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Play “Globalization” By Dead Prez (00:00) – (01:12)

### Part 1 – The Resolution

**Globalization in Latin America has reached the zero point – processes of financialisation transform the economic system and perpetuates structural inequalities created by economic policies in the region**

**Cabrera 2k12** [Spring, 2012, Patricia Muñoz Cabrera is a writer on the chair of WIDE (Women in Development Europe) and a contributing author at the Center of Global Education Policy Review, Development Education Review Vol. 14: Creating New Economic Paradigms: The Role of Development Education, “Economic Alternatives for Gender and Social Justice: Voices and Visions from Latin America”, http://www.developmenteducationreview.com/issue14-perspectives1]

In spite of the evident failure of the current neoliberal model to release Latin America

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financial institutions (IFIs) and urgent action from governments and multilateral institutions.

**Western models of oppression are manifested in Latin America through the unequal distribution of resources and opportunities. These objectives are obtained through policies of inferiorization, marginalization and exclusion.**

**Dijk, ‘5** [2005, Teun A. van Dijk was a professor of discourse studies at the University of Amsterdam, and has taught at Pompeu Fabra University, “Racism and Discourse in Spain and Latin America”, Pg. 83-86]

Racism in Latin America has many properties in common with racism in Europe, not

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to combat, as is the case in Europe and the United States.

It’s not just about what we debate but how these debates go down the current framing of debate destroys educational value and leaves it to exclusion

Reid-Brinkley, 8(Dr. Shanara Reid-Brinkley, University of Pittsburgh Department of Communications, “THE HARSH REALITIES OF “ACTING BLACK”: HOW AFRICAN-AMERICAN POLICY DEBATERS NEGOTIATE REPRESENTATION THROUGH RACIAL PERFORMANCE AND STYLE” 2008)

So, within public discourse, how race is coded rhetorically in public deliberation is of critical impor

Mitchell observes that the stance of the policymaker in debate comes with a “sense

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of the “policymaker” and require their opponents to do the same.

Thus Joe and I advocate an insurrection of subjugated knowledges in the context of the debate space through the framework of Guerilla Pluralism

### Part 2 – Insurrection

We must move beyond “feel-good” global education practices and question how the United States Federal Government has been affirmed throughout history and why it remains central to our education

Trofanenko 2k5, Research Chair in Education, Culture and Community @ Acadia University

Brenda-; *On Defense of the Nation*; THE SOCIAL STUDIES, 96.5 (2005): 193+;

[http://go.galegroup.com.proxy.binghamton.edu/ps/i.do?id=GALE%7CA139957613&v=2.1&u=bingul&it=r&p=AONE&sw=w](http://go.galegroup.com.proxy.binghamton.edu/ps/i.do?id=GALE%7cA139957613&v=2.1&u=bingul&it=r&p=AONE&sw=w)

This article, I examine how the idea (and ideal) of nation continues

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global educational ideology to question how nation remains central to social studies education.

**What is needed is an examination of how history has become a site for power to be utilized to formulate oppression – this is necessary for a true discussion of the topic**

**Trofanenko 2k5 [**Brenda-, Research Chair in Education, Culture and Community @ Acadia University; *On Defense of the Nation*; THE SOCIAL STUDIES, 96.5 (2005): 193+;

[http://go.galegroup.com.proxy.binghamton.edu/ps/i.do?id=GALE%7CA139957613&v=2.1&u=bingul&it=r&p=AONE&sw=w](http://go.galegroup.com.proxy.binghamton.edu/ps/i.do?id=GALE%7cA139957613&v=2.1&u=bingul&it=r&p=AONE&sw=w)]

Knowing how history is a site of political struggle, how we engage with social

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but rather an opportunity for genuine productive study, discussion, and learning.

The management of history is a crucial element that prevents individuals from acknowledging white supremacy as a system – histories have been disqualified as a method of sustaining the system of white supremacy. **Monopolizing knowledge-producing practices create official histories that stifle the possibility of discourse against dominant powers. Counter-histories utilize perspectives cast away to the fringes of public discourse and embrace genealogy**

Medina 2k11[Jose Medina is a Professor at Vanderbilt University, “Toward Foucaultian Epistemology of Resistance”, http://www.vanderbilt.edu/AnS/philosophy/\_people/faculty\_files/\_medinafoucaultstudies.pdf

Official histories are produced by monopolizing knowledge-producing practices with respect to a shared

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and exaction when it is seen from the viewpoint of the new discourse?

**Counter-histories are histories of failure which have been destroyed and pushed into darkness, this silencing is foundational in current discursive practices– our pluralistic approach enables us to not be trapped into discursive practices**

Medina 2k11[Jose Medina is a Professor at Vanderbilt University, “Toward Foucaultian Epistemology of Resistance”, http://www.vanderbilt.edu/AnS/philosophy/\_people/faculty\_files/\_medinafoucaultstudies.pdf

A counter-history is the dark history of those peoples who have been kept

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of those peoples who have lived their life ‚in darkness and silence.

**The methodology of Guerilla Pluralism uses the insurrection of subjugated knowledges to create resistance and acknowledge the impossibility of objective truth – this reverses the management of history and moves against white supremacy**

Medina 2k11[Jose Medina is a Professor at Vanderbilt University, “Toward Foucaultian Epistemology of Resistance”, http://www.vanderbilt.edu/AnS/philosophy/\_people/faculty\_files/\_medinafoucaultstudies.pdf

By contrast, the radical epistemic pluralism that we find in Foucault is not melioristic

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into a sharper focus the contrast between a melioristic and a guerrilla pluralism.