The Value is democracy as the resolution is a question of what constitutes a just democracy.

The only way we can have a legit democracy is if everyone has their independent liberties, that’s what gives it the authority to exist **Schneider[[1]](#footnote-1)**

Dworkin’s principle of independence is the last element of his vision of democracy. To a limited extent, similarities can be detected to Lincoln’s notion of government of the people. Lincoln merely meant that political power originates in the people; a democratic government is legitimated by this genesis. Dworkin’s principle, on the other hand, means that **for there to be a democracy, we must have a community of ‘independent moral agents**’ - i.e. a community’s government is prohibited from dictating what its members think about matters of political or moral or ethical judgment, **whilst it has an obligation to encourage its members to form their own views on these matters through their own reflective and individual conviction**.16 At first sight, the principle of independence seems like just another principle that serves to explain the superiority of a communal, and constitutional, conception of democracy. **Naturally**, **it [is]** provides even better reasons than the first two principles mentioned above, **for treating political liberties as themselves structural to democracy**. **Some sort of constitutional guarantees of freedom of speech, association and religion** (and following from that, liberal tolerance of unpopular sexual and personal morality) **become conditions for true democracy. The protection of these liberties is necessary to allow and encourage individuals to take responsibility for their own personalities** and convictions, **which, in turn, is essential to arrive at an efficient democratic** **structure**.17 Looked at more closely, however, the similarity of the principle of independence with Lincoln’s government of the people becomes more obvious. **Essentially, the principle of independence states nothing but the already familiar claim that for political power to be legitimate, it must originate from the people**. The argument proceeds along those lines: for a democratic system to be legitimate, **the people must be able to regard themselves as the authors of decisions taken by the system. In order to be able to regard themselves as the authors, they must identify with the political community** - understand themselves as its ‘moral agents’. **But they can understand themselves as moral agents only if they preserve independent judgment about the values that will govern their own individual lives** and about the quality of the community’s decisions. (And, of course, personal liberties are essential to make this independence possible.)18 A member of a group can best identify with the group - and more easily feel bound by its decisions - if he knows that he has had his own, independent, impact on the decision. A musician who plays the triangle in John Rawls’ orchestra knows that he is important and irreplaceable in his own right, even if he is not the first violin. He will, as a member of the group, feel just as exhilarated as any other member of the orchestra if the concert is a success. A footballer who sat on the substitutes bench during the whole game will nonetheless feel responsible for the loss of a game. Thus, in order to be a genuine member of a political community, an individual must be satisfied that the act taken by the community, ‘is in some pertinent sense [his] act, even when [he] argued and voted against it, just as the victory or defeat of a team of which [he is] a member is [his] victory or defeat even if [his] own individual contribution made no difference either way’.

Thus vote negative because cv takes away a voters right to express their distaste at an election thereby denying them the right to free speech and also prevents individuals from taking their own political personalities into their own hand.

Next is CP

A is the text of the Counterplan - **Weekes[[2]](#footnote-2)** describes ways to increase voter turnout without CV

**Voter turnout is affected by many variables** - from family and community factors to election competition and mobilization. Here are seven factors frequently cited as very important to voter turnout. 1. A Reason to Vote: Issues at Stake, Political Competition, and Voter Choice A critical factor in voter turnout is having a reason to vote. When voters believe key issues are at stake, they want a say in the outcome. High competition levels also help voters feel like their vote can actually make a difference.  Competition often leads to higher levels of voter education, mobilization and media coverage, all of which further enable and encourage civic participation and turnout.  Finally, if there are real, differentiated choices of candidates, voters are more attuned to the direction of public policy. 2. **[One] Voting Practices and Barriers In 2008, more than eight million eligible and interested voters did not or could not vote due to outmoded voting practices, avoidable errors or confusing procedures that vary in all 50 states**, county to county and even towns.  **For example: An estimated three million voters could not or did not vote because of registration problems,** which could have been easily addressed if all states allowed voters to fix their registration or make a new registration on Election Day (as is already done in 8 states). **About one million citizen-age voters where barred from voting because of a past conviction**, despite the abundance of evidence that identifies voting as a way for ex-offenders to re-connect with their communities and to decrease recidivism.  This would not have to be the case if all states had the same laws as Indiana, Ohio or the 14 other states that restore voting rights after time served. Several million votes are lost in every major election due to poor election administration that results from underinvestment, low standards, and partisan interference in the election process.  Well-documented problems with equipment, poll worker hiring and training, and lines also contribute to ballot losses.Lost Vote Summary: 2008 Election Estimates include citizens 18 years of age who tried to vote or would have in all likelihood voted but for a fixable issue related to election administration.  Based surveys from the U.S. Census and research from the CalTech/MIT Voting Project and other sources. (+) A conservative estimate \* In 2008, close to five million voting age Americans could not vote due to felon disenfranchisement laws.  Around three million had completed their prison sentence and were back rebuilding their lives in communities but still barred from voting 35 states.  This estimate assumes about one-third of theses ex-offenders would have registered and voted in 2008. 3. Mobilization Voter mobilization is a critical turnout factor, inevitably tied to the level of competition in an election and issues at stake. It is also inevitably impacted by election barriers and voter confidence in the voting process, or by who is doing the mobilizing and the amount and type of messengers involved. With a competitive race and more choices for voters, mobilization can make a big difference.  Voter mobilization brings excitement and urgency.  It breaks down barriers and raises the stakes.  It gives voters a stronger incentive to find their poll on a busy day and helps them with the information and logistics (e.g. a ride to the polls) needed to vote. Voter mobilization is a broad category of activity.  It can take many forms, from the partisan to the nonpartisan.  Mobilization can take place anywhere – where people live, work, learn, get services, socialize or seek information – and can include education on the issues, the candidates, or the how, where and when of voting.  4. Personal Contact Someone who has been personally contacted, especially by someone they know, is more likely to vote than someone who has not. The challenge and opportunity of today is to expand our ideas about personal contact.  When? Where? By whom?  This information makes a difference.  Personal contact is far more likely to make an impact if it comes from a friend, a neighbor, someone from a similar background, or directly from the candidate.  Substitutes work less well.  Some, especially older voters, can be reached at home or on a standard phone list.  Others are much more likely to be successfully contacted by and respond to appeals based outside the home, in school, at work, on-line or through various other social networks and types of communication.  5. **[Two]** Family and Friends: **Voting as a Cultural and Civic Tradition** Those who grow up around family members who vote and discuss politics frequently are more likely to vote themselves. Simply talking about current events with friends and relatives can generate interest in the political process and encourage someone to vote.  **The influence of family, friends and trusted organizations are particularly important to first-time voters.  A Harvard University poll said 61% of first-time voters polled in 2004 cited the importance of families and organizations in voting**. .  In a 2006 survey of first-time younger black **voters**, the National Coalition for Black Civic Participation Project found that first-time voters overwhelmingly **cited** families and **community organizations as the most important influences in voting and becoming educated on the issues**. 6. **[Three] Voter Education. Education has always been a significant factor in a person's likelihood of voting.**The more educated the person is, the more likely it is that they will vote.  But beyond that, **civic and voter education programs, which teach lessons on voting how-to's and elections, help to increase turnout by giving non-voters the** knowledge and **confidence they need to participate**. 7. Trust in Elections and Government People are less likely to vote if they don't believe that their vote will be counted, or if they don't trust the government. A loss of faith in the electoral process leads to a belief that a person's vote doesn't really matter.  Accountable elections and a responsive government help to ensure that voters stay engaged in the process.Beyond Turnout – Why Is Competition Important "The benefits of competitive elections include a better informed electorate, stronger parties and political organizations.  It is a sense of legitimacy by providing voters the chance to re-elect or replace an incumbent and responsiveness of overall legislative outcomes to the public mood.  It for these reasons that noted political scientists and others specifically list competitive elections as one necessary condition of democracy." Dr. Michael McDonald, -

Thus the counterplan: Abolish felon disenfranchisement, make it easier to vote by creating a better voting system, and have a class to provide education on voting inside the school system and outside. These guys advocate the counterplan mentioned above, they think it’s important to get involved **Weekes[[3]](#footnote-3) 2**

Looking to get involved with Nonprofit VOTE? **You can help us spread the word about the importance of nonprofit voter engagement and connect with other nonprofits in your community**, your state, and across the country. **Join us as we change how the sector approaches voting and elections!**

Thus I increase turnout in four ways.

First is felons, enfranchising them gives access to one million voters thereby increasing the electorate.

Two is civic education **Richie[[4]](#footnote-4)**

**Complementing a high school's existing curriculum on American government**, then **schools should establish a** brief but **required voting education component** for all enrolled students. Ideally **this should be done early enough that eventual dropouts participate and perhaps be followed up with a short refresher class** before graduation. The range of topics can be decided at the school district level, but states should fund these initiatives and evaluate them to ensure all schools run effective programs. **The curriculum in civics class or even a gradewide plenary session would involve an overview of the electoral process, culminating in completing a registration form** that is turned in for advances registration … **Exposing students to the role of elections in our democracy and the mechanics of voting can play a critical role in increasing young people's comfort level with a voting process** that might be entirely new to them. Civic education should feature basic mechanics but ideally go deeper into explaining the powers and impact of elected offices, particularly local and state offices that often receive less attention in the media. **Being more engaged in such elections and learning how to contact elected officials between elections could easily results in these elected officeholders showing more responsiveness to issues** of concern to young voters, **which could start to break the current vicious cycle of low youth participation leading to most politicians' lack of attentiveness to youth issues**. Turnout and informed participation has great potential to increase with each new wave of young people coming out of the system with more knowledge of the process and their role.

Third, I link high school students to the voting process through organizations that make them serve at polling stations which also makes the process more efficient **Richie 2[[5]](#footnote-5)**

**High school [student]** has traditionally emphasized service to the community through organizations active in schools. **Service in an election could be required** or at least facilitated for certain eligible groups in high school, **furthering their familiarity with the electoral process. Working at a poll on Election Day, or being deputized to register other members of the community such as the elderly, is a great experience for understanding the process**. The median age of poll workers in the United States is estimated to be approximately seventy, and diversifying the age of poll workers has additional benefits. **It can make polls a more welcoming place for young voters and increase the chances of poll workers being able to handle new technologies and solve problems that might develop on election day**.

Fourth, a second implication of Richie 2 is that it connects to the argument in Weekes one which says connecting voters to organizations is effective at making them care and participate. By making high school students participate, it connects them to the voting process.

Competition is generated by:

Net Benefits.

Young voters don’t respond to people policies of being forced to vote, Australia proves **FEC[[6]](#footnote-6)**

Does Australian democracy face a crisis because of a lack of interest among its young people? The evidence might suggest so. **According to the Electoral Commission, about 493,000 18- to 24-year-olds are not enrolled for the next federal election**. **Almost half of 18-year-olds eligible to vote are not enrolled**. Politicians and some youth leaders have argued this is an endemic problem that needs to be fixed. **Prime Minister** Kevin **Rudd**, in the first speech of his second term, **said young people had ''switched off from politics''**. Adam Pulford, Australia's UN Youth Representative, launched the ''Count Me In'' campaign last week to encourage young people to vote. From this week, he will visit schools and universities in his campaign. Advertisement The Electoral Commission sees lack of youth enrolment as such a great issue it is even using Facebook to promote the new online enrolment system. But is youth enrolment really the problem? Is our democracy worse for the lack of young people enrolling? By claiming that lack of youth enrolment is a problem that needs to be addressed, the broader problem of the nature of Australia's voting system is overlooked. Perhaps **the problem is not young people, but the system.** It might be that some **young people**, in spite of all the encouragement at school to enroll, **make a conscious decision not to enroll**. **This is a more democratic response to voting than the regime** that Australian governments have overseen for years to force people to enroll. **By characterizing lack of youth enrolment as a problem, we miss the broader problem of the undemocratic nature of our electoral system. It is as much a democratic choice to choose not to** enroll **as it is to choose to** enroll. Even if the choice not to enroll to vote is for reasons of laziness or apathy, it is still a democratic choice. The broad consensus of nations seems to be that it is a democratic choice not to enroll to vote. The Economist magazine's intelligence unit reports that only 17 democracies enforce compulsory voting. For the remaining 80 or so, **it is considered a right** for citizens **to chose not to enroll**. In most of those countries - consistent with the notion of freedom - voting is regarded as a right rather than an obligation. **Resentment and apathy derives from the compulsory nature of voting and enrolment - it is viewed as a task to be completed rather than a free right to express oneself.** It is inconsistent for the government to compel people to enroll, then allow them to complete blank ballots. If one is entitled not to vote for a candidate, then they should not be forced to enroll.

1. Compulsory Voting has a lot of blank ballots, Australia proves **Guardian[[7]](#footnote-7)**

**A record number of Australians** appear to have cast an informal vote in the federal election. Australian Electoral Commission (AEC) spokesman Phil Diak says the **informal vote appears to have risen from 5.5% in 2010 to 5.9% this year**. Diak says this is based on current figures and could well flatten out, particularly once more postal votes are counted. But **it's likely to stay relatively high**, he says. "It looks like at 5.9% it will stay above the last federal election," Diak told ABC television on Sunday. Diak says the AEC has so far counted 11.2m lower house votes and 10m Senate votes. A vote is counted as informal if it is not marked at all or if it is filled out incorrectly. It can also be counted as informal if the ballot paper has writing on it that identifies the voter.

1. The net benefit to ensuring a legit democracy
2. CV

AT PAKISTAN

Civic Education helps women a lot **WEGCC**[[8]](#footnote-8)

**Through civic education women** and other people **have become aware of their rights to an extent of questioning about some leaders publicly following realization that they are irresponsible** and liars. Defeat of some of councilors at the opinion poll for Chama cha Mapinduzi is also attributed to the civic education. In addition there are signs for defeat for undesired candidates at various positions in the coming election. **This education has influenced women and youths to decide to contest for council** and parliament seats in Arusha and Singida. **WEGCC outlined** three **objectives to be achieved by this project** i.e  **Raising level of knowledge about civic rights and responsibilities among women**  **Promoting women’s level of participation in the electoral process and other civic agendas**  Facilitating engagement of women in the process of addressing gender inequality and poverty as key factors affecting their participation in civic agendas. **The general assessment on the outcome of civic education versus the objectives outlined in this project indicate a big success on the** first **two objectives.** The third objective is a process that involves a milestone activities and hence more time. WEGCC will seek to device a different approach in order to meet this. This approach shall involve capacity building and advocacy for grassroots political aspirants. In addition review of the current monitoring tools should be done so as to ensure reliable information.

No advantage to doing both so the counterplan nonuniques all aff offense so offense under neg is all that's left. Freedom from framework debate. Neg only place where there is unique offense

1. The Constitutional Protection of Rights in Dworkin’s and Habermas’ Theories of Democracy Cornelia Schneider http://www.csudh.edu/dearhabermas/habermas002.pdf [↑](#footnote-ref-1)
2. <http://www.nonprofitvote.org/voter-turnout-factors.html%20Voter%20Turnout%20Factors> Voter Turnout Factors 2008 Michael Weekes [↑](#footnote-ref-2)
3. <http://www.nonprofitvote.org/voter-turnout-factors.html%20Voter%20Turnout%20Factors> Voter Turnout Factors 2008 Michael Weekes [↑](#footnote-ref-3)
4. Leave No Voter Behind: Seeking 100 Percent Voter Registration and Effective Civic Education BY ROBERT RICHIE Fall 2007 National Civic Review [↑](#footnote-ref-4)
5. Leave No Voter Behind: Seeking 100 Percent Voter Registration and Effective Civic Education BY ROBERT RICHIE Fall 2007 National Civic Review [↑](#footnote-ref-5)
6. Analysis of Australian system. Unknown author 2012 [↑](#footnote-ref-6)
7. Australian election count on course for record number of informal votes theguardian.com, Sunday 8 September 2013 05.13 EDT [↑](#footnote-ref-7)
8. 2005 Women’s Economic Groups Coordinating Council, CIVIC AND VOTER EDUCATIONAL FINAL REPORT

<http://www.wegcc.org/documents/CIVIC_AND_VOTER_EDUCATION_FINAL.pdf> [↑](#footnote-ref-8)