**1**

**A. Interpretation: the affirmative must defend the hypothetical enactment of a topical plan by the United States federal government.**

**The United States federal government is the actor defined by the resolution, not individual debaters**

**US Gov** Official Website 20**09**

http://www.usa.gov/Agencies/federal.shtml

U.S. Federal Government **The three branches of U.S. government—legislative, judicial, and executive—carry out governmental power and functions.** View a complete diagram (.PDF) of the U.S. government's branches.

**“Resolved” expresses intent to implement the plan**

**Merriam-Webster Dictionary** 19**96** [http://dictionary.reference.com/search?q=resolved, downloaded 07/20/03]

“6. **To change or convert by resolution or formal vote**; -- **used only reflexively; as, the house resolved itself into a committee of the whole**.”

**“Should” denotes an expectation of enacting a plan**

**American Heritage Dictionary 2K**

[www.dictionary.com]

3 **Used to express** probability or **expectation**

**B. Violation—the affirmative does not defend the implementation of a topical plan.**

**C. Vote negative**

**1. Limits—their interpretation kills limits because it creates a strategic incentive to disregard the resolution. If teams can get away with being non-topical, there’s no reason to defend the resolution. Limits are good:**

**A. Decision-making—having a limited topic with equitable ground is necessary to foster decision-making and clash**

**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 pp 45-

**Debate is a means of settling differences, so there must be a** difference of opinion or a **conflict of interest before there can be a debate. If everyone is in agreement** on a tact or value or policy, **there is no need for debate:** the matter can be settled by unanimous consent. Thus, for example, **it would be pointless to attempt to debate "Resolved: That two plus two equals four,"** because there is simply no controversy about this statement. (**Controversy is an essential prerequisite** of debate. **Where there is no clash of ideas, proposals, interests, or expressed positions on issues, there is no debate. In addition, debate cannot produce effective decisions without clear identification of a question or questions to be answered.** For example**, general argument may occur about the broad topic of illegal immigration. How many** illegal immigrants **are in the United States?** What is the impact of illegal immigration and immigrants on our economy? What is their impact on our communities? Do they commit crimes? **Do they take jobs** from American workers? Do they pay taxes? Do they require social services? Is it a problem that some do not speak English? **Is it the responsibility of employers to discourage illegal immigration** by not hiring undocumented workers? Should they have the opportunity- to gain citizenship? Docs illegal immigration pose a security threat to our country? **Do illegal immigrants do work that American workers are unwilling to do?** Are their rights as workers and as human beings at risk due to their status? Are they abused by employers, law enforcement, housing, and businesses? I low are their families impacted by their status? What is the moral and philosophical obligation of a nation state to maintain its borders? **Should we build a wall on the Mexican border**, establish a national identification can!, or enforce existing laws against employers? Should we invite immigrants to become U.S. citizens? **Surely you can think of many more concerns to be addressed by a conversation about the topic area of illegal immigration. Participation in this "debate" is likely to be emotional and intense. However, it is not likely to be productive or useful without focus on a particular question and identification of a line demarcating sides in the controversy.** To be discussed and resolved effectively, **controversies must be stated clearly. Vague understanding results in unfocused deliberation and poor decisions,** frustration, and emotional distress, as **evidenced by the failure of the United States Congress to make progress on the immigration debate** during the summer of 2007. **Someone disturbed by the problem of the growing underclass of poorly educated, socially disenfranchised youths might observe, "Public schools are doing a terrible job!** They are overcrowded, and many teachers are poorly qualified in their subject areas. Even the best teachers can do little more than struggle to maintain order in their classrooms." That same concerned citizen, facing a complex range of issues, might arrive at an unhelpful decision, such as "We ought to do something about this" or. worse. "It's too complicated a problem to deal with." **Groups of concerned citizens worried about the state of public education could join together to express their frustrations**, anger, disillusionment, and emotions regarding the schools, **but without a focus for their discussions, they could easily agree about the sorry state of education without finding points of clarity or potential solutions. A gripe session would follow. But if a precise question is posed**—such as "What can be done to improve public education?"—**then a more profitable area of discussion is opened up simply by placing a focus on the search for a concrete solution step**. **One or more judgments can be phrased in the form of debate propositions, motions for parliamentary debate, or bills for legislative assemblies.** The statements "Resolved: That the federal government should implement a program of charter schools in at-risk communities" and "Resolved: That the state of Florida should adopt a school voucher program" more clearly identify specific ways of dealing with educational problems in a manageable form, suitable for debate. **They provide specific policies to be investigated and aid discussants in identifying points of difference. To have a productive debate, which facilitates effective decision making by** directing and **placing limits on the decision** to be made, **the basis for argument should be clearly defined. If we merely talk about "homelessness" or "abortion" or "crime'\* or "global warming" we are likely to have an interesting discussion but not to establish profitable basis for argument**. For example, **the statement "Resolved: That the pen is mightier than the sword" is debatable, yet fails to provide much basis for clear argumentation**. If we take this statement to mean that the written word is more effective than physical force for some purposes, we can identify a problem area: the comparative effectiveness of writing or physical force for a specific purpose. **Although we now have a general subject, we have not yet stated a problem. It is still too broad,** too loosely worded to promote well-organized argument. **What sort of writing are we concerned with**—poems, novels, government documents, website development, advertising, or what? **What does "effectiveness" mean** in this context? What kind of physical force is being compared—fists, dueling swords, bazookas, nuclear weapons, or what? A more specific question might be. "Would a mutual defense treaty or a visit by our fleet be more effective in assuring Liurania of our support in a certain crisis?" **The basis for argument could be phrased in a debate proposition** such as "Resolved: That the United States should enter into a mutual defense treatv with Laurania." Negative advocates might oppose this proposition by arguing that fleet maneuvers would be a better solution. **This is not to say that debates should completely avoid creative interpretation** of the controversy by advocates, **or that good debates cannot occur over competing interpretations of the controversy; in fact, these sorts of debates may be very engaging. The point is that debate is best facilitated by the guidance provided by focus on a particular point of difference, which will be outlined in the following discussion.**

**B. Creativity—thinking “inside the box” forces teams to be creative about their positions and come up with innovative solutions. Absent constraints, debate becomes boring and stale—we link turn all of their offense.**

**Intrator 10** (Intrator, David, President of The Creative Organization and musical composer, October 22, 2010, “Thinking Inside The Box: A Professional Creative Dispels A Popular Myth”, Training, http://www.trainingmag.com/article/thinking-inside-box) FS

**One of the most pernicious myths about creativity, one that seriously inhibits creative thinking and innovation, is the belief that one needs to “think outside the box.”** As someone who has worked for decades as a professional creative, **nothing could be further from the truth. This** a **is** view **shared by the vast majority of creatives, expressed** famously **by** the **modernist designer Charles Eames when he wrote, “Design depends largely upon constraints.” The myth of thinking outside the box stems from a fundamental misconception of what creativity is**, and what it’s not. In the popular imagination, creativity is **something weird and wacky.** The creative process is magical, or divinely inspired. But, in fact, **creativity is** not about divine inspiration or magic. It’s **about problem-solving, and by definition a problem is a constraint**, a limit, a box. One of the best illustrations of this is the work of **photographers**. They **create by excluding the great mass what’s before them**, choosing a small frame in which to work. **Within that tiny frame**, literally a box, **they uncover relationships and establish priorities**. **What makes creative problem-solving uniquely challenging is that you, as the creator, are the one defining the problem.** You’re the one choosing the frame. And **you alone determine what’s an effective solution**. **This can be quite demanding,** both intellectually and emotionally. **Intellectually, you are required to establish limits, set priorities**, and cull patterns and relationships from a great deal of material, much of it fragmentary. More often than not, this is the material you generated during brainstorming sessions. At the end of these sessions, you’re usually left with a big mess of ideas, half-ideas, vague notions, and the like. Now, chances are you’ve had a great time making your mess. You might have gone off-site, enjoyed a “brainstorming camp,” played a number of warm-up games. You feel artistic and empowered. **But to be truly creative, you have to clean up your mess, organizing those fragments into something real, something useful**, something **that actually works**. That’s the hard part. It takes a lot of energy, time, and willpower to make sense of the mess you’ve just generated. It also can be emotionally difficult. **You’ll need to throw out many ideas you originally thought were great, ideas you’ve become attached to, because they simply don’t fit into the rules you’re creating as you build your box.** You can always change the rules, but that also comes with an emotional price. Unlike many other kinds of problems, with creative problems there is no external authority to which you can appeal to determine whether you’re on the right track, whether one set of rules should have priority over another, or whether one box is better than another. There is no correct answer. Better said: There might be a number of correct answers. Or none at all. The responsibility of deciding the right path to take is entirely upon you. That’s a lot of responsibility, and it can be paralyzing. So it’s no wonder that the creative process often stalls after the brainstorming in many organizations. Whereas generating ideas is open-ended, and, in a sense, infinitely hopeful, having to pare those ideas down is restrictive, tedious, and, at times, scary. The good news, however, is that understanding the creative process as problem-solving is ultimately liberating. For one, all of **those** left-brainers **with well-honed rational skills will find themselves far more creative than they ever thought**. They’ll discover their talents for organization, abstraction, and clarity are very much what’s required to be a true creative thinker. **Viewing creativity as problem-solving also makes the whole process far less intimidating**, even though it might lose some of its glamour and mystery. Moreover, **since creative problems are open to rational analysis, they can be broken down into smaller components that are easier to address.** Best of all, **the very act of problem-solving, of organizing and trying making sense of things, helps generate new ideas.** Paradoxically, **thinking within a box may be one of the most effective brainstorming techniques there** is. That may be what Charles Eames meant when he added, “I welcome constraints.” **Without some sort of structure to your creative thinking, you’re just flailing about.** For a while you might feel like you’re making progress, generating a great mess of ideas that might hold some potential. But **to turn** those **ideas into something truly innovative, your best bet is to** build your box and **play by the rules** of your own creation.

**C. Livability—limits are key to prevent the debate workload from spiraling out of control. We need time to do things like spend time with our families and shower—it would be impossible to do those things and also cut substantive strategies against the field if everyone read a non-topical aff.**

**2. Switch-Side Debate—their interpretation allows teams to only debate one side of an issue. Switch-side debate is good:**

**A. Critical thinking—switching sides forces debaters to assess all possible outcomes of a policy and sharpens their analysis of complex situations**

**Harrigan 8** NDT champion, debate coach at UGA (Casey, thesis submitted to Wake Forest Graduate Faculty for Master of Arts in Communication, “A defense of switch side debate”, http://dspace.zsr.wfu.edu/jspui/bitstream/10339/207/1/harrigancd052008, p. 57-59)

**Along these lines, the greatest benefit of switching sides**, which goes to the heart of contemporary debate, **is its inducement of critical thinking.** Defined as “reasonable reflective thinking that is focused on deciding what to believe or do” (Ennis, 1987, p. 10), **critical thinking learned through debate teaches students not just how advocate and argue, but how to decide as well**. **Each and every student,** whether in debate or (more likely) at some later point in life, **will be placed in the position of the decision-maker**. Faced with competing options whose costs and benefits are initially unclear, **critical thinking is necessary to assess all the possible outcomes of each choice,** c**ompare their relative merits, and arrive at some final decision about which is preferable**. In some instances, such as choosing whether to eat Chinese or Indian food for dinner, the importance of making the correct decision is minor. For many other decisions, however, **the implications of choosing an imprudent course of action are potentially grave.** As Robert Crawford notes, **there are “issues of unsurpassed importance in the daily lives of millions upon millions of people…being decided to a considerable extent by the power of public speaking**” (2003). Although the days of the Cold War are over, and the risk that “the next Pearl Harbor could be ‘compounded by hydrogen’” (Ehninger and Brockriede, 1978, p. 3) is greatly reduced, **the manipulation of public support before the invasion of Iraq in 2003 points to the continuing necessity of training a well-informed and critically-aware public** (Zarefsky, 2007).**In the absence of debate-trained critical thinking, ignorant but ambitious politicians and persuasive but nefarious leaders would be much more likely to draw the country, and possibly the world, into conflicts with incalculable losses in terms of human well-being. Given the myriad threats of global proportions that will require incisive solutions, including global warming, the spread of pandemic diseases, and the proliferation of weapons of mass destruction, cultivating a robust and effective society of critical decision-makers is essential. A**s Louis Rene Beres writes, “with such learning, we Americans could prepare…not as immobilized objects of false contentment, but as authentic citizens of an endangered planet” (2003). Thus, **it is not surprising that critical thinking has been called “the highest educational goal of the activity**” (Parcher, 1998). W**hile arguing from conviction can foster limited critical thinking skills, the element of switching sides is necessary to sharpen debate’s critical edge and ensure that decisions are made in a reasoned manner instead of being driven by ideology**. Debaters trained in SSD are more likely to evaluate both sides of an argument before arriving at a conclusion and are less likely to dismiss potential arguments based on his or her prior beliefs (Muir 1993). **In addition, debating both sides teaches “conceptual flexibility,” where decision-makers are more likely to reflect upon the beliefs that are held before coming to a final opinion** (Muir, 1993, p. 290). **Exposed to many arguments on each side of an issue, debaters learn that public policy is characterized by extraordinary complexity that requires careful consideration before action.** Finally**, these arguments are confirmed by the preponderance of empirical research demonstrating a link between competitive SSD and critical thinking** (Allen, Berkowitz)

**B. Tolerance—switching sides makes debaters more tolerant of arguments and ideas that are the opposite of their own—their one-sided approach promotes dogmatism**

**Muir 93** (Star, Professor of Communication – George Mason U., “A Defense of the Ethics of Contemporary Debate”, **Philosophy & Rhetoric**, Vol. 26, No. 4, p. 288-289)

The role of **switch-side debate is especially important in the** oral **defense of arguments that foster tolerance** without accruing the moral complications of acting on such beliefs. **The forum is** therefore **unique in providing debaters with** attitudes of **tolerance** without committing them to active moral irresponsibility. As Freeley notes, **debaters are** indeed **exposed to a multivalued world**, both within and between the sides of a given topic. Yet this exposure hardly commits them to such "mistaken" values. In this view, **the divorce of the game from the "real world" can be** seen as **a means of gaining perspective** without obligating students to validate their hypothetical value structure through immoral actions.'s Values clarification, Stewart is correct in pointing out, does not mean that no values are developed. Two very important values— **tolerance and fairness—inhere to a significant degree in the ethics of switch-side debate**. A second point about the charge of relativism is that tolerance is related to the development of reasoned moral viewpoints. **The willingness to recognize** the existence of **other views, and to grant alternative positions** a degree of **credibility, is** a value **fostered by switch-side debate**: Alternately **debating both sides** of the same question . . . **inculcates a deep-seated** attitude of **tolerance** toward differing points of view. **To** be forced to **debate only one side leads to an ego-identification with that side**. , . . The other side in contrast is seen only as something to be discredited. Arguing as persuasively as one can for completely opposing views is one way of giving recognition to the idea that a strong case can generally be made for the views of earnest and intelligent men, however such views may clash with one's own. . . .**Promoting** this kind of **tolerance is** perhaps **one of the greatest benefits debating both sides has to offer**. 5' The activity should encourage debating both sides of a topic, reasons Thompson, because **debaters are "more likely to realize that propositions are bilateral. It is those who fail to recognize this** fact who **become intolerant, dogmatic, and bigoted**.""\* While Theodore Roosevelt can hardly be said to be advocating bigotry, his efforts to turn out advocates convinced of their rightness is not a position imbued with tolerance.

**C. Activism—only switching sides teaches students to anticipate counter-arguments and build coalitions effectively, which is necessary for sustained activism**

**Harrigan 8** - Casey Harrigan, Associate Director of Debate at UGA, Master’s in Communications, Wake Forest U., 2008, “A Defense of Switch Side Debate”, Master’s thesis at Wake Forest, Department of Communication, May, pp.49-50

Third, there is an important question of means. Even the best activist intentions have little practical utility as long as they remain purely cordoned off in the realm of theoretical abstractions. **Creating programs of action that seek to produce material changes in the quality of life for** suffering **people**, **not mere wishful thinking** in the ivory towers of academia, **should be the goal of any revolutionary project**. Frequently, for strategies for change, the devil lies in the details. It is not possible to simply click one’s ruby red slippers together and wish for alternatives to come into being. Lacking a plausible mechanism to enact reforms, many have criticized critical theory as being a “fatally flawed enterprise” (Jones 1999). For activists, **learning the skills to successfully negotiate hazardous political terrain is crucial**. They must know when to and when not to compromise, negotiate, and strike political alliances in order to be successful. The pure number of failed movements in the past several decades demonstrates the severity of the risk assumed by groups who do not focus on refining their preferred means of change. Given the importance of strategies for change, SSD is even more crucial. Debaters trained by debating both sides are substantially more likely to be effective advocates than those experienced only in arguing on behalf of their own convictions. For several reasons, **SSD instills** a series of **practices that are essential for a successful activist agenda**. First, **SSD creates** more **knowledgeable advocates for public policy issues**. As part of the process of learning to argue both sides, debaters are forced to understand the intricacies of multiple sides of the argument considered. Debaters must not only know how to research and speak on behalf of their own personal convictions, but also for the opposite side in order to defend against attacks of that position. Thus, **when placed in the position of being required to** publicly **defend an argument**, **students trained via SSD are more likely to be able to** present and **persuasively defend their positions**. Second, **learning the nuances of all sides of a position** greatly **strengthens the** resulting **convictions of debaters**, **their ability to anticipate opposing arguments**, **and the effectiveness of their attempts to locate the crux**, nexus and loci **of arguments**. As is noted earlier, conviction is a result, not a prerequisite of debate. **Switching sides** and experimenting with possible arguments for and against controversial issues, **in the end**, **makes students more likely to ground their beliefs in a reasoned form of critical thinking that is durable and unsusceptible to knee-jerk criticisms**. As a result, even though it may appear to be inconsistent with advocacy, **SSD “actually created stronger advocates” that are more likely to be successful in achieving their goals** (Dybvig and Iverson 2000). Proponents of abandoning SSD and returning to debating from conviction should take note. Undoubtedly, many of their ideas would be beneficial if enacted and deserve the support of activist energies. However, anti-SSD critics seem to have given little thought to the important question of how to translate good ideas into practice. By **teaching students to privilege** their own **personal beliefs prior to a thorough engagement with all sides of an issue**, **debating from conviction produces activists that are more likely to be politically impotent**. By **positing that debaters should bring prior beliefs to the table** in a rigid manner **and assuming** that **compromising is tantamount to** giving in to **cooptation**, **the case of debating from conviction undercuts the tactics necessary for forging effective coalitional politics**. **Without such broad-based alliances, sustainable political changes will** likely **be impossible** (Best & Kellner 2001).

**3. Topic Education—their interpretation diverts focus away from the topic. Topic education is good:**

**A. Policy relevance—learning about how theory relates to policy and discussing implementation is crucial to influence real policymakers—without tying advocacy to policy, debate becomes irrelevant**

**Nye 09** - Joseph Nye, professor at Harvard University and former dean of the Harvard Kennedy School, 4-13-2009, Washington Post, http://www.washingtonpost.com/wp-dyn/content/article/2009/04/12/AR2009041202260\_pf.html 4-13-09

President Obama has appointed some distinguished academic economists and lawyers to his administration, but few high-ranking political scientists have been named. In fact, the editors of a recent poll of more than 2,700 international relations experts declared that "**the walls surrounding the ivory tower have never seemed so high**." While important American scholars such as Henry Kissinger and Zbigniew Brzezinski took high-level foreign policy positions in the past, that path has tended to be a one-way street. **Not many top-ranked scholars** of international relations **are going into government**, and even fewer return to contribute to academic theory. The 2008 Teaching, Research and International Policy (TRIP) poll, by the Institute for Theory and Practice in International Relations, showed that of the 25 scholars rated as producing the most interesting scholarship during the past five years, only three had ever held policy positions (two in the U.S. government and one in the United Nations). **The fault** for this growing gap **lies** not with the government but **with** the **academics**. **Scholars** are **pay**ing **less attention to** questions about **how their work relates to the policy world**, and in many departments a focus on policy can hurt one's career. Advancement comes faster for those who develop mathematical models, new methodologies or theories expressed in jargon that is unintelligible to policymakers. A survey of articles published over the lifetime of the American Political Science Review found that about one in five dealt with policy prescription or criticism in the first half of the century, while only a handful did so after 1967. Editor Lee Sigelman observed in the journal's centennial issue that "if 'speaking truth to power' and contributing directly to public dialogue about the merits and demerits of various courses of action were still numbered among the functions of the profession, one would not have known it from leafing through its leading journal." As citizens, **academics might be considered to have an obligation to help improve on policy ideas when they can**. Moreover, **such engagement can enhance** and enrich **academic work, and** thus **the ability of academics to teach the next generation**. As former undersecretary of state David Newsom argued a decade ago, "**the** growing **withdrawal of** university **scholars behind curtains of theory** and modeling **would** not have wider significance if this trend did not **raise questions regarding the preparation of new generations and the future influence of the academic community on public and official perceptions of international issues** and events. **Teachers plant seeds that shape the thinking of each new generation**; **this is** probably **the academic world's most lasting contribution**." Yet too often scholars teach theory and methods that are relevant to other academics but not to the majority of the students sitting in the classroom before them. **Some** academics **say that while the** growing **gap between theory and policy may have costs for policy**, **it** has **produced better social science theory**, and that **this is more important than whether such scholarship is relevant**. Also, to some extent, the gap is an inevitable result of the growth and specialization of knowledge. Few people can keep up with their subfields, much less all of social science. But **the danger is** that **academic theorizing will say more and more about less and less**. Even when **academics** supplement their usual trickle-down approach to policy by writing in journals, newspapers or blogs, or by consulting for candidates or public officials, they **face** many **competitors for attention**. More than 1,200 **think tanks** in the United States **provide not only ideas but also experts ready to comment** or consult **at a moment's notice**. Some of these new transmission belts serve as translators and additional outlets for academic ideas, but **many add a bias** provided by their founders and funders. As a group, think tanks are heterogeneous in scope, funding, ideology and location, but **universities generally offer a more neutral viewpoint.** While pluralism of institutional pathways is good for democracy, **the policy process is diminished by the withdrawal of the academic community**. **The solutions must come via a reappraisal within the academy itself**. Departments should give greater weight to real-world relevance and impact in hiring and promoting young scholars. Journals could place greater weight on relevance in evaluating submissions. Studies of specific regions deserve more attention. Universities could facilitate interest in the world by giving junior faculty members greater incentives to participate in it. That should include greater toleration of unpopular policy positions. One could multiply such useful suggestions, but young people should not hold their breath waiting for them to be implemented. If anything, the trends in academic life seem to be headed in the opposite direction.

**B. Student debate about the policy of war powers is critical to overall American Political Development**

**Dominguez and Thoren 10** Casey BK, Department of Political Science and IR at the University of San Diego and Kim, University of San Diego, Paper prepared for the Annual Meeting of the Western Political Science Association, San Francisco, California, April 1-3, 2010, “The Evolution of Presidential Authority in War Powers”, http://papers.ssrn.com/sol3/papers.cfm?abstract\_id=1580395

**Students of American institutions should** naturally **be interested in the relationships between the president and Congress**. However, **the evolution of war powers falls into a category of inquiry that is important not just to** studies of the presidency or to **students of history, but also to the field of American Political Development.** Among Orren and **Skowronek’s recommendations** for future work in American Political Development, they **argue that “shifts in governing authority,” including and especially shifts in the system of checks and balances, “are important in historical inquiry, because they are a constant object of political conflict and they set the conditions for subsequent politics, especially when shifts are durable**” (Orren and Skowronek 2004, 139). **How an essential constitutional power**, that of deploying military force, **changed hands from one institution to another over time, would** certainly seem to **qualify as a durable shift in governing authority. Cooper and Brady** (1981) also **recommend that researchers study change over time in Congress’ relations to the other branches of government.**

### 2

#### Materialism explains reality…focus on the discursive/symbolic obfuscates that relation and makes oppression inevitable

The affirmatives focus on the discursive/symbolic reveals the extent to which they have given up on actually challenging the structures of oppression. But far from being a post-capitalist age in which all social experience is textually or discursively produced, it is a material world. Only a materialist method can account for the ways in which certain classes create and deploy rhetoric to legitimize a capitalist mode of social relations

Cloud (Prof of Comm at Texas) 01

[Dana, “The Affirmative Masquerade”, p. online: http://www.acjournal.org/holdings/vol4/iss3/special/cloud.htm]

 At the very least, however, it is clear that poststructuralist discourse theories have left behind some of historical materialism’s most valuable conceptual tools for any theoretical and critical practice that aims at informing practical, oppositional political activity on behalf of historically exploited and oppressed groups. As Nancy Hartsock (1983, 1999) and many others have argued (see Ebert 1996; Stabile, 1997; Triece, 2000; Wood, 1999), we need to retain concepts such as standpoint epistemology (wherein truth standards are not absolute or universal but arise from the scholar’s alignment with the perspectives of particular classes and groups) and fundamental, class-based interests (as opposed to understanding class as just another discursively-produced identity). We need extra-discursive reality checks on ideological mystification and economic contextualization of discursive phenomena. Most importantly, critical scholars bear the obligation to explain the origins and causes of exploitation and oppression in order better to inform the fight against them. In poststructuralist discourse theory, the "retreat from class" (Wood, 1999) expresses an unwarranted pessimism about what can be accomplished in late capitalism with regard to understanding and transforming system and structure at the level of the economy and the state. It substitutes meager cultural freedoms for macro-level social transformation even as millions of people around the world feel the global reach of capitalism more deeply than ever before. At the core of the issue is a debate across the humanities and social sciences with regard to whether we live in a "new economy," an allegedly postmodern, information-driven historical moment in which, it is argued, organized mass movements are no longer effective in making material demands of system and structure (Melucci, 1996). In suggesting that global capitalism has so innovated its strategies that there is no alternative to its discipline, arguments proclaiming "a new economy" risk inaccuracy, pessimism, and conservatism (see Cloud, in press). While a thoroughgoing summary is beyond the scope of this essay, there is a great deal of evidence against claims that capitalism has entered a new phase of extraordinary innovation, reach, and scope (see Hirst and Thompson, 1999). Furthermore, both class polarization (see Mishel, Bernstein, and Schmitt, 2001) and the ideological and management strategies that contain class antagonism (see Cloud, 1998; Parker and Slaughter, 1994) still resemble their pre-postmodern counterparts. A recent report of the Economic Policy Institute concludes that in the 1990s, inequality between rich and poor in the U.S. (as well as around the world) continued to grow, in a context of rising worker productivity, a longer work week for most ordinary Americans, and continued high poverty rates. Even as the real wage of the median CEO rose nearly 63 percent from 1989, to 1999, more than one in four U.S. workers lives at or below the poverty level. Among these workers, women are disproportionately represented, as are Black and Latino workers. (Notably, unionized workers earn nearly thirty percent more, on average, than non-unionized workers.) Meanwhile, Disney workers sewing t-shirts and other merchandise in Haiti earn 28 cents an hour. Disney CEO Michael Eisner made nearly six hundred million dollars in 1999--451,000 times the wage of the workers under his employ (Roesch, 1999). According to United Nations and World Bank sources, several trans-national corporations have assets larger than several countries combined. Sub-Saharan Africa and the Russian Federation have seen sharp economic decline, while assets of the world’s top three billionaires exceed the GNP of all of the least-developed countries and their combined population of 600 million people (Shawki and D’Amato, 2000, pp. 7-8). In this context of a real (and clearly bipolar) class divide in late capitalist society, the postmodern party is a masquerade ball, in which theories claiming to offer ways toward emancipation and progressive critical practice in fact encourage scholars and/as activists to abandon any commitment to crafting oppositional political blocs with instrumental and perhaps revolutionary potential. Instead, on their arguments, we must recognize agency as an illusion of humanism and settle for playing with our identities in a mood of irony, excess, and profound skepticism. Marx and Engels’ critique of the Young Hegelians applies equally well to the postmodern discursive turn: "They are only fighting against ‘phrases.’ They forget, however, that to these phrases they themselves are only opposing other phrases, and that they are in no way combating the real existing world when they are merely combating the phrases of this world" (1976/1932, p. 41). Of course, the study of "phrases" is important to the project of materialist critique in the field of rhetoric. The point, though, is to explain the connections between phrases on the one hand and economic interests and systems of oppression and exploitation on the other. Marxist ideology critique, understands that classes, motivated by class interest, produce rhetorics wittingly and unwittingly, successfully and unsuccessfully. Those rhetorics are strategically adapted to context and audience. [cont’d] [cont;d] Yet Marxist theory is not naïve in its understanding of intention or individual agency. Challenging individualist humanism, Marxist ideology critics regard people as "products of circumstances" (and changed people as products of changed circumstances; Marx, 1972b/1888, p. 144). Within this understanding, Marxist ideology critics can describe and evaluate cultural discourses such as that of racism or sexism as strategic and complex expressions of both their moment in history and of their class basis. Further, this mode of critique seeks to explain both why and how social reality is fundamentally, systematically oppressive and exploitative, exploring not only the surface of discourses but also their often-complex and multi-vocal motivations and consequences. As Burke (1969/1950) notes, Marxism is both a method of rhetorical criticism and a rhetorical formation itself (pp. 109-110). There is no pretense of neutrality or assumption of transcendent position for the critic. Teresa Ebert (1996) summarizes the purpose of materialist ideology critique: Materialist critique is a mode of knowing that inquires into what is not said, into the silences and the suppressed or missing, in order to uncover the concealed operations of power and the socio-economic relations connecting the myriad details and representations of our lives. It shows that apparently disconnected zones of culture are in fact materially linked through the highly differentiated, mediated, and dispersed operation of a systematic logic of exploitation. In sum, materialist critique disrupts ‘what is’ to explain how social differences--specifically gender, race, sexuality, and class--have been systematically produced and continue to operate within regimes of exploitation, so that we can change them. It is the means for producing transformative knowledges. (p. 7)

#### The material determinism of capital is responsible for the instrumentalization of all life—makes all oppression inevitable.

**Dyer-Witherford** (professor of Library and Info. Sciences @ the Univ. of Western Ontarion) **‘99** [Nick. Cyber Marx: Cycles and Circuits of Struggle in High Technology Capitalism.]

**For capitalism, the use of machines as organs of “will over nature” is an imperative**. The great insight of the Frankfurt School—an insight subsequently improved and amplified by feminists and ecologists—was that capital’s dual project of dominating both humanity and nature was intimately tied to the cultivation of “instrumental reason” that systematically objectifies, reduces, quantifies and fragments the world for the purposes of technological control. Business’s systemic need to cheapen labor, cut the costs of raw materials, and expand consumer markets gives it an inherent bias toward the piling-up of technological power. This priority—enshrined in phrases such as “progress,” “efficiency,” “productivity,” “modernization,” and “growth”—assumes an automatism that is used to override any objection or alternative, regardless of the environmental and social consequences. Today, we witness global vistas of toxification, deforestation, desertification, dying oceans, disappearing ozone layers, and disintegrating immune systems, all interacting in ways that perhaps threaten the very existence of humanity and are undeniably inflicting social collapse, disease, and immiseration across the planet. The degree to which this project of mastery has backfired is all too obvious.

#### Vote Negative to validate and adopt the method of structural/historical criticism that is the 1NC.

#### one must understand the existing social totality before one can act on it—grounding the sites of political contestation or knowledge outside of labor and surplus value merely serve to humynize capital and prevent a transition to a society beyond oppression

**Tumino** (Prof. English @ Pitt) **01**

[Stephen, “What is Orthodox Marxism and Why it Matters Now More than Ever”, Red Critiqu]

Any effective political theory will have to do at least two things: it will have to offer an integrated understanding of social practices and, based on such an interrelated knowledge, offer a guideline for praxis. My main argument here is that among all contesting social theories now, only Orthodox Marxism has been able to produce an integrated knowledge of the existing social totality and provide lines of praxis that will lead to building a society free from necessity. But first I must clarify what I mean by Orthodox Marxism. Like all other modes and forms of political theory, the very theoretical identity of Orthodox Marxism is itself contested—not just from non-and anti-Marxists who question the very "real" (by which they mean the "practical" as under free-market criteria) existence of any kind of Marxism now but, perhaps more tellingly, from within the Marxist tradition itself. I will, therefore, first say what I regard to be the distinguishing marks of Orthodox Marxism and then outline a short polemical map of contestation over Orthodox Marxism within the Marxist theories now. I will end by arguing for its effectivity in bringing about a new society based not on human rights but on freedom from necessity. I will argue that to know contemporary society—and to be able to act on such knowledge—one has to first of all know what makes the existing social totality. I will argue that the dominant social totality is based on inequality—not just inequality of power but inequality of economic access (which then determines access to health care, education, housing, diet, transportation, . . . ). This systematic inequality cannot be explained by gender, race, sexuality, disability, ethnicity, or nationality. These are all secondary contradictions and are all determined by the fundamental contradiction of capitalism which is inscribed in the relation of capital and labor. All modes of Marxism now explain social inequalities primarily on the basis of these secondary contradictions and in doing so—and this is my main argument—legitimate capitalism. Why? Because such arguments authorize capitalism without gender, race, discrimination and thus accept economic inequality as an integral part of human societies. They accept a sunny capitalism—a capitalism beyond capitalism. Such a society, based on cultural equality but economic inequality, has always been the not-so-hidden agenda of the bourgeois left—whether it has been called "new left," "postmarxism," or "radical democracy." This is, by the way, the main reason for its popularity in the culture industry—from the academy (Jameson, Harvey, Haraway, Butler,. . . ) to daily politics (Michael Harrington, Ralph Nader, Jesse Jackson,. . . ) to. . . . For all, capitalism is here to stay and the best that can be done is to make its cruelties more tolerable, more humane. This humanization (not eradication) of capitalism is the sole goal of ALL contemporary lefts (marxism, feminism, anti-racism, queeries, . . . ). Such an understanding of social inequality is based on the fundamental understanding that the source of wealth is human knowledge and not human labor. That is, wealth is produced by the human mind and is thus free from the actual objective conditions that shape the historical relations of labor and capital. Only Orthodox Marxism recognizes the historicity of labor and its primacy as the source of all human wealth. In this paper I argue that any emancipatory theory has to be founded on recognition of the priority of Marx's labor theory of value and not repeat the technological determinism of corporate theory ("knowledge work") that masquerades as social theory.

### 3

#### Embracing the positive potential in technology is critical to our survival

Nick **Bostrom**, Faculty of Philosophy, Oxford University, THE TRANSHUMANIST FAQ – A GENERAL INTRODUCTION Version 2.1, 20**03**, p. 4-5.

Through the accelerating pace of technological development and scientific understanding, we are entering a whole new stage in the history of the human species. In the relatively near future, we may face the prospect of real artificial intelligence. New kinds of cognitive tools will be built that combine artificial intelligence with interface technology. Molecular nanotechnology has the potential to manufacture abundant resources for everybody and to give us control over the biochemical processes in our bodies, enabling us to eliminate disease and unwanted aging. Technologies such as brain-computer interfaces and neuropharmacology could amplify human intelligence, increase emotional well-being, improve our capacity for steady commitment to life projects or a loved one, and even multiply the range and richness of possible emotions. On the dark side of the spectrum, transhumanists recognize that some of these coming technologies could potentially cause great harm to human life; even the survival of our species could be at risk. Seeking to understand the dangers and working to prevent disasters is an essential part of the transhumanist agenda.

#### Comparative evidence—embracing and directing the extension of our capabilities is more likely to ensure our survival

Mark **Walker**, “Ship of Fools: Why Transhumanism is the Best Bet to Prevent the Extintion of Civilization,” GLOBAL SPIRAL, Metanexus Institute, 2—5—**09**, [www.metanexus.net/magazine/tabid/68/id/10682/Default.aspx](http://www.metanexus.net/magazine/tabid/68/id/10682/Default.aspx)

Option: transhumanism future. The transhumanist future is one where both world-engineering and person-engineering are permitted. Specifically, as noted, the transhumanist view is that we should create persons who are smarter and more virtuous than we are. The application to our problem is obvious: our fears about the misuse of 21st century technology reduce down to fears about stupidity or viciousness. Like the Australian research scientists, the worry is that we may be the authors of an accident, but this time one of apocalyptic proportions: the end of civilization. Likewise, our moral natures may also cause our demise. Or, to put a more positive spin on it, the best candidates amongst us to lead civilization through such perilous times are the brightest and most virtuous: posthumans.17 It is worth pointing out that there is no need to deny what Fukuyama claims: there are real dangers in creating posthumans. The problem with the transhumanist project, says Fukuyama, comes when we think seriously about what characteristics to change: Our good characteristics are intimately connected to our bad ones: If we weren’t violent and aggressive, we wouldn’t be able to defend ourselves; if we didn’t have feelings of exclusivity, we wouldn’t be loyal to those close to us; if we never felt jealousy, we would never feel love. Even morality plays a critical function in allowing our species as a whole to survive and adapt…. Modifying any one of our key characteristics inevitably entails modifying a complex, interlinked package of traits, and we will never be able to anticipate the ultimate outcome.18 So, although Fukuyama sees the pull of transhumanism, how it might look “downright reasonable”, the fact that traits we might hope to modify are interconnected means that “we will never be able to anticipate the ultimate outcome.” What Fukuyama fails to address in any systematic way is the fact that there are even greater dangers associated with not creating posthumans. So, a prudential and moral reason for creating posthumans is not that this is without risk, rather, it is less risky than the alternative here: steady-as-she-goes. If forced to put some hard numbers to these scenarios, I would venture to suggest there is a 90% chance of civilization surviving the next two centuries if we follow the transhumanist path, while I would put the chances of civilization surviving a steady-as-she-goes policy at less than 20%. But then, I am an optimist.

#### The alternative is to recognize that there is no gaze, and embrace the positive technological potential of drones

#### This solves the aff, democratizes technological development

James **Hughes**, PhD, Public Policy Studies, DEMOCRATIC TRANSHUMANISM 2.0, last modified 1—26—**06**, [www.changesurfer.com/Acad/DemocraticTranshumanism.htm](http://www.changesurfer.com/Acad/DemocraticTranshumanism.htm),

Luddism is a political dead-end for progressive politics. Progressives must revive the techno-optimist tradition if they want to achieve the goals of furthering liberty, equality and solidarity. First, left Luddism inappropriately equates technologies with the power relations around those technologies. Technologies do not determine power relations, they merely create new terrains for organizing and struggle. Most new technologies open up new possibilities for both expanded liberty and equality, just as they open new opportunities for oppression and exploitation. Since the technologies will most likely not be stopped, democrats need to engage with them, articulate policies that maximize social benefits from the technologies, and find liberatory uses for the technologies. If biotechnology is to be rejected simply because it is a product of capitalism, adopted in class society, then every technology must be rejected. The mission of the Left is to assert democratic control and priorities over the development and implementation of technology. But establishing democratic control over technological innovation is not the same as Luddism. In fact, to the extent that advocates for the democratic control of technology do not guarantee benefits from technology, and attempt to suppress technology altogether, they will lose public support. Second, technology can help us transcend some of the fundamental causes of inequalities of power. Although we will never eliminate inequalities of intelligence and knowledge, the day is not far off when all humans can be guaranteed sufficient intelligence to function as active citizens. One of the most important progressive demands will be to ensure universal access to genetic choice technologies which permit parents to guarantee their children biological capacities equal to those of other children. Technologically assisted birth, eventually involving artificial wombs, will free women from being necessary, vulnerable vessels for the next generation. Morphological freedom, the ability to change one’s body, including one’s abilities, weight, gender and racial characteristics, will reduce body-based oppressions (disability, fat, gender and race) to aesthetic prejudices. Third, Left Luddism is boring and depressing; it has no energy to inspire movements to create a new and better society. The Left was built by people inspired by millenial visions, not by people who saw a hopeless future of futile existential protest. Most people do not want to live in a future without telecommunications, labor-saving devices, air travel and medicine. The Next Left needs to rediscover its utopian imagination if it is to renew itself, reconnect with the popular imagination, and remain relevant. The Next Left needs visionary projects worthy of a united transhuman world, such as guaranteeing health and longevity for all, eliminating work, and colonizing the Solar System.

### Case

**Drones good – U.S. military action *inevitable* but drones are *superior to alternatives* and *minimize civilian casualties* – solves *humanitarian intervention***

**Singh & Wittes 12** (Ritika Singh – Research Assistant, Governance Studies, AND Benjamin Wittes – Senior Fellow, Governance Studies, “Drones Are a Challenge — and an Opportunity”, Jan 11, The Cato Institute, <http://www.brookings.edu/research/opinions/2012/01/11-drones-wittes>, CMR)

Indeed, Cortright may argue that “terrorism is more a political and law enforcement challenge than a threat that can be addressed by military means,” but it is worth remembering that the opposite of targeted killing is not usually law enforcement. It is often less-targeted—that is, more indiscriminate—killing. The important flip side to Cortright’s anxiety that drones will lower our inhibition to go to war is that drones can also limit the scope and scale of military action. The United States is not going to take a hands-off approach to states like Pakistan and Yemen, where law enforcement is not a feasible option. Drone warfare permits a highly calibrated military response to situations in which the alternative may involve not lesser but far greater uses of military violence. This is a good trade. Conversely, drones also allow militaries to contemplate certain humanitarian interventions where they might never contemplate risking actual forces; consider whether the recent NATO Libyan intervention—which probably saved a considerable number of lives—would have been politically possible had U.S. forces been seriously at risk.¶ In other words, while the rise of drone warfare has changed the face of American counterterrorism efforts and promises far greater change in years to come, this does not present the simple and terrible moral equation that Cortright describes. What began as a surveillance tool that could, on occasion, deliver lethal force, has evolved in a short space of time into a principal means of following enemy forces onto territory in which the United States is reluctant to put large numbers of boots on the ground—and striking at them there in a limited fashion that protects innocent civilians to an unprecedented level.¶ The logic of these weapons is so overpowering, both as a means of conducting surveillance and as a means of striking at enemy targets, that their growth as an element of U.S. force will resist moral hand-wringing of a sort that, if taken at face value, would lead to greater uses of force, civilian death, and risk to U.S. forces.

#### Their argument is backwards – drones enhance the reality of warfare and increase attentiveness to human suffering

**Brooks 12** – law professor at Georgetown University and a Schwartz senior fellow at the New America Foundation (Rosa, “What's Not Wrong With Drones?”, Sept 5, <http://www.foreignpolicy.com/articles/2012/09/05/whats_not_wrong_with_drones?page=full>, CMR)

3. Drones Turn Killing into a Video Game.¶ Writing in the Guardian, Phillip Allston (the United Nations special rapporteur on extrajudicial, summary or arbitrary executions) and Hina Shamsi of the ACLU decry "the PlayStation mentality" created by drone technologies. "Young military personnel raised on a diet of video games now kill real people remotely using joysticks. Far removed from the human consequences of their actions, how will this generation of fighters value the right to life?"¶ But are drones more "video game-like" than, say, having cameras in the noses of cruise missiles? Those old enough to remember the first Gulf War will recall the shocking novelty of images taken by cameras inside U.S. Tomahawk missiles, the jolting, grainy images in the crosshairs before everything went ominously black.¶ Regardless, there's little evidence that drone technologies "reduce" their operators' awareness of human suffering. If anything, drone operators may be far more keenly aware of the suffering they help inflict than any distant sniper or bomber pilot could be.¶ Journalist Daniel Klaidman reports the words of one CIA drone operator, a former Air Force pilot: "I used to fly my own air missions.... I dropped bombs, hit my target load, but had no idea who I hit. [With drones], I can look at their faces... see these guys playing with their kids and wives.... After the strike, I see the bodies being carried out of the house. I see the women weeping and in positions of mourning. That's not PlayStation; that's real."¶ Increasingly, there's evidence that drone pilots, just like combat troops, can suffer from post-traumatic stress disorder: watching a man play with his children, then seeing his mangled body takes a psychological toll. A recent Air Force study found that 29 percent of drone pilots suffered from "burnout," with 17 percent "clinically distressed."

#### Autonomous war is inevitable- plan cant solve UAVs, nanotech

Mike Treder is the Managing Director of the IEET, and former Executive Director of the non-profit Center for Responsible Nanotechnology, March 26, 2009 “Robotic War Appears Inevitable”, http://ieet.org/index.php/IEET/print/2977

Military robots already have been deployed by the United States in the occupation of Iraq, and in growing numbers; not only are the quantities of robots increasing, but the varieties of their usage and capabilities are also expanding. Although the concept of full-scale robotic war still strikes some people as unrealistically futuristic or even science fictional, it’s clear that in fact the future is now. About a month ago I wrote an article entitled “The Ethics of Killer Robots” for the Responsible Nanotechology blog. In that article, I said: Military robots already have been deployed by the United States in the occupation of Iraq, and in growing numbers, as this recent article in The New Atlantis makes clear: When U.S. forces went into Iraq, the original invasion had no robotic systems on the ground. By the end of 2004, there were 150 robots on the ground in Iraq; a year later there were 2,400; by the end of 2008, there were about 12,000 robots of nearly two dozen varieties operating on the ground in Iraq. As one retired Army officer put it, the “Army of the Grand Robotic” is taking shape. Not only are the quantities of robots increasing, but the varieties of their usage and capabilities are also expanding: It isn’t just on the ground: military robots have been taking to the skies—and the seas and space, too. And the field is rapidly advancing. The robotic systems now rolling out in prototype stage are far more capable, intelligent, and autonomous than ones already in service in Iraq and Afghanistan. But even they are just the start. Although the concept of full-scale robotic war still strikes some people as unrealistically futuristic or even science fictional, it’s clear that in fact the future is now. A report this week from the McClatchy Newspapers says: The unmanned bombers that frequently cause unintended civilian casualties in Pakistan are a step toward an even more lethal generation of robotic hunters-killers that operate with limited, if any, human control. The Defense Department is financing studies of autonomous, or self-governing, armed robots that could find and destroy targets on their own. On-board computer programs, not flesh-and-blood people, would decide whether to fire their weapons. “The trend is clear: Warfare will continue and autonomous robots will ultimately be deployed in its conduct,” Ronald Arkin, a robotics expert at the Georgia Institute of Technology in Atlanta, wrote in a study commissioned by the Army. “The pressure of an increasing battlefield tempo is forcing autonomy further and further toward the point of robots making that final, lethal decision,” he predicted. “The time available to make the decision to shoot or not to shoot is becoming too short for remote humans to make intelligent informed decisions.” Belatedly, perhaps, ethical issues surrounding this development are attracting some attention. A recent opinion piece in NewScientist by A. C. Grayling, a philosopher at the University of London, decries the full-speed-ahead mentality that seems to dominate the robot-military-industrial complex: In the next decades, completely autonomous robots might be involved in many military, policing, transport and even caring roles. What if they malfunction? What if a programming glitch makes them kill, electrocute, demolish, drown and explode, or fail at the crucial moment? Whose insurance will pay for damage to furniture, other traffic or the baby, when things go wrong? The software company, the manufacturer, the owner? The civil liberties implications of robot devices capable of surveillance involving listening and photographing, conducting searches, entering premises through chimneys or pipes, and overpowering suspects are obvious. Such devices are already on the way. Even more frighteningly obvious is the threat posed by military or police-type robots in the hands of criminals and terrorists. There needs to be a considered debate about the rules and requirements governing all forms of robot devices, not a panic reaction when matters have gone too far. That is how bad law is made—and on this issue time is running out. We agree with Grayling’s call for urgent considered debate, now before it’s too late. And when you factor in the possibility—or probability—of increased power and functionality of killer robots based on advanced nanotechnology, then the concerns he and others have expressed gain added severity. It bears repeating: The future is now. Mike Treder is the Managing Director of the IEET, and former Executive Director of the non-profit Center for Responsible Nanotechnology.

**SUBPOINT A: Alterity**

**First, the myth of listening**

**Their claim to listen or open space ignores their position in the western academy and reproduces the colonial gaze that they criticize**

John **Beverley**, Professor of Spanish and Latin American Literature and Cultural Studies, University of Pittsburgh SUBALTERNITY AND REPRESENTATION: ARGUMENTS IN CRITICAL THEORY, 19**99**, p. 69-70

Despite all the misunderstandings her essay has provoked, this was surely Spivak's point in answering the question "Can the Subaltern Speak?" in the negative. She was trying to show that **behind the good faith of the liberal academic or the committed ethnographer or solidarity activist in allowing or enabling the subaltern to speak lies the trace of the colonial construction of an other—an other who is conveniently available to speak to us** (with whom we can speak or feel comfortable speaking with). **This neutralizes the force of the reality of difference and antagonism our own relatively privileged position in the global system might give rise to.** Elzbieta Sklodowska has in mind something similar when she argues that, **despite its appeal to the authority of an actual subaltern voice, testimonio is in fact a staging of the subaltern by someone who is not subaltern,** as in Lyotard's notion of the differend (where a dispute is carried out according to the terms and language of one of the parties to the dispute). In particular, testimonio is not, in Sklodowska's words, "a genuine and spontaneous reaction of a 'multiform-popular subject' in conditions of postcoloniality, but rather continues to be a discourse of elites committed to the cause of democratization."" **The appeal to authenticity** and victimization in the critical validation of testimonio **stops the semiotic play of the text**, Sklodowska implies, **fixing the subject in a unidirectional gaze that deprives it of its reality. Fixes the testimonial narrator as a subject**, that is, **but also fixes us as subjects in** what Althusser would have called **a relation of double specularity created by the idealization or sublimation of subaltern otherness, which in the end also isolates us from our reality.**

**And, they invent subaltern voices to be heard, masking the process of dispossession behind the myth of listening**

John **Beverley**, Professor of Spanish and Latin American Literature and Cultural Studies, University of Pittsburgh SUBALTERNITY AND REPRESENTATION: ARGUMENTS IN CRITICAL THEORY, 19**99**, p. 38-40.

**In whose interests**, finally, **is the** immense labor of "**information retrieval" and narrativization** Peasont and Nation must have involved being performed? Mallon would agree with Chakrabarty that subaltern studies is a project within the university. It is not a narodnik project, in other words (the narodniki were the Russian populists who in the 1908s said, "We have to go to the people, to the narod," and then abandoned whatever their backgrounds were—the university, professions, middle-class family life— and went out to peasant communities and tried to organize there). It is not a way of saying, "Give up what you're doing and go work with communal groups in India or refugees in Guatemala or ACT-UP." But **don't we have to admit at some point that there is a limit to what we can or should do in relation to the subaltern**, a limit that is not only epistemological but also ethical? a limit constituted by the place of the historian like Mallon or a literary critic like myself in a position that is not the position of the subaltern? **The subaltern is something that is on the other side of that position. The assumption that the project of representing the subaltern from the academy and the subaltern's project of representing itself are commensurable is** simply that: **an assumption**. **I**

**n truth, it would be more accurate to say that these are** different, even **antagonistic** projects. I believe that the university should "serve the people." To that end, I support making it more accessible, democratizing it, making more financial aid available, moving back in the direction of open admissions, socializing the great private universities. But those things in themselves will not close the gap between our position in the academy and the world of the subaltern. They will not even close the gap between the relatively privileged, powerful (and often private) universities that, on the whole, have become the home of subaltern studies in the United States, and low-ranked, poorly funded urban public universities and community colleges. That is why **it is the "negative" or critical side of the subaltern studies project that I prefer to emphasize** here: its concern to register where the power of the university and the disciplines to understand and represent the subaltern breaks down. I sometimes think of subaltern studies as a secular version of the "preferential option for the poor" of liberation theology, one which shares with liberation theology the essential methodology of what Gustavo Gutierrez calls "listening to the poor. "" Like liberation theology, subaltern studies entails not only a new way of looking at or speaking about the subaltern, but also the possibility of building relationships of solidarity between ourselves and the people and social practices we posit as Qur objects of study. In a justly famous passage, Richard Rorty distinguishes between what he calls the "desire for solidarity" and the "desire for objectivity": There are two principal ways in which reflective human beings try, by placing their lives in a larger context, to give sense to those lives. The first is by telling the story of their contribution to a community. This community may be the actual historical one in which they live, or another actual one, distant in time or place, or a quite imaginary one, consisting perhaps of a dozen heroes and heroines selected from history or fiction or both. The second way is to describe themselves as standing in an immediate relation to a non-human reality. This relation is immediate in the sense that it does not derive from a relation between such a reality and their tribe, or their nation, or their imagined band of comrades. I shall say that stories of the former kind exemplify the desire for solidarity, and that stories of the latter kind exemplify the desire for objectivity." What is best about subaltern studies, I believe, is driven by something like what Rorty calls "the desire for solidarity"; Mallon's project in Peasant and Nation, on the other hand, seems to be driven by "the desire for objectivity." **The desire for solidarity** must begin, however, with a relation of what Gutierrez calls "concrete friendship with the poor": it **cannot be simply a matter of taking thought or "conversation," or** for that matter of **romanticizing** or idealizing **the subaltern**. In that sense, Mallon may have a point about the limits of textuality" and the virtues of fieldwork. Moreover, in making the shift from "objectivity" to "solidarity," we cannot simply disavow representation **under the pretext that we are allowing the subaltern to "speak for itself"** (that is Spivak's main point in "Can the Subaltern Speak?"). And there is a way in which **the** (necessarily?) liberal **political slant** Rorty gives the idea of solidarity may also be, as the 1960s slogan has it, part of the problem rather than part of the solution, because it **assumes that "conversation" is possible across power/exploitation divides that radically differentiate the participants."** Solidarity based on an assumption of equality and reciprocity does not "lean that contradictions are suppressed in the name of a heuristic notion of merger or identification with the subaltern: Foucault's point about the embarrassment of "speaking for others" is pertinent here. As the "little story” from Lacan with which I began this chapter illustrates, the act of the subaltern "talking back" necessarily disturbs—sometimes unpleasantly so our own high-minded discourse of ethical benevolence and epistemological privilege, especially at those moments when that discourse claims to speak for the other. Gutierrez concludes that the consequences of a preferential option for the poor for the intellectual are symbolized by the structure of an asymptotic curve: we can approximate in our work, personal relations, and political practice closer and closer the world of the subaltern, but we can never actually merge with it, even if, in the fashion of the narodniki, we were to "go to the people." **Those of us** who are **involved in** the project of **subaltern studies are often asked how we**, who are, in the main, middle- or upper-middle-class academics at major research universities in the United States, **can claim to represent the subaltern. But we do not claim to represent ("cognitively map," "let speak," "speak for," "excavate") the subaltern. Subaltern studies registers rather how the knowledge we construct and impart as academics is structured by the absence, difficulty, or impossibility of representation of the subaltern.** This is to recognize, however, the fundamental inadequacy of that knowledge and of the institutions that contain it, and therefore the need for a radical change in the direction of a more democratic and non-hierarchical social order.

**Second, occidentalism**

**Their criticism occidentalizes the west**

John **Beverley**, Professor of Spanish and Latin American Literature and Cultural Studies, University of Pittsburgh SUBALTERNITY AND REPRESENTATION: ARGUMENTS IN CRITICAL THEORY, 19**99**, p. 42.

There is a kind of cultural narcissism about the authority of literary culture and our own place within that authority involved in this substitution—an elite cultural narcissism which subaltern negativity is precisely often directed against. **This will sound too Manichaean to some. Said himself notes that the subalternist project risks becoming a separatist one, in the manner** (he says) **of radical feminism." The warning is symptomatic of an uneasiness on his part about the relation of the culture of high modernism, which he defends, and** what Dipesh Chakrabarty calls **the "politics of despair" of the postcolonial subaltern. The specter that haunts Said as a Palestinian intellectual is**, of course, **that of Islamic religious fundamentalism—the sort of fundamentalism that pronounced the fatwa against Rushdie or that animates the suicide bombers of Hamas.**

**AND THAT GUTS SOLVENCY AND FLIPS THE AFF**

Edward **Said**, University Professor, Columbia University, ORIENTALISM, 19**78,** p. 328

**At all costs, the goal of Orientalizing the Orient again and again is to be avoided, with** consequences that cannot help but refine knowledge and reduce the scholar's conceit. Without "the Orient" there would be scholars, critics, intellectuals, human beings, for whom the racial, ethnic, and national distinctions were less important than the common enterprise of promoting human community. Positively, I do believe‑and in my other work have tried to show ‑that enough is being done today in the human sciences to provide the contemporary scholar with insights, methods, and ideas that could dispense with racial, ideological, and imperialist stereotypes of the sort provided during its historical ascendancy by Orientalism. I consider Orientalism's failure to have been a human as much as an intellectual one; for in having to take up a position of irreducible opposition to a region of the world it considered alien to its own, Orientalism failed to identify with human experience, failed also to see it ‑as human experience. The worldwide hegemony of Orientalism and all it stands for can now be challenged, if we can benefit properly from the general twentieth‑century rise to political and historical awareness of so many of the earth's peoples. If this book has any future use, it will be as a modest contribution to that challenge, and as a warning: that systems of thought like OrientaIism, discourses of power, ideological fictions‑mind‑forged manacles‑are all too easily made, applied, and guarded. Above all, I hope to have shown my reader that the answer to Orientalism is not Occidentalism**. No former "Oriental" will be comforted by the thought that having been an Oriental himself he is likely‑too likely‑to study new "Orientals"‑or "Occidentals"‑of his own making. If the knowledge of Orientalism has any meaning, it is in being a reminder of the seductive degradation of knowledge, of any knowledge, anywhere, at any time.** Now perhaps more than before.

**Third, homogenization: they are part of an academic project that reduces all others to the subaltern, gutting solvency and turning the aff**

Aihwa **Ong**, Professor of Anthropology at UC Berkeley, FLEXIBLE CITIZENSHIP: THE CULTURAL LOGIC OF TRANSNATIONALITY, 19**99**, p. 33-34

More broadly, **postcolonial theorists** focus on recovering the voices of sub­jects silenced by patriarchy and colonial rule (The Empire Writes Back is the title of one popular collection); they **assume that all contemporary racial**, ethnic, **and cultural oppressions can all be attributed to Western colonialisms**. **American appropriations of postcolonial theory have created a unitary dis­course of the postcolonial that refers to highly variable situations** and conditions throughout the world; thus, Gayatri Spivak is able to talk about “the paradigmatic subaltern woman,” as well as “New World Asians (the old migrants) and New Immigrant Asians (often ‘model minorities’) being disciplinarized together?” Other postcolonial feminists also have been eager to seek structural similarities, continuities, conjunctures, and alliances between the postcolonial oppressions experienced by peoples on the bases of race, ethnicity, and gender both in formerly colonized populations in the third world and among immigrant populations in the United States, Australia, and England.16 Seldom is there any attempt to link these assertions of unitary postcolonial situations among diasporan subjects in the West to the historical structures of colonization, decolonization, and contemporary developments in particular non-Western countries. Indeed, the term postcolonial has been used to indiscriminately describe different regimes of economic, political, and cultural domination in the Americas, India, Africa, and other third-world countries where the actual historical experiences of colonialism have been very varied in terms of local culture, conquest, settlement, racial exploitation, administrative regime, political resistance, and articulation with global capitalism. In careless hands, **postcolonial theory can represent** a kind of **theoretical imperialism** whereby scholars based in the West, without seriously engaging the scholarship of faraway places, can project or “speak for” postcolonial situations elsewhere. Stuart **Hall has warned against approaches that universalize racial, ethnic, and gender oppressions without locating the “actual integument of power…in concrete institutions**.”

A more fruitful strand of postcolonial studies is represented by subaltern scholars such as Partha Chatterjee, who has criticized the Indian national projects, which are based on Western models of modernity and bypass “many possibilities of authentic, creative, and plural development of social identities,” including the marginalized communities in Indian society. He suggests that an alternative imagination that draws on “narratives of community” would be a formidable challenge to narratives of capital. This brilliant work, however, is based on the assumption that both modernity and capitalism are universal forms, against which non-Western societies such as India can only mobilize “pre-existing cultural solidarities such as locality, caste, tribe, religious community, or ethnic identity.” This analytical opposition between a universal modernity and non-Western culture is rather old-fashioned it is as if Chatterjee believes the West is not present in Indian elites who champion narratives of the indigenous community. Furthermore, the concept of a uni­versal modernity must be rethought when, as Arif Dirlik observes, “the narrative of capitalism is no longer the narrative of the history of Europe; non-European capitalist societies now make their own claims on the history of capitalism.”20

**The loose use of the term “the postcolonial**,” then, **has had the bizarre effect of contributing to a Western tradition of othering the Rest**; it suggests a postwar scheme whereby “the third world” was followed by “the developing countries,” which are now being succeeded by “the postcolonial.” **This** continuum **seems to suggest that the further we move in time, the more beholden non-Western countries are to the forms and practices of their colonial past.** By and large, anthropologists have been careful to discuss how formerly colonized societies have developed differently in relation to global economic and political dominations and have repositioned themselves differently vis-a-vis capitalism and late modernity. By specifying differences in history, politics, and culture, anthropologists are able to say how the postcolonial formation of Indonesia is quite different from that of India, Nicaragua, or Zaire.

#### No video game mentality – pilots agree

Blackhurst 12

(ROB BLACKHURST, THE TELEGRAPH, “Drone Pilots Say Their Job Is Not Like A Video Game” SEP. 24, 2012, <http://www.businessinsider.com/drone-pilots-say-their-job-is-not-like-playing-a-video-game-2012-9>, KB)

These pilots talk up the similarities with manned aircraft. Although they don’t suffer the exhausting effects of g-force and can’t look out of the window, they admit to flinching when they see something coming towards the aircraft.¶ 'It’s irrelevant where you are physically sitting,’ Oz says. 'You’re attached to the airframe, you’re attached to the view that you see, and you’re attached to the laws of armed conflict.’¶ He reacts with cool anger to suggestions that this mode of war reduces victims to the status of players in a video game. 'It’s a bugbear of mine because I’ve had the accusation levelled that it’s a Star Wars game. It’s anything but. If we act like it’s Star Wars, there are people in the command centre watching us and listening to what we do. The taking of human life is not something to be considered lightly. OK, they are bad guys we are killing, but they are still human beings.’¶ He also bridles at the suggestion that UAVs leave moral judgments to machines. 'The plane cannot start, cannot fly and cannot release a weapon without us doing it. Human beings are in the cockpit – exactly the same as when I was flying a Tornado. We just happen to be 8,000 miles away from the plane.’

**Video game phenomenon is flawed - drones don’t desensitize operators – they work the same as staffed platforms, and operators make no firing decisions**

Anderson 13

(Kenneth, is professor of law at Washington College of Law, American University; a visiting fellow of the Hoover Institution and member of its Task Force on National Security and Law; and a non-resident senior fellow of the Brookings Institution. He writes on international law, the laws of war, and national security, ”The case for drones,” 05/24/13, http://www.realclearpolitics.com/articles/2013/05/24/the\_case\_for\_drones\_118548.html) RC

The most offensively foolish (though endlessly repeated) objection raised against drones was the one made by Jane Mayer in her influential 2009 New Yorker article, “The Predator War”: that drone pilots are so distant from their targets that they encourage a “push-button,” video-game mentality toward killing. The professional military find the claim bizarre, and it fails to take into account the other kinds of weapons and platforms in use. Note, the pilot of a manned craft is often thousands of feet away and a mile above a target looking at a tiny coordinates screen. And what of the sailor, deep in the below-decks of a ship, or a submarine, firing a cruise missile with no awareness of any kind about the target hundreds of miles away?¶ For that matter, the common perception of drones as a sci-fi combination of total surveillance and complete discretion in where and when to strike is simply wrong. The drone pilot might sit in Nevada, but the drone itself has a limited range, requires an airstrip, fuel, repairs, and 200 or so personnel to keep it in the air. All this physical infrastructure must be close to the theater of operations. Stress rates among drone pilots are at least as high as those of manned aircraft pilots; they are far from having a desensitized attitude toward killing. This appears to be partially because these are not mere combat operations but fundamentally and primarily intelligence operations. Drone pilots engaged in targeted killing operations watch their targets from a very personal distance via sensor technology, through which they track intimate, daily patterns of life to gather information and, perhaps, to determine precisely the best moment to strike, when collateral damage might be least.¶ As one drone operator told me, it is not as if one sees the terrible things the target is engaged in doing that made him a target in the first place; instead, it feels, after a few weeks of observation, as though you are killing your neighbor. ¶ In any case, the mentality of drone pilots in targeted-killing ops is irrelevant to firing decisions; they do not make decisions to fire weapons. The very existence of a remote platform, one with long loiter times and maximum tactical surveillance, enables decisions to fire by committee. And deliberately so, notes Gregory McNeal, a professor of law at Pepperdine University, who has put together the most complete study of the still largely secret decision-making process—the so-called disposition lists and kill matrix the New York Times has described in front page stories. It starts from the assessment of intelligence through meetings in which determinations, including layers of legal review, are made about whether a potential target has sufficient value and, finally, whether and when to fire the weapon in real time. The drone pilot is just a pilot.

**Drone warfare isn’t unethical and doesn’t create a video-game-playing mentality**

**Dunlap ‘13**

[Charles J. Dunlap, Jr. Major General, USAF (Ret.), Executive Director, Center on Law, Ethics, and National Security, Duke University School of Law. The Intersection of Law and Ethics in Cyberwar: Some Reflections. ETB]

The reality is that not only is **there nothing unethical about waging war from ¶ afar, there is** actually **nothing** especially **unusual about it.** **Since** practically **the ¶ beginning of time, warriors have sought to engage their adversaries in ways ¶ that denied their opponents the opportunity to bring their weapons to bear.** ¶ For example, as this writer has said elsewhere:¶ **David slew Goliath with a missile weapon** before the giant could ¶ bring his weapons to bear; **the** sixteen-foot **pikes of Alexander the** ¶ **Great‘s phalanxes reached their targets well ahead of** the twelve ¶ foot **pikes wielded by their** **opponents**; **English longbowmen** ¶ **destroyed** the flower of **French knighthood at Agincourt** from afar ¶ when they rained arrows down upon the horsemen; and, more ¶ recently, **U.S. and British tanks destroyed the heart of Saddam‘s** ¶ **armor force**s during 1991‘s Battle of 73 Easting much **because** ¶ **their guns outranged those of Iraq‘**s T-72 tanks. **There is nothing** ¶ **new about killing from a distance.**40¶ Still, **there is something about computerized warfare that draws special scorn** ¶ from some, **however wrongly and unfairly.** For example, Phillip **Altson**, a New¶ York University law professor was commissioned by the United Nations as a ¶ “Special Rapporteur” to write a report on targeted killings. The document he ¶ produced also included his opinions about drone operators.41 In it he **charged** ¶ **that** because drone operations can be conducted “entirely through computer ¶ screens and remote audio feed, **there is a risk,** “ he says, “**of developing a** ¶ **‘PlayStation’ mentality to killing.”**42¶ ‘PlayStation’ mentality to killing? That even the suggestion of such an ¶ insulting lack of professionalism would find itself into an official UN report is, ¶ itself, disquieting. **The principle evidence** for Professor Alston’s finding **appears** ¶ **to be** his own **speculation**s **about the mindset of those doing a task he has** ¶ **never himself performed**. The **actual evidence**, however, **points in a very** ¶ **different direction** than the one Alston suggests, **and one that reinforces the** ¶ **idea that these officers hardly consider their duties a game.** Indeed, **Dr.** Peter ¶ **Singer** of the Brookings Institution said in 2010 that in his studies he **found ¶ “higher levels of combat stress among [some drone] units than among some** ¶ **units in Afghanistan**.”43 He concluded that **operators suffered “significantly** ¶ **increased fatigue, emotional exhaustion and burnout.”**44 **These maladies are** ¶ **hardly indicative of “game” players.**¶ More recently, the Air Force Times quoted **an Air Force official** who **countered** ¶ **the** “**video game” accusation** directly by **pointing out that the responsibilities of** ¶ **drone operators were extremely stressful, and that the operations were “a** ¶ **deeply, deeply emotional event. It’s not detached. It’s not a video game.”**45¶ While debate still roils,46 it demonstrates how quickly some critics deride the ¶ professionalism of principled people doing what their nation asks them to do. ¶ Quite obviously, the comparison with the cyber operations is not quite the ¶ same, but – regardless – cyber operators are in the very serious business of ¶ defending their country and, in doing so, may be called upon to wreak havoc ¶ via cyber methodologies upon an adversary. Though the means of doing so ¶ may be different, the professionalism the operations demand is very high, and ¶ the psychological burdens those who conduct them are likely very great.

#### Drones make us accept the harsh realities of war and conflict escalation – it makes us more cautious when using force

Carpenter and Shaikhouni 11

Charli Carpenter (associate professor of international relations at the University of Massachusetts, Amherst) and Lina Shaikhouni June 7, 2011 “Don't Fear the Reaper” http://www.foreignpolicy.com/articles/2011/06/07/dont\_fear\_the\_reaper?page=0,1

Misconception No. 2: Drones Make War Easy and Game-Like, and Therefore Likelier. **Remote-controlled violence even with a human in the loop also has people concerned:** Nearly 40 percent of the op-eds we studied say that remote-control killing makes war too much like a video game. **Many argue this increases the likelihood of armed conflict**. **It's a variation on an old argument: Other revolutions in military technology** -- the longbow, gunpowder, the airplane -- **have also progressively removed the weapons-bearer from hand-to-hand combat with his foe**. Many of these advances, too, were initially criticized for degrading the professional art of war or taking it away from military elites. For example, European aristocrats originally considered the longbow and firearms unchivalrous for a combination of these reasons. It's true that all killing requires emotional distancing, and militaries throughout time have worked hard to devise ways to ease the psychological impact on soldiers of killing for the state in the national interest. Yet it's not so clear whether the so-called Nintendo effect of drones increases social distance or makes killing easier. Some anecdotal evidence suggests the opposite: Drone pilots say they suffer mental stress precisely because they have detailed, real-time images of their targets, and because they go home to their families afterward rather than debriefing with their units in the field. Studies haven't yet confirmed which view is accurate or whether it's somehow both. Even if some variant of the Nintendo effect turns out to be real, there is little evidence that distancing soldiers from the battlefield or the act of killing makes war itself more likely rather than less. If that were true, the world would be awash in conflict. ¶ As former Lt. Col. Dave Grossman has documented, at no time in history has the combination of technology and military training strategies made killing so easy -- a trend that began after World War I. Yet as political scientist Joshua Goldstein demonstrates in a forthcoming book, the incidence of international war -- wars between two or more states -- has been declining for 70 years. The political debate over drones should move away from the fear that military advancements mean war is inevitable and instead focus on whether certain weapons and platforms are more or less useful for preventing conflict at a greater or lesser cost to innocent civilian lives. Activists should keep pressure on elected officials, military personnel, and other public institutions to make armed conflict, where it occurs, as bloodless as possible. For example, some human rights groups say the Nintendo effect itself could be harnessed to serve humanitarian outcomes -- by embedding war law programming into game designs.

#### Doesn’t lower the threshold for conflict

Carpenter and Shaikhouni 2011 [Charli Carpenter is associate professor of international relations at the University of Massachusetts, Amherst, and blogs about human security at the Duck of Minerva. Lina Shaikhouni is completing a degree in political science at the University of Massachusetts, Amherst, with an emphasis on human rights and humanitarian law. June 7 2011 Foreign Policy “Don’t Fear the Reaper” http://www.foreignpolicy.com/articles/2011/06/07/dont\_fear\_the\_reaper?page=0,1]

Misconception No. 2: Drones Make War Easy and Game-Like, and Therefore Likelier. Remote-controlled violence even with a human in the loop also has people concerned: Nearly 40 percent of the op-eds we studied say that remote-control killing makes war too much like a video game. Many argue this increases the likelihood of armed conflict.¶ It's a variation on an old argument: Other revolutions in military technology -- the longbow, gunpowder, the airplane -- have also progressively removed the weapons-bearer from hand-to-hand combat with his foe. Many of these advances, too, were initially criticized for degrading the professional art of war or taking it away from military elites. For example, European aristocrats originally considered the longbow and firearms unchivalrous for a combination of these reasons.¶ It's true that all killing requires emotional distancing, and militaries throughout time have worked hard to devise ways to ease the psychological impact on soldiers of killing for the state in the national interest. Yet it's not so clear whether the so-called Nintendo effect of drones increases social distance or makes killing easier. Some anecdotal evidence suggests the opposite: Drone pilots say they suffer mental stress precisely because they have detailed, real-time images of their targets, and because they go home to their families afterward rather than debriefing with their units in the field. Studies haven't yet confirmed which view is accurate or whether it's somehow both.¶ Even if some variant of the Nintendo effect turns out to be real, there is little evidence that distancing soldiers from the battlefield or the act of killing makes war itself more likely rather than less. If that were true, the world would be awash in conflict. As former Lt. Col. Dave Grossman has documented, at no time in history has the combination of technology and military training strategies made killing so easy -- a trend that began after World War I. Yet as political scientist Joshua Goldstein demonstrates in a forthcoming book, the incidence of international war -- wars between two or more states -- has been declining for 70 years.¶ The political debate over drones should move away from the fear that military advancements mean war is inevitable and instead focus on whether certain weapons and platforms are more or less useful for preventing conflict at a greater or lesser cost to innocent civilian lives. Activists should keep pressure on elected officials, military personnel, and other public institutions to make armed conflict, where it occurs, as bloodless as possible. For example, some human rights groups say the Nintendo effect itself could be harnessed to serve humanitarian outcomes -- by embedding war law programming into game designs.

#### Drones are good, no playstation mentality scenario or harms

Charli Carpenter is an Associate Professor in the Department of Political Science at University of Massachusetts-Amherst. Her teaching and research interests include national security ethics, the laws of war, transnational advocacy networks, gender and political violence, war crimes, comparative genocide studies, humanitarian affairs and the role of information technology in human security, June 1, 2010, “It’s Not About the Drones.”, http://www.lawyersgunsmoneyblog.com/2010/06/its-not-about-the-drones

Drones were back in the news this past week. First, the UN is poised to publicly criticize the US for allowing CIA operators to conduct lethal attacks with drones, in a report to be released later this week. Then, the US military released a report sharply criticizing operational failures that led to the deaths of 23 civilians in a convoy in February. And Newsweek has a big lead article about the extent to which drone strikes, regardless of their legality or side-effects, are fueling homegrown terror. I would like to posit that to some extent, the issues at stake in all of these debates are much broader than the issue of drones and it may be problematic to focus on drones, as if altering our “drone policy” will resolve the broader issues. Bear in mind that drone themselves are simply remotely piloted aerial vehicles. They’re not robots and they’re not making decisions on their own, Star Wars-like. (Though they might in the near future which would raise entirely different ethical questions.) Except for the fact that the pilots are operating remotely from the safety of a military base (or CIA facility), these weapons are little different than other forms of air power. Of course, as Peter Singer has documented there are those who are troubled by the dislocation of the warrior from his targets, but this argument is as old as the long-bow and doesn’t necessarily pose legal issues. It should also be pointed out that drones have many extremely useful non-lethal applications: reconnaissance that helps ground troops avoid civilians, for example. And drones are not simply being used to hunt terrorists in Pakistan. They have civilian and law enforcement uses as well: to monitor the drug trade in South America or population flows across borders. (Not that these surveillance functionalities don’t also involve pressing trade-offs with respect to rights and civil liberties.) Speaking just in terms of using drones as attack weapons here, I would argue the important issue here is not whether we use drones. The issues are a) whether it is right to use any weapon in such a manner as to risk more casualties among civilians than we are willing to accept among our own troops (as both manned and unmanned forms of aerial bombing do) b) whether we are willing to use any weapon to summarily execute individuals we have associated with criminal organizations whether or not they are engaged in what might be considered combat operations against us and c) whether it is either right or effective to outsource the deployment of lethal violence – by drones or by other means – from our military to our civilian agencies?

#### Drone operators aren’t ethically detached from warfare

John Radsan ( director of the National Security Forum and a professor at the William Mitchell College of Law) 7/17/10 “ Drones Lend Dangerous Silence To War” http://www.npr.org/templates/story/story.php?storyId=128584729

It does seem that its not fair, that were not fighting in the same way with the same tools and arms, but I don't know that it goes very far in that sense. If we use a cruise missile - the Taliban don't have those. We have our technology. It is proper. The taxpayers would want us to use all the tools we have when were in a conflict and that conflict is supposed to serve the American interest. What we should do is reassure the American people and the international public that this is not a video game, that the people that are operating these drones, they take it just as seriously as an F-16 pilot, that they understand that there are people that are being viewed in that screen; they need to comply with the laws that apply and they need to do something that makes sense as a part of our strategy.

#### Drones aren’t and wont become autonomous

Kaplan 12 (Fred, Slate, 6/15/12, “Who’s Afraid of the Kill List?”, http://www.slate.com/articles/news\_and\_politics/war\_stories/2012/06/barack\_obama\_s\_kill\_list\_for\_deciding\_when\_to\_launch\_drone\_attacks\_against\_terrorists\_is\_alarming\_to\_some\_people\_.single.html, zzx)

Second, there is a widespread discomfort over drones—the small, pilotless planes armed with video cameras and smart bombs, controlled by video-game-style joysticks, that rain death on unsuspecting targets from half-a-world away. As Jon Stewart put it (with some deliberate hyperbole), “The president’s killing people with flying robots!” P.W. Singer, a defense analyst at the Brookings Institution, has said the same thing with a straight face, calling drones “deadly robots” and likening them to the A.I. trading programs that occasionally wreak havoc with the stock market. It’s conceivable that someday drones will be autonomous, just as conceivably nuclear missiles might be wired to a radar network so that they’re launched automatically upon the earliest warning (whether true or false) of an attack. But nobody has done this yet, and the trends run in the opposite direction. The official name for drones is “unmanned aerial vehicles,” but the only thing unmanned in the program is the vehicles. Each drone flying over Afghanistan, Pakistan, Yemen, or wherever is backed by 43 military personnel rotating in three shifts. They include seven joystick pilots, seven system operators, and five mission coordinators—backed by an intelligence unit, usually at CIA headquarters in Langley, Va., consisting of (again, for each drone up in the sky) 66 people, including 34 video crew members, and 18 intelligence analysts. (These numbers come from Air Force public affairs.) According to a recent Air Force report, unearthed by Wired magazine’s Danger Room website, the military is nearly 600 personnel short of what it needs to man the ever-expanding drone arsenal. If Singer’s fears were on the mark, the Pentagon’s managers might be expected to shave the manpower requirements—especially in times of tight budgets—and make the “robots” more autonomous. In fact, though, they’re recruiting more people to fill the slots.