### Contention 1 – Indefinite Detention

#### The legal justifications behind indefinite detention go beyond 9/11 Bush politics – they began with Lincoln during the Civil War

Greenberg 01 [David, associate professor of History and of Journalism & Media Studies at Rutgers University, Lincoln's Crackdown: Suspects jailed. No charges filed. Sound familiar?, <http://www.slate.com/articles/news_and_politics/history_lesson/2001/11/lincolns_crackdown.2.html>] Awirth

Civil libertarians … his sad mistakes.

**Lincoln use of War Powers during the Civil War allowed for him to become framed as the original American hero and has influenced the presidency.**

**Riccards 2010** (Dr. Michael P., Executive Director of the Hall Institute of Public Policy – New Jersey. Riccards is a former college president and a presidential scholar who has authored 15 books, “Lincoln, Bush, and the War Powers,” Hall Institute of Public Policy, June, <http://hallnj.org/images/riccards-war-power.pdf>, KEL)

**No American is …** course it was.

#### Indefinite detention is rooted in rooted in heteronormativity – it queers brown bodies through access to citizenship.

Puar 2007 [Jasbir, Professor of women's and gender studies at Rutgers University, Terrorist Assemblages: Homonationalism in Queer Times] Awirth

Second, the Aclu … are biopolitical comrades.

#### This violence has gone beyond the walls of indefinite detention and has permeated the social order

Shomura 10 [Chad, Ph.D. Candidate, Johns Hopkins University, These Are Bad People"-Enemy Combatants and the Homopolitics of the" War on Terror, Theory & Event, Vol. 13. Issue 1] Awirth

Playing a crucial … of the social.

### Contention 2 - Public Memory

#### The presidency is constructed through a form of collective memory to establish a material unifying identity.

Parry‐Giles & Parry‐Giles 2000 [Shawn J. Parry‐Giles, Assistant professor in the Department of Communication @ University of Maryland, Visiting assistant professor in the Department of Communication @ University of Maryland, Collective memory, political nostalgia, and the rhetorical presidency: Bill Clinton's commemoration of the March on Washington, August 28, 1998, Quarterly Journal of Speech, 86:4, 417-437] Awirth

Museums and monuments… images and legacies.

#### Current LGBTQ movements have attempted to capture Lincoln as a part of his public memory

**Morris 13** [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

Abraham Lincoln’s collective … constraining subsequent discourse.’’14

#### However, labeling Lincoln as “gay” has allowed for educators to co-opt the transformative value within the public memory

**Morris 13** [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

\*This evidence has been slightly gendered modified

In an 1832 handbill, … is still strong.’’32

#### This co-option is Lincoln memory is part of the hidden curriculum that is rooted within heteronormativity and creates environments for violence onto the queer body.

**Morris 13** [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

**Such legislation must …, and disseminating discourse**.’’57

#### The classroom and academia foster heteronormativity through construction of Queer bodies as deviant – failure to create queer role models in the classroom perpetuates “soul murder”

Fox 13 [Ragan, Associate Professor of Communication at California State University (Long Beach), “Homo”-work: Queering Academic Communication and Communicating Queer in Academia, Text and Performance Quarterly, 33:1, 58-76, DOI: 10.1080/10462937.2012.744462] Awirth

The trouble with … abnormality and illness (Fox ‘‘Tales’’).

**The combination of the universal suspicion of Queerness and the genocidal impulse to eradicate it motivates spiraling genocidal violence.**

**Sedgwick 8** (Eve, Professor of English at Duke University, Epistemology of the Closet, second revised edition, California at Berkeley Press, p. 127-130) [nagel]

From at least … **opened and opened?**

### Advocacy Statement

#### In response to the resolution – Andrew and I ask was Lincoln queer, and examine how asking that question opens up possibilities to understand how indefinite detention operates to queer the terrorist body?

#### Thus Andrew and I affirm a queer pedagogical rhetorical interruption of the resolution.

### Contention 3 – Method

#### Thus, the 1AC endorses a queer rhetorical pedagogy that uses Lincolns sexuality as an interruption of possibility – this is a proper starting point for discussions of public policy

**Morris 13** [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

The queer framings, … **wellspring of imitatio**.

#### The 1AC is an embodiment of this performance – our question of Lincoln’s sexuality in relationship to indefinite detention results in a rhetorical interruption that allows for *queer world making*.

**Morris 13** [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

**Lincoln’s queer …toward the future**.86

#### This rhetorical interruption, which opens up the possibility of queer world making, reveals the politics necessary to mobilize

**Morris 13** [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

Abraham Lincoln’s collective … constraining subsequent discourse.’’14

#### Interrupting Lincoln’s Public Memory is uniquely important – Lincoln’s image is forefront in our understanding the values that construct our national identity.

Morris 13 [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

Although Finnegan and …emergent queer futures.22

#### Lincolns public memory is also important because his memory survives through the historical malleability of his memory – Problematizing this history enlarges political uses of his memory and animates queer world making

Morris 13 [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

Second, Schwartz’s myopic … justice and worldmaking.

#### Finally, A pedagogy of Lincoln is uniquely valuable – as an inevitable historical figure, queering him is a catalyst against violence

Morris 13 [Charles E. Morris III, Professor Communication and Rhetorical Studies, Sunder the Children: Abraham Lincoln's Queer Rhetorical Pedagogy, Quarterly Journal of Speech, Vol. 99, No. 4, November 2013] Awirth

Lincoln’s recent sophomoric … intersectional, and ideological.