# Neg vs GSU FF---Round 4---NDT

## 1nc

### 1NC --- Cap

#### Critical pedagogy effectively displaces anti-capitalist struggle with post-modern politics of inclusion—affirming the multiplicity of struggles undermines historical-material analysis.

**McLaren**, a Professor of Education at the Graduate School of Education and Information Studies, University of California, 200**5**

[Peter, “Critical Pedagogy and Class Struggle in the Age of Neoliberal Globalization: Notes from History’s Underside[1]” The International Journal of INCLUSIVE DEMOCRACY, Vol. 2, No. 1 <http://www.inclusivedemocracy.org/journal/-vol2/vol2_no1_mcclaren_PRINTABLE.htm> accessed date: 4-29-12 y2k]

Authoritative as the term may sound, ‘…of production at the basis of the capitalist state.

#### Resisting capitalism is the ultimate ethical responsibility

Zizek and Daly 4 Slavoj and Glyn, Conversations with Zizek page 14-16

For Zizek it is imperative that we cut through …matrix.

#### The alternative is to reject the aff in favor of historical materialism – this links social praxis to a decisive judgment on capitalism

Lukacs 67 George, Hungarian Marxist philosopher and literary critic. He is a founder of the tradition of Western Marxism. He contributed the ideas of reification and class consciousness to Marxist philosophy and theory, and his literary criticism was influential in thinking about realism and about the novel as a literary genre. He served briefly as Hungary's Minister of Culture as part of the government of the short-lived Hungarian Soviet Republic, History and Class Consciousness) <224-225>

Historical materialism …act accordingly**.**

### 1NC --- FW

#### The role of the ballot is to answer the resolutional question- The aff’s failure to advance a topical defense of federal policy undermines debate’s potential

#### Our interpretation is grammatically correct

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

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

#### This is prior question to debate

Shively 00 Ruth Lessl, Former Assistant Prof. Pol. Sci. – Texas A&M, in “Political Theory and Partisan Politics”, Ed. Portis, Gundersen and Shively, pp. 181-182

The requirements given thus far are primarily negative. The ambiguists must say "no

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. In other words, contestation rests on some basic agreement or harmony.

#### Voting issue for limits and ground- there are an infinite number of reasons that the scholarship of their advocacy could be a reason to vote aff, these obviate the only predictable strategies based on topical action- they overstretch our research burden and undermine preparedness for all debates.

#### Competitive debate is a dialogue between two teams- fairness is key to meaningful participation for both sides

Galloway 7 professor of communication at Samford University, Ryan, “DINNER AND CONVERSATION AT THE ARGUMENTATIVE TABLE: RECONCEPTUALIZING DEBATE AS AN ARGUMENTATIVE DIALOGUE”, Contemporary Argumentation and Debate, Vol. 28 (2007), ebsco

Debate as a dialogue sets an argumentative table, where all parties receive a relatively

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substitutes for topical action do not accrue the dialogical benefits of topical advocacy.

#### A limited topic of discussion is key to decision-making and advocacy skills- targets the discussion

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 pp45

Debate is a means of settling differences, so there must be a difference of

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particular point of difference, which will be outlined in the following discussion.

#### Discussion of policy-questions is crucial for skills development- posits 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

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quickly; simulations teach students how to contextualize and act on information.14

#### Switch-side debate prevents moral dogmatism

Muir 93 Star, Prof. Comm. – George Mason U., Philosophy and Rhetoric, “A Defense of the Ethics of Contemporary Debate”, 26(4), pp. 288-290

Values clarification, Stewart is correct in pointing out, does not mean that no

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thinking, and in turn for the development of a reasoned moral identity.

#### Policy relevant deliberation is the only way to alter war powers

Mellor 13 The Australian National University, ANU College of Asia and the Pacific, Department Of International Relations,   
“Why policy relevance is a moral necessity: Just war theory, impact, and UAVs,” European University Institute, Paper Prepared for BISA Conference 2013, DOA: 8-14-13, y2k

This section of the paper considers more generally the need for just war theorists to

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the public engagement and political activism that are necessary for democratic politics.52

#### Engaging in technical debates about the process of implementation is key to meaningful deliberation and democratic participation that improve policy-outcomes and decision-making skills.

William J. Kinsella 2 is Associate Professor of Communication @ North Carolina State University, “Problematizing the Distinction between Expert and Lay Knowledge,” https://www.academia.edu/297063/Kinsella\_W.\_J.\_2002\_.\_Proble-matizing\_the\_Distinction\_Between\_Expert\_and\_Lay\_Knowledge.\_New\_Jersey\_Journal\_of\_Communication\_10\_2\_191-207, DOA: 3-3-14, y2k

As active and equal participants in policy discourse with an undeniable technical dimension, members

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emphasizes the educational role that specialists must play as part of that collaboration:

#### AND that’s only portable skills---key to actualize change

Hodson 10 professor of education – Ontario Institute for Studies @ University of Toronto, Derek, “Science Education as a Call to Action,” Canadian Journal of Science, Mathematics and Technology Education, Vol. 10, Issue 3, p. 197-206 \*\*note: SSI = socioscientific issues

The final (fourth) level of sophistication in this issues-based approach is

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justice are kept in the forefront of discussion during the establishment of policy.

#### Substantive debates about the costs of war are the only way to make connections troops and the war itself---it’s only way to respect our veterans

Julian E. Zelizer 11, Professor of History and Public Affairs at Princeton University, "War powers belong to Congress and the president", June 27, [www.cnn.com/2011/OPINION/06/27/zelizer.war.powers/index.html](http://www.cnn.com/2011/OPINION/06/27/zelizer.war.powers/index.html)

But the failure of Congress to fully participate in the initial decision to use military

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on the campaign trail, should be a president who understands that reality.

#### Our argument is style-neutral- it simply asks that experience be used to support a policy conclusion

Anderson 6 Amanda Anderson, Andrew W. Mellon Professor of Humanities and English at Brown University, Spring 2006, “Reply to My Critic(s),” Criticism, Vol. 48, No. 2, p. 281-290

MY RECENT BOOK, The Way We Argue Now, has in a sense two

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communicated and also can be used to justify political positions and legislative agendas.

#### Arguments don’t injure people, but policies do—voting aff on this is much closer to censorship because it says we can’t even introduce ideas without harming them—that's a tactical move to shut down debates

Amanda Anderson 6, Andrew W. Mellon Professor of Humanities and English at Brown University, Spring 2006, “Reply to My Critic(s),” Criticism, Vol. 48, No. 2, p. 281-290

Probyns piece is a mixture of affective fallacy, argument by authority, and bald

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and public debate has a vital role to play in such a task.

#### Legal challenges are critical acts of resistance---even if it fails, resistance is life-affirming

Muneer I. Ahmad 9, is a Clinical Professor of Law, Yale Law School, 2009, “RESISTING GUANTÁNAMO: RIGHTS AT THE BRINK OF DEHUMANIZATION”, Northwestern University Law Review, Vol. 103, p. 1683, American University, WCL Research Paper No. 08-65

I argue that while we might hope for rights to obtain transformative effect—to

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, state violence is so extreme as to attempt to extinguish the human.

## 2NC

#### Policy simulation’s good- key to portable skills

Robert Farley 12, assistant professor at the Patterson School of Diplomacy and International Commerce at the University of Kentucky, February 29, 2012, “Teaching Crisis Decision-Making Through Simulations,” World Politics Review, online:

http://www.worldpoliticsreview.com/articles/11628/over-the-horizon-teaching-crisis-decision-making-through-simulations

What goes for war goes for policy other than war. Public and foreign policy

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, may even prove a pathway to success in a public policy career.

#### Navigating government key to veteran’s access to education- Your author

Moore 12 ~Ellen Moore, PhD candidate, Graduate School of Education, U Cal Berkeley. "From Combat to College: Student Veterans in Academic ’Contact Zones’". http://www.escholarship.org/uc/item/92m9r81k. September 11~

Recent changes in the GI Bill have increased the amount of financial aid available for

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military service and education in the United States from World War II forward.

#### A focus on policy is necessary to learn the pragmatic details of powerful institutions

McClean 1 Adjunct Professor of Philosophy at Molloy College in New York, 2001, David E., “The Cultural Left and the Limits of Social Hope”, Conference of the Society for the Advancement of American Philosophy, http://www.americanphilosophy.org/archives/past\_conference\_programs/pc2001/

Or we might take Foucault who, at best, has provided us with what

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critics with their snobish disrespect for the so-called "managerial class."

#### Debating the law teaches us how to make it better – rejection is worse

Todd Hedrick 12, Assistant Professor of Philosophy at Michigan State University, Sept, Democratic Constitutionalism as Mediation: The Decline and Recovery of an Idea in Critical Social Theory, Constellations Volume 19, Issue 3, pages 382–400

Habermas’ alleged abandonment of immanent critique, however, is belied by the role that

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content of law to be ascertainable through the specialized reasoning of legal professionals.

On the critical theory conception of constitutionalism, this presumption of completeness and technicity

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, without the triumphalist pretension of ever being able to fully do so.

## 1NR

#### You should use objectivity and falsifiability to determine truth. Claiming subject location influences truth undermines any possibility of meaningful dialogue.

Epstein 93 Richard, James Parker Hall Distinguished Service Prof. Law – U. Chicago, Stanford Law Review, “Legal Education and the Politics of Exclusion”, 45 Stan. L. Rev. 1607, July, L/N

One source of exclusivity is an attempt to redefine the relationship between experience and knowledge

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the academic mission of a university or law school is to be fulfilled.

#### Affirming identity as the basis of speech value entrenches racism because it turns cultural experience into a currency that gets traded for the right to speak.

Litowitz 97 Douglas, JD – Northwestern and PhD – Loyola U. Chicago, University of Notre Dame Law Review, “SOME CRITICAL THOUGHTS ON CRITICAL RACE THEORY”, 72 Notre Dame L. Rev. 503, L/N

Sigmund Freud once used the expression "narcissism of minor differences" to denote how

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if we want to convince people who are outside our race and ethnicity.

#### Focus on individuals and interpersonal competition alienates veterans – The aff does both of these in using personal experience and a call for the ballot

Moore 12 ~Ellen Moore, PhD candidate, Graduate School of Education, U Cal Berkeley. "From Combat to College: Student Veterans in Academic ’Contact Zones’". http://www.escholarship.org/uc/item/92m9r81k. September 11~

Significantly, most veterans talked about feeling alienated from larger social processes of individualism,

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very fake world. So it’s kind of hard to get motivated sometimes.