# 1NC

## T

A. Your decision should answer the resolutional question: Is the enactment of topical action better than the status quo or a competitive option?

1. “Resolved” before a colon reflects a legislative forum

Army Officer School ‘04

 (5-12, “# 12, Punctuation – The Colon and Semicolon”, http://usawocc.army.mil/IMI/wg12.htm)

The colon introduces the following: a.  A list, but only after "as follows," "the following," or a noun for which the list is an appositive: Each scout will carry the following: (colon) meals for three days, a survival knife, and his sleeping bag. The company had four new officers: (colon) Bill Smith, Frank Tucker, Peter Fillmore, and Oliver Lewis. b.  A long quotation (one or more paragraphs): In The Killer Angels Michael Shaara wrote: (colon) You may find it a different story from the one you learned in school. There have been many versions of that battle [Gettysburg] and that war [the Civil War]. (The quote continues for two more paragraphs.) c.  A formal quotation or question: The President declared: (colon) "The only thing we have to fear is fear itself." The question is: (colon) what can we do about it? d.  A second independent clause which explains the first: Potter's motive is clear: (colon) he wants the assignment. e.  After the introduction of a business letter: Dear Sirs: (colon) Dear Madam: (colon) f.  The details following an announcement For sale: (colon) large lakeside cabin with dock g.  A *formal* resolution, after the word "resolved:"

Resolved: (colon) That this council petition the mayor.

2. “USFG should” means the debate is solely about a policy established by governmental means

Ericson ‘03

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

The Proposition of Policy: Urging Future Action In policy propositions, each topic contains certain key elements, although they have slightly different functions from comparable elements of value-oriented propositions. 1. An agent doing the acting ---“The United States” in “The United States should adopt a policy of free trade.” Like the object of evaluation in a proposition of value, the agent is the subject of the sentence. 2. The verb *should*—the first part of a verb phrase that urges action. 3. An action verb to follow *should* in the *should*-verb combination. For example, *should adopt* here **means to put a** program or **policy into action though governmental means**. 4. A specification of directions or a limitation of the action desired. The phrase *free trade*, for example, gives direction and limits to the topic, which would, for example, eliminate consideration of increasing tariffs, discussing diplomatic recognition, or discussing interstate commerce. Propositions of policy deal with future action. Nothing has yet occurred. The entire debate is about whether something ought to occur. What you agree to do, then, when you accept the *affirmative side* in such a debate is to offer sufficient and compelling reasons for an audience to perform the future action that you propose.

B. They claim to win the debate for reasons other than the desirability of topical action

C. You should vote negative:

[Insert stuff]

Preparation and clash: Changing the question now leaves one side unprepared, resulting in shallow, uneducational debate. Requiring debate on a communal topic forces argument development and develops persuasive skills.

Decisionmaking skills and engagement with the state energy apparatus prevents energy technocracy and actualizes radical politics

Hager, professor of political science – Bryn Mawr College, ‘92

(Carol J., “Democratizing Technology: Citizen & State in West German Energy Politics, 1974-1990” *Polity*, Vol. 25, No. 1, p. 45-70)

During this phase, the citizen initiative attempted to overcome its defensive posture and **implement an alternative politics.** The strategy of legal and technical challenge might delay or even prevent plant construction, but it would not by itself accomplish the broader goal on the legitimation dimension, i.e., democratization. Indeed, it worked against broad participation. The activists had to find a viable means of achieving change. Citizens had proved they could contribute to a **substantive policy discussion.** Now, some activists turned to the parliamentary arena as a possible forum for an energy dialogue. Until now, parliament had been conspicuously absent as a relevant policy maker, but if parliament could be reshaped and activated, citizens would have a forum in which to address the broad questions of policy-making goals and forms. They would also have an **institutional lever** with which to pry apart the bureaucracy and utility. None of the established political parties could offer an alternative program. Thus, local activists met to discuss forming their own voting list.

These discussions provoked internal dissent. Many citizen initiative members objected to the idea of forming a political party. If the problem lay in the role of parliament itself, another political party would not solve it. On the contrary, parliamentary participation was likely to destroy what political innovations the extraparliamentary movement had made. Others argued that a political party would give the movement an institutional platform from which to introduce some of the grassroots democratic political forms the groups had developed. Founding a party as the parliamentary arm of the citizen movement would allow these groups to play an active, critical role in institutionalized politics, participating in the policy debates while retaining their outside perspective. Despite the disagreements, the Alternative List for Democracy and Environmental Protection Berlin (AL) was formed in 1978 and first won seats in the Land parliament with 7.2 percent of the vote in 1981.43 The founders of the AL were encouraged by the success of newly formed local green parties in Lower Saxony and Hamburg,44 whose evolution had been very similar to that of the West Berlin citizen move-ment. Throughout the FRG, unpopular administrative decisions affect-ing local environments, generally in the form of state-sponsored indus-trial projects, prompted the development of the citizen initiative and ecology movements. The groups in turn focused constant attention on state planning "errors," calling into question not only the decisions themselves, but also the conventional forms of political decision making that produced them.45 Disgruntled citizens increasingly aimed their critique at the established political parties, in particular the federal SPD/ FDP coalition, which seemed unable to cope with the economic, social, and political problems of the 1970s. Fanned by publications such as the Club of Rome's report, "The Limits to Growth," the view spread among activists that the crisis phenomena were not merely a passing phase, but indicated instead "a long-term structural crisis, whose cause lies in the industrial-technocratic growth society itself."46 As they broadened their critique to include the political **system as a whole**, many grassroots groups found the extraparliamentary arena too restrictive. Like many in the West Berlin group, they reasoned that the necessary change would require a degree of political restructuring that could only be accomplished through their direct participation in parliamentary politics. Green/alternative parties and voting lists sprang up nationwide and began to win seats in local assemblies. The West Berlin Alternative List saw itself not as a party, but as the parliamentary arm of the citizen initiative movement. One member explains: "the starting point for alternative electoral participation was simply the notion of achieving a greater audience for [our] own ideas and thus to work in support of the extraparliamentary movements and initia-tives,"47 including non-environmentally oriented groups. The AL wanted to avoid developing structures and functions autonomous from the citizen initiative movement. Members adhered to a list of principles, such as rotation and the imperative mandate, designed to keep parliamentarians attached to the grassroots. Although their insistence on grassroots democracy often resulted in interminable heated discussions, the participants recognized the importance of experimenting with new forms of decision making, of not succumbing to the same hierarchical forms they were challenging. Some argued that the proper role of citizen initiative groups was not to represent the public in government, but to mobilize other citizens to **participate directly in politics themselves**; self-determination was the aim of their activity.48

Once in parliament, the AL proposed establishment of a temporary parliamentary commission to study energy policy, which for the first time would draw all concerned participants together in a discussion of both short-term choices and long-term goals of energy policy. With help from the SPD faction, which had been forced into the opposition by its defeat in the 1981 elections, two such commissions were created, one in 1982-83 and the other in 1984-85.49 These commissions gave the citizen activists the forum they sought to push for modernization and technical innovation in energy policy.

Although it had scaled down the proposed new plant, the utility had produced no plan to upgrade its older, more polluting facilities or to install desulfurization devices. With prodding from the energy commission, Land and utility experts began to formulate such a plan, as did the citizen initiative. By exposing administrative failings in a public setting, and **by producing a** modernization **plan itself**, the combined citizen initiative and AL forced bureaucratic authorities to push the utility for improvements. They also forced the authorities to consider different technological solutions to West Berlin's energy and environmental problems. In this way, the activists served as technological innovators. In 1983, the first energy commission submitted a list of recommendations to the Land parliament which reflected the influence of the citizen protest movement. It emphasized goals of demand reduction and efficiency, noted the value of expanded citizen participation and urged authorities to "investigate more closely the positive role citizen participation can play in achieving policy goals."50 The second energy commission was created in 1984 to discuss the possibilities for modernization and shutdown of old plants and use of new, environmentally friendlier and cheaper technologies for electricity and heat generation. Its recommendations strengthened those of the first commission.51 Despite the non-binding nature of the commissions' recommendations, the public discussion of energy policy motivated policy makers to take stronger positions in favor of environmental protection.

III. Conclusion

The West Berlin energy project eventually cleared all planning hurdles, and construction began in the early 1980s. The new plant now conforms to the increasingly stringent environmental protection requirements of the law. The project was delayed, scaled down from 1200 to 600 MW, moved to a neutral location and, unlike other BEWAG plants, equipped with modern desulfurization devices. That the new plant, which opened in winter 1988-89, is the technologically most advanced and environmen-tally sound of BEWAG's plants is due entirely to the long legal battle with the citizen initiative group, during which nearly every aspect of the original plans was changed. In addition, through the efforts of the Alter-native List (AL) in parliament, the Land government and BEWAG formulated a long sought modernization and environmental protection plan for all of the city's plants. The AL prompted the other parliamentary parties to take pollution control seriously. Throughout the FRG, energy politics evolved in a similar fashion. As Habermas claimed, underlying the **objections against particular projects** was a reaction against the administrative-economic system in general.

One author, for example, describes the emergence of two-dimensional protest against nuclear energy: The resistance against a concrete project became understood simul-taneously as resistance against the entire atomic program. Questions of energy planning, of economic growth, of understanding of democracy entered the picture. . . . Besides concern for human health, for security of conditions for human existence and protec-tion of nature arose critique of what was perceived as undemocratic planning, the "shock" of the delayed public announcement of pro-ject plans and the fear of political decision errors that would aggra-vate the problem.52 This passage supports a West Berliner's statement that the citizen initiative began with a project critique and arrived at *Systemkritik*.53 I have labeled these two aspects of the problem the public policy and legitima-tion dimensions. In the course of these conflicts, the legitimation dimen-sion emergd as the more important and in many ways the more prob-lematic.

Parliamentary Politics

In the 1970s, energy politics began to develop in the direction Offe de-scribed, with bureaucrats and protesters avoiding the parliamentary channels through which they should interact. The citizen groups them-selves, however, have to a degree reversed the slide into irrelevance of parliamentary politics. Grassroots groups overcame their defensive posture enough to begin to **formulate an alternative politics**, based upon concepts such as decision making through mutual understanding rather than technical criteria or bargaining. This new politics required new modes of interaction which the old corporatist or pluralist forms could not provide. Through the formation of green/alternative parties and voting lists and through new parliamentary commissions such as the two described in the case study, some members of grassroots groups attempted to both operate within the political system and fundamentally change it, to restore the link between bureaucracy and citizenry.

Parliamentary politics was partially revived in the eyes of West German grassroots groups as a legitimate realm of citizen participation, an outcome the theory would not predict. It is not clear, however, that strengthening the parliamentary system would be a desirable outcome for everyone. Many remain skeptical that institutions that operate as part of the "system" can offer the kind of substantive participation that grass-roots groups want. The constant tension between institutionalized politics and grassroots action emerged clearly in the recent internal debate between "fundamentalist" and "realist" wings of the Greens. Fundis wanted to keep a firm footing outside the realm of institutionalized politics. They refused to bargain with the more established parties or to join coalition governments. Realos favored participating in institutionalized politics while pressing their grassroots agenda. Only this way, they claimed, would they have a chance to implement at least some parts of their program.

This internal debate, which has never been resolved, can be interpreted in different ways. On one hand, the tension limits the appeal of green and alternative parties to the broader public, as the Greens' poor showing in the December 1990 all-German elections attests. The failure to come to agreement on basic issues can be viewed as a hazard of grass-roots democracy. The Greens, like the West Berlin citizen initiative, are opposed in principle to forcing one faction to give way to another. Disunity thus persists within the group. **On the other hand**, the tension can be understood not as a failure, but as a kind of success: grassroots politics has not been absorbed into the bureaucratized system; it retains its critical dimension, both in relation to the political system and within the groups themselves. The **lively debate** stimulated by grassroots groups and parties **keeps questions of democracy on the public agenda.**

Technical Debate

In West Berlin, the two-dimensionality of the energy issue forced citizen activists to become both participants in and critics of the policy process. In order to defeat the plant, **activists engaged in technical debate.** They won several decisions in favor of environmental protection, often **proving to be more informed than bureaucratic experts** themselves. The case study demonstrates that grassroots groups, far from impeding techno-logical advancement, can actually serve as technological innovators.

The activists' role as technical experts, while it helped them achieve some success on the policy dimension, had mixed results on the legitimation dimension. On one hand, it helped them to **challenge the legitimacy of technocratic policy making**. They turned back the Land government's attempts to displace political problems by formulating them in technical terms.54 By demonstrating the fallibility of the technical arguments, activists forced authorities to acknowledge that energy demand was a political variable, whose value at any one point was as much influenced by the choices of policy makers as by independent technical criteria.

Submission to the form and language of technical debate, however, weakened activists' attempts to introduce an alternative, goal-oriented form of decision making into the political system. Those wishing to par-ticipate in energy politics on a long-term basis have had to accede to the language of bureaucratic discussion, if not the legitimacy of bureaucratic authorities. They have helped break down bureaucratic authority but have not yet offered a viable long-term alternative to bureaucracy. In the tension between form and language, goals and procedure, the legitima-tion issue persists. At the very least, however, grassroots action challenges critical theory's notion that technical discussion is inimical to democratic politics.55 Citizen groups have raised the possibility of a dialogue that is both technically sophisticated and democratic.

In sum, although the legitimation problems which gave rise to grass-roots protest have not been resolved, citizen action has worked to counter the marginalization of parliamentary politics and the technocratic character of policy debate that Offe and Habermas identify. The West Berlin case suggests that the solutions to current legitimation problems may not require total repudiation of those things previously associated with technocracy.56

In Berlin, the citizen initiative and AL continue to search for new, more legitimate forms of organization consistent with their principles. No permanent Land parliamentary body exists to coordinate and con-solidate energy policy making.57 In the 1989 Land elections, the CDU/ FDP coalition was defeated, and the AL formed a governing coalition with the SPD. In late 1990, however, the AL withdrew from the coali-tion. It remains to be seen whether the AL will remain an effective vehi-cle for grassroots concerns, and whether the citizenry itself, now includ-ing the former East Berliners, will remain active enough to give the AL direction as united Berlin faces the formidable challenges of the 1990s. On the policy dimension, grassroots groups achieved some success. On the legitimation dimension, it is difficult to judge the results of grass-roots activism by normal standards of efficacy or success. Activists have certainly not radically restructured politics. They agree that democracy is desirable, but troublesome questions persist about the degree to which those processes that are now bureaucratically organized can and should be restructured, where grassroots democracy is possible and where bureaucracy is necessary in order to get things done. In other words, grassroots groups have tried to remedy the Weberian problem of the marginalization of politics, but it is not yet clear what the boundaries of the political realm should be. It is, however, the act of calling existing boundaries into question that keeps democracy vital. In raising alternative possibilities and encouraging citizens to take an active, critical role in their own governance, the **contribution of grassroots** environmental **groups has been significant.** As Melucci states for new social movements in general, these groups mount a "symbolic" challenge by proposing "a different way of perceiving and naming the world."58 Rochon concurs for the case of the West German peace movement, noting that its effect on the public discussion of secur-ity issues **has been tremendous**.59 The effects of the legitimation issue in the FRG are evident in increased citizen interest in areas formerly left to technical experts. Citizens have formed nationwide associations of environmental and other grassroots groups as well as alternative and green parties at all levels of government. The level of information within the groups is generally quite high, and their participation, especially in local politics, has raised the awareness and engagement of the general populace noticeably.60 **Policy concessions** and new legal provisions for citizen participation **have not quelled grassroots action.** The attempts of the established political parties to coopt "green" issues have also met with limited success. Even green parties themselves have not tapped the full potential of public support for these issues. The persistence of legitima-tion concerns, along with the growth of a culture of informed political activism, will ensure that the search continues for a space for a delibera-tive politics in modern technological society.61

Debate over a controversial point of action creates argumentative stasis—that’s key to avoid a devolution of debate into competing truth claims, which destroys the decision-making benefits of the activity

Steinberg, lecturer of communication studies – University of Miami, and Freeley, Boston based attorney who focuses on criminal, personal injury and civil rights law, ‘8

(David L. and Austin J., Argumentation and Debate: Critical Thinking for Reasoned Decision Making p. 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.

Decisionmaking is the most portable skill—key to all facets of life and advocacy

Steinberg, lecturer of communication studies – University of Miami, and Freeley, Boston based attorney who focuses on criminal, personal injury and civil rights law, ‘8

(David L. and Austin J., Argumentation and Debate: Critical Thinking for Reasoned Decision Making p. 9-10)

After several days of intense debate, first the United States House of Representatives and then the U.S. Senate voted to authorize President George W. Bush to attack Iraq if Saddam Hussein refused to give up weapons of mass destruction as required by United Nations's resolutions. Debate about a possible military\* action against Iraq continued in various governmental bodies and in the public for six months, until President Bush ordered an attack on Baghdad, beginning Operation Iraqi Freedom, the military campaign against the Iraqi regime of Saddam Hussein. He did so despite the unwillingness of the U.N. Security Council to support the military action, and in the face of significant international opposition.

Meanwhile, and perhaps equally difficult for the parties involved, a young couple deliberated over whether they should purchase a large home to accommodate their growing family or should sacrifice living space to reside in an area with better public schools; elsewhere a college sophomore reconsidered his major and a senior her choice of law school, graduate school, or a job. Each of these\* situations called for decisions to be made. Each decision maker worked hard to make well-reasoned decisions.

Decision making is a thoughtful process of choosing among a variety of options for acting or thinking. It requires that the decider make a choice. Life demands decision making. We make countless individual decisions every day. To make some of those decisions, we work hard to employ care and consideration; others seem to just happen. Couples, families, groups of friends, and coworkers come together to make choices, and decision-making homes from committees to juries to the U.S. Congress and the United Nations make decisions that impact us all. Every profession requires effective and ethical decision making, as do our school, community, and social organizations.

We all make many decisions even- day. To refinance or sell one's home, to buy a high-performance SUV or an economical hybrid car. what major to select, what to have for dinner, what candidate CO vote for. paper or plastic, all present lis with choices. Should the president deal with an international crisis through military invasion or diplomacy? How should the U.S. Congress act to address illegal immigration?

Is the defendant guilty as accused? Tlie Daily Show or the ball game? And upon what information should I rely to make my decision? Certainly some of these decisions are more consequential than others. Which amendment to vote for, what television program to watch, what course to take, which phone plan to purchase, and which diet to pursue all present unique challenges. At our best, we seek out research and data to inform our decisions. Yet even the choice of which information to attend to requires decision making. In 2006, TIMI: magazine named YOU its "Person of the Year." Congratulations! Its selection was based on the participation not of ''great men" in the creation of history, but rather on the contributions of a community of anonymous participants in the evolution of information. Through blogs. online networking. You Tube. Facebook, MySpace, Wikipedia, and many other "wikis," knowledge and "truth" are created from the bottom up, bypassing the authoritarian control of newspeople. academics, and publishers. We have access to infinite quantities of information, but how do we sort through it and select the best information for our needs?

The ability of every decision maker to make good, reasoned, and ethical decisions relies heavily upon their ability to think critically. Critical thinking enables one to break argumentation down to its component parts in order to evaluate its relative validity and strength. Critical thinkers are better users of information, as well as better advocates.

Colleges and universities expect their students to develop their critical thinking skills and may require students to take designated courses to that end. The importance and value of such study is widely recognized.

Much of the most significant communication of our lives is conducted in the form of debates. These may take place in intrapersonal communications, in which we weigh the pros and cons of an important decision in our own minds, or they may take place in interpersonal communications, in which we listen to arguments intended to influence our decision or participate in exchanges to influence the decisions of others.

Our success or failure in life is largely determined by our ability to make wise decisions for ourselves and to influence the decisions of others in ways that are beneficial to us. Much of our significant, purposeful activity is concerned with making decisions. Whether to join a campus organization, go to graduate school, accept a job oiler, buy a car or house, move to another city, invest in a certain stock, or vote for Garcia—these are just a few of the thousands of decisions we may have to make. Often, intelligent self-interest or a sense of responsibility will require us to win the support of others. We may want a scholarship or a particular job for ourselves, a customer for out product, or a vote for our favored political candidate.

Dialogic democracy is the best way to dismantle racism—our vision of debate is the opposite of exclusion

Gooding-Williams 3

 Race, Multiculturalism and Democracy

Robert Gooding-Wiliams

 Robert Gooding-Williams (Ph.D., Yale, 1982) is the Ralph and Mary Otis Isham Professor of Political Science and the College. He is also a Faculty Associate of the Chicago Center for Contemporary Theory and an affiliate of the Center for the Study of Race, Politics and Culture. His areas of interest include Du Bois, Critical Race Theory, the History of African-American Political Thought, 19th Century German Philosophy (especially Nietzsche), Existentialism, and Aesthetics (including literature and philosophy, representations of race in film, and the literary theory and criticism of African-American literature). Before coming to the University of Chicago he taught at Northwestern University (1998-2005), where he was Professor of Philosophy, Director of the Alice Berline Kaplan Center for the Humanities (2003-2005), Adjunct Professor of African American Studies, and an affiliate of the Program in Critical Theory. Before coming to Northwestern he taught at Amherst College (1988-98), where he was Professor of Black Studies and the George Lyman Crosby 1896 Professor of Philosophy, and at Simmons College (1983-88), where he taught philosophy and directed the program in Afro-American Studies.

 Issue

Constellations

Volume 5, Issue 1, pages 18–41, March 1998

 I begin with the assumption that fostering the capacity for democratic deliber- ation is a central aim of public education in a democratic society.531 also follow a number of contemporary political theorists in supposing that democratic deliber- ation is a form of public reasoning geared towards adducing considerations that all parties to a given deliberation can find compelling.54 On this view, successful deliberation requires that co-deliberators cultivate a mutual understanding of the differences in conviction that divide them, so that they can formulate reasons (say for implementing or not implementing a proposed policy) that will be generally acceptable despite those differences.55 In the words of one theorist, "[deliberation encourages people with conflicting perspectives to understand each other's point of view, to minimize their moral disagreements, and to search for common ground."56 Lorenzo Simpson usefully glosses the pursuit of mutual understanding when he writes that it requires "a 'reversibility of perspectives,' not in the sense of my collapsing into yon or you into me, but in the sense that I try to understand - but not necessarily agree with - what you take your life to be about and you do the same for me . . . [i]n such a . . . mutual understanding you may come to alter the way in which you understand yourself and I . . . may find that listening to you leads me to alter my self-understanding."57 According to Simpson, the search for common ground need not leave us with the convictions with which we began. On the contrary, the process of democratic deliberation can be a source of self-trans- formation that enriches one's view of the issues at hand and even alters one's conception of the demands of social justice.58 In multicultural America, multicultural public education is a good that promotes mutual understanding across cultural differences, thereby fostering and strengthening citizens' capacities for democratic deliberation. In essence, multi- cultural education is a form of pedagogy whereby students study the histories and cultures of differently cultured fellow citizens, many of whose identities have a composite, multicultural character. More exactly, it is a form of cross-cultural hermeneutical dialogue, and therefore a way of entering into conversation with those histories and cultures.59 By disseminating the cultural capital of cross- cultural knowledge, multicultural education can cultivate citizens' abilities to "reverse perspectives." By facilitating mutual understanding, it can help them to shape shared vocabularies for understanding their moral and cultural identities and for finding common ground in their deliberations.60 By strengthening a student's ability to reverse perspectives, multicultural education may bolster her disposition to engage the self-understandings of differ- ently cultured others, even if the particulars of her multicultural education have not involved an engagement with the cultures of precisely those others (consider, e.g., someone whose multicultural education has included courses in Asian- American literatures, but who knows nothing of American Latino subcultures). Acquiring a know-how and a feel for cross-cultural hermeneutical conversation is likely to **reinforce a student's inclination to understand and learn from the self- interpretations of cultural "others"** in just the way that the cultivation of an athletic skill (e.g., the ability to "head" a soccer ball) tends to reinforce one's inclination to participate in the sports for which having that skill is an advantage (e.g. playing soccer). In the case of multicultural education, one cultivates a skill which is **motivationally conducive** to the sort of mutual understanding that is crit- ical to the flourishing of deliberative democracy in a multicultural society.61 Let me summarize my argument so far. In contrast to Schlesinger. who yearns for a society 111 which the understanding of key political ideals remains immune from deliberative debate animated by cultural and other group differences, I have been suggesting that deliberative debate of this sort is an appropriate medium for seeking and forging common grounds and ideals. I have also been arguing (1) that a commitment to deliberative democracy in multicultural America entails a commitment to promoting the mutual understanding of differences through cross-cultural dialogue and (2) that such a commitment justifies the institution of multicultural education. The promotion of mutual understanding avoids Schlesinger's and Asante's kitsch, because it is not predicated off an imperative to preserve an uncomplicated national or ethnic identity in the face of cultural and social complexity. Indeed, the ideal of mutual understanding invites increasing complexity by suggesting that cross-cultural educational insights, since they can effect changes in the self-understandings of persons who have benefitted from a multicultural education, may alter and further complicate those persons' identities, perhaps making them more multicultural. In what follows, I further explore the implications of this ideal by proposing that a commitment to deliberative democracy in multicultural America justifies a form of multicultural education that is, specifically race-conscious.

## Cap

Black knowledge production creates a new market for capitalist expansion. Black Gold demonstrates capitalism's ability to create new markets within education. The ways in which knowledge is produced must begin with a political-economic analysis

D’Annibale and McLaren 4

(Valerie Catamburio, PhD, chairs the Graduate Program in Communication and Social Justice at the University of Windsor, and Peter, professor in the Division of Urban Schooling, Graduate School of Education and Information Studies, UCLA, “The Strategic Centrality of Class in the Politics of "Race" and "Difference”,” Cultural Studies <=> Critical Methodologies, Vol. 3, No. 2, 148-175 (2003))

Because post-al theories of difference often circumvent the material dimensions of difference and tend to segregate questions of difference from analyses of class formation and capitalist social relations, we contend that it is necessary to (re)conceptualize difference by drawing on Marx’s materialist and historical formulations. Difference needs to be understood as the product of social contradictions and in relation to political and economic organization. Because systems of difference almost always involve relations of domination and oppression, we must concern ourselves with the economies of relations of difference that exist in specific contexts. Drawing on the Marxist concept of mediation enables us to unsettle the categorical (and sometimes overly rigid) approaches to both class and difference for it was Marx himself who warned against creating false dichotomies at the heart of our politics—that it was absurd to choose between consciousness and the world, subjectivity and social organization, personal or collective will, and historical or structural determination. In a similar vein, it is equally absurd to see “difference as a historical form of consciousness unconnected to class formation, development of capital and class politics” (Bannerji, 1995, p. 30). Bannerji has pointed to the need to historicize difference in relation to the history and social organization of capital and class (inclusive of imperialist and colonialist legacies) and to acknowledge the changing configurations of difference and “otherness.” Apprehending the meaning and function of difference in this manner necessarily highlights the importance of exploring (a) the institutional and structural aspects of difference; (b) the meanings and connotations that are attached to categories of difference; (c) how differences are produced out of, and lived within, specific historical, social, and political formations; and (d) the production of difference in relation to the complexities, contradictions, and exploitative relations of capitalism. Moreover, it presents a challenge to “identitarian” understandings of difference based almost exclusively on questions of cultural and/or racial hegemony. In such approaches, the answer to oppression often amounts to creating greater cultural space for the formerly excluded to have their voices heard (represented). Much of what is called the “politics of difference” is little more than a demand for an end to monocultural quarantine and for inclusion into the metropolitan salons of bourgeois representation—a posture that reinscribes a neoliberal pluralist stance rooted in the ideology of free market capitalism. In short, the political sphere is modeled on the marketplace, and freedom amounts to the liberty of all vendors to display their different “cultural” goods. A paradigmatic expression of this position is encapsulated in the following passage that champions a form of difference politics whose presumed aim is to make social groups appear. Minority and immigrant ethnic groups have laid claim to the street as a legitimate forum for the promotion and exhibition of traditional dress, food, and culture. . . . [This] is a politics of visibility and invisibility. Because it must deal with a tradition of representation that insists on subsuming varied social practices to a standard norm, its struggle is as much on the page, screen . . . as it is at the barricade and in the parliament, traditional forums of political intervention before the postmodern. (Fuery & Mansfield, 2000, p. 150) This position fosters a “fetishized” understanding of difference in terms of primordial and seemingly autonomous cultural identities and treats such “differences” as inherent, as ontologically secure cultural traits of the individuals of particular cultural communities. Rather than exploring the construction of difference within specific contexts mediated by the conjunctural embeddedness of power differentials, we are instead presented with an overflowing cornucopia of cultural particularities that serve as markers of ethnicity, race, group boundaries, and so forth. In this instance, the discourse of difference operates ideologically—cultural recognition derived from the rhetoric of tolerance averts our gaze from relations of production and presents a strategy for attending to difference as solely an ethnic, racial, or cultural issue. What advocates of such an approach fail to acknowledge is that the forces of diversity and difference are allowed to flourish provided that they remain within the prevailing forms of capitalist social arrangements. The neopluralism of difference politics cannot adequately pose a substantive challenge to the productive system of capitalism that is able to accommodate a vast pluralism of ideas and cultural practices. In fact, the post-al themes of identity, difference, diversity, and the like mesh quite nicely with contemporary corporate interests precisely because they revere lifestyle—the quest for, and the cultivation of, the self—and often encourage the fetishization of identities in the marketplace as they compete for “visibility” (Boggs, 2000; Field, 1997). Moreover, the uncritical, celebratory tone of various forms of difference politics can also lead to some disturbing conclusions. For example, if we take to their logical conclusion the statements that “postmodern political activism fiercely contests the reduction of the other to the same,” that post-al narratives believe that “difference needs to be recognized and respected at all levels” (Fuery &Mansfield, 2000, p. 148), and that the recognition of different subject positions is paramount (Mouffe, 1988, pp. 35-36), their political folly becomes clear. Eagleton (1996) sardonically commented on the implications: Almost all postmodern theorists would seem to imagine that difference, variability and heterogeneity are “absolute” goods, and it is a position I have long held myself. It has always struck me as unduly impoverishing of British social life that we can muster a mere two or three fascist parties. . . . The opinion that plurality is a good in itself is emptily formalistic and alarmingly unhistorical. (pp. 126-127) The liberal pluralism manifest in discourses of difference politics often means a plurality without conflict, contestation, or contradiction. The inherent limitations of this position are also evident if we turn our attention to issues of class. Expanding on Eagleton’s observations and adopting the logic that seems to inform the unqualified celebration of difference, one would be compelled to champion class differences as well. Presumably, the differences between the 475 billionaires whose combined wealth now equals the combined yearly incomes of more than 50% of the world’s population are to be celebrated—a posturing that would undoubtedly lend itself to a triumphant endorsement of capitalism and inequitable and exploitative conditions. San Juan (1995) noted that the cardinal flaw in current instantiations of culturalism lies in its decapitation of discourses of intelligibility from the politics of antagonistic relations. He framed the question quite pointedly: “In a society stratified by uneven property relations, by asymmetrical allocation of resources and of power, can there be equality of cultures and genuine toleration of differences?” (pp. 232- 233).

continued accession to capital results in extinction

**COOK,** PROFESSOR OF PHILOSOPHY AT THE UNIVERSITY OF WINDSOR,200**6** [DEBORAH, “STAYING ALIVE: ADORNO AND HABERMAS ON SELF-PRESERVATION UNDER LATE CAPITALISM,” RETHINKING MARXISM, 18(3):433-447, ELECTRONIC]

In the passage in Negative Dialectics where he warns against self-preservation gone wild, Adorno states that it is “only as reflection upon ... self-preservation that reason would be above nature” (1973, 289). To rise above nature, then, reason must become “cognizant of its own natural essence” (1998b, 138). To be more fully rational, we must reflect on what Horkheimer and Adorno once called our underground history (1972, 231). In other words, we must recognize that our behavior is motivated and shaped by instincts, including the instinct for self-preservation (Adorno 1998a, 153). In his lectures on Kant, Adorno makes similar remarks when he summarizes his solution to the problem of self-preservation gone wild. To remedy this problem, nature must first become conscious of itself (Adorno 2000, 104). Adopting the Freudian goal of making the unconscious conscious, Adorno also insists that this critical self-understanding be accompanied by radical social, political, and economic changes that would bring to a halt the self-immolating domination of nature. This is why mindfulness of nature is necessary but not sufficient to remedy unbridled self-preservation. In the final analysis, society must be fundamentally transformed in order rationally to accommodate instincts that now run wild owing to our forgetfulness of nature in ourselves. By insisting on mindfulness of nature in the self, Adorno champions a form of rationality that would tame self-preservation, but in contrast to Habermas, he thinks that the taming of self-preservation is a normative task rather than an accomplished fact. Because self- preservation remains irrational, we now encounter serious environmental problems like those connected with global warming and the greenhouse effect, the depletion of natural resources, and the death of more than one hundred regions in our oceans. Owing to self- preservation gone wild, we have colonized and destabilized large parts of the world, adversely affecting the lives of millions, when we have not simply enslaved or murdered their inhabitants outright. Famine and disease are often the result of ravaging the land in the name of survival imperatives. Wars are waged in the name of self-preservation: with his now notoriously invisible weapons of mass destruction, Saddam Hussein was said to represent a serious threat to the lives of citizens in the West. The war against terrorism, waged in the name of self-preservation, has seriously undermined human rights and civil liberties; it has also been used to justify the murder, rape, and torture of thousands. As it now stands, the owners of the means of production ensure our survival through profits that, at best, only trickle down to the poorest members of society. Taken in charge by the capitalist economy, self-preservation now dictates that profits increase exponentially to the detriment of social programs like welfare and health care. In addition, self- preservation has gone wild because our instincts and needs are now firmly harnessed to commodified offers of satisfaction that deflect and distort them. Having surrendered the task of self-preservation to the economic and political systems, we remain in thrall to untamed survival instincts that could well end up destroying not just the entire species, but all life on the planet.

The debate should be a question of whose methodology best disrupts capital's ideological hegemony. The communist hypothesis must be affirmed first to truly liberate the oppressed from their particular exploitation

**Badiou 10** (The Communist Hypothesis ALAIN BADIOU Translated by David Macey and Steve Corcoran 258-260)

Nevertheless, there are many signs suggesting that this reactionary period is coming to an end. The historical paradox is that, in a certain way, we are closer to problems investigated in the first half of the nineteenth century than we are to those we have inherited from the twentieth. Just as in around 1840, today we are faced with an utterly cynical capitalism, which is certain that it is the only possible option for a rational organization of society. Everywhere it is implied that the poor are to blame for their own plight, that Africans are backward, and that the future belongs either to the 'civilized' bourgeoisies of the Western world or to those who, like the Japanese, choose to follow the same path. Today, just as back then, very extensive areas of extreme poverty can be found even in the rich countries. There are outrageous, widening inequalities between countries, as well as between social classes. The subjective, political gulf between Third World farmers, the unemployed and poor wage earners in our so-called 'developed' countries, on the one hand, and the 'Western' middle classes on the other, is absolutely unbridgeable and tainted with a sort of indifference bordering on hatred. More than ever, political power, as the current economic crisis with its one single slogan of 'rescue the banks' clearly proves, is merely an agent of capitalism. Revolutionaries are divided and only weakly organized, broad sectors of working-class youth have fallen prey to nihilistic despair, the vast majority of intellectuals are servile. In contrast to all this, as isolated as Marx and his friends were at the time when the retrospectively famous Manifesto of the Communist Party came out in 1847, there are nonetheless more and more of us involved in organizing new types of political processes among the poor and working masses and in trying to find every possible way to support the re-emergent forms of the communist Idea in reality. Just as at the beginning of the nineteenth century, the victory of the communist Idea is not at issue, as it would later be, far too dangerously and dogmatically, for a whole stretch of the twentieth century. What matters first and foremost is its existence and the terms in which it is formulated. In the first place, to provide a vigorous subjective existence to the communist hypothesis is the task those of us gathered here today are attempting to accomplish in our own way. And it I insist, a thrilling task. By combining intellectual constructs, which are always global and universal, with experiments of fragments of truths, which are local and singular, yet universally transmittable, we can give new life to the communist hypothesis, or rather to the Idea of communism, in individual consciousnesses. We can usher in the third era of this Idea's existence. We can, so we must.

Our ethico-political responsibility is to fight the forces that normalize the violence of capital - we must realize our role in that oppression first - only then can we come to terms with those disavowed through capitalist knowledge production

Daly, Senior Lecturer in Politics at University College in Northampton, ‘4 (Conversations with Zizek, p. 14-16)

For Zizek it is imperative that we cut through this Gordian knot of postmodern protocol and recognize that our ethico-political responsibility is to confront the constitutive violence of today’s global capitalism and its obscene naturalization/anonymization of the millions who are subjugated by it throughout the world. Against the standardized positions of postmodern culture—with all its pieties concerning multiculturalist etiquette—Zizek is arguing for a politics that might be called radically incorrect in the sense that it breaks with these types of positions and focuses instead on their very organizing principles of today’s social reality: the principles of global liberal capitalism. This requires some care and subtlety.

For far too long, Marxism has been bedeviled by an almost fetishistic economism that has tended towards political morbidity. With the likes of Hilferding and Gramsci, and more recently Laclau and Mouffe, crucial theoretical advances have been made that enable the transcendence of all forms of economism. In this new context, however, Zizek argues that the problem that now presents itself is almost that of the opposite fetish. That is to say, the prohibitive anxieties surrounding the taboo of economism can function as a way of not engaging with economic reality and as a way of implicitly accepting the latter as a basic horizon of existence. In an ironic Freudian-Lacanian twist, the fear of economism can end up reinforcing a de facto economic necessity in respect of contemporary capitalism (i.e. the initial prohibition conjures up the very thing it fears).

This is not to endorse any kind of retrograde return to economism. Zizek’s point is rather that in rejecting economism we should not lose sight of the systemic power of capital in shaping the lives and destinies of humanity and our very sense of the possible. In particular we should not overlook Marx’s central insight that in order to create a universal global system of the forces of capitalism seek to conceal the politico-discursive violence of its construction through a kind of gentrification of that system. What is persistently denied by neo-liberals such as Rorty (1989) and Fukuyama (1992) is that the gentrification of global liberal capitalism is one whose univresalism fundamentally reproduces and depends upon a disavowed violence that excludes vast sectors of the world’s population. In this way, neo-liberal ideology attempts to naturalize capitalism by presenting its outcomes of winning and losing as if they were simply a matter of chance and sound judgment in a neutral marketplace.

Capitalism does indeed create a space for a certain diversity, at least for the central capitalist regions, but it is neither neutral nor ideal and its price in terms of social exclusion is exorbitant. That is to say, the human cost in terms of inherent global poverty and degraded life-chances **cannot be calculated within the existing economic rationale and in consequence social exclusion remains mystified and nameless** (viz. the patronizing reference to the developing world). And Zizek’s point is that this mystification is magnified through capitalism’s profound capacity to ingest its own excesses and negativity: to redirect (or misdirect) social antagonisms and to absorb them within a culture of differential affirmation. Instead of Bolshevism, the tendency today is towards a kind of political boutiquism that is readily sustained by postmodern forms of consumerism and lifestyle.

Against this Zizek argues for a new universalism whose primary ethical directive is to confront the fact that our forms of social existence are founded on exclusion on a global scale.

## PIC

The chorus of black gold includes the phrases:

Think of all the strength you have in you

From the blood you carry within you

Ancient men, powerful men

Builders of civilization

That’s part and parcel of a nostalgic longing for a mythic and capital M masculine deployment of power that participates in a larger narrative of conquest responsible for oppression

**Nhanenge 7** (Jytte, Masters @ U South Africa, paper submitted in part fulfillment of the requirements for the degree of master of arts in the subject Development Studies, “ECOFEMINSM: TOWARDS INTEGRATING THE CONCERNS OF WOMEN, POOR PEOPLE AND NATURE INTO DEVELOPMENT”)

Technology can be used to dominate societies or to enhance them. Thus both science and technology could have developed in a different direction. But due to patriarchal values infiltrated in science the type of technology developed is meant to dominate, oppress, exploit and kill. One reason is that patriarchal societies identify masculinity with conquest. Thus any technical innovation will continue to be a tool for more effective oppression and exploitation. The highest priority seems to be given to technology that destroys life. Modern societies are dominated by masculine institutions and patriarchal ideologies. Their technologies prevailed in Auschwitz, Dresden, Hiroshima, Nagasaki, Vietnam, Iran, Iraq, Afghanistan and in many other parts of the world. Patriarchal power has brought us acid rain, global warming, military states, poverty and countless cases of suffering. We have seen men whose power has caused them to lose all sense of reality, decency and imagination, and we must fear such power. The ultimate result of unchecked patriarchy will be ecological catastrophe and nuclear holocaust. Such actions are denial of wisdom. It is working against natural harmony and destroying the basis of existence. But as long as ordinary people leave questions of technology to the "experts" we will continue the forward stampede. As long as economics focus on technology and both are the focus of politics, we can leave none of them to experts. Ordinary people are often more capable of taking a wider and more humanistic view than these experts. (Kelly 1990: 112-114; Eisler 1990: 3233; Schumacher 1993: 20, 126, 128, 130).

Critical awareness of discursive choices can challenge patriarchal norms

**Finley 89** (Lucinda M., Visiting Professor of Law, SUNY Buffalo Law School, “SYMPOSIUM THE MORAL LAWYER: ARTICLE: BREAKING WOMEN'S SILENCE IN LAW: THE DILEMMA OF THE GENDERED NATURE OF LEGAL REASONING”, 64 Notre Dame L. Rev. 886)

In engaging the law over the meaning of women's experiences, people representing women must remain constantly critically aware of the dilemma of legal language, of its simultaneous power and limitations. While its power can help women by validating and affecting societal consciousness about women's situations, its power also has a negative aspect. Precisely because it is an authoritative discourse, it demands that we try to speak within its confines -- it threatens us with not being heard or credited if we do not. The patriarchal bias in legal language, and its limited way of framing and envisioning situations, can easily distort what women have to say. It can put women on the defensive, because of their "difference" from men. It can force women to respond to sameness/difference arguments, public/private arguments, or free speech arguments, not on women's own terms, but on the terms of the traditional arguments. This creates a stark dilemma: in light of the power of existing meanings, can we change the meanings of terms while still using those terms?

By talking about family/work conflicts, are we helping to reinforce the view of these two worlds as separate spheres? Are we continuing to privilege the existing definition of work, and are we shoring up the notion of family as two opposite sex parents, with some number of children? By using the term "equality," are we helping to keep the focus on women and their differences from men, thus reinforcing the male norm? Or is it possible to use this term in a way that makes women's experiences the reference point, n104 and shifts attention to structures and values of the workplace? n105 Even if we modify "rape" with "date" or "acquaintance," are we leaving unchallenged the baggage that comes [\*909] along with the "r" word -- that this is a crime of sex, in which women's consent is the main issue, rather than a crime of violence in which the violator's conduct is the issue? n106 If we capitulate to the language of private choice in the abortion debate, are we losing sight of the reasons why, beyond privacy and choice, control over one's reproductive destiny is so essential to women's position in a society of male domination? n107 Are we leaving ourselves wide-open to the moral high ground of the term "pro-life" when all we can juxtapose against it is "choice," rather than freedom and equality? The word "choice" can seem as trivial as the color of one's clothes or one's preferred brand of car, when it is life that some say they are fighting for.

There have been examples of promising word changes and consequent meaning changes in legal discourse. Consider the now widespread use of the term "sexual harassment," for what used to be considered a tort of invading individual dignity or sensibilities; the term "battering" for domestic violence. But even these language changes get confined by the legal frameworks into which they are placed. For example, the individualistic and comparative discrimination framework now applied to sexual harassment leaves some judges wondering about bisexual supervisors as a means to deny that discrimination is what is occurring. n108 The contract model of damages in discrimination law means that the dignity and personal identity values that tort law once recognized often go undercompensated. n109 And the use of the term "sexual assault" in place of "rape" in some rape reform statutes has not obviated the problems of "objective" male-perspectived judgments of female sexuality and consent. n110

It is not my purpose to offer a simple, neat, for all times solution to the dilemma of legal language. Indeed, to even think that is possible would be contradictory to my message -- it would be a capitulation to the legal ways of thinking that I seek to destabilize in order to expand. But I am not without solutions to the dilemma of the gendered nature of legal reasoning. The message of this Article presents one solution: critical awareness of the dilemma is itself important. Awareness encourages thinking critically about whose perspective has informed a term or doctrine, and about the norms or assumptions upon which the term may rest. This leads to self-conscious strategic thinking about the philosophical and political implications of the meanings and programs we do endorse. n111 For [\*910] example, just what are the implications of arguing either sameness or difference? If both have negative implications, then this should suggest the need to reframe the issue, to ask previously unasked questions about the relevance or stability of differences, n112 or about the role of unexamined players such as employers and workplace structures and norms. Critical thinking about norms and what they leave unexamined opens up conversations about altering the norms and thus the vision of the problem. This leads to thinking about new ways of reasoning and talking. It leads to offering new definitions of existing terms; definitions justified by explorations of context and the experiences of previously excluded voices. Or, it leads to thinking about offering wholly new terms.

## Gender

Their political rap reinforces a sexist and homophobic culture - its subtle articulation just make gender roles more defined

Wilt 13

James Wilt, writer for protest music, January 1, 2013, Protest Music was conceived in 2011 as a project of Lokashakti Records, a nonprofit record label based in New York City promoting innovative and incisive political and socially conscious music, Sexism and homophobia in politically conscious rap http://www.protestmusic.org/sexism-and-homophobia-in-politically-conscious-rap/

It’s been a fascinating few years for politically oriented rap. On one hand, emcees have attempted to somewhat dissociate themselves from the “conscious” label — the fantastic Kendrick Lamar put it bluntly on Section.80′s “Ab-Soul’s Outro” by saying, “I’m not the next socially aware rapper,” while renowned social critic Talib Kweli has announced that his still-upcoming LP will be titled Prisoner of Conscious, stating that in contradistinction to his earlier style these songs won’t be “speaking directly to the social conditions.”

On the other hand, some of the most successful albums of 2012 have contained overtly political content, with Killer Mike’s R.A.P. Music, Ab-Soul’s #controlsystem and Big K.R.I.T.’s Live from the Underground all attracting critical acclaim. Then, to top it all off, the legendary Too $hort suggested in a February interview with HipHopDX that conscious hip hop had been essentially suffocated by record labels who preferred the profit appeal of caricatured gangsta rap.

But amidst all the transitioning of the sub-genre, one thing has remained disappointingly constant: overwhelming sexism and homophobia. It’s certainly not news that such elements exist in rap in general — with authors such as bell hooks, Joan Morgan, Jackson Katz and Michael Eric Dyson having written much about the issue — and ultimately it’s not very difficult to spot in the mainstream. But socially aware rappers, who under normal circumstances are busy protesting the reigning culture, aren’t usually all that much better.

The sexism in political rap tends to be more subtle, scattered throughout narratives about unemployment, addiction, police brutality, homelessness, overt racism, failed urban renewal projects, corrupt politicians, and unjust concentrations of wealth. That’s not to say that the usual linguistic suspects aren’t still around; “bitch,” “faggot,” and “ho” are unfortunately still dropped by many talented political rappers. But a quick glance at three socially aware rap songs reveals something more insidious:

 “Natural Beauty” by Immortal Technique: “And men who don’t even like women control the business / That’s why the women look like men and the men like bitches”

 “Our Babies (Part II)” by Saigon: “Look, the other day / I seen a girl acting like a boy / Then I seen a little boy acting like a girl / People try to tell me it’s just a way of the world! / It’s a crazy world!”

 “D.K.N.Y.” by Tech N9ne: “But I ain’t the kinda nigga that just take that lightly like ‘Oh, that’s nothing, that’s normal for a woman to have a dildo’ / My mind goes to, ‘Why do they need it?’ / Cause we absent, then I ask myself why are we absent.”

In each of these examples, a common trait is easily noticeable: gender roles are rigidly defined. Men and women are supposed to exclusively “like” and be sexually attracted to the opposite gender, and “look” and “act” in certain ways that honor traditional expressions of masculinity and femininity. What’s remarkable is that on the very same album — sometimes even within the same song — the same rappers critique hegemonic power structures that restrict people due to race and class.

There appears to be a mental disconnect between taking on sexism/homophobia and the rest of the issues that such rappers are so extremely talented at addressing. While protesting what are oftentimes the trademarks of mainstream hip hop (consumerism, drug abuse, and violence) political rappers neglect to address the fact that they’re regurgitating the exact principles that make the likes of Eminem and Tyler, the Creator so utterly reprehensible to many people, despite their incredible skill.

It’s a dismaying lack of artistic responsibility by such rappers, considering that listeners who tend to buy their albums are yearning for more knowledge than your average Rick Ross or Chief Keef might dispense with their typically misogynistic drivel. Critics tend to be silent on the issue, too, so fault can’t solely be assigned to the political musician But with gender issues increasingly being viewed in the same light as racial injustice, conscious rappers will want to take note sooner rather than later. Since Massachusetts legalized gay marriage in 2003, the turning tide has seen eight more states finally give the nod to same-sex weddings, including most recently Maine, Maryland, and Washington.

The chronic footnoting of struggles against sexualized violence justifies the worst forms of violence against the bodies of black women - only starting with a politics that critique the masculine structures can free black bodies from objectification

McGuire 04

Danielle L. McGuire, Ph.D. candidate in history at Rutgers University, “It Was like All of Us Had Been Raped”: Sexual Violence, Community Mobilization, and the African American Freedom Struggle, The Journal of American History (2004) 91 (3): 906-931.

Analyses of rape play little or no role in most histories of the civil rights movement, even as stories of violence against black and white men—from Emmett Till to Andrew Goodman, Michael Schwerner, and James Chaney—provide gripping examples of racist brutality.2 Despite a growing body of literature that focuses on the roles of black and white women and the operation of gender in the movement, sexualized violence—both as a tool of oppression and as a political spur for the movement—has yet to find its place in the story of the African American freedom struggle.3 Rape, like lynching and murder, served as a tool of psychological and physical intimidation that expressed white male domination and buttressed white supremacy. During the Jim Crow era, women's bodies served as signposts of the social order, and white men used rape and rumors of rape not only to justify violence against black men but to remind black women that their bodies were not their own.

African American women frequently retaliated by testifying about their brutal experiences. I argue that, from Harriet Jacobs to Ida B. Wells to the women of the present, the refusal of black women to remain silent about sexualized violence was part of a long-standing tradition. Black women described and denounced their sexual misuse, deploying their voices as weapons in the wars against white supremacy. Indeed, their public protests often galvanized local, national, and even international outrage and sparked campaigns for racial justice and human dignity. When Betty Jean Owens spoke out against her assailants, and when the local black community mobilized in defense of her womanhood in 1959, they joined in this tradition of testimony and protest.

The arrest, trial, and conviction of Owens's white rapists by an all-white jury marked a dramatic change in the relations between this tradition of testimony and a tradition of silence that Darlene Clark Hine has termed the “culture of dissem-blance.”4 The verdict not only broke with southern tradition but fractured the philosophical and political foundations of white supremacy by challenging the relationship between sexual domination and racial inequality. For perhaps the first time since Reconstruction, southern black communities could imagine state power being deployed in defense of their respectability as men and women. As a result, the 1959 Tallahassee rape case was a watershed event that remains as revealing now as it was important then.

The sexual exploitation of black women had its roots in slavery. Slave owners, overseers, and drivers took advantage of their positions of power and authority to rape slave women, sometimes in the presence of their husbands or families. White slave owners' stolen access to black women's bodies strengthened their political, social, and economic power, partly because colonial laws made the offspring of slave women the property of their masters.5 After the fall of slavery, when African Americans asserted their freedom during the interracial experiment in democracy that briefly characterized Reconstruction, former slaveholders and their sympathizers used violence and terror to reassert control over the social, political, and economic agency of freedpeople. At the heart of this violence, according to Gerda Lerner, rape became a “weapon of terror” to dominate the bodies and minds of African American men and women.6

“Freedom,” as Tera Hunter notes, “was meaningless without ownership and control over one's own body.” During Reconstruction and Jim Crow, sexualized violence served as a “ritualistic reenactment of the daily pattern of social dominance,” and interracial rape became the battleground upon which black men and women fought for ownership of their own bodies. Many African American women who were raped or assaulted by white men fought back by speaking out. Frances Thompson told a congressional committee investigating the 1866 Memphis race riot that seven armed white men broke into her house on a Tuesday afternoon, “drew their pistols and said they would shoot us and fire the house if we did not let them have their way with us.” Four of the men raped Frances, while the other three choked and raped sixteen-year-old Lucy Smith and left her close to death. In 1871, Harriet Simril testified in front of a congressional committee investigating Ku Klux Klan terror during Reconstruction that she was beaten and “ravished” by eight men in South Carolina who broke into her house to force her husband to “join the democratic ticket.” Essic Harris, appearing before the same committee, reported that “the rape of black women was so frequent” in the postbellum South that it had become “an old saying by now.” Ferdie Walker, who grew up during the height of segregation in the 1930s and 1940s in Fort Worth, Texas, remembered being “scared to death” by a white police officer who often exposed himself to her while she waited at the bus stop when she was only eleven years old. The sexual abuse of black women, she recalled, was an everyday occurrence. “That was really bad and it was bad for all black girls,” she recalled.7

John H. McCray, editor of the South Carolina Lighthouse and Informer, reported that it was “a commonplace experience for many of our women in southern towns … to be propositioned openly by white men.” He said, “You can pick up accounts of these at a dime a dozen in almost any community.” African American women that I interviewed in Birmingham, Alabama, in March 2003 echoed Ferdie Walker's and McCray's comments. Nearly all of them testified about being sexually abused or intimidated by white men—particularly bus drivers, police officers, and employers.…8

The acclaimed freedom fighter Fannie Lou Hamer knew that rape and sexual violence was a common occurrence in the segregated South. …For Freedom's Sake, Chana Kai Lee's biography of Hamer, is one of the few histories of the modern-day civil rights movement that openly deals with and documents the legacy of sexual assault. Hamer's grandmother, Liza Bramlett, spoke often of the “horrors of slavery,” including stories about “how the white folks would do her.” Bramlett's daughter remembered that “this man would keep her as long as he want to and then he would trade her off for a little heifer calf. Then the other man would get her and keep her as long as he want—she was steady having babies—and trade her off for a little sow pig.” Twenty of the twenty-three children Bramlett gave birth to were products of rape.9

Hamer grew up with the clear understanding that a “black woman's body was never hers alone.” If she was at all unclear about this lesson, the forced hysterectomy she received in 1961 and the brutal beating she received in the Winona, Mississippi, jail in 1963 left little room for confusion. After being arrested with other Student Nonviolent Coordinating Committee (SNCC) activists for desegregating a restaurant, Hamer received a savage and sexually abusive beating by the Winona police. “You bitch,” one officer yelled, “we going to make you wish you was dead.” He ordered two black inmates to beat Hamer with “a long wide blackjack,” while other patrolmen battered “her head and other parts of her body.” As they assaulted her, Hamer felt them repeatedly “pull my dress over my head and try to feel under my clothes.” She attempted to pull her dress down during the brutal attack in order to “preserve some respectability through the horror and disgrace.” Hamer told this story on national television at the Democratic National Convention in 1964 and continued to tell it “until the day she died,” offering her testimony of the sexual and racial injustice of segregation.10

By speaking out, whether it was in the church, the courtroom, or a congressional hearing, black women used their own public voices to reject the stereotypes used by white supremacists to justify economic and sexual exploitation, and they reaffirmed their own humanity. Additionally, African American women's refusal to remain silent offered African American men an opportunity to assert themselves as men by rallying around the protection of black womanhood. Many other men, however, remained silent since speaking out was often dangerous, if not deadly. Most important, women's testimonies were a political act that exposed the bitter ironies of segregation and white supremacy, helped to reverse the shame and humiliation rape inflicts, and served as catalysts in mobilizing mass movements.11

# 2NC

## Cap

### conditionality good: ks

**Contradictory positions crucial to solve AUTHORITARIAN pedagogy and lead to critical thinking - outweighs because only education spills over**

Lewis and Dehler 00

Journal of Management Education December 2000 vol. 24 no. 6 708-725

U Cincinnati College of Business, Professor Lewis is the Interim Associate Dean of Undergraduate Programs and Professor of Management. She also leads the Kolodzik Business Scholars Program, as its themes of innovation, collaboration and globalization are closely linked to her research and teaching interests. Indeed, her work addresses paradoxes that impede and enable innovation. In particular, Dr. Lewis explores the need to manage paradoxes in three domains.

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Teaching with paradox requires “walking the talk.” If students are truly going to be inspired to think outside the box, we need not only to help them critique the box of oversimplified, polarized frames but also to model paradoxical thinking ourselves. As Farson (1996) noted, paradoxical thinking taps the power of uncertainty and ambiguity: “Absurdly, our most important human affairs—marriage, education, leadership—do best when there is an occasional loss of control and an increase in personal vulnerability, times when we do not know what to do” (p. 38). Recalling our earlier discussion of the control/flexibility paradox, the paradox of teaching with paradox lies in the need to provide order and foster creative tension. In this regard, we have found that teaching with paradox offers a valuable learning opportunity for instructors as well as students. By being self-reflective ourselves, we have become highly conscientious of our own defenses—our desire to control the classroom—and the paradoxical need to allow, even cultivate, an element of confusion to enable more insightful experiences. This requires resisting the temptation to overuse teaching paradigm tactics, that is, refraining from merely telling students about paradoxes and regulating their experiences and instead constructing boundaries within which they may comfortably question inadequacies of their understandings. Such needs complement and extend those of other learning paradigm strategies. For instance, Mallinger (1998) recently wrote of the need to give up control, to maintain control when using collaborative learning approaches, whereas Dennehy, Sims, and Collins (1998) examined the conflicting needs of experiential learning. Ambiguity is necessary so that individuals are personally stretched to apply concepts to real situations. It may seem paradoxical that the pursuit of a conceptual model for debriefing is urged, yet ambiguity is also urged, to meet the subjective needs of individuals. Both requirements (structure and ambiguity), however, can be met if the management educator is cognizant of . . . the debriefing model and uses it as a road map to facilitate discussion so that all learning states are experienced. (p. 18) Barrett’s (1998) seven injunctions of the “Paradox Mind-Set” remind instructors to be purposeful, open, skeptical, contrary, paralogical, imaginative, and courageous, as they encourage students to do likewise. Modeling paradoxical thinking entails remaining focused on the process and objectives of intentional learning while displaying curiosity, honesty, and selfreflection. By provoking insightful debate, conflict can become a source of creativity, and playing devil’s advocate may help students identify their underlying assumptions and more complicated questions to move beyond which alternative is “right” (Dehler &Welsh, 1993). Critiquing oversimplified explanations and taken-for-granted, often nonsensical, conventions, students can be inspired to seek and accommodate opposing views, to creatively make sense of contradictions by transcending either/or logic and overcoming fears of sounding absurd. Finally, the potential value of students’ leaving the classroom with some confusion or dissatisfaction should not be overlooked as a constructive tactic. Palmer (1998) proposed that “good education is always more process than product . . . [and] may leave students deeply dissatisfied, at least for a while” (p. 94). Likewise, French (1997) explained that teachers may use anxiety to foster creative tension and energy while avoiding an excess that freezes students within their defenses. Using the learning space provided by paradox requires staying with the uncertainty long enough to explore contradictions rather than suppress them, examining the ambivalence of mixed feelings, conflicting demands, and uncertainty. Rather than providing oversimplified closure to a complicated discussion, leaving a class with unresolved questions may spur further exploration to reduce confusion and complexity. A degree of unresolved tension or “dissatisfaction may be a sign that real education has happened” (Palmer, 1998, p. 94).

### engagement

**Isolating their claims as irrefutable by us because of our identity is unethical and rests on false premises**

David Bridges, Centre for Applied Research in Education, University of East Anglia, 2001, The Ethics of Outsider Research, Journal of Philosophy of Education, Vol. 35, No. 3

III OUTSIDERS IMPORT DAMAGING FRAMEWORKS OF UNDERSTANDING

Frequent in the literature about research into disability, women's experience, race and homosexuality is the claim that people from outside these particular communities will import into their research, for example, homophobic, sexist or racist frameworks of understanding, which damage the interests of those being researched.

In the case of research into disability it has been argued that outsider researchers carry with them assumptions that the problem of disability lies with the disabled rather than with the society which frames and defines disability. `The essential problem of recent anthropological work on culture and disability is that it perpetuates outmoded beliefs and continues to distance research from lived oppression' (Charlton, 1998, p. 27). By contrast: `a growing number of people with disabilities have developed a consciousness that transforms the notion and concept of disability from a medical condition to a political and social condition' (Charlton, 1998, p.17). Charlton goes on to criticise, for example, a publication by Ingstad and Reynolds Whyte (1995), Disability and Culture. He claims that, although it does add to our understanding of how the conceptualisation and symbolisation of disability takes place, `its language is and perspective are still lodged in the past. In the first forty pages alone we find the words suffering, lameness, interest group, incapacitated, handicapped, deformities. Notions of oppression, dominant culture, justice, human rights, political movement, and self- determination are conspicuously absent' (Charlton, 1998 p. 27).

Discussing the neo-colonialism of outsider research into Maori experience, Smith extends this type of claim to embrace the wider methodological and metaphysical framing of outsider research: `From an indigenous perspective Western research is more than just research that is located in a positivist tradition. It is research which brings to bear, on any study of indigenous peoples, a cultural orientation, a set of values, a different conceptualization of such things as time, space and subjectivity, different and competing theories of knowledge, highly specialized forms of language, and structures of power' (Smith, 1999, p. 42).5

This position requires, I think, some qualification. First, researchers are clearly not immune from some of the damaging and prejudicial attitudes on matters of race, sexuality, disability and gender which are found among the rest of the population, though I might hope that their training and experience might give them above-average awareness of these issues and above-average alertness to their expression in their own work. Even where such attitudes remain in researchers' consciousness, this intelligent self-awareness and social sensitivity mean on the whole that they are able to deploy sufficient self-censorship not to expose it in a damaging way. Researchers may thus remain morally culpable for their thoughts, but, at least, communities can be spared the harm of their expression. It is also a matter of some significance that researchers are more exposed than most to public criticism, not least from critics from within these disempowered communities, when such prejudices do enter and are revealed in their work. If they employ the rhetoric of, for example, anti-racist or anti-sexist conviction, they are at least in their public pronouncements exposed to the humiliation of being hoisted by their own petard. It is difficult to see the fairness in excluding all outsider researchers on the a priori supposition of universal prejudice. It is better, surely, to expose it where it is revealed and, if absolutely necessary, to debar individuals who ignore such criticism and persist in using the privilege of their research position to peddle what can then only be regarded as damaging and prejudicial propaganda. Secondly, it is plainly not the case that Western research is located exclusively (as is implied) in a positivist tradition, even if this tradition has been a dominant one. Phenomenology, ethnography, life history, even, more recently, the use of narrative fiction and poetry as forms of research representation, are all established ingredients of the educational research worlds in the UK, USA or Australasia. Contemporary research literature abounds with critiques of positivism as well as examples of its continuing expression.

I have placed much weight in these considerations on the importance of any research being exposed to criticism--most importantly, perhaps, but by no means exclusively by the people whose experience it claims to represent. This principle is not simply an ethical principle associated with the obligations that a researcher might accept towards participants in the research, but it is a fundamental feature of the processes of research and its claims to command our attention. **It is precisely exposure to, modification through and survival of** a process of vigorous public **scrutiny that provides research with whatever authority it can claim**. In contemporary ethnographic research, case-study and life-history research, for example, this expectancy of exposure to correction and criticism is one which runs right through the research process. The methodological requirement is for participants to have several opportunities to challenge any prejudices which researchers may bring with them: at the point where the terms of the research are first negotiated and they agree to participate (or not); during any conversations or interviews that take place in the course of the research; in responding to any record which is produced of the data gathering; in response to any draft or final publication. Indeed, engagement with a researcher provides any group with what is potentially a richly educative opportunity: an opportunity to open their eyes and to see things differently. It is, moreover, an opportunity which any researcher worth his or her salt will welcome.

Not all researchers or research processes will be as open as are described here to that educative opportunity, and not all participants (least of all those who are self-defining as `disempowered') will feel the confidence to take them even if they are there. **This may be seen as a reason to set up barriers to the outsider researcher, but they can and should** more often **be seen as problems** for researchers and participants **to address together in the interests of** their **mutual understanding and benefit.**

## T

### 2nc at: state/roleplaying bad

Decisionmaking skills learned from debate over technical energy issues are key to actualizing political change

Hodson, professor of education – Ontario Institute for Studies @ University of Toronto, ‘10

(Derek, “Science Education as a Call to Action,” Canadian Journal of Science, Mathematics and Technology Education, Vol. 10, Issue 3, p. 197-206)

\*\*note: SSI = socioscientific issues

The final (fourth) level of sophistication in this issues-based approach is concerned with students findings ways of putting their values and convictions into action, helping them to prepare for and engage in responsible action, and assisting them in developing the skills, attitudes, and values that will enable them to take control of their lives, cooperate with others to bring about change, and work toward a more just and sustainable world in which power, wealth, and resources are more equitably shared. Socially and environmentally responsible behavior will not necessarily follow from knowledge of key concepts and possession of the “right attitudes.” As Curtin (1991) reminded us, it is important to distinguish between caring about and caring for. It is almost always much easier to proclaim that one cares about an issue than to do something about it. Put simply, our values are worth nothing until we live them. Rhetoric and espoused values will not bring about social justice and will not save the planet. We must change our actions. A politicized ethic of care (caring for) entails active involvement in a local manifestation of a particular problem or issue, exploration of the complex sociopolitical contexts in which the problem/issue is located, and attempts to resolve conflicts of interest.

FROM STSE RHETORIC TO SOCIOPOLITICAL ACTION

Writing from the perspective of environmental education, Jensen (2002) categorized the knowledge that is likely to promote sociopolitical action and encourage pro-environmental behavior into four dimensions: (a) **scientific and technological knowledge** that informs the issue or problem; (b) knowledge about the underlying social, political, and economic issues, conditions, and structures and how they contribute to creating social and environmental problems; (c) knowledge about how to bring about changes in society through direct or indirect action; and (d) knowledge about the likely outcome or direction of possible actions and the desirability of those outcomes. Although formulated as a model for environmental education, it is reasonable to suppose that Jensen's arguments are applicable to all forms of SSI-oriented action. Little needs to be said about dimensions 1 and 2 in Jensen's framework beyond the discussion earlier in the article. With regard to dimension 3, students need knowledge of actions that are likely to have positive impact and knowledge of how to engage in them. It is essential that they gain robust knowledge of the social, legal, and political system(s) that prevail in the communities in which they live and develop a clear understanding of how decisions are made within local, regional, and national government and within industry, commerce, and the military. Without knowledge of where and with whom power of decision making is located and awareness of the **mechanisms by which decisions are reached**, intervention is not possible. Thus, the curriculum I propose requires a concurrent program designed to achieve a measure of political literacy, including knowledge of how to engage in collective action with individuals who have different competencies, backgrounds, and attitudes but share a common interest in a particular SSI. Dimension 3 also includes knowledge of likely sympathizers and potential allies and strategies for encouraging cooperative action and group interventions. What Jensen did not mention but would seem to be a part of dimension 3 knowledge is the nature of science-oriented knowledge that would enable students to appraise the statements, reports, and arguments of scientists, politicians, and journalists and to present their own supporting or opposing arguments in a coherent, robust, and convincing way (see Hodson [2009b] for a lengthy discussion of this aspect of science education). Jensen's fourth category includes awareness of how (and why) others have sought to bring about change and entails formulation of a vision of the kind of world in which we (and our families and communities) wish to live. It is important for students to explore and develop their ideas, dreams, and aspirations for themselves, their neighbors and families and for the wider communities at local, regional, national, and global levels—a clear overlap with futures studies/education. An essential step in cultivating the critical scientific and technological literacy on which sociopolitical action depends is the application of a social and political critique capable of challenging the notion of technological determinism. We can control technology and its environmental and social impact. More significantly, we can control the controllers and redirect technology in such a way that adverse environmental impact is substantially reduced (if not entirely eliminated) and issues of freedom, equality, and justice are kept in the forefront of discussion during the **establishment of policy.**

### at: personal/consistent advocacy good

Our model of education doesn’t trade off with personal convictions, but it does make debaters stronger advocates

Hodson, professor of education – Ontario Institute for Studies @ University of Toronto, ‘9

(Derek, “Towards an Action-oriented Science Curriculum,” Journal for Activist Science & Technology Education, Vol. 1, No. 1)

\*\*note: SSI = socioscientific issues

Politicization of science education can be achieved by giving students the opportunity to confront **real world issues that have a scientific, technological or environmental dimension.** By grounding content in socially and personally relevant contexts, an issues-based approach can provide the motivation that is absent from current abstract, de-contextualized approaches and can form a base from which students can construct understanding that is personally relevant, meaningful and important. It can provide increased opportunities for active learning, inquiry-based learning, collaborative learning and direct experience of the situatedness and multidimensionality of scientific and technological practice. In the Western contemporary world,

technology is all pervasive; its social and environmental impact is clear; its disconcerting social implications and disturbing moral-ethical dilemmas are made apparent almost every day in popular newspapers, TV news bulletins and Internet postings. In many ways, it is much easier to recognize how technology is determined by the sociocultural context in which it is located than to see how science is driven by such factors. It is much easier to see the environmental impact of technology than to see the ways in which science impacts on society and environment. For these kinds of reasons, it makes good sense to use problems and issues in technology and engineering as the major vehicles for contextualizing the science curriculum. This is categorically not an argument against teaching science; rather, it is an argument for teaching the science that informs an understanding of everyday technological problems and may assist students in **reaching tentative** **solutions** about where they stand on key SSI.

# 1NR

## PIC

### civ DA

3 – Civilization is a disaster – the discourse of development is intimately tied with the Egypt narrative of Africa black gold seeks to expose

Zerzan 10

American anarchist and primitivist philosopher and author, “Patriarchy, Civilization, And The Origins Of Gender”

**Civilization, very fundamentally, is the history of the domination of nature and of women.** Patriarchy means rule over women and nature. Are the two institutions at base synonymous?

Philosophy has mainly ignored the vast realm of suffering that has unfolded since it began, in division of labor, its long course. Hélène Cixous calls the history of philosophy a “chain of fathers.” Women are as absent from it as suffering, and are certainly the closest of kin.

Camille Paglia, anti-feminist literary theorist, meditates thusly on civilization and women:

“When I see a giant crane passing on a flatbed truck, I pause in awe and reverence, as one would for a church procession. What power of conception: what grandiosity: these cranes tie us to ancient Egypt, where monumental architecture was first imagined and achieved. If civilization had been left in female hands, we would still be living in grass huts.” [1]

The “glories” of civilization and women’s disinterest in them. To some of us the “grass huts” represent not taking the wrong path, that of oppression and destructiveness. In light of the globally metastasizing death-drive of technological civilization, if only we still lived in grass huts!

Women and nature are universally devalued by the dominant paradigm and who cannot see what this has wrought? Ursula Le Guin gives us a healthy corrective to Paglia’s dismissal of both:

“Civilized Man says: I am Self, I am Master, all the rest is other — outside, below, underneath, subservient. I own, I use, I explore, I exploit, I control. What I do is what matters. What I want is what matter is for. I am that I am, and the rest is women and wilderness, to be used as I see fit.” [2]

There are certainly many who believe that early civilizations existed that were matriarchal. But no anthropologists or archaeologists, feminists included, have found evidence of such societies. “The search for a genuinely egalitarian, let along matriarchal, culture has proved fruitless,” concludes Sherry Ortner. [3]

There was, however, a long span of time when women were generally less subject to men, before male-defined culture became fixed or universal. Since the 1970s anthropologists such as Adrienne Zihlman, Nancy Tanner and Frances Dahlberg [4] have corrected the earlier focus or stereotype of prehistoric “Man the Hunter” to that of “Woman the Gatherer.” Key here is the datum that as a general average, pre-agricultural band societies received about 80 percent of their sustenance from gathering and 20 percent from hunting. It is possible to overstate the hunting/gathering distinction and to overlook those groups in which, to significant degrees, women have hunted and men have gathered. [5] But women’s autonomy in foraging societies is rooted in the fact that material resources for subsistence are equally available to women and men in their respective spheres of activity.

In the context of the generally egalitarian ethos of hunter-gatherer or foraging societies, anthropologists like Eleanor Leacock, Patricia Draper and Mina Caulfield have described a generally equal relationship between men and women. [6] In such settings where the person who procures something also distributes it and where women procure about 80 percent of the sustenance, it is largely women who determine band society movements and camp locations. Similarly, evidence indicates that both women and men made the stone tools used by pre-agricultural peoples. [7]

With the matrilocal Pueblo, Iroquois, Crow, and other American Indian groups, women could terminate a marital relationship at any time. Overall, males and females in band society move freely and peacefully from one band to another as well as into or out of relationships. [8] According to Rosalind Miles, the men not only do not command or exploit women’s labor, “they exert little or no control over women’s bodies or those of their children, making no fetish of virginity or chastity, and making no demands of women’s sexual exclusivity.” [9] Zubeeda Banu Quraishy provides an African example: “Mbuti gender associations were characterized by harmony and cooperation.” [10]

And yet, one wonders, was the situation really ever quite this rosy? Given an apparently universal devaluation of women, which varies in its forms but not in its essence, the question of when and how it was basically otherwise persists. There is a fundamental division of social existence according to gender, and an obvious hierarchy to this divide. For philosopher Jane Flax, the most deep-seated dualisms, even including those of subject-object and mind-body, are a reflection of gender disunity. [11]

Gender is not the same as the natural/physiological distinction between the sexes. It is a cultural categorization and ranking grounded in a sexual division of labor that may be the single cultural form of greatest significance. If gender introduces and legitimates inequality and domination, what could be more important to put into question? So in terms of origins — and in terms of our future — the question of human society without gender presents itself.

We know that division of labor led to domestication and civilization and drives the globalized system of domination today. It also appears that artificially imposed sexual division of labor was its earliest form and was also, in effect, the formation of gender.

### Link

This is the template of footnoting female artists in discussions of identity

Clay 2003

Andreana "Keepin' it Real : Black Youth, Hip-Hop Culture, and Black Identity" American Behavioral Scientist

Similarly, Tiffany’s style of dress and attractiveness was part of the cultural¶ capital she needed to assert a Black identity in the setting. However, her popular-¶ ity was centered on her relationship to the boys at the center. Her performance of¶ a particular gender identity that was both sexualized and feminine was necessary¶ for her to engage in performance, evoking a historical legacy that constructs¶ Black women’s identity in relation to others, especially in hip-hop culture. As¶ Patricia Hill Collins (1990) suggests, “Black women’s treatment in pornography, prostitution, and rape forms the institutional backdrop for a range of interpersonal relationship that Black women currently have with Black men, whites,¶ and one another” (p. 179). Many of the women in hip-hop videos are sexually¶ objectified and serve as mere appendages to the male hip-hop artists. Although¶ Black female hip-hop artists have made great strides since the industry began¶ (i.e., Queen Latifah, Missy “Misdameanor” Elliot, and MC Lyte), the ones who¶ gain the most attention take on a similar role. In Tiffany’s case, she received the¶ most attention from boys in the setting, unlike Dewayne who had a wider audi¶ -¶ ence that included other youth and staff at the center. These factors suggest that¶ for Black women to be accepted or given attention in the setting, they had to perform a particular gendered identity that is both Black and female, ultimately the¶ same ones portrayed in hip-hop culture

The aff embeds the code of the larger system of patriarchy

Dyson 07

Michael Eric Dyson, author of “Know What I Mean? Reflections on Hip Hop” and Professor of Theology, English, and African American Studies at Georgetown University, 29 Aug 2007, Interview http://uprisingradio.org/home/2007/08/29/know-what-i-mean-rebroadcast/

Michael Eric: I am and I love his raw intelligence, his deep and profound reflection on issues that would, at the ready, be able to provide, at the very least, interesting, illuminating conversation, whether you agree with him or not. I don’t agree with him totally on this case at all. Although, it is interesting to note that he’s trying here to speak about what we in philosophical circles and so-called intellectual and academic circles would call agency. To what degree do women exercise agency? – the ability to make distinctions that are morally lucid that we can ascribe to them and their behavior and responsibility for their own behavior. And, Tupac is saying, look, you know, we’re not forcing young women to do this. The larger question, though, that he doesn’t address that has to be put forth, as the interviewer attempted to do, is that not only what is the moral responsibility of the entertainer, though he was brilliant in that, right? He said as a human being I have a responsibility to act and behave in a certain way but as an entertainer, I think he was saying that, no, not as an entertainer or a mathematician or a biologist but we do so as human beings regardless of our vocations and I think that’s absolutely right, though, the human necessity to be culpable and responsible certainly should inform every vocation that we pursue and every career track that we follow. Having said that, I think what Mr. Shakur didn’t deal with and didn’t address is the broader question of structure. That is to say, you know, do women only have the choice to make a video in a certain way? And, had they come dressed fully, would they actually be viable as potential candidates to be in your video? I don’t think so. Right? If they came dressed as, you know, nuns, they’re not going to be dressed. They know the codes. The codes are there so everybody’s participating and the exemption that Mr. Shakur grants himself and other entertainers by saying that the women made the choice denies the legitimate structural reality that women already get the codes before they come. So, they’ve been shaped in their consciousness about what is attractive and not attractive, what is desirable and not desirable and what will work and won’t work. So, that’s patriarchy at the remote control level as opposed to getting up and changing the television yourself. And, because women do it themselves, I’m not trying to reduce them to automatons or cogs in the machinery of Black patriarchy at this level, but they certainly have limited choices. It’s like, you know when people say, “Well, those women didn’t have to choose to be in the video, nobody put a gun to their head.” But the choices they have to choose from are so limited that if they’re going to work at all, and Pac talked about women’s work and women should be allowed to work and I agree with him, but they should be allowed to work across the board, not simply taking the crumbs from a patriarchal table or appearing in a video. Why can’t they direct it? Why can’t they do other things besides appear shaking their belligerent behinds or their bouncing bosoms? And, finally, here’s the reality: that those structures make a difference in terms of the choices people have available to them. That’s like attacking the black actors and actresses who used to play only stereotypical roles. Why would you play a stereotypical role? We would blame the whole thing on them, not the Hollywood film industry that reduced the complexity of black identity to a maid or a butler and then therefore restricted the roles black people were able to play. It’s an interaction between personal agency and structure but the structure has a lot more to do with the agency that people are able to exercise and I don’t think Mr. Shakur gave adequate recognition to that relationship.

### pic/alt - sexism critique solves

Analysis of white knowledge production REQUIRES CRITIQUE of sexism in music - only the pic can solve the intersections of whiteness and the male hierarchy

hooks 94

bell hooks, FEBRUARY 1994 "Sexism and Misogyny: Who Takes the Rap? Misogyny, gangsta rap, and The Piano" http://race.eserver.org/misogyny.html

The sexist, misogynist, patriarchal ways of thinking and behaving that are glorified in gangsta rap are a reflection of the prevailing values in our society, values created and sustained by white supremacist capitalist patriarchy. As the crudest and most brutal expression of sexism, misogynistic attitudes tend to be portrayed by the dominant culture as an expression of male deviance. In reality they are part of a sexist continuum, necessary for the maintenance of patriarchal social order. While patriarchy and sexism continue to be the political and cultural norm in our society, feminist movement has created a climate where crude expressions of male domination are called into question, especially if they are made by men in power. It is useful to think of misogyny as a field that must be labored in and maintained both to sustain patriarchy but also to serve as an ideological anti-feminist backlash. And what better group to labor on this "plantation" than young black men.

To see gangsta rap as a reflection of dominant values in our culture rather than as an aberrant "pathological" standpoint does not mean that a rigorous feminist critique of the sexist and misogyny expressed in this music is not needed. Without a doubt black males, young and old, must be held politically accountable for their sexism. Yet this critique must always be contextualized or we risk making it appear that the behaviors this thinking supports and condones,--rape, male violence against women, etc.-- is a black male thing. And this is what is happening. Young black males are forced to take the "heat" for encouraging, via their music, the hatred of and violence against women that is a central core of patriarchy.

Witness the recent piece by Brent Staples in the "New York Times" titled "The Politics of Gangster Rap: A Music Celebrating Murder and Misogyny." Defining the turf Staples writes: "For those who haven't caught up, gangster rap is that wildly successful music in which all women are `bitches' and `whores' and young men kill each other for sport." No mention of white supremacist capitalist patriarchy in this piece, not a word about the cultural context that would need to exist for young males to be socialized to think differently about gender. Staples assumes that black males are writing their lyrics off in the "jungle," away from the impact of mainstream socialization and desire. At no point in his piece does he ask why huge audiences, especially young white male consumers, are so turned on by this music, by the misogyny and sexism, by the brutality? Where is the anger and rage at females expressed in this music coming from, the glorification of all acts of violence? These are the difficult questions that Staples feels no need to answer.

One cannot answer them honestly without placing accountability on larger structures of domination and the individuals (often white, usually male but not always) who are hierarchically placed to maintain and perpetuate the values that uphold these exploitative and oppressive systems. That means taking a critical looking at the politics of hedonistic consumerism, the values of the men and women who produce gangsta rap. It would mean considering the seduction of young black males who find that they can make more money producing lyrics that promote violence, sexism, and misogyny than with any other content. How many disenfranchised black males would not surrender to expressing virulent forms of sexism, if they knew the rewards would be unprecedented material power and fame?

More than anything gangsta rap celebrates the world of the "material, " the dog-eat-dog world where you do what you gotta do to make it. In this world view killing is necessary for survival. Significantly, the logic here is a crude expression of the logic of white supremacist capitalist patriarchy. In his new book "Sexy Dressing, Etc." privileged white male law professor Duncan Kennedy gives what he calls "a set of general characterizations of U. S. culture" explaining that, "It is individual (cowboys), material (gangsters) and philistine." Using this general description of mainstream culture would lead us to place "gangsta rap" not on the margins of what this nation is about, but at the center. Rather than being viewed as a subversion or disruption of the norm we would need to see it as an embodiment of the norm.

Critique of sexist structures are crucial to disrupting whiteness

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bell hooks, FEBRUARY 1994 "Sexism and Misogyny: Who Takes the Rap? Misogyny, gangsta rap, and The Piano" http://race.eserver.org/misogyny.html

Gangsta rap is part of the anti-feminist backlash that is the rage right now. When young black males labor in the plantations of misogyny and sexism to produce gangsta rap, their right to speak this violence and be materially rewarded is extended to them by white supremacist capitalist patriarchy. Far from being an expression of their "manhood," it is an expression of their own subjugation and humiliation by more powerful, less visible forces of patriarchal gangsterism. They give voice to the brutal raw anger and rage against women that it is taboo for "civilized" adult men to speak. No wonder then that they have the task of tutoring the young, teaching them to eroticize and enjoy the brutal expressions of that rage (teaching them language and acts) before they learn to cloak it in middle-class decorum or Robert Bly style reclaimings of lost manhood. The tragedy for young black males is that they are so easily dunned by a vision of manhood that can only lead to their destruction.

Feminist critiques of the sexism and misogyny in gangsta rap, and in all aspects of popular culture, must continue to be bold and fierce. Black females must not be duped into supporting shit that hurts us under the guise of standing beside our men. If black men are betraying us through acts of male violence, we save ourselves and the race by resisting. Yet, our feminist critiques of black male sexism fail as meaningful political intervention if they seek to demonize black males, and do not recognize that our revolutionary work is to transform white supremacist capitalist patriarchy in the multiple areas of our lives where it is made manifest, whether in gangsta rap, the black church, or the Clinton administration.