## 1

#### Behold the image of the disgusting disabled child, which causes one to wince in the face of egoistic empathy. This is self-reflection, a process constitutive of the psyche that results in the disability drive, the culmination of primary pity where the non-disabled subject embodies itself in the position of the disabled object, and secondary pity, which portrays the ego’s overcompensation to regain its position and pushes a desire from lack for the eradication of disability.

**Mollow 15** Anna (2015): The Disability Drive, A dissertation submitted in partial satisfaction of the requirements for the degree of Doctor of Philosophy in English in the Graduate Division of the University of California, Berkeley Committee in charge: Professor Kent Puckett, Chair Professor Celeste G. Langan Professor Melinda Y. Chen Spring 2015 <https://digitalassets.lib.berkeley.edu/etd/ucb/text/Mollow_berkeley_0028E_15181.pdf> SJCP//JG

A Tale of Two Pities “Piss on pity,” declares a well-known disability activist bumper sticker. A more polite companion to this tag, the slogan “No pity” is a rallying cry of the disability rights movement.119 For disability studies, a field that since its inception has vigorously resisted the imposition of pity upon disabled people, Tiny Tim is anathema. Understandably so: every year, the image of Tiny Tim is used to drum up pity for disabled people; the widespread circulation of this affect, disability scholars have compellingly argued, does not alleviate the social barriers that we face but instead reinforces our oppression. Indispensable as this disability studies analysis is, it leaves some important questions about pity unanswered. For example: if, as is commonly said, “No one wants to be pitied,” then why is this so? And also, if nobody wants to be pitied, who, if anyone, wants to feel pity? At first glance, the answer to the latter question might seem to be “everyone.” Certainly, multitudes of moviegoers appear to enjoy our culture’s annual recitations of Tiny Tim’s pity inducing tale. If it can be fun to perform pity, perhaps this is because pity gives a boost to the ego of the pitying person. “You are broken, and I am whole,” the pitier says to the one who is pitied. “I look down on you because you suffer.” Naturally, disabled people resist performing this service for the nondisabled. “Spare us your pity,” we say, because pity is felt to be demeaning. 73 Yet an incoherence structures this familiar account of pity: if pity fortifies the ego of the subject who feels it, then why do people so often resist feeling pity? Some folks get pissed when they are prodded to pity. “Your appeals to pity won’t work,” they say. “I have no pity for you.” This is the attitude that Scrooge takes toward Tiny Tim. It’s also the stance that Edelman invites queers to take in relation to the Child—and not only to the Child per se, but also to anyone who calls for a performance of pity. Edelman argues that compassion (which, of course, is a close relative of pity) is fundamentally narcissistic (73). When we call ourselves compassionate, we think we’re feeling for the other; but, Edelman contends, we’re really only feeling for ourselves (83). That is, compassion involves projecting one’s own ego onto the object of one’s compassion. In this schema, the pitied person is used as a vehicle for the pitier to feel sorry for his or her own self. But in calling compassion a cover for narcissism, Edelman may inadvertently point to a connection between compassion and the drive. Freud’s theorization of narcissism, which is a precursor to his idea of the death drive, suggests that although some forms of narcissism can bolster the ego, other forms can do just the opposite. “On Narcissism” posits a distinction between what Freud calls “primary” and “secondary” narcissism; this distinction provides the basis for a contrast that I wish to draw between what could be called primary and secondary pity. To elucidate these two pities, let us look at the tale that Freud tells about two narcissisms. The story begins, as many Freudian narratives do, with the image of a child at its mother’s breast. Freud gives the name “primary narcissism” to the perfect autoerotic pleasure in which the child luxuriates. This pleasure takes place in the absence of a stable self, as the child does not yet conceive of itself as a distinct entity, undifferentiated from its external environment (87-88). It’s the best of times, but it can’t last: the child’s primary narcissism, Freud recounts, is exposed to numerous “disturbances,” ranging from the castration complex (in which boys fear losing the penis and girls, Freud assumes, wish that they had one) to parental discipline and criticism.120 But still, we keep seeking that lost, best time: because humans are “incapable of giving up a satisfaction” that we have “once enjoyed,” we continually try to return to the primary narcissism of childhood. We do this by engaging in secondary narcissism. All the familiar attitudes and behaviors that one tends to think of when one disparages someone as “narcissistic” fall into the category of what Freud defined as secondary narcissism: the puffed up ego, the feeling of superiority over others. But even secondary narcissism, with its many patent problems, does not only aim to aggrandize the ego. The impetus of secondary narcissism, after all, is to return to a state in which the ego as such does not exist. The child’s autoerotic enjoyment at its mother’s breast is pleasurable in part because the child is not yet a subject. As with the death drive’s impulsion to return to “an earlier state of things,” secondary narcissism draws the subject back toward a prior time when the ego did not exist (Beyond 45). Yet if primary narcissism is looked back upon as the best of times, it must, from the vantage point of a fully constituted ego, appear as the worst of times, too. To be drawn back to primary narcissism would be to imagine the abolition of one’s self. For this reason, even though secondary narcissism may threaten to break down the ego, it also entails a defense against the threat/pleasure of that breaking down. Much as the differentiation between the inseparable processes of primary and secondary narcissism rests on a distinction between building up and breaking down the ego, a similar heuristic distinction gives structure to my concepts of primary and secondary pity. To be clear, pity and narcissism are not the same thing: if narcissism can be understood as love of the self, pity involves a complex affective reaction to the suffering of someone else. Primary pity entails a response to the image of another person succumbing to what I have termed the “tragedy of disability.”121 Primary pity arises when one witnesses a fall of the self, a collapse of the ego; such falling is at once painful and pleasurable to observe. In other words, primary pity could be described as a vicarious experience of the tragedy of disability. A great deal of the pain and pleasure of primary pity center on questions about what, or who, this fallen self is. When most people think about pity, we refer to an affect in which, to adopt Edelman’s phrase, we purport to “feel for the other.” But as with primary narcissism, in which the self has not yet been constituted, and therefore cannot be said to enter into intersubjective relations with an “other,” primary pity entails a mixing up of self and other such that the ego, in becoming permeable to pain that may properly belong to “someone else,” is profoundly threatened in its integrity. Primary pity is that intense pain-pleasure complex that is provoked by the image of a suffering other who, it seems momentarily, both is and is not one’s self. This affective response can feel unbearable, as seen in Siebers’s formulation: one “cannot bear to look…but also cannot bear not to look.” Primary pity is difficult to bear because it involves a drive toward disability (one cannot bear not to look), which menaces the ego’s investments in health, pleasure, and control—because to contemplate another person’s suffering is to confront the question, “Could this happen to me?” Such a prospect, although frightening, may also be compelling; in this way, primary pity replicates the self-rupturing aspects of sexuality. Indeed, the unbearability of primary pity reflects its coextensiveness with sexuality. Sex, or the Unbearable, a book coauthored by Edelman and by Lauren Berlant, argues that sex “unleashes unbearable contradictions that we nonetheless struggle to bear” (back cover). This claim accords with Freud’s account of sexuality as a “pleasurable” “unpleasure” that the ego can never fully master or control (Three 49,75). As Leo Bersani puts it in his reading of Freud, “the pleasurable unpleasurable tension of sexual enjoyment occurs when the body’s „normal‟ range of sensation is exceeded, and when the organization of the self is momentarily disturbed”; thus, “sexuality would be that which is intolerable to the structured self” (Freudian 38). Primary pity is also intolerable to the structured self, because it entails a fascination with the fantasy of a self in a state of disintegration or disablement. Secondary pity is something else, although it cannot wholly be differentiated from primary pity. Secondary pity attempts to heal primary pity’s self-rupturing effects by converting primary pity into a feeling that is bearable. As with secondary narcissism, secondary pity involves both an attempt to get back to that ego-shattering state of painfully pleasurable primary pity, and at the same time to defend against that threat to the ego by aggrandizing oneself at someone else’s expense. Secondary pity refers to all those ego-bolstering behaviors that most people think of when they talk about pity. Disabled people are all too familiar with these behaviors: the saccharin sympathy, the telethon rituals of “conspicuous contribution,” the insistence that “they” (i.e., nondisabled people) could never endure such suffering. More commonly known in our culture simply as “pity,” secondary pity encompasses our culture’s most clichéd reactions to disability: charity, tears, and calls for a cure. Correlatives of these commonplace manifestations of secondary pity are the obligatory claims that disabled people’s suffering is “inspiring.” Indeed, the speed with which conventional cultural representations of disability segue from overt expressions of pity to celebrations of “the triumph of the human spirit” highlights the ways in which secondary pity, as a defense against primary pity’s incursions, reinforces the ego’s fantasy of sovereignty. Secondary pity, in other words, can be seen as a variation of secondary narcissism: these affects enlarge the ego of the pitier or the narcissist at the expense of someone else. But primary pity is not the same as either primary narcissism, secondary narcissism, or secondary pity. Unlike primary narcissism, a feeling that emerges out of a relation to the world in which notions of “self” and “other” do not obtain, primary pity does depend upon the constructs of self and other, although these constructions are unstable and are continually threatening to come undone. Primary pity can thus be envisioned as a threshold category occupying a liminal position between the total denial of the other that is inherent to primary narcissism and the rigid structure of (superior) self and (inferior) other that constitutes secondary narcissism and secondary pity. My concept of primary versus secondary pity also differs from Freud’s primarysecondary narcissism distinction at the level of genealogy. Like Freud’s account of primary and secondary narcissisms, my model of primary and secondary pities involves a temporal transition; but whereas Freud imagines the movement from primary to secondary narcissism as a passage from an earlier to a later stage of an individual’s development, the temporal shift from primary to secondary pity happens much more quickly than this. It happens in an instant: that moment in which we feel primary pity and then, almost before we can blink, deny that we feel or have felt it. The denial is understandable: who wants to admit that one gets pleasure from the sight of another person’s suffering—or, to make matters worse, that this pleasure derives in part from the specter of disability’s transferability, the possibility that this suffering could be—and, fantasmatically, perhaps already is—an image of one‟s own self undone? Indeed, the model of primary pity that I have been constructing may sound a bit too close to sadism for some people’s liking. Pity does come close to sadism, and at the same time, to masochism, which Freud theorizes as sadism’s obverse. In “Mourning and Melancholia,” an essay that can be read as a sequel to “On Narcissism,” Freud approaches a distinction between primary and secondary masochism, which accords with my primary-secondary pity heuristic.122 If the story that I traced in “On Narcissism” could be summarized as “child gets breast; child loses breast; child gets breast back, albeit in a secondary, adulterated form,” the tale that Freud tells about masochism takes much the same form. In this story, subject loves object; subject loses object; and subject tries to get object back by becoming object, that is, by identifying with the object in such a way that object starts to seem—and perhaps in some ways is—part of subject’s self. This last phase is a dysfunctional and disabling form of identification, Freud makes clear. Subject is still angry at object for having left it, and it takes out that anger on the object that is now part of itself. This is the reason that people suffering from melancholia are so hard on themselves, Freud says; the “diminution in…self-regard” that typically accompanies melancholia results from the subject’s attacks on the loved-and-lost object that the subject has incorporated into its ego (“Mourning” 246). Freud had not wanted there to be such a thing as primary masochism; for a long time, he had insisted that sadism, or “aggression,” was the primary instinct, and that masochism was only a turning-inward of this originary aggression. But in “Mourning and Melancholia,” although Freud does not yet use the term “primary masochism,” he nonetheless gets at this concept. The problem of suicide, Freud notes in this essay, raises the possibility that the ego “can treat itself as an object” that it wants to destroy (252). When it comes to such an extreme act as suicide, the possibility of carrying “such a purpose through to execution” must, Freud surmises, involve more than a sadistic wish to punish others. Perhaps, then, there is an innate desire to destroy one’s own self, Freud hypothesizes. If so, this self would not be a single thing: it would be “me” and at the same time, the lost object whose image “I” have internalized. Freud’s notion of a primary masochism is tied very closely to his conceptualization of the drive. Beyond the Pleasure Principle, the text in which Freud first used the term “death drive,” was published three years after “Mourning and Melancholia.” In the later text, Freud’s speculations about the death drive lead him to acknowledge that “there might be such a thing as primary masochism” (66). After all, Freud points out, the idea that either sadism or masochism definitively takes precedence over the other does not ultimately make much sense, as “there is no difference in principle between an instinct turning from the object to the ego and its turning from the ego to an object” (66). If sadism and masochism are ultimately indistinguishable obverses of each other, then pity, in both its primary and its secondary forms, would have to be both sadistic and masochistic. This is a deeply troubling possibility, but I suggest that trying to overcome pity will only make matters worse. There are many ways of trying to overcome primary pity, and each one ultimately aggravates the violence of primary pity. One way is the “pitiless” refusal of compassion that Edelman advocates (70). Another is the disability activist “No pity” injunction. A third example is secondary pity, as in the query, commonly addressed to disabled people, “Have you ever thought of killing yourself?”123 In this question, disabled people correctly hear the wish, “I’d like to kill you.” Indeed, primary pity is so unsettling that our culture has been driven to “mercifully” kill people in the name of secondary pity. We have also been driven to lock people in institutions, to let them languish on the streets, to stare, to punish, and to sentimentalize—all, I would suggest, in the interest of not owning, not naming, not acknowledging that self-shattering, ego-dissolving, instantaneous and intolerable moment of primary pity. Because primary pity is tied up with the disability drive, it must, like the drive itself, be regarded as unrepresentable. However, I will quote at length from a passage of writing that comes close not only to representing primary pity but also perhaps to producing it. In his memoir, One More Theory About Happiness, Paul Guest describes an experience that he had in the hospital after sustaining a spinal cord injury when he was twelve years old: My stomach still roiled and it was hard to keep anything down. Late one night, a doctor came to my bedside, leaning over me, his hands knotted together. He seemed vexed, not quite ready to say anything. Used to the look, I waited. And then he began. “The acids in your stomach, Paul, because of everything you’re going through, it’s like your body, everything about it, is upset. That’s why you feel so nauseous all the time. We’re going to treat that by putting a tube into your nose and down into your stomach, so we can give you medicine, OK?” When he walked away, I felt something begin to give way inside me. Up until then, I’d faced more misery and indignity than I would have thought possible. I lay there, numb and sick in a diaper, helpless. It was too much to bear, too frightening, a last invasion I could experience and not break, utterly. When he returned with nurses, I was already sobbing. Anyone so limited could hardly fight, but I tried. I tried. The neck collar prevented much movement, and any was dangerous, but I turned my head side to side, just slightly, a pitiful, unacceptable range. Fat tears rolled down my face like marbles. I begged them all, no, no, no, please no. “Hold him, hold him still,” the doctor said. Nurses gripped my head on either side. From a sterile pack, the doctor fished out a long transparent tube and dabbed its head in a clear lubricant. He paused almost as if to warn me but then said nothing. 77 Then the tube entered one nostril, its gauge slight enough to pass through, down my throat and into my stomach. I couldn’t thrash or resist. I could only relent. To the pain, the discomfort, but most distressingly the feeling of powerlessness, of violation. It was in that moment, I think, that the weight of everything which had happened fell upon me, undeniably, and the knowledge of it crushed me. (23-24) “Too much to bear,” Guest writes. The word “unbearable” would indeed be an accurate descriptor of this passage: both the experience of violence that it narrates and also the retelling of that experience produce sensations that, as in Berlant and Edelman’s account of sexuality, one cannot bear but must nonetheless “struggle to bear” (back cover). Guest’s account of a nonconsensual administration of an unwanted medical treatment is especially difficult to bear because it gives the reader no recourse to secondary pity: the passage offers no “lesson” to be learned, no invitation to feel “inspired,” nothing to make one feel in any way okay about what has happened. The medical violence that Guest recounts seems particularly devastating because it is readable as sexual: it takes the form of forced penetration, and it results in a “feeling of powerlessness, of violation” that resonates with experiences recounted by survivors of sexual assault.

#### The 1ACs focus on epistemic performativity erases the material conditions of disability

Siebers 6 (Tobin, Prof of Literary and Cultural Criticism at the U of Michigan, “Disability Studies and the Future of Identity Politics”) DR 16

**The attack on identity by social constructionists is designed to liberate individuals constrained by unjust stereotypes and social prejudices. The example of disability in particular reveals with great vividness the unjust stereotypes imposed on identity by cultural norms and languages as well as the violence exercised by them.** It also provides compelling evidence for the veracity of the social model**. Deafness was not, for instance, a disability on Martha’s Vineyard for most of the eighteenth century because 1 in 25 residents was deaf and everyone in the community knew how to sign**. Deaf villagers had the same occupations and incomes as people who could hear.3 This example shows to what extent **disability is socially produced.** In fact, **it is tempting to see disability exclusively as the product of a bad match between society and some human bodies because it is so often the case. But disability also frustrates theorists of social construction because the disabled body and mind are not easily aligned with cultural norms and codes. Many disability scholars have begun to insist that the social model either fails to account for the difficult physical realities faced by people with disabilities or presents their body and mind in ways that are conventional, conformist, and unrecognizable to them. These include the habits of privileging pleasure over pain, making work a condition of independence, favoring performativity to corporeality, and describing social success in terms of intellectual achievement, bodily adaptability, and active political participation.** David Mitchell and Sharon Snyder have noticed that **the push to link physical difference to cultural and social constructs, especially ideological ones, has actually made disability** disappear from the social model. They cite a variety of recent studies of the body that use “corporeal aberrancies” to emblematize social differences, complaining that “physical difference” within common critical methodologies “exemplifies the evidence of social deviance even as the constructed nature of physicality itself fades from view.”4 As Davis puts it, **cultural theory abounds with “the fluids of sexuality, the gloss of lubrication, the glossary of the body as text,** the heteroglossia of the intertext, the glossolalia of the schizophrenic. **But almost never the body of the differently abled.”5 Recent theoretical emphases on “performativity,” “heterogeneity,” and “indeterminancy” privilege a disembodied ideal of freedom, suggesting that emancipation from social codes and norms may be achieved by imagining the body as a subversive text. These emphases are not only incompatible with the experiences of people with disabilities; they mimic the fantasy, often found in the medical model, that disease and disability are immaterial as long as the imagination is free. Doctors and medical professionals have the habit of coaxing sick people to cure themselves by thinking positive thoughts, and when an individual’s health does not improve the failure is ascribed to mental weakness**. Sontag was perhaps the first to understand the debilitating effects of **describing illness as a defect of imagination or will power**. She traces the notion that disease springs from individual mental weakness to Schopenhauer’s claim that “recovery from a disease depends on the will assuming ‘dictatorial power in order to subsume the rebellious forces’ of the body” (43-44). **She also heaps scorn on the idea that the disabled or sick are responsible for their disease concluding that “theories that diseases are caused by mental states and can be cured by will power are always an index of how much is not understood about the physical terrain of a disease**” (55**). The rebellious forces of the body and the physical nature of disease represent a reality untouched by metaphor.** Sontag insists that “the reality has to be explained” (55).

#### The role of the ballot is to vote for the debater who best methodologically challenges ableism.

**Campbell 13** Fiona Kumari (2013): Problematizing Vulnerability: Engaging Studies in Ableism and Disability Jurisprudence, Fiona Kumari Campbell undertakes research in Studies in Ableism, coloniality, disability studies as well as explorations about Buddhist formations of disability. Trained in sociology, theology and legal studies; she is interested in ways that law, new technologies and the governance of marginal populations produces understandings of the productive citizen, normative bodies, ideas of periphery and ways that ablement privileges and entitles certain groups in society. Campbell is the author of Contours of Ableism: The Production of Disability and Abledness (Palgrave, 2009) and numerous other journal articles and book chapters. SJCP//JG

Studies in Ableism What is meant by the concept of ableism? The literature suggests that the term is often used fluidly with limited definitional or conceptual specificity. The work of Carlson (2001)5 and Campbell (2001) represented a turning point in bringing attention to this new site of subordination not just in terms of disablement but also ableism’s application to other devalued groups. Ableism is deeply seeded at the level of knowledge systems of life, personhood and liveability. Ableism is not just a matter of ignorance or negative attitudes towards disabled people; it is a schema of perfection, a deep way of thinking about bodies, wholeness and permeability.6 As such integrating ableism into social research and advocacy strategies represents a significant challenge to practice as ableism moves beyond the more familiar territory of social inclusion and usual indices of exclusion to the very divisions of life. Bringing together the study of existence and knowledge systems, ableism is difficult to pin down. Ableism is a set of processes and practices that arise and decline through sequences of causal convergences influenced by the elements of time, space, bodily inflections and circumstance. Ability and the corresponding notion of ableism are intertwined. Compulsory ablebodiedness is implicated in the very foundations of social theory, therapeutic jurisprudence, advocacy, medicine and law; or in the mappings of human anatomy. Summarised by Campbell (2001, 44) Ableism refers to; …A network of beliefs processes and practices that produces a particular kind of self and body (the bodily standard) that is projected as the perfect, speciestypical and therefore essential and fully human. Disability then is cast as a diminished state of being human. Writing today (2013) I add an addition to this definition: ‘The ableist bodily configuration is immutable, permanent and laden with qualities of perfectionism or the enhancement imperative orientated towards a self-contained improvability’. Sentiency applies to not just the human but the ‘animal’ world. As a category to differentiate the normal from the pathological, the concept of abledness is predicated on some preexisting notion about the nature of typical species functioning that is beyond culture and historical context. Ableism does not just stop at propagating what is typical for each species. An ableist imaginary tells us what a healthy body means – a normal mind, the pace, the tenor of thinking and the kinds of emotions and affect that are suitable to express. Of course these ‘fictional’ characteristics then are promoted as a natural ideal. This abled imaginary relies upon the existence of an unacknowledged imagined shared community of able-bodied/minded people held together by a common ableist world view that asserts the preferability and compulsoriness of the norms of ableism. Such ableist schemas erase differences in the ways humans express our emotions, use our thinking and bodies in different cultures and in different situations. This in turn enacts bodily Otherness rendered sometimes as the ‘disabled’, ‘perverted’ or ‘abnormal body’, clearly demarcating the boundaries of normal and pathological. A critical feature of an ableist orientation is a belief that impairment or disability is inherently negative and at its essence is a form of harm in need of improvement, cure or indeed eradication.

#### Vote negative to endorse an unwavering pessimism and radical failure – we reject the political and notions of futurism in exchange for an affirmation of disability’s abjection as something beautiful.

**Selck 16** Michael (2016): Crip Pessimism: The Language of Dis/ability and the Culture that Isn't, Southern Illinois University Carbondale, SJCP//JG

The disabled are dying and with them dis/abled culture is being eradicated. In the time between formulating this project and its completion already too many disabled souls have been taken from this world, including pivotal disability studies influences for this research. I barely had enough time to mourn the loss of disability advocate and inspiration porn critic Stella Young before grieving the loss of disability studies exemplar Tobin Siebers. Attached to the grief I feel as a result of the fading disability studies community is the perpetual grief I harbor since my disabled Father’s suicide and in turn the grief concomitant to the claiming of a disabled identity. I choose to start out this project with grief because it communicates the tenor of this research; this is not the disability studies project of inspiration or utopia. My entry point to the disability studies dialogue is riddled with grief, anger, and pain and it is as such that this project plots a course of disability research that attempts to make a space free from the ideological constraints of optimism. The language surrounding dis/ability is highly political. Entire words, phrases, and identities are stretched between, in, and out of the nexus of dis/ability. The choice, for instance, to include a backslash in the word dis/ability represents for Goodley (2014) a desire to delineate and expand each of the categories in the face of global neoliberalism. My initial research inquired about the impact of dis/abled terms and phrases. I went to interrogate rhetoric like “special education”, “handicapable”, and one of the most glaringly overused insults in the American education system “retard”. The scholarship I was coming up with was plentiful but was for the most part located entirely outside of intercultural communication programs like the one I was attending. For the most part the few and far between intercultural communication projects about dis/ability I was able to locate were without modal complexity and didn’t bear semblance to so many of my own experiences. I was beginning to notice a layer of optimism that has been communicatively imprinted upon the negotiation of dis/abled identity. The angst started to manifest as I questioned if I was in the correct field or if dis/ability even was ‘cultural’. I felt a very real cultural erasure of dis/ability in academia and ultimately that glaring lack of consideration is what pushed me to performance studies. I first worked to close the apparent research gap by crafting a collaborative performance titled Under the Mantle (UTM), which put dis/ability, communication scholarship, and pessimist philosophy on stage. The larger purpose of this research report is to antagonize the erasure of dis/ability from communication studies by autoethnographically analyzing the crip-pessimist performance art project Under The Mantle. This research report will first detail the components of the theoretical work that was drawn on to create UTM. Next I offer a literature review to demonstrate the combination of optimism and neglect dis/ability has undergone in intercultural communication models. Following that section I mark my shift to performance methods as I explain how narrative autoethnography can illuminate cultural misconceptions regarding the dis/abled. In the last sections of this report I offer a textual analysis of the performance UTM and analyze three significant arguments of the instillation before concluding. Contextualizing Critical Dis/Ability Theory Often used interchangeably, critical disability theory (CDT) and critical disability studies (CDS) contest dis/ablism (Goodley, 2011, 2014; Devlin & Pothier, 2006; Hosking, 2008). There are several unique additions made to CDS with every new instantiation. Scholars in European countries and Canada attend to the theory, with United States academics often underrepresented. There are three concurrent themes of CDT that I will synthesize in this section with some dis/ability studies authors claiming there are as many as seven themes of CDT (Hosking, 2008). In the introduction to their edited collection of dis/ability essays, Richard Devlin and Dianne Pothier (2006) present three themes of CDT as, first, to highlight the unequal status to which persons with disabilities are confined; second, to destabilize necessitarian assumptions that reinforce the marginalization of persons with disabilities; and third, to help generate the individual and collective practical agency of persons with disabilities in the struggles for recognition and redistribution. (p. 18, emphasis mine) Already the connections between the CDT and the critical communication paradigm are visible as each respectively forefronts notions of power, privilege, identity, and agency. Outlined in more detail, the first theme of CDT argues that there is systemic micro and macro level discrimination against bodies with disabilities. To some critical communication scholars, this theme might be obvious, but it seldom is when “the resulting exclusion of those who do not fit able-bodied norms may not be noticeable or even intelligible” (Delvin & Pothier, 2006, p. 7). As the bumper sticker on my laptop proudly disclaims, “Not all disabilities are visible,” which necessarily adds a level of nuance and complexity to the way that dis/ability studies attend to the prospect of discrimination and violence. Often times, “social organization according to able-bodied norms is just taken as natural, normal, inevitable, necessary, even progress” (Delvin & Pothier, 2006, p. 7). It might be true that the lack of collaborative work between critical communication studies and dis/ability studies is because neoliberalism is supremely effective at rebranding marginalized oppression as a marker of its progress. The implications of this assertion are dire but essential to the basis of crip-pessimism. Theoretical approaches based in pessimism and skepticism are often necessary to distinguish the instruments of self destruction that have been mistaken for those of self betterment. Thus, a key question remains, what is regarded as progress and to whom does it count? The politics of progress call for the second tenet of CDT, which is a destabilization of neoliberal practices that strip power and agency from bodies with disabilities. Devlin and Pothier (2006) use the language of “anti-necessitarian” (p. 2), which refers to the efficacy of social organizations and an unflinching skepticism of liberalism. For Shildrick and Price (1999), “disabled bodies call into question the ‘giveness’ of the ‘natural body’ and, instead, posit a corporeality that is fluid in its investments and meanings” (p. 1). Anti-necessitarian logics ask questions that remain innocuous to the critical communication paradigm. Can the architectural proliferation of stairs and multiple levels on buildings be attributed to neoliberalism and active disablism? If stairs seem to focus too exclusively on physical impairments, then what about the sensitivity of the building’s lighting, acoustics, and spatiality? Finally, if neoliberalism fights to protect its grand narrative of progress then is the social exclusion of bodies with disabilities necessary for the day-to-day operation of our globalized world? As Donaldson (2002) posits: “theories of gendered, raced, sexed, classed, and disabled bodies offer us critical languages for ‘denaturalising’ impairment’” (p. 112) at the level of the subjective and inter-subjective. The third theme of CDT is to attend to the agency of bodies with disabilities in the struggle for recognition. One key element of extending agency to the disabled is the use of social experience. Experience is subjective “but experience remains intimately connected to political and social existence, and therefore individuals and societies are capable of learning from their experiences” (Siebers, 2008, p. 82). Though absolutely necessary, it is not enough to write treatises on the oppression of the disabled over time. Academics, theorists, intercultural trainers, and storytellers alike should be aware of the constant risks of representation. Representation and context are at the core of critical disability studies. The notion of agency is as unstable as the notions of dis/ability. There is no one-size-fits-all human rights based approach that will be suitable to address all disabled experiences, as the theoretical call for crip-pessimism will remind us. Instead of a universal abstract Rawlsian concept of social justice, CDS “attend(s) to the relational components of dis/ablism” (Goodley, 2011, p. 159). By a Rawlsian concept of social justice I mean a model that relies on distributive justice with utopist equality at its core. Where utopist equality projects highlight human sameness to the point of purity. CDT unavoidably invites a discussion about difference into the folds as postmodern and post-structural thinkers position the self as defined constantly in relation to others. Therein lies the difference between an equality model and a justice model of social identity. Often in the attempt to open up spaces for reconsidering self and other, CDS celebrates disability as a positive identity marker. This essay offers a strong argument of caution that the inclusion of CDS in critical communication studies might rely too heavily on celebrations of disabled identity. Nothing better demonstrates that reliance on celebrating identity than the myriad language choices used to describe a disabled identity including: differently-abled, special needs, person with disability, disabled person, temporarily able-bodied, and others. Often, able- bodied audiences have a tendency to sensationalize the presence of disability in a space that has not traditionally welcomed it. Examples of this are highlighted by the increasingly popular discussion of ‘inspiration porn’ (Young, 2014) and Hollywood’s representation of disability. The tendency is to inspirationalize the disabled for achieving tasks that would not be celebrated if they were accomplished by an unimpaired body. Crossing the street, showing up on time, entering a building by oneself are all tasks profoundly routine to the non-disabled and yet simultaneously cherished as markers of progress for the disabled. Philosophical pessimism is articulated next as a way to temper the risk of sensationalizing dis/ability. The theories ultimately fuse together like orchids and wasps to generate the larger theme of crip-pessimism. Philosophical Pessimism Throughout the 19th century pessimism was one of the most popular intellectual and philosophical strains, crossing countries and continents. Authors such as Rousseau, Leopardi, Schopenhauer, and Nietzsche overwhelmingly created and lead the spirit of pessimism. Contemporarily however, the word ‘pessimism’ is pejorative and describes a body’s emotional discontent rather than intellectual engagement with the world. Dienstag (2009) writes, “Since pessimism is perceived more as a disposition than as a theory, pessimists are seen primarily as dissenters from whatever the prevailing consensus of their time happens to be, rather than as constituting a continuous alternative” (p. 3). Power is responsible for ontological shifts, and during shifts some populations benefit while others are harmed. The turn in thinking about pessimism from an intellectual position to an emotional state has been particularly gratuitous for bodies with disabilities. I come to pessimism because of my experience with disability. My anxiety disorder comes with an exteriority of anti-social behavior that has branded me pessimistic. The concern for my anxiety in public situations is often commented on as overly critical, negative, narcissistic, and most often pessimistic. I experience an anxious state of becoming different, and after years of failing to rehabilitate my sameness to able-bodied standards, I have come to a comfort with pessimism. I choose to include pessimism as a theoretical crutch to avoid communication studies’ sensationalism of disability. I imagine that when critical communication studies does bridge the dis/ability research gap that it might, at least initially, extend some neoliberal logics at the expense of CDS. This might manifest by scholars simply asserting disabled personhood where it does not institutionally, culturally, or individually exist. I find that CDT and philosophical pessimism combine in unique and valuable ways, particularly around tensions of personhood, abstract ideal humanism, and neoliberalism. Neoliberalism should be understood as “the superiority of individualized, market-based competition over other modes of organization. This basic principle is the hallmark of neo-liberal thought— one with old roots that lay partly in Anglo economics and partly in German schools of liberalism” (Mudge, 2008, p. 706-707). There are four components of pessimism outlined by Joshua Foa Dienstag (2006) in his book Pessimism: Philosophy, Ethic, Spirit that I wish to explore difference through. They are as following that: (1) time is a burden, (2) history is ironic, (3) human existence is absurd, and finally (4) resignation or affirmation. To write about pessimism necessarily involves questions of time, temporality, and history. The development of philosophical pessimism, specifically, the theories regarding the burden of time-consciousness, begins with difference. For the pessimist, the concept of time begets a differentiation between human and animal. Being a dog-owner myself, I have heard the colloquial aphorism that dogs, as all animals, have no concept of time. Pessimists understand time consciousness as a unique, but ultimately loathsome, trait of the human condition. Even in projects that appear to be geared toward sameness there are always unperceived and neglected populations. For example, even the U.S. constitution alleges persons of color were (and still are often) racially subjugated as property instead of considered to be fully human. The notion of difference is at the center of the pessimist’s position on time-consciousness because the philosophy accepts that the conditions of our existence are subject to relentless unpredictable change. “To the pessimists, however, the human condition is existentially unique— its uniqueness consisting precisely in the capacity for time-consciousness” (Dienstag, 2009, p. 20). For the pessimist nothing is ever the same, everything is always different, and to inhabit linear time means that everything in existence is always rushing off into the past. The advent of human time consciousness is also what leads the pessimist to find the course of history to be ironic. History is ironic for the pessimist because progress is always related to a greater set of unperceived consequences. As suggested above, philosophical pessimism acknowledges that change occurs; technologies develop and improve over time. Pessimists ask if those improvements are related to a greater set of costs that are not immediately recognizable. (Dienstag, 2006, p. 25) Similar to critical disability theory, pessimism interrogates power and privilege. Pessimists rely on the logic of difference to chart consequences. Consequences go unperceived because they occur across populations with disproportionate access to power, populations that are often culturally unintelligible. For instance, the massive boom in mobile technologies like cell phones and laptops has created vast pits of ‘e-waste’ in Africa, surges in child labor, and conflict over rare earth minerals (Vidal, 2013). Pessimists use difference to tease out the distinction between the instruments of suffering and those of betterment. The third philosophical pessimistic position is that human existence is absurd. The absurdity of existence “is illustrated by the persistent mismatch between human purposes and the means available to achieve them: or again, between our desire for happiness and our capacity to encounter or sustain it” (Dienstag, 2006, p. 32). Difference is built upon exanimations of power, which is both fluid and transferable but ultimately permanent. Classical western philosophy has an optimistic pragmatism built into it that posits there must be an answer to our questions. Alternatively, the pessimist embraces uncertainty, ambiguity, and intersubjectivity. Pessimism encourages a sense of comfort around the idea of multiple, coexistent, and perhaps competing histories. Neoliberal optimism is the logic of conflict as materially reconcilable, rather than antagonistically irreconcilable. The fourth and final tenet of pessimism that we are to examine asks what we are to do about our dire human condition. There are multiplicities of rationales that ultimately inform the pessimistic dualism to either resign from life or affirm it entirely. I defer to an existential or Nietzschean pessimism that recognizes suffering is inevitable for two reasons. First, human time-consciousness necessitates an awareness of our impending death. Second, mutually assured value systems will always intersubjectively exist. The choice to affirm life in its entirety is a pessimistic choice. Embracing life as both miserable and beautiful, fleeting and enduring, validates the perpetually fragmented subject seeking a world that exists beyond good and evil and instead just is.

#### Psychoanalysis is both falsifiable and accurate – studies prove.

Grant & Harari 5 (Don and Edwin, psychiatrists, “Psychoanalysis, science and the seductive theory of Karl Popper,” Australian and New Zealand Journal of Psychiatry)

Attacks on psychoanalysis and the long-term therapies derived from it, have enjoyed a long history and much publicity [1-4]. Yet, the justification for such attacks has been challenged on many grounds, including their methodology [5] and the empirically demonstrable validity of core psychoanalytic concepts [6,7]. Also, burgeoning neuroscience research, some of which is summarized below, indicates likely neurological correlates for many key clinically derived psychoanalytic concepts such as self-coherence [8], repression [9] and projective identification [10]. Furthermore, the effectiveness of psychoanalysis and its derivative therapies has been supported by empirical research [11,12], particularly for patients with DSM axis II pathology. Despite this evidence, the attacks on psychoanalysis continue unabated, not only from some psychiatrists [13,14] but also from the highest levels of politics and health bureaucrats [15], although what exactly is being attacked is often unclear.

#### No perms: (a) view it as artificially distinct since it’s key to fully flesh out the individual intricacies of both methods and create more concrete proposals (b) justifies infinite aff conditionality – allowings permutations allows infinite new 1AR advocacies which skews 1 mins of the 1NC and destroys neg ground (c) irreciprocal – we can’t permute their methods which means they can always intrinsic perm or sever which destroys neg ground (d) illogical – the alt isn’t fiated in the sense of the aff so endorsing a fiated world mixed with a pre-fiat orientation is incoherent (e) hold the 1AC method by itself since anything else endorses bad scholarship since it justifies severence – justifying both in the aff solves.

## 2

text - 私人实体占用外层空间是不公正的

#### The 1AC’s semiotic coherence within the world is sutured through a western model of scriptocentrism that is exclusionary and violent towards non-white bodies.

Conquergood 1, Dwight. Cultural struggles: Performance, ethnography, praxis. University of Michigan Press, 2013. (a professor of anthropology and performance studies at Northwestern University)//Elmer

According to de Certeau, this scriptocentrism is a **hallmark of Western imperialism**. Posted above the gates of modernity, this sign: “‘Here only what is written is understood.’ Such is the internal law of that which has constituted itself as ‘Western’ [and ‘white’]” Only middle-class academics could blithely assume that all the world is a text because reading and writing are central to their everyday lives and occupational security. For many people throughout the world, however, particularly subaltern groups, texts are often inaccessible, or threatening, charged with the regulator)' powers of the state. More often than not, subordinate people experience texts and the bureaucracy of literacy as instruments of control and displacement, e.g., **green cards, passports, arrest warrants, deportation orders**—what de Certeau calls "intextuation": "Ever)' power, including **the power of law, is written first of all on the backs of its subjects"** (1984:140). Among the most oppressed people in the United States today are the "undocumented" immigrants, the so-called "il- legal aliens," known in the vernacular as the people "sin papeles," the people without papers, indocitmentado/as. They are illegal because they are not legible, they trouble "the writing machine of the law" (de Certeau 1984:141). **The hegemony of textualism needs to be exposed and undermined.** Transcrip- tion is not a **transparent or politically innocent model for** conceptualizing or **engaging the world**. The root metaphor of the text underpins the **supremacy of Western knowledge systems** by **erasing** the vast realm of human **knowledge and meaningful action that is unlettered,** "a history of the tacit and the habitual" (Jackson 2000:29). In their multivolume historical ethnography of colonialism/ evangelism in South Africa, John and Jean ComarofFpay careful attention to the way Tswana people argued with their white interlocutors "both verbally and nonverbally" (1997:47; see also 1991). They excavate spaces of agency and strug- gle from everyday performance practices—clothing, gardening, healing, trading, worshipping, architecture, and homemaking—to reveal an impressive repertoire of conscious, creative, critical, contrapuntal responses to the imperialist project that exceeded the verbal. The Comarofis intervene in an academically fashionable textual fundamentalism and fetish of the (verbal) archive where "text—a sad proxy for life—becomes all" (1992:26). "In this day and age," they ask, "do we still have to remind ourselves that many of the players on any historical stage **cannot speak at all? Or**, under greater or lesser duress, **opt not to** do so" (1997:48; see also Scott 1990)?

#### Linguistic scriptocentrism manifests itself into debates competitive nature of language fluency

**DeShields 18**, Inte'a, A. DeShields. Spitfire: Framing White Rage in Response to Black Rhetoric. Diss. University of Maryland, Baltimore County, 2018. //Elmer

**A performance that is highly stylized and reflective of all the components a debater strives to present in competition— a well-organized, compelling set of arguments and evidence that work within the set of rules that govern what is most desirable in a competitive debater. Paroske (2011) suggests that for debaters, language acquisition of the debate style and language is essential to be taken seriously by the debate community, of fellow debaters, coaches, and judges. He posits that language acquisition ensures that only those willing to adopt the new language system become experienced debaters (p. 191). He goes on to explain, that part of the nature of competitive debate is the restriction of what can or cannot be said within the linguistic rules of framing an argument. This process then, in the framework of EoP, may limits the extent to which observation of a participants’ identity as it relates to whom they are outside of the confines of the technical, jargon laden, physically restrictive, debate performance.** The possible limitation of at least observing the poetics of performance, in observation and analysis of debate may be that “agency in a debater’s use of unmarked patterns is used to establish identification and mark identity as a skilled debater “while strategy for political and moral devices may call for the use of marked patterns.” **A debater may be reluctant to utilize marked [linguistic] patterns for fear of judgment that may result in a loss and the subsequent mark of being identified as deviant to the linguistic norms of debate. Paroske, cites Bourdieu (1984 and 1986) and Dimock (2009) to explain the phenomenological function of language and social capital as it relates to the language of debate. To be successful in debate by most standards entails “forcing all thoughts into the official language” (Paroske, 2011, p. 192) [thereby] restricting what can be said. To progress further in the ranks, language fluency is an almost nonnegotiable skill.** The acquisition of and adroit use of debate language and stylistics means a debater uses the language of debate which, in its form as representative of pedagogical ideology, social capital, and politically loaded arguments, a debater strategically chooses which part of her or his pedagogically political linguistic identity will achieve a win. **However, the choice of language will most always be presented in the form of standardized, unmarked English. This strategic act of using unmarked language, limiting a representation of a linguistic identity additional to that of a debater, is likely to be limited in this framework which may also limit the variability of the observable poetics of the performance given that debaters, aside from individual characteristics of voice, strategically utilize a set a rules of jargon that are most likely to garner a win**. There was a time 81 when debate was seen as a game in which the best performance of high academic discourse wins. The idea of high academic discourse reiterates a political inclination toward a standard of whiteness that goes unmarked in the language of debate and thereby making any varied use of language not strategic to an argument or evidence potentially marked as deviant and low academic discourse. For Bauman, performance is meant to highlight an “artful use of language in the conduct of social life-in kinship, politics, economics, and religion-...” rendering performance “socially constitutive and efficacious, not secondary and derivative.” **The stylistic expectations of ICFD [debate] may prove to be a limiting factor in the number of African American participants that use marked varieties of English in competition given that research by Rogers (1996) “reveals a majority of male debaters express the view that minorities are “deficient in the skills necessary for success within the open ranks due to some cultural ‘flaw’ linked to emotion, cognitive process and/or verbal ability**” (Hill, 1998, p. 18). Those who choose to participate and progress through the ranks have in some way mastered the language stylistics and expectations of debate. Many African Americans will even change their communication styles in order to disprove [stereotype] expectations and be successful in forensics competition (Hill, 1998). In this view, the language of debate may prove limiting in its originality of speeches, which, in the case of policy debate, are often, part of a debate teams’ case arguments constructed for them and used throughout a year of competition and language conformity is celebrated and rewarded. For African American debaters the pressure to acquire and efficaciously employ the language of debate is high. Bauman acknowledges the politics present in the utilization of this frame and the issues in the act of such control and the social issues of power that may arise from its application. As an answer to the possible problems that may arise Bauman offers factors of consideration in moving along in the research process are; access, legitimacy, competence, and values. The interrelations of dimensions of analysis provide the following theory developed by Bucholtz and Hall as a boarding point for a more pragmatic performer-centered approach to data collection and analysis of the sociocultural interaction of language and identities of African American ICFD participants. Bucholtz and Hall (2003) view performance from the frame of Hymes and Bauman as well as, performativity from the frame of Austin and Butler (see above) as intelligible concepts in the development of their approach to the study of language and identity and language interaction. Performance in both senses involves stylization, the highlighting and exaggeration of 83 ideological associations (Bucholtz and Hall, 2003). They go on to explain, that [p]performance is therefore a way to bring identities to the fore, often in subversive or resistant ways (Bauman & Briggs, 1990, p. 381) 22 and look to Hymes (1975) Bauman (1978), Bauman and Briggs (1990), and Briggs (1998), who viewed performance as more than a “mere reiteration of an underlying textual structure that was traditionally taken to be primary” (p. 587) but demonstrated that performance is instead emergent in the course of its unfolding in specific encounters as a spring board for developing a framework that sees identity as an emergent phenomenon of social interaction and culture. African Americans, Intercollegiate Competitive Debate, and Language Students across the life span of education experience a system that celebrates standardized English while home varieties have historically faced a stream of efforts to “iron out,” “white-wash,” correct, fix, make proper, and de-culturalize the speech patterns of various linguistic cultural backgrounds. Black English and its speakers have experienced the pressures and stigmatization throughout the course of American history. Black English(es) have been the root of contentious debates in public forums; from the abolitionist movement (Dick, 1973), throughout the Civil Rights and the 22 Pagliai and Farr (2000) 84 Black of Arts Movements, to the Ann Harbor School District Decision of 1979 and Oakland, California Ebonics resolution of 1997, to recent literature centered on race and language politics (Alim & Smitherman, 2012). No aspect of the Black American experience can be explored without consideration of language, culture and identity, and the subsequent intersections. Researchers have begun trying to discover what it is about the activity that turns women and minorities away? (Stepps & Gardner, 2001). The leading perspective stems from the belief of cultural/social bias represented in the demographics of participants, coaches, judges, and forensics and debate program directors. Research on the perspective of women, primarily white women, in pursuing and competing in debate is available at length; however, ethnic minorities, namely African Americans have not been an area of in depth consideration. Loge (1991) and Hill (1998) pursued penetrating the topic of African Americans in collegiate forensics and debate. Other studies have highlighted the numbers of African Americans in debate in lump with women who out number ethnic minorities considerably. These same studies focus on gender related issues in debate and effectively establish evidence of gender bias in language and rewarded delivery style. Loges (1990) recognized the disparity and began to record and quantify the 85 reasons why African American students participate in debate. In a survey of 64 schools “only 22 reported having black debaters on the team…a total of only 40 black debaters, of whom 22 were novice, 10 junior varsity and only 8 varsity.” Even more telling, “only nine schools reported that their black debaters won speaker awards and only two schools reported that their black debaters frequently reached the elimination rounds of large tournaments” (p. 80). **Under-represented debaters must participate in a debate structure and culture formed by the dominant group of white coaches and debaters (Stepps & Gardner, 2001; Stepp, 1997; Loge, 1990). They must also participate and meet the linguistic stylistic satisfaction of judges that reflect the latter population. It is here, in the realm of coaching, competing, and being judged, both in and outside of the activity, that there lies a point of contention that raised the sands of discord in reaction to Black rhetoric by white media. Competitors in ICFD enter the activity fully aware of the language component but minority students quickly find themselves to be few in numbers. This activity allows for a competitive edge that rests in large part, on the effective use of standardized American English or the status quo of American speech. The status quo, however, represents a recycling of ideologies that reflect high value on the skillful use of standardized American English that is steeped in race and class bias.** In consideration of the bias that rests as the foundation of standardized American English it is necessary to investigate the inextricably linked role of language identity and subsequent language attitudes as it relates to these students’ experiences in competing with a language that may not be culturally their own

#### The counterplan is a form of semiotic opacity that ruptures the hegemony of text through counterculture – an encrypted model of communication allows people to fight back debate’s culture of making rules

**Conquergood 2**, Performance Studies: Interventions and Radical Research, Dwight Conquergood, TDR (1988-) Vol. 46, No. 2 (Summer, 2002), pp. 145-156 (12 pages) Published by: [The MIT Press](https://www.jstor.org/publisher/mitpress) SJDH

**The state of emergency under which many people live demands that we pay attention to messages that are coded and encrypted; to indirect, nonverbal, and extralinguistic modes of communication where subversive meanings and utopian yearnings can be sheltered and shielded from surveillance. In his study of the oppositional politics of black musical performance, Paul Gilroy argues that critical scholars need to move beyond this "idea and ideology of the text and of textuality as a mode of communicative practice which provides a model for all other forms of cognitive exchange and social interaction"** (I994:77). Oppressed people everywhere must watch their backs, cover their tracks, suck up their feelings, and veil their meanings. **The state of emergency under which many people live demands that we pay attention to messages that are coded and encrypted; to indirect, nonverbal, and extralinguistic modes of communication where subversive meanings and utopian yearnings can be sheltered and shielded from surveillance.** Gilroy's point is illustrated vividly by Frederick Douglass in a remarkable pas- sage from his life narrative in which he discussed the improvisatory performance politics expressed in the singing of enslaved people. It is worth quoting at length:3 But, on allowance day, those who visited the great house farm were peculiarly excited and noisy. While on their way, they would make the dense old woods, for miles around, reverberate with their wild notes. These were not always merry because they were wild. On the contrary, they were mostly of a plaintive cast, and told a tale of grief and sorrow. In the most boisterous outbursts of rapturous sentiment, there was ever a tinge of deep melancholy [...]. I have sometimes thought that the mere hearing of those songs would do more to impress truly spiritual-minded men and women with the soul-crushing and death-dealing character of slavery, than the reading of whole volumes [...]. Every tone was a testimony against slavery [...]. The hearing of those wild notes always [...] filled my heart with ineffable sadness [...]. To those songs I trace my first glimmering conceptions of the dehumanizing character of slavery [...]. Those songs still follow me, to deepen my hatred of slavery, and quicken my sympa- thies for my brethren in bonds. ([1855] 1969:97-99) Enslaved people were forbidden by law in Igth-century America to acquireedged the deeply felt insights and revelatory power that come through the em- bodied experience of listening to communal singing, the tones, cadence, vocal nuances, all the sensuous specificities of performance that overflow verbal content: "they were tones loud, long, and deep" (99). In order to know the deep meaning of slavery, Douglass recommended an experiential, participatory epistemology as superior to the armchair "reading of whole volumes." Douglass advised meeting enslaved people on the ground of their experience by exposing oneself to their expressive performances. In this way, Douglass anticipated and extended Johannes Fabian's call for a turn "from informative to performative ethnography" (1990:3), an ethnography of the ears and heart that reimagines participant-observation as coperformative witnessing: If any one wishes to be impressed with a sense of the soul-killing power of slavery, let him go to Colonel Lloyd's plantation, and, on allowance day, place himself in the deep pine woods, and there let him, in silence, thoughtfully analyze the sounds that shall pass through the chambers of his soul, and if he is not thus impressed, it will only be because "there is no flesh in his obdurate heart." (Douglass [1855] 1969:99) Instead of reading textual accounts of slavery, Douglass recommended a riskier hermeneutics of experience, relocation, copresence, humility, and vulnerability: listening to and being touched by the protest performances of enslaved people. He understood that knowledge is located, not transcendent ("let him go" and "place himself in the deep pine woods, and there [...]"); that it must be engaged, not abstracted ("let him [...] analyze the sounds that shall pass through the chambers of his soul"); and that it is forged from solidarity with, not separation from, the people ("quicken my sympathies for my brethren in bonds"). In this way, Doug- lass's epistemology prefigured Antonio Gramsci's call for engaged knowledge: **"The intellectual's error consists in believing that one can know without under- standing and even more without feeling and being impassioned** [...] that is, with- out feeling the elementary passions of the people" (I97I:418). **Proximity, not objectivity, becomes an epistemological point of departure and return**. Douglass recommended placing oneself quietly, respectfully, humbly, in the space of others so that one could be surrounded and "impressed" by the expressive meanings of their music. It is subtle but significant that he instructed the outsider to listen "in silence." I interpret this admonition as an acknowledgment and subversion of the soundscapes of power within which the ruling classes typically are listened to while the subordinate classes listen in silence. **Anyone who had the liberty to travel freely would be, of course, on the privileged side of domination and silencing that these songs evoked and contested. In effect, Douglass encouraged a participatory understanding of these performances, but one that muffled white privilege.** Further, because overseers often commanded enslaved people to sing in the fields as a way of auditing their labor, and plantation rulers even appropriated after-work performances for their own amusement, Douglass was keenly sensitive to how one approached and entered subjugated spaces of performance. The mise-en-sc&ne of feeling-understanding-knowing for Douglass is radically different from the interpretive scene set forth by Clifford Geertz in what is now a foundational and frequently cited quotation for the world-as-text model in ethnography and cultural studies: "The culture of a people is an ensemble of texts, themselves ensembles, which the anthropologist strains to read over the shoulders of those to whom they properly belong" (1973:452). Whereas Douglass featured cultural performances that register and radiate dynamic "structures of feeling" and pull us into alternative ways of knowing that exceed cognitive control(Williams 1977), Geertz figures culture as a stiff, awkward reading room. The ethnocentrism of this textualist metaphor is thrown into stark relief when applied to the countercultures of enslaved and other dispossessed people. Forcibly excluded from acquiring literacy, enslaved people nonetheless created a culture of resistance. **Instead of an "ensemble of texts," however, a repertoire of performance practices became the backbone of this counterculture where politics was "played, danced, and acted, as well as sung and sung about, because words [...] will never be enough to communicate its unsayable claims to truth"** (Gilroy 1994:37). In addition to the ethnocentrism of the culture-is-text metaphor, Geertz's theory needs to be critiqued for its particular fieldwork-as-reading model: "Doing ethnography is like trying to read [...] a manuscript" (Io). **Instead of listening, absorbing, and standing in solidarity with the protest performances of the people, as Douglass recommended, the ethnographer, in Geertz's scene, stands above and behind the people and, uninvited, peers over their shoulders to read their texts, like an overseer or a spy**. There is more than a hint of the improper in this scene: **the asymmetrical power relations secure both the anthropologist's privilege to intrude and the people's silent acquiescence (although one can imagine what they would say about the anthropologist's manners and motives when they are outside his reading gaze)**. The strain and tension of this scene are not mediated by talk or interaction; both the researcher and the researched face the page as silent readers instead of turning to face one another and, perhaps, open a conversation.

#### The counterplan causes material change in debate

Reid-Brinkley 8, Shanara Rose. The Harsh Realities of" acting Black": How African-American Policy Debaters Negotiate Representation Through Racial Performance and Style. Diss. University of Georgia, 2008. (MA University of Alabama)//Elmer

Although the Louisville team provides a clear justification for their policy statement, i.e., their support for a full withdrawal of the U.S. from NATO, this advocacy is not really the central tenet of their argument. U.S. withdrawal from NATO is simply a metaphor for Louisville’s critique of the normative practices and procedures of the debate community. Louisville’s strategy is to engage the methods of debate practice. Thus, they argue that the resolution should serve as a metaphor, as one alternative to the strict interpretation of the resolution that leads to a hyper focus on policy considerations. The metaphorical interpretation changes the framework for the debate. The debate is taken out of the cost-benefit analysis framework where teams argue over the relative merits of a policy as if it were actually going to be enacted in legislation after the debate. The Louisville debaters argue that a metaphorical interpretation of the resolution allows debaters to shift their focus to issues which they have the agency to change. In the following excerpt, Jones explains the metaphor: **But you see, I’m really just trying to change the halls of Congress, that meets on the Capitol Hill of debate tournament tab rooms where pieces of legislation or ballots signed by judges enact the policies of our community. My words right here, right now can’t 113 change the State, but they can change the state of debate. The University of Louisville enacts a full withdrawal from the traditional norms and procedures of this debate activity. Because this institution, like every other institution in society, has also grown from the roots of racism.** Seemingly neutral practices and policies have exclusionary effects on different groups for different reasons. These practices have a long and perpetuating history.108 Signifyin’ on institutional symbols of American democracy, Jones’ draws attention to the parallels in power structures between the federal government and the decision-making arms of the debate community. **The “halls of Congress” represent the halls of debate tournaments. “Capitol Hill” where the laws of this country are enacted is a metaphor for debate tournament tabrooms where wins and losses are catalogued. Tournament ballots metaphorically represent the signing of the judges ballot at the conclusion of debates. In facts, debaters often argue that the “impacts” they identify or the solvency for their plan happens “once the judge signs the ballot,” as if assigning a winner or loser actually results in the passage of a policy. Jones argues that it is the ballot that is the most significant tool in influencing the practices and procedures of the community. In other words, the competitive nature of debate guarantees that teams and coaches remain responsive to trends amongst the judging pool. Ultimately, debate competition is a run to capture or win the judges ballot. That the ballot “enacts” the “policies” of the debate “community,” makes the space of competition a critical arena from which to attempt community change.** Up until this point, the policy debate community had dealt with issues of diversity and inclusion outside of tournament competition. Directors, coaches, assistants, and debaters may have engaged in outreach and recruitment practices designed to diversify the debate community, but discussions and support for such actions were not generated from debate tournament competition. Those discussions occurred in collaborative versus competitive settings where stakeholders were encouraged to dialogue without concern for winners or losers. For example, OSI (the original non-profit arm of the UDL) sponsored Ideafests to bring stakeholders in the debate community together to discuss the national expansion of the UDL. Thus, Green’s following argument during tournament competition directly violates the traditional practice of discussing issues of diversity and inclusion in the community, outside of competitive debate rounds: **Racism is one of the leading exports of the United States Federal Government and it exploits it on to other countries. It doesn’t acknowledge its problems at home and the debate community replicates those values by playing in this fantasy world that we cannot change. By sitting silent, by not acknowledging, or addressing the problems within this community. It is easy for us to say that there are problems racism and sexism but the problem comes when we recognize those systemic issues and do nothing to change our methods of how we challenge those problems**.109 Green is holding the debate community accountable for its failure in significantly increasing diversity and inclusion. **They hold teams accountable for their methodological choices in debate participation forcing other teams and judges to consider whether or not the traditional or normative ways of engaging in competition result in an activity and environment hostile to those debate bodies marked by difference.**

## 3

#### The decision to not disclose was not ablenormatively neutral -- rather it reified neuronormative privilege -- neurodivergent folks would prefer the ability to plan in advance for social situations and interactions.

#### They didn’t share the doc before the round which force me to come into the round nervous and knowing nothing. I get very nervous when things are just sprung on me.

Table

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#### Voting issue:

#### the 1ac both an inaccessible and unsafe speech act for neuroqueer debaters -- this is a form/content distinctiong that both precedes and turns the aff, here's more evidence from Alexsander – reject the aff to deter ableist norms

#### Alexsander, http://myautismexplained.wordpress.com/2013/05/15/77/NJW

Just **like many people with autism, I find it extremely difficult to deal with changes in my daily life. Every person on the autism spectrum will follow a more or less established daily routine. How closely you follow it depends on the severity of your autism and to some extent also on how you feel that day. Usually, you plan in advance what exactly you need** or wish to do **on a given day.** For some – and guess this also goes for neurotypical persons – it is sufficient to create a to-do-list; sometimes, even the order of planned activities is interchangeable. In this scenario, it is still relatively easy, in other words, fairly stress-free, to integrate something into the list that just came up. It is less easy if you belong to the category of people who need to keep a certain order of events, especially if these events have also been allotted a specific time window. This is true even for a certain number of neurotypical people, but those tend to be regarded as overly correct and “anally retentive” by their peers. In most cases, routines have already been scheduled lodng in advance. **The more established these routines are, the harder it will be to insert another event and the more difficult it will be for the person to deal with them.**

## 4

#### Interp: Debaters must disclose round reports on the 2019-20 NDCA LD wiki for every round they have debated this season. Round reports disclose which positions (AC, NC, K, T, Theory, etc.) were read/gone for in every speech.

#### Violation: screenshot in the doc – they have one

#### Standards:

#### 1] Level Playing Field – big schools can go around and scout and collect flows but independents are left in the dark so round reports are key to prep- they give you an idea of overall what layers debaters like going for so you can best prepare your strategy when you hit them. This is als contexual in this rounds since I have no idea what your aff will be, nor how to engage with it. And it help people to have an idea of how to answer arguments Accessibility first and independent voter – it’s an impact multiplier

#### 2] Strategy Education – round reports help novices understand the context in which positions are read by good debaters and help with brainstorming potential 1NCs vs affs – helps compensate for kids who can’t afford coaches to prep out affs.

## Case

#### The ROB independently comes first

#### [1] Only we can analyze the ways in which semiocap specifically disables individuals – they ignore the ways in which disability fails to access communicative spheres

#### [2] People read Baudrillard all the time – you presume an impact we’ll forget about it when the round ends but communicative disability is an underrepresented literature base in debate

#### [3] The university is an extension of neoliberalism – only our ROB can account for those larger superstructures that dictate disability useless

#### Independently reject their theory of power

#### [1 ]You knew where to go when you got the message from tab – adding information can be good and proves meaning is possible

#### [2] I know the difference between a hyper reality and what actually happens (i.e. I know a person being killed in a movie is not actually being killed and if they were, I would have a totally different experience) which means hyperreality does not saturate reality

#### [3] Your use of academia to try to expose the system only re-entrenches hyper-reality because it places some idea of hope or meaning within the system which means means the ROB is incoherent

#### [4] The very act of reading Baudrillard adds information to the system and attempts to be legible