonableness involves some degree of what we may call epistemic modesty. On this view, the reasonable citizen seeks to have her beliefs reflect the best available reasons, and so she enters into public discourse as a way of testing her views against the objections and questions of those who disagree; hence she implicitly holds that her present view is open to reasonable critique and that others who hold opposing views may be able to offer justifications for their views that are at least as strong as her reasons for her own. Thus any mode of politics that presumes that discourse is extraneous to questions of justice and justification is unreasonable. The activist sees no reason to accept this. Reasonableness for the activist consists in the ability to act on reasons that upon due reflection seem adequate to underwrite action; discussion with those who disagree need not be involved. According to the activist, there are certain cases in which he does in fact know the truth about what justice requires and in which there is no room for reasoned objection. Under such conditions, the deliberativist’s demand for discussion can only obstruct justice; it is therefore irrational. It may seem that we have reached an impasse. However, there is a further line of criticism that the activist must face. To the activist’s view that at least in certain situations he may reasonably decline to engage with persons he disagrees with (107), the deliberative democrat can raise the phenomenon that Cass Sunstein has called ‘group polarization’ (Sunstein, 2003; 2001a: ch. 3; 2001b: ch. 1). To explain: consider that political activists cannot eschew deliberation altogether; they often engage in rallies, demonstrations, teach-ins, workshops, and other activities in which they are called to make public the case for their views. Activists also must engage in deliberation among themselves when deciding strategy. Political movements must be organized, hence those involved must decide upon targets, methods, and tactics; they must also decide upon the content of their pamphlets and the precise messages they most wish to convey to the press. Often the audience in both of these deliberative contexts will be a self-selected and sympathetic group of like-minded activists. Group polarization is a well-documented phenomenon that has ‘been found all over the world and in many diverse tasks’; it means that ‘members of a deliberating group predictably move towards a more extreme point in the direction indicated by the members’ predeliberation tendencies’ (Sunstein, 2003: 81–2). Importantly, in groups that ‘engage in repeated discussions’ over time, the polarization is even more pronounced (2003: 86). Hence discussion in a small but devoted activist enclave that meets regularly to strategize and protest ‘should produce a situation in which individuals hold positions more extreme than those of any individual member before the series of deliberations began’ (ibid.).17 The fact of group polarization is relevant to our discussion because the activist has proposed that he may reasonably decline to engage in discussion with those with whom he disagrees in cases in which the requirements of justice are so clear that he can be confident that he has the truth. Group polarization suggests that deliberatively confronting those with whom we disagree is essential even when we have the truth. For even if we have the truth, if we do not engage opposing views, but instead deliberate only with those with whom we agree, our view will shift progressively to a more extreme point, and thus we lose the truth. In order to avoid polarization, deliberation must take place within heterogeneous ‘argument pools’ (Sunstein, 2003: 93). This of course does not mean that there should be no groups devoted to the achievement of some common political goal; it rather suggests that engagement with those with whom one disagrees is essential to the proper pursuit of justice. Insofar as the activist denies this, he is unreasonable.

#### Effective deliberative discourse is the lynchpin to solving all existential social and political problems

**Lundberg, UNC Chapel Hill communications professor, 2010**

(Christian, Tradition of Debate in North Carolina” in Navigating Opportunity: Policy Debate in the 21st Century, pg 311-3)

The second major problem with the critique that identifies a naivety in articulating debate and democracy is that it presumes that the primary pedagogical outcome of debate is speech capacities. But the democratic capacities built by debate are not limited to speech—as indicated earlier, debate builds capacity for critical thinking, analysis of public claims, informed decision making, and better public judgment. If the picture of modem political life that underwrites this critique of debate is a pessimistic view of increasingly labyrinthine and bureaucratic administrative politics, rapid scientific and technological change outpacing the capacities of the citizenry to comprehend them, and ever-expanding insular special-interest- and money-driven politics, it is a puzzling solution, at best, to argue that these conditions warrant giving up on debate. If democracy is open to rearticulation, it is open to rearticulation precisely because as the challenges of modern political life proliferate, the citizenry's capacities can change, which is one of the primary reasons that theorists of democracy such as Ocwey in The Public awl Its Problems place such a high premium on education (Dewey 1988,63, 154). Debate provides an indispensible form of education in the modem articulation of democracy because it builds precisely the skills that allow the citizenry to research and be informed about policy decisions that impact them, to sort through and evaluate the evidence for and relative merits of arguments for and against a policy in an increasingly information-rich environment, and to prioritize 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 a special significance in the context of information literacy. John Larkin (2005, HO) argues that one of the primary failings of modern colleges and universities is that they have not changed curriculum to match with the challenges of a new information environment. This is a problem for the course of academic study in our current context, but perhaps more important, argues Larkin, for the future of a citizenry that will need to make evaluative choices against an increasingly complex and multimediated information environment (ibid-). Larkin's study tested the benefits of debate participation on information-literacy skills and concluded that in-class debate participants reported significantly higher self-efficacy ratings of their ability to 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, we first conducted a multivariate analysis of variance on all of the ratings, looking jointly at the effect of instmction/no instruction and debate topic . . . that it did not matter which topic students had been assigned . . . students in the Instnictional [debate) group were significantly more confident in their ability to access information and less likely to feel that they needed help to do so----These findings clearly indicate greater self-efficacy for online searching among students who participated in (debate).... These results constitute strong support for the effectiveness of the project on students' self-efficacy for online searching in the academic databases. There was an unintended effect, however: After doing ... the project, instructional group students also felt more confident than the other students in their ability to get good information from Yahoo and Google. It may be that the library research experience increased self-efficacy for any searching, not just in academic databases. (Larkin 2005, 144)

Larkin's study substantiates Thomas Worthcn and Gaylcn Pack's (1992, 3) claim that debate in the college classroom plays a critical role in fostering the kind of problem-solving skills demanded by the increasingly rich media and information environment of modernity. Though their essay was written in 1992 on the cusp of the eventual explosion of the Internet as a medium, Worthcn and Pack's framing of the issue was prescient: the primary question facing today's student has changed from how to best research a topic to the crucial question of learning how to best evaluate which arguments to 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 as a model for democratic deliberation. But cumulatively, the evidence presented here warrants strong support for expanding debate practice in the classroom as a technology for enhancing democratic deliberative capacities. The unique combination of critical thinking skills, research and information processing skills, oral communication skills, and capacities for listening and thoughtful, open engagement with hotly contested issues argues for debate as a crucial component of a rich and vital democratic life. In-class debate practice both aids students in achieving the best goals of college and university education, and serves as an unmatched practice for creating thoughtful, engaged, open-minded and self-critical students who are open 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 can actively and effectively engage the political process, the more likely we are to produce revisions of democratic life that are necessary if democracy is not only to survive, but to thrive. Democracy faces a myriad of challenges, including: domestic and international issues of class, gender, and racial justice; wholesale environmental destruction and the potential for rapid climate change; emerging threats to international stability in the form of terrorism, intervention and new possibilities for great power conflict; and increasing challenges of rapid globalization including an increasingly volatile global economic structure. More than any specific policy or proposal, an informed and active citizenry that deliberates with greater skill and sensitivity provides one of the best hopes for responsive and effective democratic governance, and by extension, one of the last best hopes for dealing with the existential challenges to democracy [in an] increasingly complex world.

#### b. Dialogue

#### Maintaining even division of ground and contestability is key to maintain debate’s unique potential for educational dialogue-alternative interpretations guarantee uneducational monologues.

**Hanghoj, Aarhus education assistant professor, 2008**

(Thorkild, “Playful Knowledge An Explorative Study of Educational Gaming”, <http://static.sdu.dk/mediafiles/Files/Information_til/Studerende_ved_SDU/Din_uddannelse/phd_hum/afhandlinger/2009/ThorkilHanghoej.pdf>)

Debate games are often based on pre-designed scenarios that include descriptions of issues to be debated, educational goals, game goals, roles, rules, time frames etc. In this way, debate games differ from textbooks and everyday classroom instruction as debate scenarios allow teachers and students to actively imagine, interact and communicate within a domain-specific game space. However, instead of mystifying debate games as a “magic circle” (Huizinga, 1950), I will try to overcome the epistemological dichotomy between “gaming” and “teaching” that tends to dominate discussions of educational games. In short, educational gaming is a form of teaching. As mentioned, education and games represent two different semiotic domains that both embody the three faces of knowledge: assertions, modes of representation and social forms of organisation (Gee, 2003; Barth, 2002; cf. chapter 2). In order to understand the interplay between these different domains and their interrelated knowledge forms, I will draw attention to a central assumption in Bakhtin’s dialogical philosophy. According to Bakhtin, all forms of communication and culture are subject to centripetal and centrifugal forces (Bakhtin, 1981). A centripetal force is the drive to impose one version of the truth, while a centrifugal force involves a range of possible truths and interpretations. This means that any form of expression involves a duality of centripetal and centrifugal forces: “Every concrete utterance of a speaking subject serves as a point where centrifugal as well as centripetal forces are brought to bear” (Bakhtin, 1981: 272). If we take teaching as an example, it is always affected by centripetal and centrifugal forces in the on-going negotiation of “truths” between teachers and students. In the words of Bakhtin: “Truth is not born nor is it to be found inside the head of an individual person, it is born between people collectively searching for truth, in the process of their dialogic interaction” (Bakhtin, 1984a: 110). Similarly, the dialogical space of debate games also embodies centrifugal and centripetal forces. Thus, the election scenario of The Power Game involves centripetal elements that are mainly determined by the rules and outcomes of the game, i.e. the election is based on a limited time frame and a fixed voting procedure. Similarly, the open-ended goals, roles and resources represent centrifugal elements and create virtually endless possibilities for researching, preparing, presenting, debating and evaluating a variety of key political issues. Consequently, the actual process of enacting a game scenario involves a complex negotiation between these centrifugal/centripetal forces that are inextricably linked with the teachers and students’ game activities. In this way, the enactment of The Power Game is a form of teaching that combines different pedagogical practices (i.e. group work, web quests, student presentations) and learning resources (i.e. websites, handouts, spoken language) within the interpretive frame of the election scenario. Obviously, tensions may arise if there is too much divergence between educational goals and game goals. This means that game facilitation requires a balance between focusing too narrowly on the rules or “facts” of a game (centripetal orientation) and a focusing too broadly on the contingent possibilities and interpretations of the game scenario (centrifugal orientation). For Bakhtin, the duality of centripetal/centrifugal forces often manifests itself as a dynamic between “monological” and “dialogical” forms of discourse. Bakhtin illustrates this point with the monological discourse of the Socrates/Plato dialogues in which the teacher never learns anything new from the students, despite Socrates’ ideological claims to the contrary (Bakhtin, 1984a). Thus, discourse becomes monologised when “someone who knows and possesses the truth instructs someone who is ignorant of it and in error”, where “a thought is either affirmed or repudiated” by the authority of the teacher (Bakhtin, 1984a: 81). In contrast to this, dialogical pedagogy fosters inclusive learning environments that are able to expand upon students’ existing knowledge and collaborative construction of “truths” (Dysthe, 1996). At this point, I should clarify that Bakhtin’s term “dialogic” is both a descriptive term (all utterances are per definition dialogic as they address other utterances as parts of a chain of communication) and a normative term as dialogue is an ideal to be worked for against the forces of “monologism” (Lillis, 2003: 197-8). In this project, I am mainly interested in describing the dialogical space of debate games. At the same time, I agree with Wegerif that “one of the goals of education, perhaps the most important goal, should be dialogue as an end in itself” (Wegerif, 2006: 61).

#### Dialogue is the biggest impact—the process of discussion precedes any truth claim by magnifying the benefits of any discussion, key to education

**Morson, Northwestern professor, 2004**

(Gary, Bakhtinian Perspectives on Language, Literacy, and Learning (Learning in Doing: Social, Cognitive and Computational Perspectives), pg 330-2)

A belief in truly dialogic ideological becoming would lead to schools that were quite different. In such schools, the mind would be populated with a complexity of voices and perspectives it had not known, and the student would learn to think with those voices, to test ideas and experiences against them, and to shape convictions that are innerly persuasive in response. This very process would be central. Students would sense that whatever word they believed to be innerly persuasive was only tentatively so: the process of dialogue continues.We must keep the conversation going, and formal education only initiates the process. The innerly persuasive discourse would not be final, but would be, like experience itself, ever incomplete and growing. As Bakhtin observes of the innerly persuasive word: Its creativity and productiveness consist precisely in the fact that such a word awakens new and independent words, that it organizes masses of our words from within, and does not remain in an isolated and static condition. It is not so much interpreted by us as it is further, that is, freely, developed, applied to new material, new conditions; it enters into interanimating relationships with new contexts. . . . The semantic structure of an innerly persuasive discourse is not finite, it is open; in each of the new contexts that dialogize it, this discourse is able to reveal ever newer ways to mean. (DI, 345–6) We not only learn, we also learn to learn, and we learn to learn best when we engage in a dialogue with others and ourselves. We appropriate the world of difference, and ourselves develop new potentials. Those potentials allow us to appropriate yet more voices. Becoming becomes endless becoming. We talk, we listen, and we achieve an open-ended wisdom. Difference becomes an opportunity (see Freedman and Ball, this volume). Our world manifests the spirit that Bakhtin attributed to Dostoevsky: “nothing conclusive has yet taken place in the world, the ultimate word of the world and about the world has not yet been spoken, the world is open and free, everything is in the future and will always be in the future.”3 Such a world becomes our world within, its dialogue lives within us, and we develop the potentials of our ever-learning selves. Letmedraw some inconclusive conclusions, which may provoke dialogue. Section I of this volume, “Ideologies in Dialogue: Theoretical Considerations” and Bakhtin’s thought in general suggest that we learn best when we are actually learning to learn. We engage in dialogue with ourselves and others, and the most important thing is the value of the open-ended process itself. Section II, “Voiced, Double Voiced, and Multivoiced Discourses in Our Schools” suggests that a belief in truly dialogic ideological becoming would lead to schools that were quite different. In such schools, the mind would be populated with a complexity of voices and perspectives it had not known, and the student would learn to think with those voices, to test ideas and experiences against them, and to shape convictions that are innerly persuasive in response. Teachers would not be trying to get students to hold the right opinions but to sense the world from perspectives they would not have encountered or dismissed out of hand. Students would develop the habit of getting inside the perspectives of other groups and other people. Literature in particular is especially good at fostering such dialogic habits. Section III, “Heteroglossia in a Changing World” may invite us to learn that dialogue involves really listening to others, hearing them not as our perspective would categorize what they say, but as they themselves would categorize what they say, and only then to bring our own perspective to bear. We talk, we listen, and we achieve an open-ended wisdom. The chapters in this volume seem to suggest that we view learning as a perpetual process. That was perhaps Bakhtin’s favorite idea: that to appreciate life, or dialogue, we must see value not only in achieving this or that result, but also in recognizing that honest and open striving in a world of uncertainty and difference is itself the most important thing. What we must do is keep the conversation going.

### Heg K

#### Statistics prove heg is good -- increases democracy and solves structural violence

Barnett 11 [Thomas Barnett, Chief analyst at Wikistrat, former visiting scholar at the University of Tennessee’s Howard Baker Center for Public Policy and a visiting strategist at the Oak Ridge National Laboratory, former Senior Strategic Researcher and Professor in the Warfare Analysis & Research Department, Center for Naval Warfare Studies, March 7, 2011, “The New Rules: Leadership Fatigue Puts US, and the Globalization, at Crossroads”, World Politics Review, http://www.worldpoliticsreview.com/articles/8099/the-new-rules-leadership-fatigue-puts-u-s-and-globalization-at-crossroads]

Events in Libya are a further reminder for Americans that we stand at a crossroads in our continuing evolution as the world's sole full-service superpower. Unfortunately, we are increasingly seeking change without cost, and shirking from risk because we are tired of the responsibility. We don't know who we are anymore, and our president is a big part of that problem. Instead of leading us, he explains to us. Barack Obama would have us believe that he is practicing strategic patience. But many experts and ordinary citizens alike have concluded that he is actually beset by strategic incoherence -- in effect, a man overmatched by the job. It is worth first examining the larger picture: We live in a time of arguably the greatest structural change in the global order yet endured, with this historical moment's most amazing feature being its relative and absolute lack of mass violence. That is something to consider when Americans contemplate military intervention in Libya, because if we do take the step to prevent larger-scale killing by engaging in some killing of our own, we will not be adding to some fantastically imagined global death count stemming from the ongoing "megalomania" and "evil" of American "empire." We'll be engaging in the same sort of system-administering activity that has marked our stunningly successful stewardship of global order since World War II. Let me be more blunt: As the guardian of globalization, the U.S. military has been the greatest force for peace the world has ever known. Had America been removed from the global dynamics that governed the 20th century, the mass murder never would have ended. Indeed, it's entirely conceivable there would now be no identifiable human civilization left, once nuclear weapons entered the killing equation. But the world did not keep sliding down that path of perpetual war. Instead, America stepped up and changed everything by ushering in our now-perpetual great-power peace. We introduced the international liberal trade order known as globalization and played loyal Leviathan over its spread. What resulted was the collapse of empires, an explosion of democracy, the persistent spread of human rights, the liberation of women, the doubling of life expectancy, a roughly 10-fold increase in adjusted global GDP and a profound and persistent reduction in battle deaths from state-based conflicts.

#### Reject the aff—the only tangible threat to heg is isolationism – rhetoric of support preserves international stability

Kristol & Kagan 96

William Kristol (visiting professor in government at Harvard University) and Robert Kagan (senior associate at the Carnegie Endowment for International Peace and PhD in American History), “Toward a Neo-Reganite Foreign Policy,” Foreign Affairs. July/August 1996. Accessed 12/9/10. <http://www.carnegieendowment.org/publications/index.cfm?fa=view&id=276>

TWENTY YEARS later, it is time once again to challenge an indifferent America and a confused American conservatism. Today's lukewarm consensus about America's reduced role in a post-Cold War world is wrong. Conservatives should not accede to it; it is bad for the country and, incidentally, bad for conservatism. Conservatives will not be able to govern America over the long term if they fail to offer a more elevated vision of America's international role. What should that role be? Benevolent global hegemony. Having defeated the "evil empire," the United States enjoys strategic and ideological predominance. The first objective of U.S. foreign policy should be to preserve and enhance that predominance by strengthening America's security, supporting its friends, advancing its interests, and standing up for its principles around the world. The aspiration to benevolent hegemony might strike some as either hubristic or morally suspect. But a hegemon is nothing more or less than a leader with preponderant influence and authority over all others in its domain. That is America's position in the world today. The leaders of Russia and China understand this. At their April summit meeting, Boris Yeltsin and Jiang Zemin joined in denouncing "hegemonism" in the post-Cold War world. They meant this as a complaint about the United States. It should be taken as a compliment and a guide to action. Consider the events of just the past six months, a period that few observers would consider remarkable for its drama on the world stage. In East Asia, the carrier task forces of the U.S. Seventh Fleet helped deter Chinese aggression against democratic Taiwan, and the 35,000 American troops stationed in South Korea helped deter a possible invasion by the rulers in Pyongyang. In Europe, the United States sent 20,000 ground troops to implement a peace agreement in the former Yugoslavia, maintained 100,000 in Western Europe as a symbolic commitment to European stability and security, and intervened diplomatically to prevent the escalation of a conflict between Greece and Turkey. In the Middle East, the United States maintained the deployment of thousands of soldiers and a strong naval presence in the Persian Gulf region to deter possible aggression by Saddam Hussein's Iraq or the Islamic fundamentalist regime in Iran, and it mediated in the conflict between Israel and Syria in Lebanon. In the Western Hemisphere, the United States completed the withdrawal of 15,000 soldiers after restoring a semblance of democratic government in Haiti and, almost without public notice, prevented a military coup in Paraguay. In Africa, a U.S. expeditionary force rescued Americans and others trapped in the Liberian civil conflict. These were just the most visible American actions of the past six months, and just those of a military or diplomatic nature. During the same period, the United States made a thousand decisions in international economic forums, both as a government and as an amalgam of large corporations and individual entrepreneurs, that shaped the lives and fortunes of billions around the globe. America influenced both the external and internal behavior of other countries through the International Monetary Fund and the World Bank. Through the United Nations, it maintained sanctions on rogue states such as Libya, Iran, and Iraq. Through aid programs, the United States tried to shore up friendly democratic regimes in developing nations. The enormous web of the global economic system, with the United States at the center, combined with the pervasive influence of American ideas and culture, allowed Americans to wield influence in many other ways of which they were entirely unconscious. The simple truth of this era was stated last year by a Serb leader trying to explain Slobodan Milosevic's decision to finally seek rapprochement with Washington. "As a pragmatist," the Serbian politician said, "Milosevic knows that all satellites of the United States are in a better position than those that are not satellites." And America's allies are in a better position than those who are not its allies. Most of the world's major powers welcome U.S. global involvement and prefer America's benevolent hegemony to the alternatives. Instead of having to compete for dominant global influence with many other powers, therefore, the United States finds both the Europeans and the Japanese -- after the United States, the two most powerful forces in the world -- supportive of its world leadership role. Those who anticipated the dissolution of these alliances once the common threat of the Soviet Union disappeared have been proved wrong. The principal concern of America's allies these days is not that it will be too dominant but that it will withdraw. Somehow most Americans have failed to notice that they have never had it so good. They have never lived in a world more conducive to their fundamental interests in a liberal international order, the spread of freedom and democratic governance, an international economic system of free-market capitalism and free trade, and the security of Americans not only to live within their own borders but to travel and do business safely and without encumbrance almost anywhere in the world. Americans have taken these remarkable benefits of the post-Cold War era for granted, partly because it has all seemed so easy. Despite misguided warnings of imperial overstretch, the United States has so far exercised its hegemony without any noticeable strain, and it has done so despite the fact that Americans appear to be in a more insular mood than at any time since before the Second World War. The events of the last six months have excited no particular interest among Americans and, indeed, seem to have been regarded with the same routine indifference as breathing and eating. And that is the problem. The most difficult thing to preserve is that which does not appear to need preserving. The dominant strategic and ideological position the United States now enjoys is the product of foreign policies and defense strategies that are no longer being pursued. Americans have come to take the fruits of their hegemonic power for granted. During the Cold War, the strategies of deterrence and containment worked so well in checking the ambitions of America's adversaries that many American liberals denied that our adversaries had ambitions or even, for that matter, that America had adversaries. Today the lack of a visible threat to U.S. vital interests or to world peace has tempted Americans to absentmindedly dismantle the material and spiritual foundations on which their national well-being has been based. They do not notice that potential challengers are deterred before even contemplating confrontation by their overwhelming power and influence. The ubiquitous post-Cold War question -- where is the threat? -- is thus misconceived. In a world in which peace and American security depend on American power and the will to use it, the main threat the United States faces now and in the future is its own weakness. American hegemony is the only reliable defense against a breakdown of peace and international order. The appropriate goal of American foreign policy, therefore, is to preserve that hegemony as far into the future as possible. To achieve this goal, the United States needs a neo-Reaganite foreign policy of military supremacy and moral confidence.

### Case

#### No impact to the environment

**Brook, Adelaide professor, 2013**

(Barry, “Worrying about global tipping points distracts from real planetary threats”, 3-4, <http://bravenewclimate.com/2013/03/04/ecological-tipping-points/>, ldg)

We argue that at the global-scale, ecological “tipping points” and threshold-like “planetary boundaries” are improbable. Instead, shifts in the Earth’s biosphere follow a gradual, smooth pattern. This means that it might be impossible to define scientifically specific, critical levels of biodiversity loss or land-use change. This has important consequences for both science and policy. Humans are causing changes in ecosystems across Earth to such a degree that there is now broad agreement that we live in an epoch of our own making: the Anthropocene. But the question of just how these changes will play out — and especially whether we might be approaching a planetary tipping point with abrupt, global-scale consequences — has remained unsettled. A tipping point occurs when an ecosystem attribute, such as species abundance or carbon sequestration, responds abruptly and possibly irreversibly to a human pressure, such as land-use or climate change. Many local- and regional-level ecosystems, such as lakes,forests and grasslands, behave this way. Recently however, there have been several efforts to define ecological tipping points at the global scale. At a local scale, there are definitely warning signs that an ecosystem is about to “tip”. For the terrestrial biosphere, tipping points might be expected if ecosystems across Earth respond in similar ways to human pressures and these pressures are uniform, or if there are strong connections between continents that allow for rapid diffusion of impacts across the planet. These criteria are, however, unlikely to be met in the real world. First, ecosystems on different continents are not strongly connected. Organisms are limited in their movement by oceans and mountain ranges, as well as by climatic factors, and while ecosystem change in one region can affect the global circulation of, for example, greenhouse gases, this signal is likely to be weak in comparison with inputs from fossil fuel combustion and deforestation. Second, the responses of ecosystems to human pressures like climate change or land-use change depend on local circumstances and will therefore differ between locations. From a planetary perspective, this diversity in ecosystem responses creates an essentially gradual pattern of change, without any identifiable tipping points. This puts into question attempts to define critical levels of land-use change or biodiversity loss scientifically. Why does this matter? Well, one concern we have is that an undue focus on planetary tipping points may distract from the vast ecological transformations that have already occurred. After all, as much as four-fifths of the biosphere is today characterised by ecosystems that locally, over the span of centuries and millennia, have undergone human-driven regime shifts of one or more kinds. Recognising this reality and seeking appropriate conservation efforts at local and regional levels might be a more fruitful way forward for ecology and global change science. Corey Bradshaw (see also notes published here on ConservationBytes.com) Let’s not get too distracted by the title of the this article – Does the terrestrial biosphere have planetary tipping points? – or the potential for a false controversy. It’s important to be clear that the planet is indeed ill, and it’s largely due to us. Species are going extinct faster than they would have otherwise. The planet’s climate system is being severely disrupted; so is the carbon cycle. Ecosystem services are on the decline. But – and it’s a big “but” – we have to be wary of claiming the end of the world as we know it, or people will shut down and continue blindly with their growth and consumption obsession. We as scientists also have to be extremely careful not to pull concepts and numbers out of thin air without empirical support. Specifically, I’m referring to the latest “craze” in environmental science writing – the idea of “planetary tipping points” and the related “planetary boundaries”. It’s really the stuff of Hollywood disaster blockbusters – the world suddenly shifts into a new “state” where some major aspect of how the world functions does an immediate about-face. Don’t get me wrong: there are plenty of localised examples of such tipping points, often characterised by something we call “hysteresis”. Brook defines hysterisis as: a situation where the current state of an ecosystem is dependent not only on its environment but also on its history, with the return path to the original state being very different from the original development that led to the altered state. Also, at some range of the driver, there can exist two or more alternative states and “tipping point” as: the critical point at which strong nonlinearities appear in the relationship between ecosystem attributes and drivers; once a tipping point threshold is crossed, the change to a new state is typically rapid and might be irreversible or exhibit hysteresis. Some of these examples include state shifts that have happened (or mostly likely will) to the cryosphere, ocean thermohaline circulation, atmospheric circulation, and marine ecosystems, and there are many other fine-scale examples of ecological systems shifting to new (apparently) stable states. However, claiming that we are approaching a major planetary boundary for our ecosystems (including human society), where we witness such transitions simultaneously across the globe, is simply not upheld by evidence. Regional tipping points are unlikely to translate into planet-wide state shifts. The main reason is that our ecosystems aren’t that connected at global scales.

#### Abandonment of humanist values leaves us unable to act to stop atrocities and threatens the survival of the universe.

Violet B Ketels 96 (Associate Professor of English at Temple University, “‘Havel to the Castle!’ The Power of the Word,” 548 Annals 45, November, Sage)

The political bestiality of our age is abetted by our willingness to tolerate the deconstructing of humanist values. The process begins with the cynical manipulation of language. It often ends in stupefying murderousness before which the world stands silent, frozen in impotent "attentism"—a wait-and-see stance as unsuited to the human plight as a pacifier is to stopping up the hunger of a starving child.

We have let lapse our pledge to the 6 million Jewish victims of the Holocaust that their deaths might somehow be transfiguring for humankind. We allow "slaughterhouse men" tactical status at U.N. tables and "cast down our eyes when the depraved roar past."1 Peacemakers, delegated by us and circumscribed by our fears, temporize with thugs who have revived lebensraum claims more boldly than Hitler did.

In the Germany of the 1930s, a demonic idea was born in a demented brain; the word went forth; orders were given, repeated, widely broadcast; and men, women, and children were herded into death camps. Their offshore signals, cries for help, did not summon us to rescue. We had become inured to the reality of human suffering. We could no longer hear what the words meant or did not credit them or not enough of us joined the chorus. Shrieking victims perished in the cold blankness of inhumane silence. We were deaf to the apocalyptic urgency in Solzhenitsyn's declaration from the Gulag that we must check the disastrous course of history. We were heedless of the lesson of his experience that only the unbending strength of the human spirit**,** fully taking its stand on the shifting frontier of encroaching violence and declaring "not one step further," **though death may be the end of it—**only this unwavering firmness offers any genuine defense of peace for the individual**, of genuine peace for mankind at large**.2 In past human crises, writers and thinkers strained language to the breaking point to keep alive the memory of the unimaginable, to keep the human conscience from forgetting. In the current context, however, intellectuals seem more devoted to abstract assaults on values than to thoughtful probing of the moral dimensions of human experience. "Heirs of the ancient possessions of higher knowledge and literacy skills,"3 we seem to have lost our nerve, and not only because of Holocaust history and its tragic aftermath. We feel insecure before the empirical absolutes of hard science. We are intimidated by the "high modernist rage against mimesis and content,"\* monstrous progeny of the union between Nietzsche and philosophical formalism, the grim proposal we have bought into that there is no truth, no objectivity, and no disinterested knowledge.5

Less certain about the power of language, that "oldest flame of the humanist soul,"6 to frame a credo to live by or criteria to judge by, we are vulnerable even to the discredited Paul de Man's indecent hint that "wars and revolutions are not empirical events . . . but 'texts' masquerading as facts."7 Truth and reality seem more elusive than they ever were in the past; values are pronounced to be mere fictions of ruling elites to retain power. We are embarrassed by virtue. Words collide and crack under these new skeptical strains, dissolving into banalities the colossal enormity of what must be expressed lest we forget. Remembering for the future has become doubly dispiriting by our having to remember for the present, too, our having to register and confront what is wrong here and now. The reality to be fixed in memory shifts as we seek words for it; the memory we set down is flawed by our subjectivities. It is selective, deceptive, partial, unreliable, and amoral. It plays tricks and can be invented. It stops up its ears to shut out what it does not dare to face.8

Lodged in our brains, such axioms, certified by science and statistics, tempt us to concede the final irrelevance of words and memory. We have to get on with our lives. Besides, memories reconstructed in words, even when they are documented by evidence, have not often changed the world or fended off the powerful seductions to silence, forgetting, or denying. Especially denying, which, in the case of the Holocaust, has become an obscene industry competing in the open market of ideas for control of our sense of the past. It is said that the Holocaust never happened. Revisionist history with a vengeance is purveyed in words; something in words must be set against it. Yet what? How do we nerve to the task when we are increasingly disposed to cast both words and memory in a condition of cryogenic dubiety? Not only before but also since 1945, the criminality of governments, paraded as politics and fattening on linguistic manipulation and deliberately reimplanted memory of past real or imagined grievance, has spread calamity across the planet. The cancer that has eaten at the entrails of Yugoslavia since Tito's death [hasj Kosovo for its locus," but not merely as a piece of land. The country's rogue adventurers use the word "Kosovo" to reinvokc as sacred the land where Serbs were defeated by Turks in 1389!9 Memory of bloody massacres in 1389, sloganized and distorted in 1989, demands the bloody revenge of new massacres and returns civilization not to its past glory but to its gory tribal wars. As Matija Beckovic, the bard of Serb nationalism, writes, "It is as if the Serbian people waged only one battle—by widening the Kosovo charnel-house, by adding wailing upon wailing, by counting new martyrs to the martyrs of Kosovo.... Kosovo is the Serbian-ized history of the Flood—the Serbian New Testament."10 A cover of Siiddeutsche Zeitung in 1994 was printed with blood donated by refugee women from Bosnia in an eerily perverse afterbirth of violence revisited." We stand benumbed before multiplying horrors. As Vaclav Havel warned more than a decade ago, regimes that generate them "are the avant garde of a global crisis in civilization." The depersonalization of power in "system, ideology and appa-rat," pathological suspicions about human motives and meanings, the loosening of individual responsibility, the swiftness by which disastrous events follow one upon another "have deprived us of our conscience, of our common sense and natural speech and thereby, of our actual humanity."12 Nothing less than the transformation of human consciousness is likely to rescue us.

#### Humanism good – key to save the universe from the big chill or big crunch.

Michael Zey 1 (executive director of the expansionary institute, The Futurist n3 v35 p28, May 21, http://www.zey.com/Featured\_1.htm)

Our species is guided by a sense of higher purpose, a destiny, as it were, of which we are only now becoming aware. This new vision synthesizes a century of scientific and theoretic re search into the nature of the **human species** and our ultimate place and role in the evolving universe.

The emergence of human consciousness and human intelligence is a unique historical event—the human race's capacity to vitalize, bring life, order, creativity, and novelty to everything it touches, sets the world on a completely new evolutionary trajectory. Moreover, the world now possesses an entity, the human species, that could develop tools to save the universe from the Big Chill or the Big Crunch**, the demise augured by the Big Bang theory**.

Hence, human will is the ultimate determinant of the shape and direction of the universe. It will not be left to the universe to determine its ultimate fate—it has no concept of where it is going. At best, it will settle into a moribund chaos, at worst it will teeter on the edge of dissolution and destruction. The human being has a different destiny in mind for the cosmos—we are actively engaged in creating a Humaniverse of our own.

Such ruminations are hardly esoteric or "philosophical." Government and business leaders, if they are to make correct long- and short-term decisions regarding technological development and the economy, must understand the powerful role that the human species will play in the future. Indeed, speculation about such "cosmic" issues is becoming commonplace. Scientific discoveries by the Hubble Space Telescope and the Mars Pathfinder mission only fuel the debate over the place of man in the cosmos. Moreover, NASA has created an Astrobiology Program to study the origin, evolution, distribution, and purpose of life in the universe.

This new vision provides startling answers to the questions: Why us? Why here? Why now?

We are entering a human future, in which the very shape and direction of all aspects of the universe will be deeply influenced by the actions of the human race and its descendants. For example, the proposed terraformation of Mars—the creation of an earthlike environment on the Red Planet—encompasses more than a planetary facelift. It will represent a thorough "humanization" of that currently lifeless sphere.

The vitalized future will be a humane future, reflective of our core values—growth, progress, optimism, hope, and altruism. The very act of vitalization, the bringing of life to other worlds, implies that we are acting through exclusively human values—the desire to improve our surroundings, to enrich, embellish, and make the world a better place. While human imagination and energy will build this new world, our values will shape it.

We are now about to begin a journey into the future, to be challenged in ways we have never imagined.

#### \*\*\*Even if the State is imperfect or *academically* obsolete, we can’t underestimate its centrality. Normative refusal to discuss or work with it is naïve and counter-productive

Dr. Inis **Claude** is a Professor of Government and Foreign Affairs, Emeritus, at the University of Virginia. During his teaching career, Professor Claude held positions at the University of Michigan, Harvard University, Columbia University, University of Wales, and the Hebrew University of Jerusalem, and the Institute of Social Studies at the Hague. States and the Global System – 19**88**

Finally, **let us take note of the view that the state is obsolete**, or is rapidly becoming so. **This is the view of the discouraged student of i**nternational **r**elations, **who finds states always too small, too big, too weak and too powerful,** who fears for the future of a world so divided. **It is, however it may be put, primarily a** prescriptive or normative **position, an assertion that the state** *ought* **to be superseded, a plea for the abandonment** of international relations. It does not correspond with what is actually going on in the world**,** **namely the proliferation and the flourishing of states. The state has its difficulties, but it clearly has not yet gone**, or begun to go, **out of fashion. The state is a** dangerous and **troublesome institution;** it is also a valuable and indispensable one. There is no substitute in sight. For the foreseeable future, man will live in a world of states. **We very much need to work at developing a balanced view of states, one that is not distorted by a tendency toward either uncritical adoration or cynical denunciation. We will do well to concentrate on learning to understand and to manage the problems of a multistate system, rather than to rail against the system and to dream of abolishing it.**

#### ---Abandoning state reforms causes worse forces to fill-in

**Barbrook 97** (Dr. Richard, School of Westminster, Nettime, “More Provocations”, 6-5,

http://www.nettime.org/Lists-Archives/nettime-l-9706/msg00034.html)

I thought that this position is clear from my remarks about the ultra-left posturing of the ‘zero-work’ demand. In Europe, we have real social problems of deprivation and poverty which, in part, can only be solved by state action. This does not make me a statist, but rather anti-anti-statist. By opposing such intervention because they are carried out by the state anarchists are tacitly lining up with the neo-liberals. Even worse, refusing even to vote for the left, they acquiese to rule by neo-liberal parties. I deeply admire direct action movements. I was a radio pirate and we provide server space for anti-roads and environmental movements. However, this doesn’t mean that I support political abstentionism or, even worse, the mystical nonsense produced by Hakim Bey. It is great for artists and others to adopt a marginality as a life style choice, but most of the people who are economically and socially marginalised were never given any choice. They are excluded from society as a result of deliberate policies of deregulation, privatisation and welfare cutbacks carried out by neo-liberal governments. During the ‘70s. I was a pro-situ punk rocker until Thatcher got elected. Then we learnt the hard way that voting did change things and lots of people suffered if state power was withdrawn from certain areas of our life, such as welfare and employment. Anarchism can be a fun artistic pose. However, human suffering is not.

#### Even if the State does bad things, any alternative is more violent—only the State can provide peace and liberation.

Neil A. Englehart, Assistant Professor of Government and Law at Lafayette College, 2003 (“In Defense of State Building: States, Rights, and Justice,” *Dissent*, Fall, Available Online to Subscribing Institutions via Academic Search Elite, p. 18)

State failure has become an increasingly important policy concern since 9/11. Strengthening or reconstructing failed states has even become an explicit goal of American foreign policy. Yet many Americans across the political spectrum regard states with deep suspicion and abiding hostility, as instruments of oppression. In truth, states are more likely to protect human rights than any other form of political organization. Acknowledging that potential is today a moral and political imperative. The evil that states do is well known. There are abundant examples: from the brutality of the Thirty Years War to the Stalinist purges, the Holocaust in Nazi Germany, and the Rwandan genocide. Because its repressive capacities are so clear, political theorists seek to protect us from the state (Locke), to divide and limit its power (Madison), to liberate us from it (Marx), or to dissolve it entirely (Foucault). Yet Hobbes’s picture of life without the state— poor, nasty, brutish, and short—still resonates. States can only be called oppressive if there is an alternative available, a more promising political order. States dominate our minds as much as they dominate the globe. The conceptual hegemony of the state is so great that there has been little serious thinking about alternative arrangements. Anarchist visions may sound liberating, but only because they assume that life under anarchy would be much like it is now—only better. In fact, anarchists depend on the very order they seek to abolish, assuming that people will be treated as free and equal, able to make uncoerced choices outside the protection of the state. Their utopian visions set the parameters of critiques of the state, but they seldom recognize that the necessary substructure of their utopia doesn’t exist “nowhere”— it exists only where states have established law and order. In real life, the alternatives to the state are more violent, more coercive social and political orders dominated by warlords and gangs. Not quite the Hobbesian war of all against all, they are rather wars of group against group, dividing society and destroying the possibility of a peaceful public sphere, of civil society, rights, and social justice. The corollary to the oppressiveness of non-state politics is that, contrary to our commonsense understanding, states are relatively liberating and egalitarian. Compared to actually existing alternatives, states have more potential for protecting human rights, human security, and international peace than any other political order. That’s why state building is so important.

#### History is on our side: when states collapse, the alternatives are always worse for ordinary citizens. Only the state system can effectively provide for peaceful governance.

Neil A. Englehart, Assistant Professor of Government and Law at Lafayette College, 2003 (“In Defense of State Building: States, Rights, and Justice,” *Dissent*, Fall, Available Online to Subscribing Institutions via Academic Search Elite, p. 19-20)

No one who has lived in a failed state will feel any attraction to stateless utopias. State collapse in places such as Somalia and Afghanistan quickly gives rise to extremely unattractive forms of power and dominance, based on the localized command of violence. In Somalia, the state fell as the result of a multiparty civil war, which is still unresolved twelve years after the central government’s demise. People have been forced to rely for protection on lineage networks that sponsor armed gangs. These small-scale networks are dominated by male elders, headed by warlords. They dispense traditional justice or sharia law, often inflicting summary or exemplary punishment with little regard to issues of due process. Conflicts outside the lineage are resolved through force at least as often as through negotiation, with weaker groups forced into subordination by stronger ones. Individuals who cannot secure the protection of one or another network are exposed to severe oppression. In Afghanistan, the United States and Pakistan armed several mujahideen groups against the Soviet-supported regime. After the regime fell, the United States lost interest in the country, and the various armed groups drifted into civil war. Ordinary citizens were forced to make peace as best they could with locally, often temporarily, dominant groups, but the conditions of the civil war were such that most were exposed to violence and extortion from more than one. Out of this catastrophe the Pakistani-supported Taliban emerged dominant. Yet the Taliban never actually reconstituted the Afghan state. Its members never controlled the entire country, and in the areas they did control they never attempted to rebuild the civil service or to provide basic services such as health and education. Although they were able to enforce a few radical and repressive policies—the sub-ordination of women, for example—their capacity to formulate and enact policy in any systematic way was weak. The demands of the Clinton and Bush administrations for the surrender of Osama bin Laden rested on the assumption that the Taliban had the capacity to deliver him, if they so chose. We will never know if this assumption was correct, but it is likely that one of the reasons bin Laden chose Afghanistan as a refuge was precisely because it lacked a state structure capable of disciplining its own citizens, much less a wealthy guest with an armed retinue. Such collapsed states rarely recover spontaneously. Some regions of Somalia have begun to stabilize, but it remains unclear whether there will ever again be a Somali state. There is little evidence that Afghanistan was beginning to stabilize as a state prior to the U.S. invasion. At the extreme, in some African countries characterized by what William Reno calls “warlord politics,” rulers incapable of creating states by monopolizing violence or building bureaucracies have abandoned any pretense of serving a greater public good or enlisting popular support. Instead, they exploit fictive legal sovereignty to contract with buccaneer capitalists and foreign mercenaries. They maintain their power with a steady flow of revenue from embezzled development aid and natural-resource exploitation by foreign companies, privatizing the public sphere and abandoning their own populations. The typical result of state failure is the creation of hierarchical and exploitative protection networks. These are oppressive social orders, dangerous to their own people, to their neighbors, and to the international system.

#### THE STATE IS GOOD-''BREAKING DOWN THE STATE" JUST RESULTS IN BLOODY ANARCHY AND A NEW REGIME MORE BRUTAL THAN THE LAST

**CARD ‘3**

(Orson Scott, Author of Ender's Game, etc., "War Watch," Oct 26, http://www.ornery.orglessays/wanvatch/2003-1 0-26-1 . html)

This group of terrorists called themselves "Anarchists," and their enemy was all government. , Why? Because they believed that all the evils of human life were caused by the interference of governments, which were merely tools of the rich to harm the common people. Strike down those governments, and the common people would, they believed, quickly establish a fair system of sharing the wealth and living in freedom. Never mind that **it is impossible for people to live together without government. Strike down one set of rulers, and quickly another emerges in its place -- and usually not a very nice one**, either. Look what happened when **Communism fell in Russia:** Almost at once, **former Communists and opportunistic newcomers created the Russian mafia, which in the absence of legitimate state power came close to reinventing feudalism amid the ruins of the Soviet economy**. And **the government that now struggles to restore public order and safety while protecting a nascent new economy is far more authoritarian than any of the pro-democracy forces in Russia ever wanted to see**. **Power vacuums are always filled.** The trick is to try to fill them with people who accept strict limitations on their own behavior -- in other words, rulers who obey the law and relinquish power without being forced to.

#### THE ONLY ALTERNATIVE TO THE STATE IS BLOODY ANARCHY-LIKE IT OR NOT, THE STATE IS ALL WE HAVE

**SOLOMON ‘96**

(Hussein, Senior Researcher, Human Security Project, Institute for Defence Policy, ''In Defence of Realism," African Security Review, Vol 5, No 2, http://www.iss.co.za~pubs/ASR~5No2/5No2AnDefence.html)

To emphasise the point, both brutally and simply, **there is no** practical **alternative to the State.** Walker says that "**the state is a political category in a way that the world, or the globe, or the planet, or humanity is not."** 106  Also stressing the centrality of the State, UN Secretary-General Boutros Boutros-Ghali observes: "**The foundation-stone of this work** [ie. **peace and economic development] is and must remain the State. Respect for its fundamental sovereignty and integrity are crucial to any common international progress.**  But, **the most powerful argument for the State comes** not **from** its many and varied successes, but rather from **its failure. State collapse**, as in Somalia, **has not been met by cries of jubilation from its 'emancipated' inhabitants** as Booth would have us believe. 108 Rather, **tragedy and misery has greeted** Somalians with its **collapse**. This is why **the State must and should remain the primary referent** in domestic and international affairs. The principle of state sovereignty is the most plausible way of reconciling claims about the universal and the particular, society and the individual. Without the apparatus of a strong state, the way becomes clear for the Mohammed Farah Aideeds of the world to appear. **Without the apparatus of a strong state, the world will be plunged into Somali-style warlordism of the Dark Age variety.**

#### Powerful government is good – it’s key to solve human rights abuses and violence

**Kaplan ‘2**

[Robert D, Senior Fellow at the New America Foundation, “Warrior Politics”, p 83]

**In** 1995 and **1996, the inhabitants of Freetown,** the capital of Sierra Leone, **were protected by the presence of African mercenaries**. **When the mercenaries left in 1997, there was a military coup that resulted in anarchy and grave human rights violations**. The civilian **government returned to power only with the help of** another group of **mercenaries**, this time from Great Britain.1\* **When those mercenaries left, a ragtag army of substance-abusing teenagers invaded Freetown in December** 1998 **killing, mutilating, and abducting thousands** as order in the capital broke down completely. Two years later, when the same mob army-closed in again on Freetown, the international community dispatched British commandos to protect the capital. Sierra Leone, with no functioning institutions, no economy, and many armed young men, was a replica of the state-of-nature. What was needed was not elections, but a Leviathan, a regime powerful enough to monopolize the use of force, thereby protecting the inhabitants from the lawlessness of armed marauding bands. Just as a despotic regime must precede a liberal one, **order must precede democracy, because the State in its original form can emerge only from the natural state**. **It will not help** Haiti or the Democratic Republic of the Congo to hold elections **if there if there is no government able to stop violence.**

### State inevitable

#### The state coopts the aff’s resistance

**McCormack, PhD in International Relations from the University of Westminster, 2010**

(Tara, Critique, Security and Power: The political limits to emancipatory approaches, pg 59-61)

In chapter 7 I engaged with the human security framework and some of the problematic implications of ‘emancipatory’ security policy frameworks. In this chapter I argued that the shift away from the pluralist security framework and the elevation of cosmopolitan and emancipatory goals has served to enforce international power inequalities rather than lessen them. Weak or unstable states are subjected to greater international scrutiny and international institutions and other states have greater freedom to intervene, but the citizens of these states have no way of controlling or influencing these international institutions or powerful states. This shift away from the pluralist security framework has not challenged the status quo, which may help to explain why major international institutions and states can easily adopt a more cosmopolitan rhetoric in their security policies. As we have seen, the shift away from the pluralist security framework has entailed a shift towards a more openly hierarchical international system, in which states are differentiated according to, for example, their ability to provide human security for their citizens or their supposed democratic commitments. In this shift, the old pluralist international norms of (formal) international sovereign equality, non-intervention and ‘blindness’ to the content of a state are overturned. Instead, international institutions and states have more freedom to intervene in weak or unstable states in order to ‘protect’ and emancipate individuals globally. Critical and emancipatory security theorists argue that the goal of the emancipation of the individual means that security must be reconceptualised away from the state. As the domestic sphere is understood to be the sphere of insecurity and disorder, the international sphere represents greater emancipatory possibilities, as Tickner argues, ‘if security is to start with the individual, its ties to state sovereignty must be severed’ (1995: 189). For critical and emancipatory theorists there must be a shift towards a ‘cosmopolitan’ legal framework, for example Mary Kaldor (2001: 10), Martin Shaw (2003: 104) and Andrew Linklater (2005). For critical theorists, one of the fundamental problems with Realism is that it is unrealistic. Because it prioritises order and the existing status quo, Realism attempts to impose a particular security framework onto a complex world, ignoring the myriad threats to people emerging from their own governments and societies. Moreover, traditional international theory serves to obscure power relations and omits a study of why the system is as it is: [O]mitting myriad strands of power amounts to exaggerating the simplicity of the entire political system. Today’s conventional portrait of international politics thus too often ends up looking like a Superman comic strip, whereas it probably should resemble a Jackson Pollock. (Enloe, 2002 [1996]: 189) Yet as I have argued, contemporary critical security theorists seem to show a marked lack of engagement with their problematic (whether the international security context, or the Yugoslav break-up and wars). Without concrete engagement and analysis, however, the critical project is undermined and critical theory becomes nothing more than a request that people behave in a nicer way to each other. Furthermore, whilst contemporary critical security theorists argue that they present a more realistic image of the world, through exposing power relations, for example, their lack of concrete analysis of the problematic considered renders them actually unable to engage with existing power structures and the way in which power is being exercised in the contemporary international system. For critical and emancipatory theorists the central place of the values of the theorist mean that it cannot fulfil its promise to critically engage with contemporary power relations and emancipatory possibilities. Values must be joined with engagement with the material circumstances of the time.