# 1

#### A] Interpretation: The affirmative may only defend that a just government ought to recognize the unconditiaonl right of workers to strike, and may only garner offense off hypothetical enactment of that resolution.

#### B] Violation –

#### Resolved means a policy

Words and Phrases 64 Words and Phrases Permanent Edition. “Resolved”. 1964.

Definition of the word “resolve,” given by Webster is “to express an opinion or determination by resolution or vote; as ‘it was resolved by the legislature;” It is of similar force to the word “enact,” which is defined by Bouvier as meaning “to establish by law”.

#### Unconditional

US Legal. Unconditional Law and Legal Definition. https://definitions.uslegal.com/u/unconditional/

Unconditional means without conditions; without restrictions; or absolute. For instance, unconditional promise is a promise that is unqualified in nature. A party who makes an unconditional promise must perform that promise even though the other party has not performed according to the bargain.

#### Right

Law.Com. Services and Resources Legal Dictionary. https://dictionary.law.com/Default.aspx?selected=1857

1) n. an entitlement to something, whether to concepts like justice and due process or to ownership of property or some interest in property, real or persona

#### Workers

UK Practical Law. Glossary. Worker. https://uk.practicallaw.thomsonreuters.com/6-200-3640?transitionType=Default&contextData=(sc.Default)&firstPage=true

Section 230(3), ERA 1996 defines a worker as an individual who has entered into or works under (a) a contract of employment or (b) any other contract, whether express or implied and (if it is express) whether oral or in writing, whereby the individual undertakes to do or perform personally any work or services for another party to the contract whose status is not by virtue of the contract that of a client or customer of any profession or business undertaking carried on by the individual.

#### Strike

Encyclopedia.com. Strike. https://www.encyclopedia.com/social-sciences-and-law/economics-business-and-labor/labor/strike

(of employees) refuse to work as a form of organized protest, typically in an attempt to obtain a particular concession or concessions from their employer: workers may strike over threatened job losses.∎ [tr.] undertake such action against (an employer).

#### No cheaty I-meets – they’re clearly not T

#### C] Vote neg to preserve substantive engagement --

#### 1] Preparation- repacking the topic gives the aff a huge edge, they can prepare for 6 months on an issue that catches us by surprise. Preparation is better than thinking on your feet- research demonstrates pedagogical humility and research skills are the only portable debate training – the process of debate outweighs the content – only our interp generates the argumentative skills needed to rigorously defend their affirmative out of round and create engaged citizens who have the self reflexivity to advocate for positive change

**Additionally, unpredictability causes debaters to latch onto un-vetted ideals as political end-points—there are an infinite number of unintended pitfalls to the aff. A well-prepared negative is better able to identify those and nudge the aff towards improvement—this turns solvency.**

#### 2] Limits- there are a finite amount of just governments, but an infinite number of non topical affirmatives. Consider this our “library disad”- not debating the topic allows someone to specialize in one area of the library for 4 years giving them a huge edge over people who switch research focus ever 2 months.

#### 3] Switch side debate is good -- it forces debaters to consider a controversial issue from multiple perspectives which prevents ideological dogmatism. Even if they prove the topic is bad, our argument is that the process of preparing and defending proposals is an educational benefit of engaging it.

**Last—presume every 1AC truth claim false because it hasn’t been properly tested.**

**4] Accessibility – makes it impossible to engage – they said access things matter**

#### D] TVA

#### 1] Read an aff about strikes being key to developing new forms of affective relationships

**2] Read an aff about strikes being key to having fluidity in employment**

#### 3] Solvency deficits to the TVA are neg ground – they aren’t entitled to a perfect aff

#### E] Even if you don’t by our education impacts, fairness is an intrinsic good and the only possible impact to your ballot -- debate is a game: forced winner/loser, competitive norms, and the tournament invite prove. Alternative impacts like activism or education can be pursued in other forums – the ballot can’t change our subjectivities BUT it can rectify in round fairness

#### F] Paradigm issues

#### 1] TFW has to be drop the debater – it indicts their method of engagement and proves we couldn’t engage fairly with their aff – crossapply truth testing

#### 2] Competing interps – reasonability is arbitrary, you can’t be reasonably topical, and causes a race to the bottom of questionable argumentation.

#### 3] RVIs and impact turns encourage all in on theory which decks substance and incentivize baiting theory with abusive practices.

#### 4] No impact turns— every argument is framework in that we have to attempt to exclude aff offense and the process of testing T is good even if its false

# 2

#### The specter of Indianness haunts each and every line of flight, whose precondition is the elimination of indigenous claim to this land. The freedom of self-creation embodied by the 1AC requires the ongoing genocide of Native peoples.

Young 14 [Alex Trimble, Dornsife Preceptor Postdoctoral Teaching Fellow in the Department of English at the University of Southern California, “Settler Sovereignty and the Rhizomatic West, or, The Significance of the Frontier in Postwestern Studies,” *Western American Literature* 48.1&2 (Spring/Summer 2013): 115-140] // myost

While Campbell makes a strong case against pursuing modes of scholarship that would inadvertently re-inscribe exceptionalist narratives, in A Thousand Plateaus, it is hard to shake the sense that Deleuze and Guattari themselves represent the West as “America only more so.” In their formulation above, the “special case” of America is not “immune from domination by trees and the search for roots,” but this malady of arborescence is generally limited to the East, due to its proximity to “the old world.” The “American rhizome,” on the other hand, is found in “the rhizomatic West,” an environment of expansive possibility where “even the trees are rhizomes.” Deleuze and Guattari imagine the West as “America only more so” precisely and paradoxically because it is a space where the “ever-receding limit” of the frontier seems never to have closed, where the introspective search for national “roots” is rejected in favor of expansion beyond a normative conception of national identity—or, perhaps more to the point, contained national territory. In his effort to put Deleuze and Guattari’s theoretical tool kit in the service of a transnational reading of the cultures of the US West, Campbell argues that their fascination with the West was not rooted in an affinity with the national frontier narratives of figures like Fiedler but rather arose “in part because of [the West’s] counter-cultural associations, but also because of the tensions between the apparent openness of its space and the constant efforts to control and order it” (Rhizomatic West 32). The parallels to Handley and Lewis’s reading of the West as a space dominated by competing claims of “at-homeness,” or “possession,” are striking: both of these postwestern formulations situate the West as a unique region due to the presence of “apparently” (as Campbell concedes) free land, marked by a proliferation of competing claims over sovereignty and representation. The task of criticism, in this formulation, becomes a reading of western culture that would not privilege any one of those claims over another but rather would “unsettle” narratives that do. Campbell reads Deleuze and Guattari’s celebratory frontier rhetoric as a metaphor for this process of unsettling arborescent discourses. Following, Campbell channels Deleuze’s frontier rhetoric directly in a passage describing the many American literary figures who are cited in A Thousand Plateaus: “[These authors’] experimental styles demonstrate that ‘frontiers [were] something to cross, to push back, to go beyond. …’ These writers cry, ‘Go across, get out, break through, make a beeline, don’t get stuck on a point. Find the line of separation, follow it or create it, to the point of treachery’—and in so doing, offer an alternative to essentialized, inward-looking, and rooted containment.” (Campbell, citing Deleuze and Parnet in Rhizomatic West 34) The dichotomy between Deleuze’s celebratory frontier rhetoric—drawn from a chapter in Deleuze’s Dialogues titled “On the Superiority of Anglo-American Literature”—and the “essentialized, inward-looking, rooted containment” of arborescent power described by Campbell exposes important questions. Which one of these formulations describes the rhetoric of US empire? Has not the ideology of US imperialism always celebrated “pioneers” who would “go across, get out, break through” new frontiers?11 If we acknowledge that rhetoric of US empire often privileges expansivity and openness over “inward-looking … rooted containment,” we must also recognize that the rhizomatic “lines of flight” opened by the deterritorializing processes of settler colonial expansion in the western United States might have opened up new freedoms for settlers but surely did not offer an “alternative to” or an “escape from” the sovereign power of the settler state for indigenous peoples. On the contrary, these rhizomatic deterritorializations constituted a vital means of that power’s extension (Campbell, Rhizomatic West 34; Deleuze and Parnet 38). By viewing Deleuze and Guattari’s frontier rhetoric through the lens of settler colonial theory in the readings below, I hope to demonstrate how Deleuze and Guattari’s conception of the rhizomatic West risks reproducing a discourse whereby an account of liberation is imagined at the expense of the indigenous peoples for whom settler colonial deterritorializations constitute a coercive expression of sovereign power rather than an escape from it. The Rhizome and “Indians without Ancestry” In her 2011 monograph The Transit of Empire: Indigenous Critiques of Colonialism, Chickasaw critical theorist Jodi Byrd addresses the relationship between US state power and the rhizome directly in a trenchant critique of Deleuze and Guattari’s investment in frontier logics: Drawing on the paradigmatic Indian wilderness to encapsulate an America in which arborescence becomes rhizomatic, A Thousand Plateaus performs a global, nomadic reframing in which the frontier becomes, again, Frederick Jackson Turner’s site of transformation, possibility, and mapping. … The maps of settler colonialism were always already proliferative, the nation state’s borders were always perforated, and the US lines of flight across treaties with indigenous nations were always rhizomatic and fluid rather than hierarchical, linear, and coherent, located not just in the nation-state but within the individual settlers and arrivants who saw indigenous lands as profit, fortune, and equality. (13) For Byrd, the power exerted over indigenous peoples during settler conquest is not “always arborescent” but rather expressed via the very rhizomatic lines of flight that transgress the coherent juridical order of the settler state, here represented by the treaties that were supposed to guarantee the containment of settler expansion. While these frontier “lines of flight” did offer the potential of newfound material and formal freedoms for settlers and arrivants, the rhizomatic expansion of settler society also consigned indigenous lands and indigenous peoples themselves to the role of the “apparently open space,” the “transit” across which settler empire expands.

#### Their call for rhizomatic, lines of flight is precisely the strategy of settler colonialism, which disrupts all static belongings. The proliferation of deterritorializations and reterritorializations acts only to erase indigenous conceptions of place.

Byrd 11 [Jodi A. (Chickasaw), Associate Professor of English and American Indian Studies at the University of Illinois at Urbana-Champaign, *The Transit of Empire: Indigenous Critiques of Colonialism*, 2011, p. 13-14] // myost

Deleuze and Guattari also formulate America, and its becoming-minor literatures, in surprisingly arborescent ways that reflect the narrative American studies still tells itself even as scholars critique the United States and decenter the processes of constructing and reconstructing the field of study. Drawing on the paradigmatic Indian wilderness to encapsulate an America in which arboresence becomes rhizomatic, A Thousand Plateaus performs a global, nomadic reframing in which the frontier becomes, again, Frederick Jackson Turner’s site of transformation, possibility, and mapping.43 As Michael J. Shapiro has noted, maps in their cartographic form “represent the modern state’s persistent ontological project” that is by its very nature a violent encounter.44 And while Deleuze and Guattari’s thought requires what Shapiro describes as “uncommon sense” and, as a result, positions mapping and frontiers within the rhizome as the process through which to proliferate dominant and resistant overlapping deterritorializations and reterritorializations into motion, and ultimately smooth space out of striated hierarchical order, such processes, it must be acknowledged, are also colonialist even in non-cartographic form.45 The maps of settler colonialism were always already proliferative, the nation-state’s borders were always perforated, and the U.S. lines of flight across the treaties with indigenous nations were always rhizomatic and fluid rather than hierarchical, linear, and coherent, located not just in the nation-state but within the individual settlers and arrivants who saw indigenous lands as profit, fortune, and equality. In many ways, that is their point. Deleuze and Guattari re/deterritorialize America as the world, coming full circle to find its west in its east and its east in its west, a worlding anew, in Gayatri Spivak’s terms, that decenters all static, grounded belongings and locates them instead in becomings: becoming-Indian, becoming-woman, becoming-America. At the least, it can be said that A thousand Plateaus answers Cherokee, Choctaw, and Irish American scholar Louis Owens’s concerns with the geographic homonym of “Indian” in his critique of postcolonial theory in “As If an Indian Were Really an Indian” with a “Yes they are!”46 But the matter of the rhizomatic American West’s “Indians without ancestry” still lingers alongside Derrida’s “tattooed savages.” If they have no genealogy and exist sui generis, how might we account for the historical and colonialist traces that accompany their appearance in Deleuze and Guattari’s theory as sign, while retaining sympathy for the impulse to nonrepresentational philosophy that aligns in a multiplicity of regimes of signs? Elsewhere, Gilles Deleuze writes: The pharaoh’s tomb, with its inert central chamber at the base of the pyramid, gives way to more dynamic models: from the drifting of continents to the migrations of peoples, these are all means through which the unconscious maps the universe. The Indian model replaces the Egyptian: the Indians pass into the thickness of the rocks themselves, where aesthetic form is no longer identified with the commemoration of a departure or an arrival, but with the creation of paths without memory.47 The Indian model, like the nomad, assembles for Deleuze the site of movement, escape, difference—it is a stateless war machine, existing outside of and rupturing the state. The rhizome, which is described as an orchid in relation with the wasp, their becomings and unbecomings, is transversal scramble, antigenealogical and always proceeding through re/deterritorializations by both the orchid and the wasp.48 The rhizome, for Deleuze and Guattari, stands in Eastern, Oceanic counterpoint to the linear tree— arborescence—of descent, seed, and Western agriculture, and is short-term rather than long historical memory.49 One must remember, though, that Gayatri Spivak’s question “Can the Subaltern Speak?” was first posed as a critique of Deleuze and Michel Foucault, who seemed in their theorizations to suggest that the subaltern already was speaking through them, through the ventriloquism of the left intellectual.50 In an aside about the “ferocious motif of deterritorialization in Deleuze and Guattari” Spivak adds, “we have already spoken of the sanctioned ignorance that every critic of imperialism must chart.”51 The Indian model, which disappears into rocks and creates paths without memory, serves as an ontological trap within theorizations that follow those paths to articulate alternative spaces outside processes of recognitions and states, arrivals and departures. What we imagine to be outside of and rupturing to the state, through Deleuze, already depends upon a paradigmatic Indianness that arises from colonialist discourses justifying expropriation of lands through removals and genocide.

#### Thus the alternative is one of refusal, a reshifting of posthumanist discource to interrupt settler communicative spheres like debate

King 2017 (Tiffany, Assistant Professor of Women’s and Gender Studies at the Georgia State University “Humans Involved: Lurking in the Lines of Posthumanist Flight” *Critical Ethnic Studies* 3, No. 1, pp. 163-170)

Native feminist politics of decolonial refusal and Black feminist abolitionist politics of skepticism informed by a misandry and misanthropic distrust of and animus toward the (over)representation of man/men as the human diverge from the polite, communicative acts of the public sphere, much like the politics of the “feminist killjoy.”4 [INSERT FOOTNOTE: I use “misandry” (hatred of men) and “misanthropic” (distrust or deep skepticism about humankind or humanity) to illustrate how Sylvia Wynter and other Black scholars attend to the ways that the human— and **investments in the human—and its revised forms or genres of the human as woman/feminist still reproduce violent exclusions that make the death of Black and Native people viable and in-evitable**. In other words, **neither men nor women (as humans) can absorb Black females/males/children/LGBT and trans people into their collective folds. Both the hatred of “misandry” and the distrust and pessimism of “misanthropy” are appropriate methods to describe the inflection of the critique levied by Wynter and the other Black scholars examined in this article**. END FOOTNOTE] Throughout this article, I deploy the term “feminist” both ambivalently and strategically to mark and distinguish the scholarly tradition created by Black and Native women, queer, trans, and other people marginalized within these respective communities and their anticolonial and abolitionist movements.5 [INSERT FOOTNOTE: See Sylvia Wynter’s afterword, “Beyond Miranda’s Meanings: Un/silencing the ‘Demonic Ground’ of Caliban’s ‘Woman,’” in Out of the Kumbla: Caribbean Women and Literature, ed. Carole Boyce Davies (Chicago, Ill.: Africa World Press, 1990) 355– 72. Wynter warns Black women in the United States and the Caribbean that they need not uncritically embrace womanism as a political position, which can effectively oppose the elisions, racism, and false universalism of white feminism. “Feminism” as well as “womanism” are bounded and exclusive terms that do not effectively throw the category of the human into continual flux. END FOOTENOTE], Until a more useful and legible term emerges, I will use “feminist” to mark the practices of refusal and skepticism (misandry/misanthropy) as ones that largely exist outside more masculinist traditions within Indigenous/Native studies and Black studies**. “Decolonial refusal” and “abolitionist skepticism” depart from the kinds of masculinist anticolonial traditions that attempt to reason Native/ Black man to White Man within humanist logic in at least two significant ways**. First, **neither participate in the communicative acts of the humanist public sphere from within the terms of the debate**. Further, they do not play by the rules.6 [INSERT FOOTNOTE: See the critiques of the anticolonial tradition within Caribbean philosophy articulated by Shona Jackson in her book Creole Indigeneity (Minneapolis: University of Minnesota Press, 2012). Jackson argues that **anticolonial Caribbean masculinist philosophy tends to argue from inside the logic of Western philosophy in order to counter it.** For instance, in a valorization of the laborer as human and inheritor of the nation-state, Caribbean philosophy tends to reproduce the Hegelian telos of labor as a humanizing agent for the slave, which inadvertently makes the slave a subordinate human and effectively erases the ostensibly “nonlaboring” humanity of Indigenous peoples in the Anglophone Caribbean. END FOOTENOTE] Specifically, the Native and Black “feminist” politics discussed throughout launch a critique of both the logic of the discussion about the human and identity as well as the mode of communication. In fact, **practices of refusal and skepticism interrupt and flout codes of civil and collegial discursive protocol to focus on and illumine the violence that structures the posthumanist discourse.** Attending to the comportment, tone, and intensity of an engagement is just as important as focusing on its content. **The** particular **manner in which Black and Native feminists push back against violence is important**. **The force**, break with decorum, and style **in which Black and Native feminists confront discursive violence can change the nature of future encounters**. Given that Black women who confront the logics of “nonrepresentational theory” are really confronting genocide and the white, whimsical disavowal of Black and Native negation on the way to subjectlessness, it is understandable that there is an equally discordant response. **Refusal and skepticism are modes of engagement that are uncooperative and force an impasse in a discursive exchange.** This article tracks how traditions of “**decolonial refusal**” and “abolitionist skepticism” that emerge from Native/Indigenous and Black studies **expose the limits and violence of contemporary nonidentitarian and nonrepresentational impulses within white “critical” theory.** Further, this article asks whether Western forms of nonrepresentational (subjectless and nonidentitarian) theory can truly transcend the human through self- critique, self-abnegation, and masochism alone. External pressure, specifically the kind of pressure that “decolonial **refusal**” and “abolitionist skepticism” as forms of resistance that **enact outright rejection of or view “posthumanist” attempts with a “hermeneutics of suspicion,**”7 [INSERT FOOTNOTE: See the work of Black feminists such as Susana M. Morris, author of Close Kin and Distant Relatives: The Paradox of Respectability in Black Women’s Literature (Charlottesville: University of Virginia Press, 2014), as well as womanist theologians who appropriate the phrase “hermeneutics of suspicion” as coined by Paul Ricoeur to describe the reading and interpretive practices of Black woman who are distrustful of traditional tropes about heteronormativity or conventional ways of thinking about what is natural and normal. Further, in Morris’s case, as well as within the tradition of Black women of faith and theologians, canonical and biblical texts are interpreted through a lens that acknowledges white supremacy and misogyny, and critically challenges racism and sexism (or kyriarchy in Morris’s case). Within Black feminist and womanist traditions, it is a position that can recognize the limitations of text and that refuses to accept the doctrine, theories, or message of an ideology wholesale. END FOOTENOTE**] is needed in order to truly address the recurrent problem of the violence of the human in continental theory.** While this article does not directly stake a claim in embracing or rejecting identity per se, it does take up the category of the human. **Because the category of the human is modified by identity in ways that position certain people** (white, male, able- bodied) within greater or lesser proximity to humanness, **identity is already taken up in this discussion**. Conversations about the human are very much tethered to conversations about identity. In the final section, the article will explore how Black and Native/Indigenous absorption into the category of the human would disfigure the category of the human beyond recognition. **Engaging how forms of Native decolonization and Black abolition scrutinize the violently exclusive means in which the human has been written and conceived is generative because it sets some workable terms of engagement for interrogating Western and mainstream claims to and disavowals of identity**. Rather than answer how Native decolonization and Black abolition construe the human or identity, the article examines how Native and Black feminists use refusal and misandry to question the very systems, institutions, and order of knowledge that secure humanity as an exclusive experience and bound identity in violent ways. I consider the practices and postures of refusal assumed by Native/Indigenous scholars such as Audra Simpson, Eve Tuck, Jodi Byrd, and Linda Tuhiwai Smith to be particularly instructive for exposing the violence of ostensibly nonrepresentational Deleuzoguattarian rhizomes and lines of flight. While reparative readings and “working with what is productive” about Gilles Deleuze and Félix Guattari’s work is certainly a part of the Native feminist scholarly tradition, this article focuses on the underexamined ways that Native feminists refuse to entertain certain logics and foundations that actually structure Deleuzoguattarian thought.8 [I thank one of the reviewers, who reminded me that Native feminist thought’s engagement with continental theory, specifically the work of Deleuze and Guattari, can be likened more to “constellations” as it takes up Deleuzoguattarian thought rather than a single point that always departs from a place of refusal. END FOOTENOTE] Further, I discuss **“decolonial refusal**” in relation to how Black scholars like Sylvia Wynter, Zakiyyah Iman Jackson, and Amber Jamilla Musser work within a Black feminist tradition animated **by a kind of skepticism or suspicion capable of ferreting out the trace of the white liberal human within (self-)professed subjectless, futureless, and nonrepresentational white theoretical traditions.** In other words, in the work of Sylvia Wynter**, one senses a general suspicion and deep distrust of the ability of Western theory— specifically its attempt at self- critique and self- correction in the name of justice for humanity— to revise its cognitive orders to work itself out of its current “closed system,” which reproduces exclusion and structural oppositions based on the negation of the other**.9 [INSERT FOOTENOTE: See Katherine McKittrick, “Diachronic Loops/Deadweight Tonnage/Bad Made Measure,” Cultural Geographies 23, no. 1 (2016): 3– 18, doi:10.1177/14744740156 12716, for an exemplary explication of how Sylvia Wynter uses the decolonial scholarship of an “autopoiesis.” END FOOTENOTE] Wynter’s study of decolonial theory and its elaboration of autopoiesis informs her understanding of how the human and its overrepresentation as man emerges. Recognizing that humans (of various genres) write themselves through a “self- perpetuating and self- referencing closed belief system” that often prevents them from seeing or noticing “the process of recursion,” Wynter works to expose these blind spots.10 [INSERT FOOTNOTE: See McKittrick, “Diachronic Loops,” in which the author cites the importance of the work of H. Maturana and F. Varela, Autopoiesis and Cognition: The Realization of the Living (London: D. Reidel, 1972), for the study of the human’s process of self- writing. END FOOTNOTE] Wynter understands that **one of the limitations of Western liberal thought is that it cannot see itself in the process of writing itself.** I observe a similar kind of cynicism about the way the academic left invokes “post humanism” in the work of Jackson and Musser. Musser in particular questions the capacity of queer theories to turn to sensations like masochism within the field of affect studies to overcome the subject. Further, Jackson’s and Musser’s work is skeptical that white transcendence can happen on its own terms or rely solely on its own processes of self-critique and self- correction. I read Jackson’s and Musser’s work as distrustful of the ability for “posthumanism” to be accountable to Black and Indigenous peoples or for affect theory on its own to not replicate and reinforce the subjugation of the other as it moves toward self- annihilation. Both the human and the post human are causes for suspicion within Black studies. Like Wynter, the field of Black studies has consistently made the liberal human an object of study and scrutiny, particularly the nefarious manner in which it violently produces Black existence as other than and at times nonhuman. Wynter’s empirical method of tracking the internal epistemic crises and revolutions of Europe from the outside has functioned as a model for one way that Black studies can unfurl a critique of the human as well as Western modes of thought. I use the terms “misanthropy” and “misandry” in this article to evoke how Black studies has remained attentive to, wary about, and deeply distrustful of the human condition, humankind, and the humanas-man/men in the case of Black “feminists.” Both Black studies’ distrust of the “human” and Black feminism’s distrust of humanism in its version as man/men (which at times seeks to incorporate Black men) relentlessly scrutinize how the category of the human and in this case the “posthuman” reproduce Black death. I link misandry (skepticism of humankind-as-man) to the kind of skepticism and “hermeneutics of suspicion” that Black feminist scholars like Wynter, Jackson, and Musser at times apply to their reading and engagement with revisions to or expansions of the category of the human, posthuman discourses, and nonrepresentational theory In this article, I connect discursive performance of skepticism to embodied and affective responses I have witnessed in the academy that challenge the sanctioned modes of protocol, politesse, and decorum in the university. For example, Wynter assumes a critically disinterested posture as she gazes empirically on and examines intra-European epistemic shifts over time. Paget Henry has described Wynter as an anthropologist of the Occident, as Europe becomes an object of study rather than the center of thought and humanity.11 [INSERT FOOTNOTE: Paget Henry, Caliban’s Reason: Introducing Afro-Caribbean Philosophy (New York: Routledge, 2002), 19. END FOOTENOTE] Throughout the body of Wynter’s work, she seems to be more interested in drawing our attention to the capacity of European orders of knowledge to shift over time— or their fragility— than in celebrating the progress that European systems of knowledge have claimed to make. Wynter’s tracking is just a tracking and not a celebration of the progress narrative that Western civilization tells about itself and its capacity to define, refine, and recognize new kinds of humanity over time. This comportment of critical disinterest is often read as an affront to the codes and customs of scholarly discourse and dialogue in the academic community, particularly when it is in response to the white thinkers of the Western cannon. **Decolonial refusal and abolitionist skepticism respond to how perverse and reprehensible it is to ask Indigenous and Black people who cannot seem to escape death to move beyond the human or the desire to be human**. In fact, Black and **Indigenous people have never been fully folded into the category of the human**. As Zakiyyah Iman Jackson has argued**, It has largely gone unnoticed by posthumanists that their queries into ontology often find their homologous (even anticipatory) appearance in decolonial philosophies that confront slavery and colonialism’s inextricability from the Enlightenment humanism they are trying to displace. Perhaps this foresight on the part of decolonial theory is rather unsurprising considering that exigencies of race have crucially anticipated and shaped discourses governing the non- human** (animal, technology, object, and plant).12 [Zakkiyah Iman Jackson, “Review: Animal: New Directions in the Theorization of Race and Posthumanism,” Feminist Studies 39, no. 3 (2013): 681. END FOOTENOTE] A crucial point that Jackson emphasizes is that Black and Indigenous studies, particularly decolonial studies, has already grappled with and anticipated the late twentieth century impulses inspired by Leo Bersani and Lee Edelman to annihilate the self and jettison the future. **Indigenous and Black “sex**” (as activity, reproduction, pleasure, world-building, and not-human sexuality) **are already subsumed by death**. For some reason, white critical theory cannot seem to fathom that self- annihilation is something white people need to figure out by themselves. In other words, “they can have that.”13 [INSERT FOOTNOTE: This is a colloquialism or form of vernacular often used by Blacks and People of Color to express that they disagree with something and more specifically reject an idea and will leave that to the people whom it concerns to deal with. END FOOTNOTE] Within Native feminist theorizing, ethnographic refusal can be traced to Audra Simpson’s 2007 article, “On Ethnographic Refusal.” In this seminal work, Simpson reflects on and gains inspiration from the tradition of refusal practiced by the people of Kahnawake.14 [INSERT FOOTNOTE: Simpson’s ethnographic work specifically focuses on the Kahnawake Mohawk who reside in a reservation in the territory is now referred to as southwest Quebec. END FOOTNOTE] **Simpson shares that** **Kahnawake refusals are at the core and spirit of her own ethnographic and ethical practices of refusal.** I was interested in the larger picture, in the discursive, material and moral territory that was simultaneously historical and contemporary (this “national” space) and the ways in which Kahnawakero:non, **the “people of Kahnawake,” had refused the authority of the state at almost every turn.** The ways in which their formation of the initial membership code (now replaced by a lineage code and board of elders to implement the code and determine cases) was refused; the ways in which their interactions with border guards at the international boundary line were predicated upon a refusal; how refusal worked in everyday encounters to enunciate repeatedly to ourselves and to outsiders that “this is who we are, this is who you are, these are my rights.”15 [INSERT FOOTNOTE: Audra Simpson, “On Ethnographic Refusal: Indigeneity, ‘Voice’ and Colonial Citizenship,” Junctures: The Journal for Thematic Dialogue, no. 9 (December 2007): 73. END FOOTNOTE] Because Simpson was concerned with applying the political and everyday modes of Kahnawake refusal, she attended to the “collective limit” established by her and her Kahnawake participants. 16 [INSERT FOOTNOTE: Ibid., 77. END FOOTNOTE] The collective limit was relationally and ethically determined by what was shared but more importantly by what was not shared. Simpson’s ability to discern the collective limit could only be achieved through a form of relational knowledge production that regards and cares for the other. Simpson recounts how one of her participants forced her to recognize a collective limit. Approaching and then arriving at the limit, Simpson experiences the following: And although I pushed him, hoping that there might be something explicit said from the space of his exclusion— or more explicit than he gave me— it was enough that he said what he said. “Enough” is certainly enough. “Enough,” I realised, was when I reached the limit of my own return and our collective arrival. Can I do this and still come home; what am I revealing here and why? Where will this get us? Who benefits from this and why? And “enough” was when they shut down (or told me to turn off the recorder), or told me outright funny things like “nobody seems to know”— when everybody does know and talks about it all the time. Dominion then has to be exercised over these representations, and that was determined when enough was said. The ethnographic limit then, was reached not just when it would cause harm (or extreme discomfort)— the limit was arrived at when the representation would bite all of us and compromise the representational territory that we have gained for ourselves in the past 100 years.17 [INSERT FOOTNOTE: Ibid., 78. END FOOTNOTE] Extending her discussion of ethnographic refusal beyond the bounds of ethnographic concerns, Simpson also ponders whether this enactment of refusal can be applied to theoretical work. Simpson outright poses a question: “What is theoretically generative about these refusals?”18 [INSERT FOOTNOTE: Ibid. END FOOTNOTE] The question that Simpson asks in 2007 is clarified by Eve Tuck and K. Wayne Yang in the 2014 essay “R- Words: Refusing Research.” **Arguing that modes of refusal extended into the theoretical and methodological terrains of knowledge production are productive and necessary,** Tuck and Yang state: For the purposes of our discussion, the most important insight to draw from Simpson’s article is her emphasis that **refusals are not subtractive, but are theoretically generative, expansive. Refusal is not just a “no,” but a redirection to ideas otherwise unacknowledged or unquestioned.** Unlike a settler colonial configuration of knowledge that is petulantly exasperated and resentful of limits, **a methodology of refusal regards limits on knowledge as productive, as indeed a good thing**.19 [INSERT FOOTNOTE: Eve Tuck and K. Wayne Yang, “R- Words: Refusing Research,” in Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities (Thousand Oaks, Calif.: SAGE, 2014), 239. END FOOTNOTE] In line with Simpson’s intervention, Tuck and Yang posit that “refusal itself could be developed into both method and theory.”20 [INSERT FOOTNOTE: Ibid., 242. END FOOTNOTE] For Tuck and Yang, a generative practice of refusal and a decolonial and abolitionist tradition is making Western thought “turn back upon itself as settler colonial knowledge, as opposed to universal, liberal, or neutral knowledge without horizon.”21 [INSERT FOOTNOTE: Ibid., 243. END FOOTNOTE] In fact, the coauthors suggest “making the settler colonial metanarrative the object of . . . research.”22 [INSERT FOOTNOTE: Ibid., 244. END FOOTNOTE] What this move effectively does is question the uninterrogated assumptions and exposes the violent particularities of the metanarrative. **Scrutiny as a practice of refusal also slows down or perhaps halts the momentum of the machinery that allows, as Tuck and Yang argue, “knowledge to facilitate interdictions on Indigenous and Black life**.”23 [INSERT FOOTNOTE: Ibid., 244. END FOOTNOTE] Taking a cue from Simpson and Tuck and Yang, I turn to Tuck’s 2010 critique of Deleuze’s notion of “desire” as an example of the theoretical practice of refusal, which Simpson wonders about and which Tuck and Yang elaborated on in 2014. Eve Tuck’s 2010 article “Breaking Up with Deleuze” refuses Deleuze’s understanding and imposition of his definition of desire for Native studies and Native resurgence in particular. Tuck refuses the Deleuzoguattarian nomadic due to its totalizing moves and specifically its evasion and refusal of Native and alternative notions of refusal that emerge from Native struggles for survival.24 [INSERT FOOTNOTE: Eve Tuck, “Breaking Up with Deleuze: Desire and Valuing the Irreconcilable,” International Journal of Qualitative Studies in Education 23, no. 5 (2010): 635– 50. END FOOTNOTE] For Tuck, paying attention to “the continuity of ancestors,” or genealogies, in Native and in all modes of knowledge production is imperative. For Indigenous and Native studies, it reverses the erasure enacted by continental European and settler-colonial theory, which uses a tradition of ongoing genocide to annihilate Native thinkers and subsequently their epistemologies and theories. Prior to Byrd’s indictment of Deleuzoguattarian laudatory accounts of America’s terrain of “Indians without Ancestry,” Tuck reroutes us back to ancestral and genealogical thinking as a way of asserting Indigenous presence and its epistemological systems and traditions, devoid of Cartesian boundary- making impulses and desires. Tuck’s work also prepares us in 2010 for the critique that Byrd levies in 2011, which exposes the traditions, roots, and genealogies of Western poststructuralist theory. Such theory created the conditions of possibility and emergence for Deleuzoguattarian genocidal forms of rhizomatic and nonrepresentational thought. Black Caribbean feminist Michelle V. Rowley argues we need to especially attend to a theory’s “politics and conditions of emergence.”25 [INSERT FOOTNOTE: See Michelle V. Rowley, “The Idea of Ancestry: Of Feminist Genealogies and Many Other Things,” in Feminist Theory Reader: Local and Global Perspectives, 3rd ed., ed. Carole R. McCann and Syeung Kyung Kim (New York: Routledge, 2013), 810– 81, where Rowley argues that transnational feminisms need to attend to how the white feminist wave as a metaphor and theory emerges, disciplines are thought, and more importantly how “its wins” are gained through the exploitation and suffering of women from the Global South. Rowley describes this work as attending to the “politics and conditions of emergence” of feminist metaphors and theories. END FOOTNOTE] In other words, we need to consider on whose backs or through whose blood a theory developed and then circulated while hiding its own violence.

#### The role of the ballot is to center indigenous scholarship and research. Indigenous theories must come before settler frameworks. We need to hold colonizers accountable to open the space up for new narratives and disrupt colonial institutions.

Carlson ‘16 [Elizabeth Carlson, Oct 21 2016, Anti-colonial methodologies and practices for settler colonial studies, Settler Colonial Studies, 7:4, 496-517, DOI: 10.1080/2201473X.2016.1241213] [SS]

Macoun and Strakosch contend that ‘most settlers who use [settler colonial theory] are concerned to disturb rather than re-enact colonial hierarchies, and seek to contribute to Indigenous political struggles’.40 The particular research project out of which this article arises, focuses on the ways experienced white settler anti-colonial, decolonial, or solidarity activists have worked to disrupt and subvert settler colonialism within themselves, their organizations, their relationships, their pedagogies, their connections with land, their com- munities, and sometimes also in the Canadian government, with a goal of inspiring others to engage in or deepen such work, and of contributing to social change. As has been noted, **in subverting settler colonialism, the role of white settler academics is at the periphery, making space for Indigenous resurgence and knowledges, and pushing back against colonial institutions,** structures, practices, mentalities, and land theft. In order to do this, anti-colonial settler scholars can sit on departmental and university committees, supporting anti-colonial and anti-oppressive ethical choices to push for changes in Euro- centric and colonial curricula, narratives, policies, and structures**. We can seek to disrupt rather than enact colonial values and practices, and engage in anti-colonial actions within the academy.** This also applies to our writing: Settler scholars seeking to challenge colonial power relations should be doubly attentive to the operation of [colonial] narratives, and the way that we as individual scholars perform and deploy academic authority. For us, this has involved the need to interrogate our work – along with other settler cultural productions.41 **When settler scholars subvert colonialism in the academy, the ethics of their work are improved, and potentially more space is made for Indigenous scholars who wish to main- tain their own values in the academy.** Arlo Kempf says that ‘where anticolonialism is a tool used to invoke resistance for the colo- nized, it is a tool used to invoke accountability for the colonizer’.**42 Relational accountability should be a cornerstone of settler colonial studies.** I believe settler colonial studies and scholars should ethically and overtly place themselves in relationship to the centuries of Indigenous oral, and later academic scholarship that conceptualizes and resists settler colonialism without necessarily using the term: SCT may be revelatory to many settler scholars, but Indigenous people have been speaking for a long time about colonial continuities based on their lived experiences. Some SCTs have sought to connect with these discussions and to foreground Indigenous resistance, survival and agency. Others, however, seem to use SCT as a pathway to explain the colonial encounter without engaging with Indigenous people and experiences – either on the grounds that this structural analysis already conceptually explains Indigenous experience, or because Indigen- ous resistance is rendered invisible.43 Ethical settler colonial theory (SCT) would recognize the foundational role Indigenous scholarship has in critiques of settler colonialism. It would acknowledge the limitations of settler scholars in articulating settler colonialism without dialogue with Indigenous peoples, and take as its norm making this dialogue evident. In my view, **it is critical that we not view settler colonial studies as a new or unique field being established, which would enact a discovery narrative and contribute to Indigenous  erasure, but rather take a longer and broader view**. Indigenous oral and academic scholars are indeed the originators of this work. This space is not empty. Of course, powerful forces of socialization and discipline impact scholars in the academy. **There is much pressure to claim unique space**, to establish a name for ourselves, and to make academic discoveries. I am suggesting that **settler colonial studies and anti-colonial scholars resist these hegemo- nic pressures and maintain a higher anti-colonial ethic.** As has been argued, ‘**the theory itself places ethical demands on us as settlers, including the demand that we actively refuse its potential to re-empower our own academic voices and to marginalize Indigen- ous resistance’**.44 As settler scholars, we can reposition our work relationally and contextually with humi- lity and accountability. **We can centre Indigenous resistance, knowledges, and scholarship in our work, and contextualize our work in Indigenous sovereignty.** We can view oral Indi- genous scholarship as legitimate scholarly sources. We can acknowledge explicitly and often the Indigenous traditions of resistance and scholarship that have taught us and pro- vided the foundations for our work. **If our work has no foundation of Indigenous scholar- ship and mentorship, I believe our contributions to settler colonial studies are even more deeply problematic.** I embody the principle of relational and epistemic accountability by acknowledging here that my interest in the larger study out of which the anti-colonial research method- ology is based was inspired by a lifetime of influences. In particular, my work in this area has been influenced by years of guidance from a number of Indigenous and African-Amer- ican mentors including Nicholas Cooper-Lewter, Nii Gaani Aki Inini (Dave Courchene Jr), Zoongigaabowitmiskoakikwe, and my late brother Byron Matwewinin.45 I entered into dis- cussions with Indigenous scholars, friends, and Elders (in particular, Zoongigaabowitmis- koakikwe, Michael Hart, Leona Star-Manoakeesick, and Gladys Rowe),46 observing their protocols of gifts and offerings for the feedback I was requesting, depending on the context. In addition, my reading of Indigenous scholarship located the study as a response to a call by Indigenous scholars that settler peoples engage in decolonization processes and work. Throughout the research and writing process I made it a point to attend Indi- genous-led community events and gatherings to stay connected to community and con- tinue to learn. When I met with Leona Star-Manoakeesick, we discussed how Ownership, Control, Access, Possession research principles might relate to my research.47 Leona challenged me to think about who constitutes the community that relates to my research as a begin- ning step, and shared that accountability to Indigenous peoples would also mean account- ability to the land. Her input greatly influenced the methodology principles and practices. As I achieved greater clarity about the study, I engaged in formal consultations with a number of other Indigenous scholars, knowledge keepers, and/or activists. Chickadee Richard, Belinda Vandenbroek, Don Robinson, Aimée Craft, Louis Sorin, and Manito Mukwa (Troy Fontaine),48 provided guidance, input, and encouragement regarding the initial research design and process, much of which shifted and strengthened my initial thoughts and was readily integrated into the research. I was gifted key insights and values on which to build the research, and meaningful ideas for interview questions and interview participants. During the initial phases of the research, I was inspired by scho- larship that urges settler peoples on Indigenous lands who wish to identify themselves in the context of Indigenous sovereignty to learn and use words that local Indigenous peoples use for them.49 A number of individuals helped me in my quest to learn about Anishinaabemowin conceptions of white people – Nii Gaani Aki Inini (Dave Courchene), Rose Roulette, Niizhosake (Sherry Copenace), Daabaasanaquwat ‘Lowcloud’ (Peter Atkin- son), Byron Matwewinin, and Pebaamibines.50 **I further sought to embody relational accountability by centring Indigenous scholarship and literatures in my research proposal and literature review.** Aspects of the data analysis process were shared with a smaller group of Indigenous scholars (Leona Star-Manoakeesick, Aimée Craft, and Dawnis Kennedy),51 who provided feedback which shaped the analysis and the writing of the research report. Towards the end of the research process, I organized a research feast, which is described further below. **Relational accountability was embodied by sharing the research with the community and receiving feedback from it.**

# 3

#### Their scholarship is bad and a reason to lose the round—their author endorsed pedophilia and actively advocated against the age of consent law.

Doezema 18 [Marie Doezema (Parisian Journalist). “France, Where Age of Consent Is Up for Debate.” The Atlantic, 10 March 2018. https://www.theatlantic.com/international/archive/2018/03/frances-existential-crisis-over-sexual-harassment-laws/550700/ //WWDH]

After May 1968, French intellectuals would challenge the state’s authority to protect minors from sexual abuse. In one prominent example, on January 26, 1977, Le Monde, a French newspaper, published a petition signed by the era’s most prominent intellectuals—including Jean-Paul Sartre, Simone de Beauvoir, Gilles Deleuze, Roland Barthes, Philippe Sollers, André Glucksmann and Louis Aragon—in defense of three men on trial for engaging in sexual acts with minors. “French law recognizes in 13- and 14-year-olds a capacity for discernment that it can judge and punish,” the petition stated, “But it rejects such a capacity when the child's emotional and sexual life is concerned.” Furthermore, the signatories argued, children and adolescents have the right to a sexual life: “If a 13-year-old girl has the right to take the pill, what is it for?” It’s unclear what impact, if any, the petition had. The defendants were sentenced to five years in prison, but did not serve their full sentences.

#### Comes first:

#### [1] Reversibility: once oppressive rhetoric is used it cannot be taken back

#### [2] Norm setting: we are part of a larger debate community with extensive norms – letting bad discourse be rampant kills the community

**[3] Competition: debate is an educational competition with no place for offensive rhetoric – that kills access to the lasting benefit debate provides**

# Case

### Presumption

#### Presumption flips neg against K affs – they have the burden of proof since they aren’t defending the rez. That’s key to ensure the neg has a shot at engagement.

#### Vote neg on presumption:

#### 1] Systems- the 1AC says institutions create social realities that replicate violence but in-round discourse does nothing to alter conditions. All you do is encourage teams to write better framework blocks.

#### 2] Spillover- they are missing an internal link as to why they need the ballot or why the reading of the aff forwards change. E

#### 3] Competition- debate is the wrong forum for change and competition moots any ethical value of the aff. Winning rounds just makes it seem like you want to win and a loss is internalized as a technical mistake.

**Individual rounds do not change subjectivity, even if they spur immediate reflection, those insights aren’t integrated into deep-stored memory—this means you can vote negative on presumption. Encouraging focused research is the only chance to change attitudes—this means you should prioritize our impacts about how they hurt the broader model of debate even if the aff’s good for them.**

Goodin and Niemeyer 3Robert E. Goodin and Simon J. Niemeyer- Australian National University- 2003, When Does Deliberation Begin? Internal Reflection versus Public Discussion in Deliberative Democracy, POLITICAL STUDIES: 2003 VOL 51, 627–649, http://onlinelibrary.wiley.com/doi/10.1111/j.0032-3217.2003.00450.x/pdf

What happened in this particular case, as in any particular case, was in some respects peculiar unto itself. The problem of the Bloomfield Track had been well known and much discussed in the local community for a long time. Exaggerated claims and counter-claims had become entrenched, and unreflective public opinion polarized around them. In this circumstance, the effect of the information phase of deliberative processes was to brush away those highly polarized attitudes, dispel the myths and symbolic posturing on both sides that had come to dominate the debate, and liberate people to act upon their attitudes toward the protection of rainforest itself. The key point, from the perspective of ‘democratic deliberation within’, is that that happened in the earlier stages of deliberation – before the formal discussions (‘deliberations’, in the discursive sense) of the jury process ever began. The simple process of jurors seeing the site for themselves, focusing their minds on the issues and listening to what experts had to say did virtually all the work in changing jurors’ attitudes. Talking among themselves, as a jury, did very little of it. However, the same might happen in cases very different from this one. Suppose that instead of highly polarized symbolic attitudes, what we have at the outset is mass ignorance or mass apathy or non-attitudes. There again, people’s engaging with the issue – focusing on it, acquiring information about it, thinking hard about it – would be something that is likely to occur earlier rather than later in the deliberative process. And more to our point, it is something that is most likely to occur within individuals themselves or in informal interactions, well in advance of any formal, organized group discussion. There is much in the large literature on attitudes and the mechanisms by which they change to support that speculation.31 Consider, for example, the literature on ‘central’ versus ‘peripheral’ routes to the formation of attitudes. Before deliberation, individuals may not have given the issue much thought or bothered to engage in an extensive process of reflection.32 In such cases, positions may be arrived at via peripheral routes, taking cognitive shortcuts or arriving at ‘top of the head’ conclusions or even simply following the lead of others believed to hold similar attitudes or values (Lupia, 1994). These shorthand approaches involve the use of available cues such as ‘expertness’ or ‘attractiveness’ (Petty and Cacioppo, 1986) – not deliberation in the internal-reflective sense we have described. Where peripheral shortcuts are employed, there may be inconsistencies in logic and the formation of positions, based on partial information or incomplete information processing. In contrast, ‘central’ routes to the development of attitudes involve the application of more deliberate effort to the matter at hand, in a way that is more akin to the internal-reflective deliberative ideal. Importantly for our thesis, there is nothing intrinsic to the ‘central’ route that requires group deliberation. Research in this area stresses instead the importance simply of ‘sufficient impetus’ for engaging in deliberation, such as when an individual is stimulated by personal involvement in the issue.33 The same is true of ‘on-line’ versus ‘memory-based’ processes of attitude change.34 The suggestion here is that we lead our ordinary lives largely on autopilot, doing routine things in routine ways without much thought or reflection. When we come across something ‘new’, we update our routines – our ‘running’ beliefs and pro cedures, attitudes and evaluations – accordingly. But having updated, we then drop the impetus for the update into deep-stored ‘memory’. A consequence of this procedure is that, when asked in the ordinary course of events ‘what we believe’ or ‘what attitude we take’ toward something, we easily retrieve what we think but we cannot so easily retrieve the reasons why. That more fully reasoned assessment – the sort of thing we have been calling internal-reflective deliberation – requires us to call up reasons from stored memory rather than just consulting our running on-line ‘summary judgments’. Crucially for our present discussion, once again, what prompts that shift from online to more deeply reflective deliberation is not necessarily interpersonal discussion. The impetus for fixing one’s attention on a topic, and retrieving reasons from stored memory, might come from any of a number sources: group discussion is only one. And again, even in the context of a group discussion, this shift from ‘online’ to ‘memory-based’ processing is likely to occur earlier rather than later in the process, often before the formal discussion ever begins. All this is simply to say that, on a great many models and in a great many different sorts of settings,

### A2 Rob

#### 1] Homogenization – the group of indigeneity in the category of “minorities” doesn’t allow for internsectional discussions of queer people or Native people or people with disabilities – even if we can have some form of discussion it’ll never be centered on the issue.

#### 2] Outweighs on materiality – we can’t create real change in the round, if you don’t know what their role of the ballot does, you shouldn’t vote for it. [HERE’S WHAT SET COL DOES] Material violence first – it’s the best basis for struggle for Black scholars fighting on the streets – abstracting violence to ontology is de-radicalizing since it incentivizes arm-chair philosophy.

#### 3] Theorizing isn’t Offense – you don’t win for saying this exists as an FYI – only grant them offense from what their method solves for which means Presumption is a sequencing question for evaluating the case.

# 2N