# 1NC

## Counteradvocacy

When I joined debate, I was told that I would become a better speaker – I would use improve my English skills to communicate with others and ECONOMICALLY ENGAGE with them. It’s ESOL all over again

I started out small going 3-3 at tournaments with no one recognizing me to being Centennial KK, the team who people look up to.

You do not know who the Koo brothers are, you only know Centennial KK, a team people point to and say “Oh look at those Koreans, learning to debate so well and working hard to win tournaments.”

My hard work, cutting cards through sleepless nights, assimilating to a traditional form of DEBATE has turned me into a model minority.

This year I choose to engage through who I AM, through my experiences with a diverse team, Daryl Burch, and exposure to non-traditional arguments.

Michael and I embrace the narrative of the yellow body as a counter-methodology to expose the myth of the model minority through a process of conscientization

Our counter-methodology is a better to liberate oppressed groups

Rhetorical silence protects the invisibility of whiteness and preserves material white privilege.

Crenshaw ‘97 [1997, Carrie, PhD, Prof of Speech Comm @ Univ. Ala. former director of debate @ Univ. of Ala.; WESTERN JOURNAL OF COMMUNICATION; Resisting Whiteness’ Rhetorical Silence; 61(3), Summer; pp. 253-278]

This analysis brings into focus several observations about how whiteness operates rhetorically and ideologically in

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the ideology of white privilege “works” through rhetorical silence about whiteness.

Whiteness has shifted from society and biological roots and is now rooted within differentialist racism – a neo-racism targeted against immigrants – challenging this racism is critical to spurring more effective movements against racism

Balibar ‘5 teaches philosophy @ the University of Paris 2k5 Etienne-; RACE, NATION, CLASS: Ambiguous identities; published 1988 reprinted 1992,1993,1995,1996,1998,2000,2002,2005; p. 20-21.

We can now turn our attention to ‘neo-racism’. What seems to

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is what P.A. Taguieff has rightly called a differentialist racism.

This new racism has manifested the MYTH OF THE MODEL MINORITY – the myth of portraying Asian americans solely as hardworking others – A methodology focused on the Asian body and exposing this myth is critical

The myth of the model minority is a better starting point to breaking down disrespect in debate

장 ’93 [1993, 장 Robert S. is a Professor of Law and an Associate Dean for Research and Faculty Development, He also serves on the advisory board of Berkeley’s Asian American Law Journal. “Toward an Asian American Legal Scholarship: Critical Race Theory, Post-Structuralism, and Narrative Space”, 81 Cal. L. Rev. 1241]

B. The Model Minority Myth This history of discrimination and violence, as well

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Americans while simultaneously legitimizing the oppression of other racial minorities and poor whites.

And our performance solves – conscientization – a process to name our world and understand forces of oppression – results in real world change

Conscientization allows us to NAME the world, a meaningful education that helps RECOGNIZE and UNDERSTAND the impact that societal conditions and oppression have on our lives, a constant clarification of what remains hidden within us that sees the world dynamically in the making, inspiring us to work against oppression and become active in efforts to TRANSFORM the world.

Osajima ‘7 [2007, Keith Osajima is a professor and Director of the Race and Ethnic Studies Program at the University of Redlands. REPLENISHING THE RANKS: Raising Critical Consciousness Among Asian Americans; JOURNAL OF ASIAN AMERICAN STUDIES (JAAS), February, Volume 10, No. 1; p. 64]

Conscientization for these respondents meant being able to “name their world.” That is

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world. Naming the world was an important step toward actively changing it.

## Black Framework

The Affirmative must defend that economic engagement to a topic country is a good idea

The topic provides opportunity for Black debaters to learn about modern day politics and gain important training to become active and meaningful participants in modern day democratic decisionmaking.

To avoid discussion of the topic seems to revert back to historical discriminatory educational practices utilized to disempower and subject blacks to inferior positions within society.

Blacks were not supposed to discuss issues of the day and were limited to racial discussions for the support or CRITICISM of politicians seeking office

Woodson ’33 [1933, Carter G. Woodson is an African American historian and educator; he is the founder and editor of the Journal of Negro History and the Negro History Bulletin and the founder of the association for the study of Negro life and history. “The Miseducation of the Negro,” p92]

In the North the Negroes have a better chance to acquire knowledge of political matters

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Negro while the highly favorable party was doing so much for the race.

Unbridled affirmation outside the space makes research impossible and destroys dialogue in debate

Hanghoj ‘8 [2008, Thorkild hanghoj is a professor at Copenhagen. Since this PhD project began in 2004, the present author has been affiliated with DREAM (Danish Research Centre on Education and Advanced Media Materials), which is located at the Institute of Literature, Media and Cultural Studies at the University of Southern Denmark. Research visits have taken place at the Centre for Learning, Knowledge, and Interactive Technologies (L-KIT), the Institute of Education at the University of Bristol and the institute formerly known as Learning Lab Denmark at the School of Education, University of Aarhus, where I currently work as an assistant. http://static.sdu.dk/mediafiles/Files/Information\_til/Studerende\_ved\_SDU/Din\_uddannelse/phd\_hum/afhandlinger/2009/ThorkilHanghoej.pdf]

Debate games are often based on pre-designed scenarios that include descriptions of issues

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dialogue as an end in itself” (Wegerif, 2006: 61).

First, we will advance a dialogical switch side model of debate—Affirmative strategies that suspend basic fairness norms are EXCLUSIVE, substitutes for topical action do not accrue the same dialogical benefits of topical advocacy—

GALLOWAY Asst Prof and Director of Debate @ Samford 2k7

Ryan-former GMU debater; *Dinner and Conversation at the Argumentative Table: Reconceptualizing Debate as an Argumentative Dialogue*; CONTEMPORARY ARGUMENTATION AND DEBATE; Vol. 28; p. 5-7

Debate as a dialogue sets an argumentative table, where all parties receive a relatively

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substitutes for topical action do not accrue the dialogical benefits of topical advocacy.

All their reasons the state is bad are a reason to vote affirmative—engaging means we know the tactics of the oppressor

Williams, ’70 [1970, Robert F. Williams, interviewed by The Black Scholar, “Interviews,”, Vol. 1, No. 7, BLACK REVOLUTION (May 1970), pp. 2-14, http://www.jstor.org/stable/41163455]

Williams: It is erroneous to think that one can isolate oneself completely from institutions

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people enter the vital organs of the establishment. Infiltrate the man's institutions.

## Case

The openness of debate is more than the Affirmative assumes. This pessimistic view debate is unjustified and leads to people hating the activity. The negative connotation of the Affirmative should bee rejected because debate is a home for many people. It may not be perfect but the way we engage is crucial

The way the Affirmative engages prevents dissent. The permutation that the 2AC will make is just the cooption of the counter advocacy that stops the other voices. That is the same dissent that the entire 1AC is criticizing.

If debate is a bad institution why ask the acknowledgement from a bad institution. Why tie does the Aff tie themselves down to the community that shuts out their voice

The Aff reduces suffering to objects for our passive knowledge consumption—this is the worst form of violence

Baudrillard 94 [Jean, “The Illusion of the End” p. 66-71]

We have long denounced the capitalistic, economic exploitation of the poverty of the 'other

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demographic catastrophe, a veritable epidemic which we deplore each day in pictures.

# Counteradvocacy

## Osajima

US Economic engagement as well as the way we choose to discuss economic engagement policies neglects the presence of the Asian identity. Our critical examination of this year’s policy questions raises our consciousness of how we as Asians exist and see the world – this can create real change

Conscientization allows us to NAME the world, a meaningful education that helps RECOGNIZE and UNDERSTAND the impact that societal conditions and oppression have on our lives, a constant clarification of what remains hidden within us that sees the world dynamically in the making, inspiring us to work against oppression and become active in efforts to TRANSFORM the world.

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world. Naming the world was an important step toward actively changing it.

Each round is key to the development of Asian American critical consciousness

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It is evident that young Asian Americans, like their 1960s counterparts, have continued

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oriented reflection, can help to move students toward an Asian American consciousness.

And our performance is key – debate has critical elements that contribute to conscientization that must be embraced for effective change

There are CRITICAL ELEMENTS that contribute to conscientization

Obtaining information to cognitively understand how lives and the lives of others are shaped by historical and social structural forces

Breaking through isolation and interrupting the tendency to explain life experiences SOLELY on the basis of individual terms

The realization that SCHOOLING has not interacted with the daily existence of racial groups and racialized experiences

GUIDED research that can affect social change

And the effective combination of all working together

Social activities that can allow individuals to see themselves in relation to the world, breaking away from BINARY CONSTRUCTIONS that separate academia from the social experience of individuals allows the rise of CRITICAL CONSCIOUSNESS necessary to make social change.

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CONCLUSION AND IMPLICATIONS

Given the profound change that conscientization had effected in the lives of respondents, it

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along with greater coordination of influences, is an important dimension of conscientization.

# Black Framework

The state is the only thing that can effectively solve oppression

Franklin 1993

John Hope, James B Duke Professor Emeritus of History Duke University, 1985-1992 was Professor of legal History in the Law School at Duke University; THE COLOR LINE: Legacy for the Twenty First Century; p. 45

Neither the courts nor the Congress nor the president can declare by fiat, resolution

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it and, indeed, would be horrified if we even approached it.

Effective deliberation is crucial to the activation of personal agency and is only possible in a switch-side debate format where debaters divorce themselves from ideology to engage in political contestation

Patricia Roberts-Miller 3 is Associate Professor of Rhetoric at the University of Texas "Fighting Without Hatred:Hannah Ar endt ' s Agonistic Rhetoric" JAC 22.2 2003

Totalitarianism and the Competitive Space of Agonism

Arendt is probably most famous for her analysis of totalitarianism (especially her The Origins

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not relativist, adversarial but not violent, independent but not expressivist rhetoric.