# 1ac was same aff as read in two previous/districts---usfg should enslave country populations

# 1NC

**A. The Interpretation.**

**Our interpretation is that the affirmative must defend that an increase in democracy assistance would be good --- that means activities that directly promote political contestation, not indirect assistance that fosters conditions for democracy.**

**CAROTHERS 03** Sr. Associate at Carnegie – general DA expert

[Thomas Carothers- June 2003, IS GRADUALISM POSSIBLE? Choosing a Strategy for Promoting Democracy in the Middle East, http://www.carnegieendowment.org/files/wp39.pdf]

INDIRECTLY PROMOTING ………………………….elections, and promoting voter turnout;

**B. The Violation. Putting people in labor camps is not increasing political contestation.**

**We will pre-empt a lot of their offense now. Our interpretation doesn’t require an instrumental defense of the plan. They can still engage in the style of debate they want; they just have to do so in a way that defends a topical action.**

**C. Where we are and what we’re doing.**

**Debate is a competitive game. Playing a good game REQUIRES voluntarily accepting a less efficient means to a goal.**

**Thurka. 2006** [Thomas Michael, Professor of Philosophy at University of Toronto, GAMES AND THE GOOD1, *Proceedings of the Aristotelian Society, Supplementary Volume* 80 (2006): 217-35]

But first Suits’s analysis. It …………………………..**attempt to overcome unnecessary obstacles.**”

**The game of competitive debate has only a few rules: speech times and a resolution.**

**They break the game:**

**1. Predictability. Allowing the affirmative to discuss anything tangentially related to the resolution, without defending a topical action opens the floodgates. Any important social or political issue can be a topical aff.**

**2. Controversial Ground. The resolution was selected because it’s morally ambiguous and controversial. Engaging the resolution is necessary to provide both sides a stasis point for argument. Sidestepping it allows the affirmative to select the moral high ground and establish standards for evaluation that make the game impossible.**

**D. Vote Neg. We’ll isolate two impacts**

**1. Fairness. They make the game too hard for the negative, which makes neutral evaluation of winners and losers impossible.**

**You are responsible for intervening with the ballot.**

**Carter, 2008**[ Leif A, Professor, The Colorado College, “Law and Politics as play” *CHICAGO-KENT LAW REVIEW*  Vol 83:3, <http://www.cklawreview.com/wp-content/uploads/vol83no3/Carter.pdf>]

*Precision of rules and unquestioned authority of …………………………*candidates slated by “Running Party.”

**2. Education. Competitive debate offers a UNIQUE form of skills education, based on comparing arguments, which cannot be accessed by reading books or having discussions. The only UNIQUE education we gain are the *skills* of argumentation, research, and advocacy, rather than the *content* of what we discuss.**

**Our interpretation is the only way to create these skills. It provides balanced difficulty; it forces players to grapple with more difficult issues and forge more nuanced solutions. This complexity is THE SOURCE OF EDUCATIONAL VALUE.**

**Thurka. 2006** [Thomas Michael, Professor of Philosophy at University of Toronto, GAMES AND THE GOOD1, *Proceedings of the Aristotelian Society, Supplementary Volume* 80 (2006): 217-35]

By **forbidding** the **most efficient means** to that goal………………………….. years of practice to master.

**And, our model of debate is best. Seeing debate as anything other than a form of arbitrary play is what creates the dogmatic cycles of humiliation, revenge, and violence that permeate politics. This internal link turns all of their offence.**

**Carter, 2008**[ Leif A, Professor, The Colorado College, “Law and Politics as play” *CHICAGO-KENT LAW REVIEW*  Vol 83:3, <http://www.cklawreview.com/wp-content/uploads/vol83no3/Carter.pdf>]

Vico asked his audience at the University …………………………………….Shaw’s “race that can understand.”

Topicality is a prior question. Without agreement on the subject debate is impossible.

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

The requirements given thus far ………………………..contestation rests on some basic agreement or harmony.

# Word Pic

The United States federal government should substantially increase its democracy assistance for Masr, **ليبي**, and **التونسية الجمهورية** by forcibly conscripting their populations into labor camps.

Masr

**Replace Libya with “ا” (Pronounced Lībyāh)**

**Replace “Tunisia” with “التونسية الجمهورية ‎” (Pronounced al-Jumhūriyya at-Tūnisiyya)**

**And, rejecting the aff is key – using the proper name is vital to breaking down colonialism.**

**Kearns and Berg, 2002** (Robin A., Corresponding Editor of the New Zealand Geographer and Professor of Geography at the University of Auckland, Lawrence D. Professor at Okanagan University College, “Proclaiming Place: Towards a Geography of Place Name Pronounciation”, Social & Cultural Geography)

Indeed, in his survey ……………………..underpin and reinforce neo-colonialism**.**

# K 1NC

## The 1AC’s ontological critique of civil society and modern democracy argue that the Slave and the Black cannot be Human. That because humanity, freedom, and autonomy are qualities defined in opposition to the Slave, that we should trash modern humanist strategies of expanding the circle of Humanity. The ontological form of the aff’s critique asks questions about Being – what is and what it is possible to be. They say it is impossible to be a Black subject or a human without a slave.

## We criticize the absoluteness of the ontological critique of the Human, the modern, and the Slave. Their absolute ontological division between Master and slave or human and slave does violence to slaves and dooms our political strategy to one of unsuccessful revolutionary violence.

## A) Modernity and civil society

## Our historical reading of the relationship between slavery and civil society and humanity honors the legacy of slave revolution. The Haitian revolution contained and expanded ideas trafficked in civil society of universal humanity.

J. Michael **DASH** Africana Studies French, Social and Cultural Analysis @ NYU **’10** Book Review: Universal Emancipation: The Haitian Revolution and The Radical Enlightenment *Slavery & Abolition* 31 (1) p. 142-143

Universal Emancipation argues against the French appropriation ……………………………in his campaign against global capitalism.

## The slave was always-already a participant in modernity. They theorize the slave as a total object – we recognize the slave as both object and subject of modernity.

Michael-Rolph **TROUILLOT** Anthropology @ Chicago **‘3** *Global Transformations* p. 41-43

Differently Modern: The Caribbean as Alter…………………………yet still undoubtedly modern by that definition.

## B) Humanity

## We should not abandon the category of universal humanity. Anti-slavery abolition and its intersections with critiques of gendered citizenship drew on universal humanity as a source of solidarity.

Paul **GILROY** Anthony Giddens Prf. of Social Theory @ London School of Economics **‘9** *Race and the Right to be Human* p. 6-11

At times, the movement against slavery ………………………..and racial hierarchy in particular.

## Enlightenment understandings of humanity were always fractured – anti-Imperial strands in universal humanity should be recognized. There was a robust strand of anti-Imperial universalism that criticized dispossession and slavery.

Sankar **MUTHU** Poli Sci @ Chicago **‘3** *Enlightenment Against Empire* p. 266-271

Universal Dignity, Cultural ………………….be, given the very nature of our self-knowledge.

## The slave represents the infra-human – not the non-human. Included as only *partly human* the status of the slave has historically been contested by appeals to universal human community. As with *Uncle Tom’s Cabin* – the fact that this type of political activity simultaneously contained negative effects for our understanding of the slave doesn’t mean it should be rejected.

Paul **GILROY** Anthony Giddens Prf. of Social Theory @ London School of Economics **‘9** *Race and the Right to be Human* p. 13-15

The structure of ………………………………..and terroristic governmental administration.

## The political significance of humanity is both terrible and terribly important. Though the concept of humanity makes us guilty, it also is a pre-requisite for a politics that can fight atrocity.

Hannah **ARENDT** **‘3** in *The Portable Hannah Arendt* p. 155

For many years now we have met ……………………………evil that men are capable of bringing about.

## Radical humanism takes up the burden and the ambiguity of humanity. Identification with common humanity across lines of oppression opens up possibilities for everyday political virtue.

Paul **GILROY** Anthony Giddens Prf. of Social Theory @ London School of Economics **‘9** *Race and the Right to be Human* p. 20-23

Arendt and Agamben are linked by their apparent ……………………………criticising the brutal, permissive conduct of “the war on terror”.

## Defamiliarizing yourself with the aff’s unitary account of humanity and modernity re-orients our politics and ethics.

Sankar **MUTHU** Poli Sci @ Chicago **‘3** *Enlightenment Against Empire* p. 281-283

IN CONTRAST to widespread accounts …………………………………….productive opportunities for such a task.

## \*The Haitian revolution demonstrates the danger of the break with modernity. The binary ontology of for or against results in genocidal barbarism. They link to their own offense against modernity and civil society because the idea of a *complete break* and *total autonomy* is the most modern form of politics.

Paul **MILLER** French & Italian @ Vanderbilt **’10** *Elusive Origins: The Enlightenment in the Modern Caribbean Imagination* p. 76-79

The necessity of ……………….sugar plantation. Dessalines was a barbarian” (393).

2nc cards

## 1. Fairness is important --- this is a competitive game and people have less incentive to start or stay in the game if it is unfair ---

## a. Rules key to harness the educational value of competitive games like intellectual contests --- this accesses the educational value of fun.

Marc **Prensky**, **2001**. Internationally acclaimed speaker, writer, consultant, and designer in the critical areas of education and learning, Founder, CEO and Creative Director of games2train.com, former vice president at the global financial firm Bankers Trust, BA from Oberlin College, an MBA from Harvard Business School with distinction and master's degrees from Middlebury and Yale. “Fun, Play and Games: What Makes Games Engaging,”Digital Game-Based Learning, www.marcprensky.com/writing/Prensky%20-%20Digital%20Game-Based%20Learning-Ch5.pdf.

So fun — in the sense of enjoyment …………………………………….longer the same game.

## b. Fun is key to education and retention.

Marc **Prensky**, **2001**. Internationally acclaimed speaker, writer, consultant, and designer in the critical areas of education and learning, Founder, CEO and Creative Director of games2train.com, former vice president at the global financial firm Bankers Trust, BA from Oberlin College, an MBA from Harvard Business School with distinction and master's degrees from Middlebury and Yale. “Fun, Play and Games: What Makes Games Engaging,”Digital Game-Based Learning, www.marcprensky.com/writing/Prensky%20-%20Digital%20Game-Based%20Learning-Ch5.pdf.

So what is the relationship between fun and learning? Does ……………………………. enables them to put forth effort without resentment.

## a. The vast majority of students thought it was unfair.

Thomas **Preston**, Summer **2003**. Professor of communications at the University of Missouri-St. Louis. “No-topic debating in Parliamentary Debate: Students and Critic Reactions,” <http://cas.bethel.edu/dept/comm/npda/journal/vol9no5.pdf>.

The study involved forty-three students and nine critics who participated ………………………………..6 per cent of those indicating a bias, or 7.0 per cent of all respondents) indicated that the no-topic debate gave an advantage to the Opposition.

## b. The experiment empirically proves our argument --- people do actually quit debate because of a lack of rules, causing the activity to degenerate into chaos.

Thomas **Preston**, Summer **2003**. Professor of communications at the University of Missouri-St. Louis. “No-topic debating in Parliamentary Debate: Students and Critic Reactions,” <http://cas.bethel.edu/dept/comm/npda/journal/vol9no5.pdf>.

For the overall ……………………….the evolution of parliamentary debate form.

## 2. Fairness is key to preserve the educational value of debate ---

## a. Unpredictability causes shallow and generic debates --- these are less valuable than strategies tailored to specific affirmatives.

## b. Prevents rigorous testing --- we need to research and isolate weaknesses and problems of the aff.

James **Zappen**, **2004**. Professor of Language and Literature at Rensselaer Polytechnic Institute. “The Rebirth of Dialogue: Bakhtin, Socrates, and the Rhetorical Tradition,” p. 35-36.

Finally, Bakhtin describes the …………………and humiliations of Gorgias, Polus, and Callicles.

## 3. We solve the terminal impact to education --- fairness in a debate context through topicality fosters tolerance of alternative viewpoints which solves dogmatism and bigotry in society.

Star **Muir**, **1993**. Professor of Communication at George Mason. “A Defense of the Ethics of Contemporary Debate,” Philosophy and Rhetoric 26.4, p. 291-292.

Firm moral commitment to a value ……………….form their own moral identity.

## 4. Empiricism is on our side --- an experimental debate tournament with no topic caused students to perceive a lack of educational value --- this discouraged them from participating in debate ---

## a. The vast majority of students thought it was unfair.

Thomas **Preston**, Summer **2003**. Professor of communications at the University of Missouri-St. Louis. “No-topic debating in Parliamentary Debate: Students and Critic Reactions,” <http://cas.bethel.edu/dept/comm/npda/journal/vol9no5.pdf>.

The study involved forty-……………………debate gave an advantage to the Opposition.