# **1nc**

**1NC FRAMEWORK**

**Our interpretation is that the affirmative must advocate the resolution through an instrumental defense of action by the United States federal government. They have chosen to generate offense based on un-topical stances like their pedagogical interrogation of psychoanalysis.**

**They are extra topical at best –**

**a. resolved requires a policy**

**Louisiana House 05 –** 3-8-2005, http://house.louisiana.gov/house-glossary.htm

Resolution A legislative instrument that generally is used for making declarations, stating policies,

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, 13.1 , 6.8 , and 7.4)

**b. “United States federal government should” means the debate is solely about the outcome of a policy established by governmental action**

**Ericson 03 –** (Jon M., Dean Emeritus of the College of Liberal Arts – California Polytechnic U., et al., The Debater’s Guide, Third Edition, p. 4)

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

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

**c. “economic engagement” requires increasing economic contacts**

**Resnick 1** – Dr. Evan Resnick, Ph.D. in Political Science from Columbia University, Assistant Professor of Political Science at Yeshiva University, “Defining Engagement”, Journal of International Affairs, Spring, 54(2), Ebsco

A REFINED DEFINITION OF ENGAGEMENT

In order to establish ,,, avoids the pitfalls of prevailing scholarly conceptions of engagement. It considers the policy as a set of means rather than ends, does not delimit the types of states that can either engage or be engaged, explicitly encompasses contacts in multiple issue-areas, allows for the existence of multiple objectives in any given instance of engagement and, as will be shown below, permits the elucidation of multiple types of positive sanctions.

**Vote negative –**

**a. stasis disad – a predictable topic forces pre-round internal-reflective deliberation which is the only way to convince people of the legitimacy of the 1ac**

**Goodin and Niemeyer 03 –** (Robert and Simon, Australian National University, “When Does Deliberation Begin, Internal Reflection versus Public Discussion in Deliberative Democracy” Political Studies, Volume 50, p 627-649, WileyInterscience)

What happened in this particular case, as in any particular case, was in

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least one possible way of doing that for each of those key features.

**A limited topic of discussion is key to productive inculcation of decision-making and advocacy skills in every and all facets of life – even if their position is contestable that’s distinct from it being valuably debatable – T debates solve your offense and fairness outweighs**

**Steinberg and Freeley 08 –** \*Austin J. Freeley is a Boston based attorney who focuses on criminal, personal injury and civil rights law, AND \*\*David L. Steinberg , Lecturer of Communication Studies @ U Miami, Argumentation and Debate: Critical Thinking for Reasoned Decision Making pp45-

Debate is a **means of settling differences**, so there **….** 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.

**They make debate one-sided because any self-defense we raise is itself subject to psychoanalytic doubt. Only our framework maintains productive contestation**

Diane Perpich 5, Professor of Philosophy at Vanderbilt, 2005, “Figurative Language and the "Face" in Levinas's Philosophy,” Philosophy & Rhetoric, Vol. 38, No. 2, p. 103-121

Levinas's hesitations about the value of psychoanalysis—indeed, what might be called …. a being, and not a truth about beings" (41). In this last claim, the fate of Heideggerian fundamental ontology that is an understanding of Being rather than a relation to beings (or to a being, a face) is hitched to the fate of psychoanalysis and both linked to participation, the "nocturnal chaos" that threatens to drown the ego in the totality.

**b. switch-side debate solves – read psychoanalysis on the negative, that’s key to critical thinking which is a portable educational skill – outweighs your offense**

**Harrigan 08 –** (Casey, Associate Director of Debate at UGA, Master’s in Communications – Wake Forest U., “A Defense of Switch Side Debate”, Master’s thesis at Wake Forest, Department of Communication, May, pp. 6-9)

Additionally, there are social benefits to the practice of requiring students to debate both

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Hunt and Louden, 1999; Colbert, 2002, p.82).

**c. political simulations are educationally valuable – deliberation is empowering and activates agency**

**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”

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the **contingent outcomes** and **domain-specific processes** of **problem-based scenarios**.

**1NC CASE**

**a. Lenin’s Act as Zizek describes it necessarily led to totalitarianism and the method that Zizek affirms is the totalitarian impulse—the Act is demand for an ideal over all other political considerations and requires violence and the restablishment of a conservative social order**

**Robinson and Tormey, 2003** (Andrew and Simon, School of Politics at the University of Nottingham, "Zizek is not a Radical," http://homepage.ntlworld.com/simon.tormey/articles/Zizeknotradical.pdf)

**Depleting Lenin: What is *not* to be done!**

Zizek is not a political theorist, and much of what passes for ‘politics’

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the ‘Leninist’ Act, if this is the ‘Leninism’ on offer.

**b. Lenin did more than just embrace an ethic as part of the Act: he organized a party and formed a movement for actual political change—their affirmative’s act of imagination is not even close to Lenin and Zizek’s reading of Lenin is so inaccurate that the real revolutionary goal should be to revoke his tenure**

**Robinson and Tormey, 2003** (Andrew and Simon, University of Nottingham, “What is Not to be Done! Everything you wanted to know about Lenin, and (sadly)weren’t afraid to ask Zizek”

homepage.ntlworld.com/simon.tormey/articles/Zizeklenin.pdf)

As a historical account, Zizek’s reading of Lenin is problematic. He often seems

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where one can once again insist on the intransigence of ‘objective conditions’.

**2. Turn—even if their affirmative can transform political relations, it will do so in a way that replicates the existing social order or makes it worse**

**Robinson and Tormey, 2003**  (Andrew and Simon, University of Nottingham, “What is Not to be Done! Everything you wanted to know about Lenin, and (sadly)weren’t afraid to ask Zizek”

homepage.ntlworld.com/simon.tormey/articles/Zizeklenin.pdf)

Conclusion: Smashing the Fragile Absolute

Zizek’s Lenin takes his place amongst the various elements in Zizek’s theory which operate as

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the hierarchy and subordination we would argue is implicit to any Zizekian schema.

3. **The idea of embracing the death drive is politically devastating and cannot create radical change—by definition embracing social death refuses any possibility of affirmative social change and instead risks more violence**

**Robinson, 04** (Andrew, recently completed his PhD in political theory at the University of Nottingham, Andrew Robinson - Theory Blog, 11/15, ZIZEK - notes and work in progress, http://andyrobinsontheoryblog.blogspot.com/)

Zizek's concept of the Act is exceedingly redemptive (although it is a negative 'redemption'

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eg. "the task today is precisely to..." (CHU 128).

I suspect Zizek is what Vaneigem calls an "active nihilist" - not a nihilist of the passive, accepting kind, but the kind of nihilist who throws a beer-glass against a wall, driven by a directionless refusal of the present (would Vaneigem's beer-glass thrower be committing a Zizekian Act? Quite possibly). Crucially, in Vaneigem's account active nihilists are only proto-revolutionary; to become revolutionary, they would have to take additional steps. Zizek seems to refuse such steps (which mostly involve identifying with and engaging in resistances in everyday life) on principle (see RESISTANCE), and therefore remains trapped permanently at the level of active nihilism.

**4. Zizek provides zero data for any of his claims—there is no reason to accept any of his arguments because it requires obliterating differences between individuals and social groups to be coherent**

**Robinson, 04** (Andrew, recently completed his PhD in political theory at the University of Nottingham, Andrew Robinson - Theory Blog, 11/15, “Notes on Held and Zizek on 911”,http://andyrobinsontheoryblog.blogspot.com/)

This is in many ways a repetition of Zizek's favourite themes, rearticulated around a

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which never contain any further case for why one should support this assertion.

**5. There is no universal foundation for politics. Metaphorically substituting one psychic relation for all politics fails. Their reduction of politics to confronting the death drive closes off successful innovations in political strategy and means their strategy is counterproductive**

**Boggs 1993** (Carl, Intellectuals and the crisis of Modernity P. 138-140, net library)

The search for universal microfoundations of political action is surely futile, since the "

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insofar as they influence the capacity of labor to unite against capital. 100

**Psychanalysis is incapable of social change**

Adam Rosen-Carole 10, Visiting Professor of Philosophy at Bard College, 2010, “Menu Cards in Time of Famine: On Psychoanalysis and Politics,” Psychoanalytic Quarterly, Vol. LXXIX, No. 1, p. 205-207

On the other hand, though in these ways and many others, psychoanalysis seems to promote the sorts of subjective dispositions and habits … of the institutional transformations necessary for their realization, and so conspire with our blindness to the enormous institutional impediments to a progressive political future?

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Lacan’s alternative is a radically conservative fantasy – it writes world problems off as “inevitable” and “constitutive of existence,” thereby ending all hope of solving them, all the while universally applying a fantastical symbolism that replicates what Lacan critiques.

**Robinson, 05** (Andrew, recently completed his PhD in political theory at the University of Nottingham, Theory and Event, 8/1, “The Political Theory of Constitutive Lack: A Critique”, projectmuse)

There is more than an accidental relationship between the mythical operation of the concept

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proponent, Žižek, claims to attack: a “plague of fantasies”.

**Zizek’s politics would destroy the left**

**Robinson and Tormey, 2003** (Andrew and Simon, School of Politics at the University of Nottingham, "Zizek is not a Radical," http://homepage.ntlworld.com/simon.tormey/articles/Zizeknotradical.pdf)

Zizek’s politics are not merely **impossible**, but potentially despotic, and also (between

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to bring the ‘no-where’ into the ‘now-here’.

**Their refusal to defend traditional political consequences and implementation is political quietism. Debate is a form of cultural politics useful to the extent that it creates an orientation towards reform. Refusing to take state-based politics seriously abandons the state, making neolib and fascism inevitable**

**Giroux, 04 –** (Henry, professor of English and cultural studies at McMaster University in Canada, Policy Futures in Education, Volume 2, Numbers 3 & 4, 2004, “Public Pedagogy and the Politics of Neo-liberalism:

making the political more pedagogical”, http://www.wwwords.co.uk/pdf/viewpdf.asp?j=pfie&vol=2&issue=3&year=2004&article=5\_Giroux\_PFIE\_2\_3-4\_web&id=170.140.58.157)

Neo-liberalism has become one of the most pervasive and dangerous ideologies of the

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, and **necessitate alternative visions** regarding autonomy and the possibility of democracy itself.

**The impact is extinction, refusing traditional politics abandons social responsibility and makes crises inevitable**

**Boggs, 1997** (Carl, National University, Los Angeles, Theory and Society, “The great retreat: Decline of the public sphere in late twentieth-century America”, December, Volume 26, Number 6, http://www.springerlink.com.proxy.library.emory.edu/content/m7254768m63h16r0/fulltext.pdf)

The decline of the public sphere in late twentieth-century America poses a series

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of those universal, collective interests that had vanished from civil society. 75

**Our alternative is to embrace a vision of debate that connects argument to instrumental politics. We know fiat isn’t real but a connection to political advocacy is key to engaging the public sphere. Use the ballot to reject their insular approach to debate that forgoes meaningful political advocacy.**

**Giroux, 04** (Henry, professor of English and cultural studies at McMaster University in Canada, Policy Futures in Education, Volume 2, Numbers 3 & 4, 2004, “Public Pedagogy and the Politics of Neo-liberalism:

making the political more pedagogical”, http://www.wwwords.co.uk/pdf/viewpdf.asp?j=pfie&vol=2&issue=3&year=2004&article=5\_Giroux\_PFIE\_2\_3-4\_web&id=170.140.58.157)

By linking education to the project of an unrealized democracy, cultural studies theorists who

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hope in dark times through new forms of global protests and collective resistance.

**Utopian policy proposals are valuable even if they are never enacted—they still put pressure on power to accede to demands and create a vision for social change**

**Streeten, 1999**  (Paul, Development, v. 42 n.2 ingenta)

First, Utopian thinking can be useful as a framework for analysis. Just as

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opponents of reform, to those who want to preserve the status quo.

**Our grounding critical theory in specific political reforms keeps it from devolving into narcissism, incapable of challenging power structures**

**Giroux, 04** (Henry, professor of English and cultural studies at McMaster University in Canada, Policy Futures in Education, Volume 2, Numbers 3 & 4, 2004, “Public Pedagogy and the Politics of Neo-liberalism:

making the political more pedagogical”, http://www.wwwords.co.uk/pdf/viewpdf.asp?j=pfie&vol=2&issue=3&year=2004&article=5\_Giroux\_PFIE\_2\_3-4\_web&id=170.140.58.157)

Against the neo-liberal attack on all things social, cultural politics must be

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, question, and self-criticism never reaches the limits of justice.

# **block**

**AT: TOP LEVEL**

**Their “Resolved” and colon arguments make no sense – the AFF has to defend the proposition that the government should act**

**Parcher 01 –** (Jeff, Fmr. Debate Coach at Georgetown University, February, http://www.ndtceda.com/archives/200102/0790.html)

(1) Pardon me if I turn to a source besides Bill. American

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or 'no' - which, of course, are answers to a question.

**2NC STASIS DA**

**Their intellectual focus destroys fairness – making testable and predictable claims in a limited field is key to academic progress**

**Harpham 3** (Geoffrey Galt President/founder of The National Humanities Center “Doing the Impossible: Slavoj Zizek on the End of Knowledge”, http://www.uchicago.edu/research/jnl-crit-inq/issues/v29/v29n3.harpham1.html)

The standard format of argumentation is so deeply ingrained in academic culture that it generally

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attends the terminus and no invitation to further work by others is implied.

**Education is only offense for us – their rhetorical approach is designed to make itself unquestionable which annihilates agonism**

**O’Neill 2k1 –** (Edward, prof soc @ UC San Francisco “The Last Analysis of Slavoj Zizek” <http://www.film-philosophy.com/vol5-2001/n17oneill>)

Whether or not Zizek's methods are emblematic of the Lacanian school, past evidence is

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into vulgar idealism quite at odds with the claims made for these theories.

**AT: AFF OFFENSE**

**Our interpretation solves their offense, but theirs accepts the primacy of Lacanian thought at the outset which makes debate pointless**

**O’Neill 01 –** (Edward, prof soc @ UC San Francisco “The Last Analysis of Slavoj Zizek” <http://www.film-philosophy.com/vol5-2001/n17oneill>)

It would be hasty to assume that the ideas propounded by authors who class themselves

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demonstration is in the end a far more effective rhetorical tack than assumption.

**Their framework offense reflects a psychic retreat from immediate political exigencies and a paranoid despair about reality that they try to alleviate through dogmatic attachment to theory**

**Bird, 6 –** University of the West of England, Bristol, UK (John, Psychoanalysis, Culture, & Society, “On the Poverty of Theory”, December, proquest)

We could now think about theory and the attachment to theory as a form of psychic retreat, especially where this attachment avoids contact with reality and gives us a feeling of being locked in, such that theory becomes an end-in-itself. This …. which we foreclose creativity, such that it is not experience which dictates what might be called truth, but dogma. As we will see later, this release of control and this withdrawal from theoretical dogma is part of the development of what could be called a healthy relationship to theory.

**AT: PREDICTABILITY BAD**

**Our predictable ground isn’t bad – breaking down predictability is self-defeating and impossible. Creativity inevitably depends upon constraints, the attempt to wish away the structure of predictability collapses the very structure their AFF depends on – it’s better to retain predictability and be creative within it**

**Armstrong 2K** – Paul B. Armstrong, Professor of English and Dean of the College of Arts and Sciences at the State University of New York at Stony Brook, Winter 2000, “The Politics of Play: The Social Implications of Iser's Aesthetic Theory,” New Literary History, Vol. 31, No. 1, p. 211-223

Such a play-space also opposes the notion that the only alternative to the

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contradictory combination of constraint and possibility, limitation and unpredictability, discipline and spontaneity