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

**Ericson 3** (Jon M., Dean Emeritus of the College of Liberal Arts – California Polytechnic U., et al., The Debater’s Guide, Third Edition, p. 4)

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

#### Economic Engagement is defined as expanding economic ties with a country to change its behavior – this means they have to be gov to gov

**Kahler, 6** - Graduate School of International Relations and Pacific Studies, University of California, San Diego (M., “Strategic Uses of Economic Interdependence: Engagement Policies on the Korean Peninsula and Across the Taiwan Strait” in Journal of Peace Research (2006), 43:5, p. 523-541, Sage Publications)

Economic engagement - a policy of deliberately expanding economic ties with an adversary in order to change the behavior of the target state and improve bilateral political relations

#### 1) A limited topic of discussion that provides for equitable ground is key to inculcation of decision-making and advocacy skills

**Steinberg & Freeley 8** \*Austin J. Freeley is a Boston based attorney who focuses on criminal, personal injury and civil rights law, AND \*\*David L. Steinberg , Lecturer of Communication Studies @ U Miami,

Argumentation and Debate: Critical Thinking for Reasoned Decision Making pp45Debate 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.

#### 2) switch-side is key---Effective deliberation is crucial to the activation of personal agency and is only possible when debaters divorce themselves from ideology to engage in political contestation

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

Totalitarianism and the Competitive Space of Agonism Arendt is probably most famous for her analysis of totalitarianism (especially her The Origins of Totalitarianism andEichmann in Jerusalem), but the recent attention has been on her criticism of mass culture (The Human Condition). Arendt's main criticism of the current human condition is that the common world of deliberate and joint action is fragmented into solipsistic and unreflective behavior. In an especially lovely passage, she says that in mass society people are all imprisoned in the subjectivity of their own singular experience, which does not cease to be singular if the same experience is multiplied innumerable times. The end of the common world has come when it is seen only under one aspect and is permitted to present itself in only one perspective. (Human 58) What Arendt so beautifully describes is that isolation and individualism are not corollaries, and may even be antithetical because obsession with one's own self and the particularities of one's life prevents one from engaging in conscious, deliberate, collective action. Individuality, unlike isolation, depends upon a collective with whom one argues in order to direct the common life. Self-obsession, even (especially?) when coupled with isolation from one' s community is far from apolitical; it has political consequences. Perhaps a better way to put it is that it is political precisely because it aspires to be apolitical. This fragmented world in which many people live simultaneously and even similarly but not exactly together is what Arendt calls the "social." Arendt does not mean that group behavior is impossible in the realm of the social, but that social behavior consists "in some way of isolated individuals, incapable of solidarity or mutuality, who abdicate their human capacities and responsibilities to a projected 'they' or 'it,' with disastrous consequences, both for other people and eventually for themselves" (Pitkin 79). One can behave, butnot act. For someone like Arendt, a German-assimilated Jew, one of the most frightening aspects of the Holocaust was the ease with which a people who had not been extraordinarily anti-Semitic could be put to work industriously and efficiently on the genocide of the Jews. And what was striking about the perpetrators of the genocide, ranging from minor functionaries who facilitated the murder transports up to major figures on trial at Nuremberg, was their constant and apparently sincere insistence that they were not responsible. For Arendt, this was not a peculiarity of the German people, but of the current human and heavily bureaucratic condition of twentieth-century culture: we do not consciously choose to engage in life's activities; we drift into them, or we do them out of a desire to conform. Even while we do them, we do not acknowledge an active, willed choice to do them; instead, we attribute our behavior to necessity, and we perceive ourselves as determined—determined by circumstance, by accident, by what "they" tell us to do. We do something from within the anonymity of a mob that we would never do as an individual; we do things for which we will not take responsibility. Yet, whether or not people acknowledge responsibility for the consequences of their actions, those consequences exist. Refusing to accept responsibility can even make those consequences worse, in that the people who enact the actions in question, because they do not admit their own agency, cannot be persuaded to stop those actions. They are simply doing their jobs. In a totalitarian system, however, everyone is simply doing his or her job; there never seems to be anyone who can explain, defend, and change the policies. Thus, it is, as Arendt says, rule by nobody. It is illustrative to contrast Arendt's attitude toward discourse to Habermas'. While both are critical of modern bureaucratic and totalitarian systems, Arendt's solution is the playful and competitive space of agonism; it is not the rational-critical public sphere. The "actual content of political life" is "the joy and the gratification that arise out of being in company with our peers, out of acting together and appearing in public, out of inserting ourselves into the world by word and deed, thus acquiring and sustaining our personal identity and beginning something entirely new" ("Truth" 263). According to Seyla Benhabib, Arendt's public realm emphasizes the assumption of competition, and it "represents that space of appearances in which moral and political greatness, heroism, and preeminence are revealed, displayed, shared with others. This is a competitive space in which one competes for recognition, precedence, and acclaim" (78). These qualities are displayed, but not entirely for purposes of acclamation; they are not displays of one's self, but of ideas and arguments, of one's thought. When Arendt discusses Socrates' thinking in public, she emphasizes his performance: "He performed in the marketplace the way the flute-player performed at a banquet. It is sheer performance, sheer activity"; nevertheless, it was thinking: "What he actually did was to make public, in discourse, the thinking process" {Lectures 37). Pitkin summarizes this point: "Arendt says that the heroism associated with politics is not the mythical machismo of ancient Greece but something more like the existential leap into action and public exposure" (175-76). Just as it is not machismo, although it does have considerable ego involved, so it is not instrumental rationality; Arendt's discussion of the kinds of discourse involved in public action include myths, stories, and personal narratives. Furthermore, the competition is not ruthless; it does not imply a willingness to triumph at all costs. Instead, it involves something like having such a passion for ideas and politics that one is willing to take risks. One tries to articulate the best argument, propose the best policy, design the best laws, make the best response. This is a risk in that one might lose; advancing an argument means that one must be open to the criticisms others will make of it. The situation is agonistic not because the participants manufacture or seek conflict, but because conflict is a necessary consequence of difference. This attitude is reminiscent of Kenneth Burke, who did not try to find a language free of domination but who instead theorized a way that the very tendency toward hierarchy in language might be used against itself (for more on this argument, see Kastely). Similarly, Arendt does not propose a public realm of neutral, rational beings who escape differences to live in the discourse of universals; she envisions one of different people who argue with passion, vehemence, and integrity. Continued… Eichmann perfectly exemplified what Arendt famously called the "banality of evil" but that might be better thought of as the bureaucratization of evil (or, as a friend once aptly put it, the evil of banality). That is, he was able to engage in mass murder because he was able not to think about it, especially not from the perspective of the victims, and he was able to exempt himself from personal responsibility by telling himself (and anyone else who would listen) that he was just following orders. It was the bureaucratic system that enabled him to do both. He was not exactly passive; he was, on the contrary, very aggressive in trying to do his duty. He behaved with the "ruthless, competitive exploitation" and "inauthen-tic, self-disparaging conformism" that characterizes those who people totalitarian systems (Pitkin 87). Arendt's theorizing of totalitarianism has been justly noted as one of her strongest contributions to philosophy. She saw that a situation like Nazi Germany is different from the conventional understanding of a tyranny. Pitkin writes, Totalitarianism cannot be understood, like earlier forms of domination, as the ruthless exploitation of some people by others, whether the motive be selfish calculation, irrational passion, or devotion to some cause. Understanding totalitarianism's essential nature requires solving the central mystery of the holocaust—the objectively useless and indeed dysfunctional, fanatical pursuit of a purely ideological policy, a pointless process to which the people enacting it have fallen captive. (87) Totalitarianism is closely connected to bureaucracy; it is oppression by rules, rather than by people who have willfully chosen to establish certain rules. It is the triumph of the social. Critics (both friendly and hostile) have paid considerable attention to Arendt's category of the "social," largely because, despite spending so much time on the notion, Arendt remains vague on certain aspects of it. Pitkin appropriately compares Arendt's concept of the social to the Blob, the type of monster that figured in so many post-war horror movies. That Blob was "an evil monster from outer space, entirely external to and separate from us [that] had fallen upon us intent on debilitating, absorbing, and ultimately destroying us, gobbling up our distinct individuality and turning us into robots that mechanically serve its purposes" (4). Pitkin is critical of this version of the "social" and suggests that Arendt meant (or perhaps should have meant) something much more complicated. The simplistic version of the social-as-Blob can itself be an instance of Blob thinking; Pitkin's criticism is that Arendt talks at times as though the social comes from outside of us and has fallen upon us, turning us into robots. Yet, Arendt's major criticism of the social is that it involves seeing ourselves as victimized by something that comes from outside our own behavior. I agree with Pitkin that Arendt's most powerful descriptions of the social (and the other concepts similar to it, such as her discussion of totalitarianism, imperialism, Eichmann, and parvenus) emphasize that these processes are not entirely out of our control but that they happen to us when, and because, we keep refusing to make active choices. We create the social through negligence. It is not the sort of force in a Sorcerer's Apprentice, which once let loose cannot be stopped; on the contrary, it continues to exist because we structure our world to reward social behavior. Pitkin writes, "From childhood on, in virtually all our institutions, we reward euphemism, salesmanship, slogans, and we punish and suppress truth-telling, originality, thoughtful-ness. So we continually cultivate ways of (not) thinking that induce the social" (274). I want to emphasize this point, as it is important for thinking about criticisms of some forms of the social construction of knowledge: denying our own agency is what enables the social to thrive. To put it another way, theories of powerlessness are self-fulfilling prophecies. Arendt grants that there are people who willed the Holocaust, but she insists that totalitarian systems result not so much from the Hitlers or Stalins as from the bureaucrats who may or may not agree with the established ideology but who enforce the rules for no stronger motive than a desire to avoid trouble with their superiors (see Eichmann and Life). They do not think about what they do. One might prevent such occurrences—or, at least, resist the modern tendency toward totalitarianism—by thought: "critical thought is in principle anti-authoritarian" (Lectures 38). By "thought" Arendt does not mean eremitic contemplation; in fact, she has great contempt for what she calls "professional thinkers," refusing herself to become a philosopher or to call her work philosophy. Young-Bruehl, Benhabib, and Pitkin have each said that Heidegger represented just such a professional thinker for Arendt, and his embrace of Nazism epitomized the genuine dangers such "thinking" can pose (see Arendt's "Heidegger"). "Thinking" is not typified by the isolated contemplation of philosophers; it requires the arguments of others and close attention to the truth. It is easy to overstate either part of that harmony. One must consider carefully the arguments and viewpoints of others: Political thought is representative. I form an opinion by considering a given issue from different viewpoints, by making present to my mind the standpoints of those who are absent; that is, I represent them. This process of representation does not blindly adopt the actual views of those who stand somewhere else, and hence look upon the world from a different perspective; this is a question neither of empathy, as though I tried to be or to feel like somebody else, nor of counting noses and joining a majority but of being and thinking in my own identity where actually I am not. The more people's standpoints I have present in my mind while I am pondering a given issue, and the better I can imagine how I would feel and think if I were in their place, the stronger will be my capacity for representative thinking and the more valid my final conclusions, my opinion. ("Truth" 241) There are two points to emphasize in this wonderful passage. First, one does not get these standpoints in one's mind through imagining them, but through listening to them; thus, good thinking requires that one hear the arguments of other people. Hence, as Arendt says, "critical thinking, while still a solitary business, does not cut itself off from' all others.'" Thinking is, in this view, necessarily public discourse: critical thinking is possible "only where the standpoints of all others are open to inspection" (Lectures 43). Yet, it is not a discourse in which one simply announces one's stance; participants are interlocutors and not just speakers; they must listen. Unlike many current versions of public discourse, this view presumes that speech matters. It is not asymmetric manipulation of others, nor merely an economic exchange; it must be a world into which one enters and by which one might be changed. Second, passages like the above make some readers think that Arendt puts too much faith in discourse and too little in truth (see Habermas). But Arendt is no crude relativist; she believes in truth, and she believes that there are facts that can be more or less distorted. She does not believe that reality is constructed by discourse, or that truth is indistinguishable from falsehood. She insists tha^ the truth has a different pull on us and, consequently, that it has a difficult place in the world of the political. Facts are different from falsehood because, while they can be distorted or denied, especially when they are inconvenient for the powerful, they also have a certain positive force that falsehood lacks: "Truth, though powerless and always defe ated in a head-on clash with the powers that be, possesses a strength of its own: whatever those in power may contrive, they are unable to discover or invent a viable substitute for it. Persuasion and violence can destroy truth, but they cannot replace it" ("Truth" 259). Facts have a strangely resilient quality partially because a lie "tears, as it were, a hole in the fabric of factuality. As every historian knows, one can spot a lie by noticing incongruities, holes, or the j unctures of patched-up places" ("Truth" 253). While she is sometimes discouraging about our ability to see the tears in the fabric, citing the capacity of totalitarian governments to create the whole cloth (see "Truth" 252-54), she is also sometimes optimistic. InEichmann in Jerusalem, she repeats the story of Anton Schmidt—a man who saved the lives of Jews—and concludes that such stories cannot be silenced (230-32). For facts to exert power in the common world, however, these stories must be told. Rational truth (such as principles of mathematics) might be perceptible and demonstrable through individual contemplation, but "factual truth, on the contrary, is always related to other people: it concerns events and circumstances in which many are involved; it is established by witnesses and depends upon testimony; it exists only to the extent that it is spoken about, even if it occurs in the domain of privacy. It is political by nature" (23 8). Arendt is neither a positivist who posits an autonomous individual who can correctly perceive truth, nor a relativist who positively asserts the inherent relativism of all perception. Her description of how truth functions does not fall anywhere in the three-part expeditio so prevalent in bothrhetoric and philosophy: it is not expressivist, positivist, or social constructivist. Good thinking depends upon good public argument, and good public argument depends upon access to facts: "Freedom of opinion is a farce unless factual information is guaranteed" (238). The sort of thinking that Arendt propounds takes the form of action only when it is public argument, and, as such, it is particularly precious: "For if no other test but the experience of being active, no other measure but the extent of sheer activity were to be applied to the various activities within the vita activa, it might well be that thinking as such would surpass them all" (Human 325). Arendt insists that it is "the same general rule— Do not contradict yourself (not your self but your thinking ego)—that determines both thinking and acting" (Lectures 3 7). In place of the mildly resentful conformism that fuels totalitarianism, Arendt proposes what Pitkin calls "a tough-minded, open-eyed readiness to perceive and judge reality for oneself, in terms of concrete experience and independent, critical theorizing" (274). The paradoxical nature of agonism (that it must involve both individuality and commonality) makes it difficult to maintain, as the temptation is great either to think one's own thoughts without reference to anyone else or to let others do one's thinking. Arendt's Polemical Agonism As I said, agonism does have its advocates within rhetoric—Burke, Ong, Sloane, Gage, and Jarratt, for instance—but while each of these theorists proposes a form of conflictual argument, not one of these is as adversarial as Arendt's. Agonism can emphasize persuasion, as does John Gage's textbook The Shape of Reason or William Brandt et al.'s The Craft of Writing. That is, the goal of the argument is to identify the disagreement and then construct a text that gains the assent of the audience. This is not the same as what Gage (citing Thomas Conley) calls "asymmetrical theories of rhetoric": theories that "presuppose an active speaker and a passive audience, a speaker whose rhetorical task is therefore to do something to that audience" ("Reasoned" 6). Asymmetric rhetoric is not and cannot be agonistic. Persuasive agonism still values conflict, disagreement, and equality among interlocutors, but it has the goal of reaching agreement, as when Gage says that the process of argument should enable one's reasons to be "understood and believed" by others (Shape 5; emphasis added). Arendt's version is what one might call polemical agonism: it puts less emphasis on gaining assent, and it is exemplified both in Arendt's own writing and in Donald Lazere's "Ground Rules for Polemicists" and "Teaching the Political Conflicts." Both forms of agonism (persuasive and polemical) require substantive debate at two points in a long and recursive process. First, one engages in debate in order to invent one's argument; even silent thinking is a "dialogue of myself with myself (Lectures 40). The difference between the two approaches to agonism is clearest when one presents an argument to an audience assumed to be an opposition. In persuasive agonism, one plays down conflict and moves through reasons to try to persuade one's audience. In polemical agonism, however, one's intention is not necessarily to prove one's case, but to make public one' s thought in order to test it. In this way, communicability serves the same function in philosophy that replicability serves in the sciences; it is how one tests the validity of one's thought. In persuasive agonism, success is achieved through persuasion; in polemical agonism, success may be marked through the quality of subsequent controversy. Arendt quotes from a letter Kant wrote on this point: You know that I do not approach reasonable objections with the intention merely of refuting them, but that in thinking them over I always weave them into my judgments, and afford them the opportunity of overturning all my most cherished beliefs. I entertain the hope that by thus viewing my judgments impartially from the standpoint of others some third view that will improve upon my previous insight may be obtainable. {Lectures 42) Kant's use of "impartial" here is interesting: he is not describing a stance that is free of all perspective; it is impartial only in the sense that it is not his own view. This is the same way that Arendt uses the term; she does not advocate any kind of positivistic rationality, but instead a "universal interdependence" ("Truth" 242). She does not place the origin of the "disinterested pursuit of truth" in science, but at "the moment when Homer chose to sing the deeds of the Trojans no less than those of the Achaeans, and to praise the glory of Hector, the foe and the defeated man, no less than the glory of Achilles, the hero of his kinfolk" ("Truth" 26263). It is useful to note that Arendt tends not to use the term "universal," opting more often for "common," by which she means both what is shared and what is ordinary, a usage that evades many of the problems associated with universalism while preserving its virtues (for a brief butprovocative application of Arendt's notion of common, see Hauser 100-03). In polemical agonism, there is a sense in which one' s main goal is not to persuade one's readers; persuading one's readers, if this means that they fail to see errors and flaws in one' s argument, might actually be a sort of failure. It means that one wishes to put forward an argument that makes clear what one's stance is and why one holds it, but with the intention of provoking critique and counterargument. Arendt describes Kant's "hope" for his writings not that the number of people who agree with him would increase but "that the circle of his examiners would gradually be enlarged" {Lectures 39); he wanted interlocutors, not acolytes. This is not consensus-based argument, nor is it what is sometimes called "consociational argument," nor is this argument as mediation or conflict resolution. Arendt (and her commentators) use the term "fight," and they mean it. When Arendt describes the values that are necessary in our world, she says, "They are a sense of honor, desire for fame and glory, the spirit of fighting without hatred and 'without the spirit of revenge,' and indifference to material advantages" {Crises 167). Pitkin summarizes Arendt's argument: "Free citizenship presupposes the ability to fight— openly, seriously, with commitment, and about things that really matter—without fanaticism, without seeking to exterminate one's opponents" (266). My point here is two-fold: first, there is not a simple binary opposition between persuasive discourse and eristic discourse, the conflictual versus the collaborative, or argument as opposed to debate. Second, while polemical agonismrequires diversity among interlocutors, and thus seems an extraordinarily appropriate notion, and while it may be a useful corrective to too much emphasis on persuasion, it seems to me that polemical agonism could easily slide into the kind of wrangling that is simply frustrating. Arendt does not describe just how one is to keep the conflict useful. Although she rejects the notion that politics is "no more than a battlefield of partial, conflicting interests, where nothing countfs] but pleasure and profit, partisanship, and the lust for dominion," she does not say exactly how we are to know when we are engaging in the existential leap of argument versus when we are lusting for dominion ("Truth" 263). Like other proponents of agonism, Arendt argues that rhetoric does not lead individuals or communities to ultimate Truth; it leads to decisions that will necessarily have to be reconsidered. Even Arendt, who tends to express a greater faith than many agonists (such as Burke, Sloane, or Kastely) in the ability of individuals to perceive truth, insists that self-deception is always a danger, so public discourse is necessary as a form of testing (see especially Lectures and "Truth"). She remarks that it is difficult to think beyond one's self-interest and that "nothing, indeed, is more common, even among highly sophisticated people, than the blind obstinacy that becomes manifest in lack of imagination and failure to judge" ("Truth" 242). Agonism demands that one simultaneously trust and doubt one' s own perceptions, rely on one's own judgment and consider the judgments of others, think for oneself and imagine how others think. The question remains whether this is a kind of thought in which everyone can engage. Is the agonistic public sphere (whether political, academic, or scientific) only available to the few? Benhabib puts this criticism in the form of a question: "That is, is the 'recovery of the public space' under conditions of modernity necessarily an elitist and antidemocratic project that can hardly be reconciled with the demand for universal political emancipation and the universal extension of citizenship rights that have accompanied modernity since the American and French Revolutions?" (75). This is an especially troubling question not only because Arendt's examples of agonistic rhetoric are from elitist cultures, but also because of comments she makes, such as this one from The Human Condition: "As a living experience, thought has always been assumed, perhaps wrongly, to be known only to the few. It may not be presumptuous to believe that these few have not become fewer in our time" {Human 324). Yet, there are important positive political consequences of agonism. Arendt' s own promotion of the agonistic sphere helps to explain how the system could be actively moral. It is not an overstatement to say that a central theme in Arendt's work is the evil of conformity—the fact that the modern bureaucratic state makes possible extraordinary evil carried out by people who do not even have any ill will toward their victims. It does so by "imposing innumerable and various rules, all of which tend to 'normalize' its members, to make them behave, to exclude spontaneous action or outstanding achievement" (Human 40). It keeps people from thinking, and it keeps them behaving. The agonistic model's celebration of achievement and verbal skill undermines the political force of conformity, so it is a force against the bureaucratizing of evil. If people think for themselves, they will resist dogma; if people think of themselves as one of many, they will empathize; if people can do both, they will resist totalitarianism. And if they talk about what they see, tell their stories, argue about their perceptions, and listen to one another—that is, engage in rhetoric—then they are engaging in antitotalitarian action. In post-Ramistic rhetoric, it is a convention to have a thesis, and one might well wonder just what mine is—whether I am arguing for or against Arendt's agonism. Arendt does not lay out a pedagogy for us to follow (although one might argue that, if she had, it would lookmuch like the one Lazere describes in "Teaching"), so I am not claiming that greater attention to Arendt would untangle various pedagogical problems that teachers of writing face. Nor am I claiming that applying Arendt's views will resolve theoretical arguments that occupy scholarly journals. I am saying, on the one hand, that Arendt's connection of argument and thinking, as well as her perception that both serve to thwart totalitarianism, suggest that agonal rhetoric (despite the current preference for collaborative rhetoric) is the best discourse for a diverse and inclusive public sphere. On the other hand, Arendt's advocacy of agonal rhetoric is troubling (and, given her own admiration for Kant, this may be intentional), especially in regard to its potential elitism, masculinism, failure to describe just how to keep argument from collapsing into wrangling, and apparently cheerful acceptance of hierarchy. Even with these flaws, Arendt describes something we would do well to consider thoughtfully: a fact-based but not positivist, communally grounded but not relativist, adversarial but not violent, independent but not expressivist rhetoric.

#### 3) Government policy discussion is vital to force engagement with and resolution of competing perspectives to improve social outcomes, however those outcomes may be defined---and, it breaks out of traditional pedagogical frameworks by positing students as agents of decision-making

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

These government or quasi-government think tank simulations often provide very similar lessons for high-level players as are learned by students in educational simulations. Government participants learn about the importance of understanding foreign perspectives, the need to practice internal coordination, and the necessity to compromise and coordinate with other governments in negotiations and crises. During the Cold War, political scientist Robert Mandel noted how crisis exercises and war games forced government officials to overcome ‘‘bureaucratic myopia,’’ moving beyond their normal organizational roles and thinking more creatively about how others might react in a crisis or conflict.6 The skills of imagination and the subsequent ability to predict foreign interests and reactions remain critical for real-world foreign policy makers. For example, simulations of the Iranian nuclear crisis\*held in 2009 and 2010 at the Brookings Institution’s Saban Center and at Harvard University’s Belfer Center, and involving former US senior officials and regional experts\*highlighted the dangers of misunderstanding foreign governments’ preferences and misinterpreting their subsequent behavior. In both simulations, the primary criticism of the US negotiating team lay in a failure to predict accurately how other states, both allies and adversaries, would behave in response to US policy initiatives.7¶ By university age, students often have a pre-defined view of international affairs, and the literature on simulations in education has long emphasized how such exercises force students to challenge their assumptions about how other governments behave and how their own government works.8 Since simulations became more common as a teaching tool in the late 1950s, educational literature has expounded on their benefits, from encouraging engagement by breaking from the typical lecture format, to improving communication skills, to promoting teamwork.9 More broadly, simulations can deepen understanding by asking students to link fact and theory, providing a context for facts while bringing theory into the realm of practice.10 These exercises are particularly valuable in teaching international affairs for many of the same reasons they are useful for policy makers: they force participants to ‘‘grapple with the issues arising from a world in flux.’’11 Simulations have been used successfully to teach students about such disparate topics as European politics, the Kashmir crisis, and US response to the mass killings in Darfur.12 Role-playing exercises certainly encourage students to learn political and technical facts\* but they learn them in a more active style. Rather than sitting in a classroom and merely receiving knowledge, students actively research ‘‘their’’ government’s positions and actively argue, brief, and negotiate with others.13 Facts can change quickly; simulations teach students how to contextualize and act on information.14

#### Our model of debate is process, not product – decision-making is learned in a safe space of competing thought experiments

**Hanghoj 08** Thorkild Hanghøj, Copenhagen, 2008 Since this PhD project began in 2004, the present author has been affiliated with DREAM (Danish Research Centre on Education and Advanced Media Materials), which is located at the Institute of Literature, Media and Cultural Studies at the University of Southern Denmark. Research visits have taken place at the Centre for Learning, Knowledge, and Interactive Technologies (L-KIT), the Institute of Education at the University of Bristol and the institute formerly known as Learning Lab Denmark at the School of Education, University of Aarhus, where I currently work as an assistant professor. 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.

**Discussion of political solutions for transportation is vital to confront the major issues of the 21st century**

**Eberts, 4** (Randall, President of W. E. Upjohn Institute, “Understanding the Impact of Transportation on Economic Development,” pg. 1-5, <http://onlinepubs.trb.org/onlinepubs/millennium/00138.pdf>, Tashma)

Whereas there is no doubt that transportation is essential in the operation of a market economy, much still needs to be understood about ways in which an efficient transportation system can improve the productivity of the economy. Transportation also has a broader role in shaping development and the environment. Policy concerns in the next millennium will increasingly focus on the effects of transportation on where people live and on where businesses locate; and on the effects that these location decisions have on land use patterns, congestion of urban transportation systems, use of natural resources, air and water quality, and the overall quality of life. **Issues of urban sprawl**, **farmland preservation**, and **air and water quality have** already **pushed their way to** the **forefront of policy debates** at both the national and local levels. To make prudent decisions, policy makers must be equipped with the best information and analysis possible about the interactions among these various factors. The questions asked by policy makers are two sided. Not only do they want to know the effect of transportation on additional economic development, they also want to know the transportation needs of future growth. Transportation analysts must tackle more complex questions than they did in the past. As the nation’s transportation system has matured and competition for government funds has intensified, the issue is not simply where to build another segment of highway or which airport needs to be expanded. The questions have become more complex. What mode of transportation is most cost-effective in meeting a region’s transportation needs? How should a state department of transportation prioritize its highway dollars to maximize economic growth? What is the trade-off between additional growth in an urban area and the cost of expanding transportation systems to accommodate greater growth? What effect does the expansion of transportation systems have on the need to invest in other types of infrastructure? Four factors are important in examining the relationship between transportation and economic development: (a) relevant type of transportation investment, (b) data necessary to analyze the economic effect of the investment, (c) appropriate methodology to analyze the economic effect, and (d) the proper dissemination of the results and education of professionals as to the economic effects of transportation investment. FUTURE DIRECTIONS Types of Transportation Investment Future directions in transportation investment can take several paths. Basically, transportation investment encompasses two forms: capital expansion and capital enhancement. Expansion includes the construction of additional highway segments; rail lines; runways; or additional sea, air, rail, or bus terminal capacity using traditional technology. Highway examples include the addition of lanes to an Interstate highway system, the conversion of an existing two-lane road to a four-lane limited-access highway, replacement or widening of bridges, and the extension of an existing road. Airport examples include runway lengthening, apron (tarmac) expansion, and additional terminal gates. Enhancement refers to new technologies that can enhance the efficiency of the existing highway system. Examples include intelligent highway systems, congestion pricing, intermodal freight facilities, geographic positioning systems, and instrument landing systems, to mention a few major innovations. Within each of these areas, numerous innovations are being developed. **Policy makers** and practitioners **need to gain a clear understanding** of the effects **of these innovations** on economic development through enhanced delivery of transportation services and a more efficient use of scarce resources. Scarce resources may extend beyond transportation investment dollars to include land use, air quality, and noise pollution. Moreover, highways, rail lines, airports, and seaports should and are being considered as a system, where the system goes beyond the fixed infrastructure, such as a stretch of highway or a rail line, to include the vehicles that use the infrastructure. The concept of intelligent highway systems underscores this trend. Simply put, vehicles are being linked to each other and to traffic control devices to improve the efficiency of the total highway system. Similar types of innovations in intelligent traffic management are emerging for air, sea, and rail systems. One important area of research is to explore the productivity-enhancing innovations that are being introduced into existing transport systems. A framework should be provided and benchmarks should be established for understanding the broad economic consequences of these innovations. To be assured that research encompasses the issues important to decision makers in the new millennium, a systemwide and regional economic perspective will have to be maintained. Researchers must be mindful of the direct social effects of transportation investment as well as the economic effects. Researchers should not neglect the more fundamental issues of understanding the effects of different attributes of highways on economic development. That is, do we know anything about the effects on productivity of reducing highway congestion or improving pavement condition? These attributes are what new technologies are attempting to address. Yet, we do not have solid empirical evidence of the effects of these attributes. Exploring the economic effects of components or attributes of highway systems is essential in informing the policy debate and in aiding the efforts of local decision makers.

#### This outweighs - Effective deliberation is key to decision-making which helps us in every asset of our lives. It’s essential to have an informed citizenry that can reclaim the political and solve global problems—

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

The second major problem with the critique that identifies a naivety in articulating debate and 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 son rhroueh and evaluate the evidence for and relative merits of arguments for and against a policy in an increasingly infonnation-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 multimediatcd 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.

### case

#### This aff’s focus on epistemology first is reductionist and turns solvency – decolonial thinking doesn’t translate into action, and their speech acts are delaying actual decolonization

Tuck and Yang. 2012 Eve Tuck is an assistant professor of educational foundations at the State University of New York at New Paltz. Her writing, which has been concerned with Indigenous theories, qualitative research, research ethics, and theories of change, has appeared in the Harvard Educational Review, the Urban Review and several edited volumes, including Ethical Futures in Qualitative Research and the Handbook of Critical and Indigenous Methodologies. K. Wayne Yang is an assistant professor at UC San Diego. Ph.D., 2004, Social and Cultural Studies, University of California, Berkeley. Decolonization: Indigeneity, Education & Society Vol. 1, No. 1, 2012, pp. 1-­‐40

Fanon told us in 1963 that decolonizing the mind is the first step, not the only step toward overthrowing colonial regimes. Yet we wonder whether another settler move to innocence is to focus on decolonizing the mind, or the cultivation of critical consciousness, as if it were the sole activity of decolonization; to allow conscientization to stand in for the more uncomfortable task of relinquishing stolen land. We agree that curricula, literature, and pedagogy can be crafted to aid people in learning to see settler colonialism, to articulate critiques of settler epistemology, and set aside settler histories and values in search of ethics that reject domination and exploitation; this is not unimportant work. However, the front-loading of critical consciousness building can waylay decolonization, even though the experience of teaching and learning to be critical of settler colonialism can be so powerful it can feel like it is indeed making change. Until stolen land is relinquished, critical consciousness does not translate into action that disrupts settler colonialism. So, we respectfully disagree with George Clinton and Funkadelic (1970) and En Vogue (1992) when they assert that if you “free your mind, the rest (your ass) will follow.” Paulo Freire, eminent education philosopher, popular educator, and liberation theologian, wrote his celebrated book, Pedagogy of the Oppressed, in no small part as a response to Fanon’s Wretched of the Earth. Its influence upon critical pedagogy and on the practices of educators committed to social justice cannot be overstated. Therefore, it is important to point out significant differences between Freire and Fanon, especially with regard to de/colonization. Freire situates the work of liberation in the minds of the oppressed, an abstract category of dehumanized worker vis-a-vis a similarly abstract category of oppressor. This is a sharp right turn away from Fanon’s work, which always positioned the work of liberation in the particularities of colonization, in the specific structural and interpersonal categories of Native and settler. Under Freire’s paradigm, it is unclear who the oppressed are, even more ambiguous who the oppressors are, and it is inferred throughout that an innocent third category of enlightened human exists: “those who suffer with [the oppressed] and fight at their side” (Freire, 2000, p. 42). These words, taken from the opening dedication of Pedagogy of the Oppressed, invoke the same settler fantasy of mutuality based on sympathy and suffering. Fanon positions decolonization as chaotic, an unclean break from a colonial condition that is already over determined by the violence of the colonizer and unresolved in its possible futures. By contrast, Freire positions liberation as redemption, a freeing of both oppressor and oppressed through their humanity. Humans become ‘subjects’ who then proceed to work on the ‘objects’ of the world (animals, earth, water), and indeed read the word (critical consciousness) in order to write the world (exploit nature). For Freire, there are no Natives, no Settlers, and indeed no history, and the future is simply a rupture from the timeless present. Settler colonialism is absent from his discussion, implying either that it is an unimportant analytic or that it is an already completed project of the past (a past oppression perhaps). Freire’s theories of liberation resoundingly echo the allegory of Plato’s Cave, a continental philosophy of mental emancipation, whereby the thinking man individualistically emerges from the dark cave of ignorance into the light of critical consciousness. By contrast, black feminist thought roots freedom in the darkness of the cave, in that well of feeling and wisdom from which all knowledge is recreated. These places of possibility within ourselves are dark because they are ancient and hidden; they have survived and grown strong through darkness. Within these deep places, each one of us holds an incredible reserve of creativity and power, of unexamined and unrecorded emotion and feeling. The woman's place of power within each of us is neither white nor surface; it is dark, it is ancient, and it is deep. (Lorde, 1984, pp. 36-37) Audre Lorde’s words provide a sharp contrast to Plato’s sight-centric image of liberation: “The white fathers told us, I think therefore I am; and the black mothers in each of us - the poet - whispers in our dreams, I feel therefore I can be free” (p. 38). For Lorde, writing is not action upon the world. Rather, poetry is giving a name to the nameless, “first made into language, then into idea, then into more tangible action” (p. 37). Importantly, freedom is a possibility that is not just mentally generated; it is particular and felt. Freire’s philosophies have encouraged educators to use “colonization” as a metaphor for oppression. In such a paradigm, “internal colonization” reduces to “mental colonization”, logically leading to the solution of decolonizing one’s mind and the rest will follow. Such philosophy conveniently sidesteps the most unsettling of questions: The essential thing is to see clearly, to think clearly - that is, dangerously and to answer clearly the innocent first question: what, fundamentally, is colonization? (Cesaire, 2000, p. 32) Because colonialism is comprised of global and historical relations, Cesaire’s question must be considered globally and historically. However, it cannot be reduced to a global answer, nor a historical answer. To do so is to use colonization metaphorically. “What is colonization?” must be answered specifically, with attention to the colonial apparatus that is assembled to order the relationships between particular peoples, lands, the ‘natural world’, and ‘civilization’. Colonialism is marked by its specializations. In North America and other settings, settler sovereignty imposes sexuality, legality, raciality, language, religion and property in specific ways. Decolonization likewise must be thought through in these particularities. To agree on what [decolonization] is not: neither evangelization, nor a philanthropic enterprise, nor a desire to push back the frontiers of ignorance, disease, and tyranny... (Cesaire, 2000, p. 32) We deliberately extend Cesaire’s words above to assert what decolonization is not. It is not converting Indigenous politics to a Western doctrine of liberation; it is not a philanthropic process of ‘helping’ the at-risk and alleviating suffering; it is not a generic term for struggle against oppressive conditions and outcomes. The broad umbrella of social justice may have room underneath for all of these efforts. By contrast, decolonization specifically requires the repatriation of Indigenous land and life. Decolonization is not a metonym for social justice. We don’t intend to discourage those who have dedicated careers and lives to teaching themselves and others to be critically conscious of racism, sexism, homophobia, classism, xenophobia, and settler colonialism. We are asking them/you to consider how the pursuit of critical consciousness, the pursuit of social justice through a critical enlightenment, can also be settler moves to innocence - diversions, distractions, which relieve the settler of feelings of guilt or responsibility, and conceal the need to give up land or power or privilege. Anna Jacobs’ 2009 Master’s thesis explores the possibilities for what she calls white harm reduction models. Harm reduction models attempt to reduce the harm or risk of specific practices. Jacobs identifies white supremacy as a public health issue that is at the root of most other public health issues. The goal of white harm reduction models, Jacobs says, is to reduce the harm that white supremacy has had on white people, and the deep harm it has caused non-white people over generations. Learning from Jacobs’ analysis, we understand the curricularpedagogical project of critical consciousness as settler harm reduction, crucial in the resuscitation of practices and intellectual life outside of settler ontologies. (Settler) harm reduction is intended only as a stopgap. As the environmental crisis escalates and peoples around the globe are exposed to greater concentrations of violence and poverty, the need for settler harm reduction is acute, profoundly so. At the same time we remember that, by definition, settler harm reduction, like conscientization, is not the same as decolonization and does not inherently offer any pathways that lead to decolonization.

#### Their assertions of colonial subjectivity enforces an endless cycle of confrontation – the alt will never reach an endpoint

**Grossberg 10** (Lawrence, Ph.D in speech communication, “Cultural Studies in the Future Tense,” pg. 265-66)

This exteriority is, it seems to me, further compromised by the assumption that the other is constituted as a subject. Thus, the argument moves from coloniality as a complex political relation to the colonial difference as a matter of subjectivity.5 The colonial difference slides between a space of productive possibility, a notion of a prior indigenous way of living/subject, and a wounded yet celebrated identity/subject position occupied by spe- cific people who have been the ''victims" of colonization. On the one hand, that position offers a vision of a hybridized colonial subject, which is, in its very extremity, the very inescapability of its violent subordination, and therefore offers a clearer experience---and critique---of modernity from its extremity. And on the other hand, the position also offers the possibility of alternatives to modernity. Presumably, the assumption is that the colo- nial subject is more than just the colonized subject, that their very hybridity points to another space-time of their existence (in another place, another time) that opens the possibilities not of going back but of imagining new futures. But the excluded, subalternized other is never outside of modernity, since it is a necessary aspect of modernity' itself, since modernity cannot be sepa- rated from coloniality. There must be something more, for the critique of modernity is also ''from the exterior of the modern/colonial world." There seems to be no reason why that exteriority which, as quoted above, interpellates the Other, must always and only be located within modernity/coloniality or as subjectivity. While it is important to recognize that there are vibrant alternatives to modernity, might such alternatives not also come from other spaces of social possibility and political imagination? Might they not also open up the possibility of other modernities? Might not the possibility that the M/C group seeks a ''positive affirmation of the alternative ordering of the world" (Escobar 2 0 0 7 , r88) open up the multiplicity of modernities as well as alternatives to modernity?

#### Trying to heed the global south results in homogenizing the different voices and links back to the K

Salvatore 10 (Ricardo D., Universidad Torcuato Di Tella, Vol. 8, No. 1, Fall 2010, 332-348, The Postcolonial in Latin America and the Concept of Coloniality: A Historian’s Point of View, http://www.ncsu.edu/project/acontracorriente/fall\_10/misc/Salvatore\_debate.pdf)

The same could be said about forms of narrating or representing the national, or the “Latin-American” as different from the European or the metropolitan. The impetus to examine the sub-regional, the local hybrid, and the multiplicity of voices within the national seems at times overshadowed by a fascination with the search for truer or novel representations of Nuestra América. There are gestures to the subregional and to the indigenous but much less than one would expect of a critical work that is supposed to undo or challenge the homogenizing work of colonialism and nation-building. In the same vein, while the volume presents critical reflections on Latin-Americanism and Latin American studies, the existence of a territory called “Latin America” seems to have eluded the discussion of the post-colonial. The emphasis placed on the question of “literature” seems at moments to obfuscate the inquiry about subaltern forms of selfexpression and native knowledge. The members of the ciudad letrada appear as the translators between the indigenous and the European/colonial. Hence, Martí, Rodó, Arguedas, Asturias, Carpentier, and Rulfo still figure prominently in the reflections of the Coloniality Group, much more so than expressions of Afro-Caribbean, Mapuche, Aymara, or Nahua thought. The historian wonders whether we should depend so much on these outstanding literati to interpret the voices of the subaltern in relation to regional, national, and transnational power formations. Save for rare exceptions, in the essays contained in this volume the voices of workers, women, the poor, and other marginalized groups in the region appear “represented” by literati—if they appear at all. This obsession with canonical literature is at least odd. A resilient subalternist historian (like myself) finds more useful to read the works of literary figures in relation to other texts produced by the state in which subaltern voices appear, however misconstrued or disfigured.

#### Epistemological debate is irrelevant and concrete action is inevitable – pragmatism is key to useful knowledge

**Friedrichs 09** [Jorg, University Lecturer in Politics at the Oxford Department of International Development, “From Positivist Pretense to Pragmatic Practice Varieties of Pragmatic Methodology in IR Scholarship” Pragmatism and International Relations]

As Friedrich Nietzsche ([1887] 1994:1; cf. Wilson 2002) knew, the knower is strangely unknown to himself. In fact, it is much more hazardous to contemplate the way how we gain knowledge than to gain such knowledge in the ﬁrst place. This is not to deny that intellectuals are a narcissistic Kratochwil lot, with a penchant for omphaloskepsis. The typical result of their navel-gazing, however, is not increased self-awareness. Scholars are more likely to come up with ex-post-facto rationalizations of how they would like to see their activity than with accurate descriptions of how they go about business. As a result, in science there is a paradoxical divide between positivist pretense and pragmatic practice. Many prominent scholars proceed pragmatically in generating their knowledge, only to vest it all in a positivist cloak when it comes to presenting results. In the wake of Karl Popper (1963), fantasies about ingenious conjectures and inexorable refutations continue to hold sway despite the much more prosaic way most scholars grope around in the formulation of their theories, and the much less rigorous way they assess the value of their hypotheses. In proposing pragmatism as a more realistic alternative to positivist idealizations, I am not concerned with the original intentions of Charles Peirce. These are discussed and enhanced by Ryto Vuori-Apunen (this forum). Instead, I present various attempts to make pragmatism work as a methodology for IR scholarship. This includes my own preferred methodology, the pragmatic research strategy of abduction. As Fritz Kratochwil and I argue elsewhere, abduction should be at the center of our efforts, while deduction and induction are important but auxiliary tools (Friedrichs and 2009). Of course, one does not need to be a pragmatist to proceed in a pragmatic way. Precisely because it is derived from practice, pragmatic commonsense is a sold as the hills. For example, James Rosenau (1988:164) declared many years ago that he coveted ‘‘a long-held conviction that one advances knowledge most effectively by continuously moving back and forth between very abstract and very empirical levels of inquiry, allowing the insights of the former to exert pressure for the latter even as the ﬁndings of the latter, in turn, exert pressure for the former, thus sustaining an endless cycle in which theory and research feed on each other.’’ This was shortly before Rosenau’s turn to postmodernism, while he was still touting the virtues of behaviorism and standard scientiﬁc requisites, such as independent and dependent variables and theory testing. But if we take his statement at face value, it appears that Rosenau-the-positivist was guided by a sort of pragmatism for all but the name. While such practical commonsense is certainly valuable, in and by itself, it does not qualify as scientiﬁc methodology. Science requires a higher degree of methodological awareness. For this reason, I am not interested here in pragmatism as unspoken commonsense, or as a pretext for doing empirical research unencumbered by theoretical and methodological considerations. Nor am I concerned with pragmatism as an excuse for staging yet another epistemological debate. Instead, I am interested in pragmatism as an instrument to go about research with an appropriate degree of epistemological and methodological awareness. Taking this criterion as my yardstick, the following three varieties of pragmatist methodology in recent IR scholarship are worth mentioning: theory synthesis, analytic eclecticism (AE), and abduction. Theory synthesis is proposed by Andrew Moravcsik (2003), who claims that theories can be combined as long as they are compatible at some unspeciﬁed fundamental level, and that data will help to identify the right combination of theories. He does not explicitly invoke pragmatism but vests his pleading in a positivist cloak by using the language of theory testing. When looking closer, however, it becomes apparent that his theoretical and methodological nonchalance is far more pragmatic than what his positivist rhetoric suggests. Moravcsik sees himself in good company, dropping the following names: Robert Keohane, Stephen Walt, Jack Snyder, Stephen Van Evera, Bary Buzan, Bruce Russett, John O’Neal, Martha Finnemore, and Kathryn Sikkink. With the partial exception of Finnemore, however, none of these scholars explicitly links his or her scholarship to pragmatism. They employ pragmatic commonsense in their research, but devoutly ignore pragmatism as a philosophical and methodological position. As a result, it is fair to say that theory synthesis is only on a slightly higher level of intellectual awareness than Rosenau’s statement quoted above. Analytic eclecticism, as advertized by Peter Katzenstein and Rudra Sil, links a commonsensical approach to empirical research with a more explicit commit-ment to pragmatism (Sil and Katzenstein 2005; Katzenstein and Sil 2008).The 7 Even the dean of critical rationalism, Karl Popper, is ‘‘guilty’’ of lapses into pragmatism, for example when he states that scientists, like hungry animals, classify objects according to needs and interests, although with the impor-tant difference that they are guided in their quest for ﬁnding regularities not so much by the stomach but rather by empirical problems and epistemic interests (Popper 1963:61–62). 646 Pragmatism and International Relations idea is to combine existing research traditions in a pragmatic fashion and thus to enable the formulation and exploration of novel and more complex sets of problems. The constituent elements of different research traditions are translated into mutually compatible vocabularies and then recombined in novel ways. This implies that most scholars must continue the laborious process of formulating parochial research traditions so that a few cosmopolitan colleagues will be enabled to draw upon their work and construct syncretistic collages. 8 In addition to themselves, Katzenstein and Sil cite a number of like-minded scholars such a sCharles Tilly, Sidney Tarrow, Paul Pierson, and Robert Jervis. 9 The ascription is probably correct given the highly analytical and eclectic approach of these schol-ars. Nevertheless, apart from Katzenstein and Sil themselves none of these scholars has explicitly avowed himself to AE. My preferred research strategy is abduction, which is epistemologically as self-aware as AE but minimizes the dependence on existing research traditions. The typical situation for abduction is when we, both in everyday life and as social scientists, become aware of a certain class of phenomena that interests us for some reason, but for which we lack applicable theories. We simply trust, although we do not know for certain, that the observed class of phenomena is not random. We therefore start collecting pertinent observations and, at the same time, applying concepts from existing ﬁelds of our knowledge. Instead of trying to impose an abstract theoretical template (deduction) or ‘‘simply’’ inferring propositions from facts (induction), we start reasoning at an intermediate level (abduction). Abduction follows the predicament that science is, or should be, above all a more conscious and systematic version of the way by which humans have learned to solve problems and generate knowledge in their everyday lives. As it is currently practiced, science is often a poor emulator of what we are able to achieve in practice. This is unfortunate because human practice is the ultimate miracle. In our own practice, most of us manage to deal with many challenging situations. The way we accomplish this is completely different from, and far more efﬁcient than, the way knowledge is generated according to standard scientiﬁc methods. If it is true that in our own practice we proceed not so much by induction or deduction but rather by abduction, then science would do well to mimic this at least in some respects. 10 Abduction has been invoked by numerous scholars, including Alexander Wendt, John Ruggie, Jeffrey Checkel, Martin Shapiro, Alec Stone Sweet, and Martha Finnemore. While they all use the term abduction, none has ever thor-oughly speciﬁed its meaning. To make up for this omission, I have developed abduction int an explicit methodology and applied it in my own research on international police cooperation (Friedrichs 2008). Unfortunately, it is impossible to go into further detail here. Readers interested in abduction as a way to advance international research and methodology can also be referred to my recent article with Fritz Kratochwil (Friedrichs and Kratochwil 2009).On a ﬁnal note, we should be careful not to erect pragmatism as the ultimate epistemological fantasy to caress the vanity of Nietzschean knowers unknown to themselves, namely that they are ingeniously ‘‘sorting out’’ problematic situations. Scientiﬁc inquiry is not simply an intimate encounter between a research problem and a problem solver. It is a social activity taking place in communities of practice (Wenger 1998). Pragmatism must be neither reduced to the utility of results regardless of their social presuppositions and meaning, nor to the 8 Pace Rudra Sil (this forum), the whole point about eclecticism is that you rely on existing traditions to blend them into something new. There is no eclecticism without something to be eclectic about. 9 One may further expand the list by including the international society approach of the English school (Ma-kinda 2000), as well as the early Kenneth Waltz (1959). 10 Precisely for this reason, abduction understood as ‘Inference to the Best Explanation’ plays a crucial role in the ﬁeld of Artiﬁcial Intelligence. 647 The Forum fabrication of consensus among scientists. Pragmatism as the practice of discursive communities and pragmatism as a device for the generation of useful knowledge are two sides of the same coin¶

#### Focus on discourse forces emotional disconnection, guaranteeing domination by hegemonic forms of thought.

**Kidner**, professor of psychology at Nottingham Trent University and internationally renowned scholar on nature-culture relationships. **00** (nature and psyche p. 65-7) In addition, the deconstructive bent of discursive approaches limits their capacity to challenge the structure of modern industrialism. Just as science has been reluctant to recognize the holistic qualities of nature, so we have been slow to appreciate that the power of industrialism and its resultant near-hegemony in the modern world is largely the result of its ability to integrate science, politics, and everyday social life within a structure that appears complete and self-sufficient. This structure cannot be challenged without reference to alternative structures. To celebrate choice and free play without also celebrating the frames of meaning within which they take place is simply to guarantee our assimilation to and absorption within industrialism, and so represents a philosophy of surrender. For example, “freedom” has little meaning in the absence of a framework of democratic laws which protect the vulnerable against the “freedom” of the powerful to exploit, intimidate, and mislead. Similarly, my freedom to explore an area of wilderness is negated if energy companies and off-road vehicle clubs also have the freedom to use the area as they see fit. Freedom is all to often interpreted as the absence of structure; and structure gives meaning and implies responsibilities and limitations. One of the most insidious aspects of the colonization of the world is industrialism's silent but lethal elimination of structures that could challenge it. The widespread lack of appreciation within academia of the way in which postmodern approaches involving deconstruction promote this insidious *conceptual* assimilation to industrialism is an index of the urgent need to develop a psychocultural dimension to our environmental understanding. Finally, we should not ignore the possibility that an emphasis on language serves particular defensive functions for the social scientist. Noam Chomsky has noted that it”it's too hard to deal with real problems,” some academics tend to “go off on wild goose chases that don't matter . . . [or] get involved in academic cults that are very divorced from any reality and that provide a defense against dealing with the world as it actually is.”71 An emphasis on language can serve this sort of defensive function; for the study of discourse enables one to stand aside from issues and avoid any commitment to a cause or idea, simply presenting all sides of a debate and pointing out the discursive strategies involved. As the physical world appears to fade into mere discourse, so it comes to seem less real than the language used to describe it; and environmental issues lose the dimensions of urgency and tragedy and become instead the proving grounds for ideas and attitudes. Rather than walking in what Aldo Leopold described as a “world of wounds,” the discursive theorist can study this world dispassionately, safely insulated from the emotional and ecological havoc that is taking place elsewhere. Like experimentalism, this is a schizoid stance that exemplifies rather than challenges the characteristic social pathology of out time; and it is one that supports Melanie Klein's thesis that the internal object world can serve as a psychotic substitute for an external “real” world that is either absent or unsatisfying.72 Ian Craib's description of social construction as a “social psychosis”73 therefore seems entirely apt. But what object relations theorists such as Klein fail to point out is the other side of this dialectic: that withdrawing from the external world and substituting an internal world of words or fantasies, because of the actions that follow from this state of affairs, makes the former even less satisfying and more psychologically distant, so contributing to the vicious spiral that severs the “human from the “natural” and abandons nature to industrialism.

#### Focusing on epistemology selfishly ignores real world problems

**Jarvis, 2K** – Prof Philosophy @ U South Carolina (Darryl, Studies in International Relations, “International Relations and the Challenge of Postmodernism”, pg. 2)

While Hoffmann might well be correct, these days one can neither begin nor conclude empirical research without first discussing epistemological orientations and ontological assumptions. Like a vortex, metatheory has engulfed us all and the question of "theory" which was once used as a guide to research is now the object of research. Indeed, for a discipline whose purview is ostensibly outward looldng and international in scope, and at a time of ever encroaching globalization and transnationalism, International Relations has become increasingly provincial and inward looking. Rather than grapple with the numerous issues that confront peoples around the world, since the early 1980s the discipline has tended more and more toward obsessive self-examination.3 These days the politics of famine, environmental degradation, underdevelopment, or ethnic cleansing, let alone the cartographic machinations in Eastern Europe and the reconfiguration of the geo-global political-economy, seem scarcely to concern theorists of international politics who define the urgent task of our time to be one of metaphysical reflection and epistemological investigation. Arguably, theory is no longer concerned with the study of international relations so much as the "manner in which international relations as a discipline, and international relations as a subject matter, have been constructed."4 To be concerned with the latter is to be "on the cutting edge," where novelty has itself become "an appropriate form of scholarship."5

#### Trying to accomplish political goals within a debate round creates backlash against whatever you’re trying to accomplish – telling opponents they should lose at the altar of your political movement causes alienation and resentment

**Atchison and Panetta 09** – \*Director of Debate at Trinity University and \*\*Director of Debate at the University of Georgia (Jarrod, and Edward, “Intercollegiate Debate and Speech Communication: Issues for the Future,” The Sage Handbook of Rhetorical Studies, Lunsford, Andrea, ed., 2009, p. 317-334)

The final problem with an individual debate round focus is the role of competition. Creating community change through individual debate rounds sacrifices the “community” portion of the change. Many teams that promote activist strategies in debates profess that they are more interested in creating change than winning debates. What is clear, however, is that the vast majority of teams that are not promoting community change are very interested in winning debates. The tension that is generated from the clash of these opposing forces is tremendous. Unfortunately, this is rarely a productive tension. Forcing teams to consider their purpose in debating, their style in debates, and their approach to evidence are all critical aspects of being participants in the community.

However, the dismissal of the proposed resolution that the debaters have spent countless hours preparing for, in the name of a community problem that the debaters often have little control over, does little to engender coalitions of the willing. Should a debate team lose because their director or coach has been ineffective at recruiting minority participants? Should a debate team lose because their coach or director holds political positions that are in opposition to the activist program? Competition has been a critical component of the interest in intercollegiate debate from the beginning, and it does not help further the goals of the debate community to dismiss competition in the name of community change.

The larger problem with locating the “debate as activism” perspective within the competitive framework is that it overlooks the communal nature of the community problem. If each individual debate is a decision about how the debate community should approach a problem, then the losing debaters become collateral damage in the activist strategy dedicated toward creating community change. One frustrating example of this type of argument might include a judge voting for an activist team in an effort to help them reach elimination rounds to generate a community discussion about the problem. Under this scenario, the losing team serves as a sacrificial lamb on the altar of community change. Downplaying the important role of competition and treating opponents as scapegoats for the failures of the community may increase the profile of the winning team and the community problem, but it does little to generate the critical coalitions necessary to address the community problem, because the competitive focus encourages teams to concentrate on how to beat the strategy with little regard for addressing the community problem. There is no role for competition when a judge decides that it is important to accentuate the publicity of a community problem. An extreme example might include a team arguing that their opponents’ academic institution had a legacy of civil rights abuses and that the judge should not vote for them because that would be a community endorsement of a problematic institution. This scenario is a bit more outlandish but not unreasonable if one assumes that each debate should be about what is best for promoting solutions to diversity problems in the debate community.

If the debate community is serious about generating community change, then it is more likely to occur outside a traditional competitive debate. When a team loses a debate because the judge decides that it is better for the community for the other team to win, then they have sacrificed two potential advocates for change within the community. Creating change through wins generates backlash through losses. Some proponents are comfortable with generating backlash and argue that the reaction is evidence that the issue is being discussed.

From our perspective, the discussion that results from these hostile situations is not a productive one where participants seek to work together for a common goal. Instead of giving up on hope for change and agitating for wins regardless of who is left behind, it seems more reasonable that the debate community should try the method of public argument that we teach in an effort to generate a discussion of necessary community changes. Simply put, debate competitions do not represent the best environment for community change because it is a competition for a win and only one team can win any given debate, whereas addressing systemic century-long community problems requires a tremendous effort by a great number of people.

# 2nc

#### D) Policy debate allows critical arguments

**Shors and Mancuso 93** (Mathew and Steve, U Michigan, “The Critique: Skreaming Without Raising Its Voice”, Debaters Research Guide, http://groups.wfu.edu/debate/MiscSites/DRGArticles/ShorsMancuso1993.htm)

The alternative is to use the Critique in a conventional policy sense, which forces the affirmative to defend their assumptions without resorting to the use of the Critique as an artificial strategic weapon. The Critique can and should be used as an instrument to challenge questionable thinking, be it ethnocentric, or whatever. It can be useful in casting perspective on issues, but it should not be considered independent of comparison; it cannot be and remain meaningful. The Critique can be used as a disadvantage, a solvency turn, a PMN etc. - essentially anything but a Kritik

#### A single round produces virtually no change --- vote Neg on presumption

**Atchison and Panetta 5** (Jarrod, PhD Candidate – U Georgia, and Ed, Professor of Communication – U Georgia, “Activism in Debate: Parody, Promise, and Problems”, NCA Paper)

The first problem is the difficulty of any individual debate to generate community change. Although any debate has the potential to create problems for the community (videotapes of objectionable behavior, etc…), rarely does any one debate have the power to create community wide change. We attribute this ineffectiveness to the structural problems inherent in individual debates and the collective forgetfulness of the debate community. The structural problems are clear. Debaters engage in preliminary debates in rooms that are rarely populated by anyone other than the judge or a few scouts. Judges are instructed to vote for the team that does the best debating, but the ballot is rarely seen by anyone outside the tabulation room. Given the limited number of debates in which a judge actually writes meaningful comments, there is little documentation available for use in many cases. During the period when judges interact with the debaters there are often external pressures (filing evidence, preparing for the next debate, etc…) that restrict the ability for anyone outside the debate to pay attention to why a judge voting a particular way. Elimination debates do not provide for a much better audience because debates still occur simultaneously and travel schedules dictate that most of the tournament has left by the later elimination rounds. We find it difficult for anyone to substantiate the claim that asking a judge to vote to solve a community problem in an individual debate with so few participants is the best strategy for addressing important problems. In addition to the structural problems, the collective forgetfulness of the debate community reduces the impact that individual debates have on the community. The debate community has a high turnover rate. Despite the fact that some debaters make their best effort to debate for more than four years, the debate community is largely made up of participants who debate and then move on. The coaches and directors that make up the backbone of the community are the people with the longest cultural memory, but they are also a small minority of the community when considering the number of debaters involved in the activity. We do not mean to suggest that the activity is reinvented every year—certainly there are conventions that are passed down from coaches to debaters and from debaters to debaters. However, given the fact that there are virtually no transcriptions available for everyone to read, it is difficult to assume that the debate community would remember any individual debate. Additionally, given the focus on competition and individual skill, the community is more likely to remember the accomplishments and talents of debaters rather than what argument they won a particular round on. The debate community does not have the necessary components in place for a strong collective memory of individual debates. We believe that the combination of the structures of debate and the collective forgetfulness means that any strategy for creating community change that is premised on winning individual debates is less effective than seeking a larger community dialogue that is recorded and/or transcribed. The second major problem with attempting to create community change in individual debates is that the debate community is made up of more individuals than the four debaters and one judge that are a part of every debate. The coaches and directors that make up the backbone of the community have very little space for engaging in a discussion about community issues. We suspect that this helps explain why so few debaters get involved in the edebates over activist strategies. Coaches and directors dominant this forum because there is so little public dialogue over the issues that directly affect the community that they have dedicated so much of their professional and personal lives. This is especially true for coaches and directors that are not preferred judges and therefore do not even have a voice at the end of a debate. Coaches and directors should have a public forum to engage in a community conversation with debaters instead of attempting to take on their opponents through the wins and losses of their own debaters.

#### Any change is compensated by competitive backlash – solves all your offense.

**Atchison and Panetta 5** (Jarrod, PhD Candidate – U Georgia, and Ed, Professor of Communication – U Georgia, “Activism in Debate: Parody, Promise, and Problems”, NCA Paper)

The simple point is this: if we are serious about creating real community change then it is more likely to occur outside of a traditional competitive debate. When a team loses a debate because the judge decides that it is better for the community for the other team to win then they have sacrificed two potential advocates for change within the community. Creating change through wins generates backlash through loses. Some people are comfortable with generating backlash and see the reaction as a sign that the community is at least responding to what they are saying. We believe, however, that any change that is developed as a result of these hostile situations is a pyrrhic victory. Instead of giving up on hope for change and agitating for wins regardless of who is left behind, we believe that the debate community should try public argumentation in order to generate a discussion of necessary community changes. We do not believe that debate rounds as currently constituted represent the best atmosphere for community change because it is a competition for a win. Beating a team does not generate comrades in the struggle for change.