



P.A.L.M. T.R.E.E. Symposium

December 13th-15th 2019 | University of Miami

Association of Black Argumentation

Professionals

LETTER FROM THE CHAIR

2019 CONFERENCE

Dear Colleagues,

Welcome to the 2019 P.A.L.M. T.R.E.E. Symposium presented by the Association of Black Argumentation Professionals in beautiful Miami Beach, Florida! This year's conference theme is "Providing Advanced Learning Models Through Rigorous Education and Experience." Presentations will highlight innovative teaching strategies, dynamic diversity training and robust professional development. We would like to thank ABAP members and extend a warm welcome to first time conference attendees.

This year we are thrilled to be hosted by the World-Renowned School of Communication at the University of Miami. Their state of the art facilities will complement our conversations as we focus on elevating educators to prepare future advocates and thought leaders.

Miami is a lively city, brimming with possibilities. From exploring South Beach to eating succulent Cuban cuisine at Time Out Market, to experiencing the the Festival of Lights, there is plenty to do while in town during and after the conference.

ABAP was born out of a desire to fulfill a need for professional development, mentor-ships and networking for black professionals in speech and debate activities. Our annual conferences offer a chance for educators, coaches, researchers and students from all walks of life to collaborate. This year we are excited to extend our network to teachers who support black and brown students.

I look forward to welcoming you to the 2019 P.A.L.M T.R.E.E. Symposium!

Warmest Regards,

Benjamin Hagwood I

Chair, Association of Black Argumentation Professionals



Education is our
passport to the
future, for tomorrow
belongs to the people
who prepare today.

-Malcolm X

Conference Logistics

Registration

Thursday 3:00 p.m. - 6:00 p.m.

Embassy Suites (3974 NW S River Dr, Miami, FL 33142)

Check in at the front desk

Friday 8:00 a.m. - 9:00

Communication International Building (5100 Brunson Drive Coral Gables, Florida 33124)

Room 2056

Conference Location

All sessions will be held at the University of Miami Communication International Building (5100 Brunson Drive Coral Gables, Florida 33124).

A quiet room and lounge area will be available for conference participants.

Transportation

Shuttle service from the airport to the Embassy Suites Conference hotel runs every 30 minutes from Miami Airport. Participants may also call the hotel in advance for pick up locations at (305) 634-5000

Parking

Embassy Suites offers valet parking for \$26. Street parking is available around the hotel.

Parking Passes are required and made available upon request for all participants planning to park on University of Miami Campus.

Internet

UM has an open guest network

Meals

The conference hotel offers a made-to-order breakfast that is included in the cost of your room. Lunch and dinner for participants will be on your own but that doesn't mean you have to eat alone. Go out with others and experience all the various cuisines offered. At registration we will have a list of suggested dining options.

C O N F E R E N C E P R O G R A M

9:00 - 10:00 **SESSION 1**

PRESENTATION:
TABBING IN THEORY

10:15 - 11:15 **SESSION 2**

PRESENTATION:
TABBING IN PRACTICE

11:30 - 1:00 **LUNCH (ON YOUR OWN)**

1:00 - 2:00 **SESSION 3**

PRESENTATION:
INVINCIBLE - AND OTHER TRUE MYTHS OF WORK
AND SELF CARE

2:15 - 3:15 **SESSION 4**

PRESENTATIONS:
DEBATE INSPIRED CLASSROOM
"CAN IT ALL BE SO SIMPLE": PHILANTHROPY 101
FOR AN URBAN DEBATE LEAGUE

3:30 - 4:30 **SESSION 5**

WHAT'S AFFECT GOT TO DO WITH IT?
BOI B[I]YE

5:30 - 7:30 **EVENING MIXER**

Location: EMBASSY SUITES, 1ST FLOOR
CASUAL DRESS

C O N F E R E N C E P R O G R A M

- 9:00 - 10:00 **SESSION 6**
PRESENTATIONS:
REVEALING THE SECRET LANGUAGE OF
WORKPLACE EVALUATION*
"IT'S JUST A GAME" THE POLITICS OF LANGUAGE
AS ARGUMENT IN POLICY DEBATE
- 10:15 - 11:15 **SESSION 7**
PRESENTATION:
LOW FLOOR HIGH CEILING
ANTI-HARASSMENT TRAINING (WDI)
- 11:30 - 1:00 **BRUNCH/LUNCH (ON YOUR OWN)**
- 1:00 - 2:00 **SESSION 8**
PRESENTATION:
THE MASTER'S TOOL CAN INDEED DISMANTLE
THEIR WORKSHOP: THE USE OF STRATEGIC
PARTNERSHIP TO THE VALUE AND STRENGTH OF
COMPREHENSIVE PROGRAM
- 2:15 - 3:15 **SESSION 9**
PRESENTATION
THE VALUE & STRENGTH OF COMPREHENSIVE
PROGRAMS
ABOLISHING WHITENESS IN EDUCATION
- 6:30 - 8:00 **DINNER & EVENING PROGRAM**
KEYNOTE DINNER
2018 MELISSA WADE RECIPIENT, WILL BAKER
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* I N D I C A T E S A C L O S E D S E S S I O N

C O N F E R E N C E P R O G R A M

9:30- 11:00 **SESSION 10**

PRESENTATION:
EMPOWERMENT THROUGH UNITY - COMMUNITY
ORGANIZING AND THE PATH FORWARD FOR
ABAP

11:30 - 1:00 **COMMUNITY BRUNCH (OPTIONAL)**

Keynote Speaker:



Will Baker

Creating Your Entrepreneurial Wakanda

Will Baker is the Chief Information Officer for Baker Consulting Associates based in Dallas, Texas and heads the New York University Global Debate Fund which connects faculty, staff and students on all of NYU's campuses through the transformative power of debate. Will teaches argumentation in the NYU Steinhardt School of Education and directs their award-winning debate team. As a leading authority on debate training and youth development, Will is a sought-after corporate debate consultant and speaker in NYC and a thought leader in the urban education community.

Meet the Presenters:

Session 1: Tabbing in Theory

Chris Palmer

National Speech and Debate Association (NSDA)

Much of what separates someone who pushes the buttons and someone who is a very good tabber is "knowing what it should look like." This presentation could provide more of a theoretical basis of why we run tournaments the way we do, some of the simple math that goes into results, what tiebreakers mean and how they actually work, the way preferences are set and priorities are managed, and so on.

Session 2: Tabbing in Practice

Chris Palmer

National Speech and Debate Association

The practice of tabulating a major tournament. I'll skip by the easy stuff (the nitty gritty of where buttons are can be found in the manual) and focus on the hard stuff -- how to balance various concerns when pairing a round with prefs, how to deal with edge cases in power matching, what to do when the Odd and the Strange happens.

Session 3: INVINCIBLE: True Myths of Work and Self-Care

Cydney Edwards

Miami Urban Debate League

We as the administrators and educators cannot and should not attempt to pour from an empty pot. It is only when we are mentally and physically aware and strong that we can serve the populations we intend the best. This session focuses on introspection and encouragement as a means of reviving one's purpose in work and life.

Meet the Presenters:

Session 4: Debate Inspired Classroom: Amplifying Student Voice, Cultivating Agency

Kimberly Willingham

Boston Urban Debate League

How do we create student-centered learning communities that cultivate and amplify student voice and whereby students collaborate with, learn from, and lead each other? Through its Debate-Inspired Classrooms program, the Boston Debate League offers professional development and helps teachers create classroom environments that foster student voice, facilitate collaboration, and help students develop argumentation skills as they engage in cross-discipline discussions. The Debate-Inspired Classrooms instructional approach, adopted by schools and teachers across all content areas, is inspired by the elements that make debate a powerful learning experience. Through debate-inspired activities that are aligned with the Common Core, students move through a skill progression and produce sustained, multifaceted arguments organized around central theses and drawing on evidence from various sources. Students learn and practice 21st Century skills of critical thinking, analysis, evaluation, questioning, peer collaboration, problem solving, and have agency over their own learning. Students learn argumentation not as just an academic endeavor, but also as a transferrable and empowering social justice tool they can use in the world around them – engaging in civil discourse, advocating for themselves and their communities, and speaking out about the issues that impact their lives. In this session, participants will practice debate-inspired activities and reflect on implications for practice. Participants will: 1) leave with an understanding of Debate-Inspired Classrooms as a pedagogical approach, 2) experience practicing core activities, and 3) insights into how to integrate debate-inspired activities into schools and classrooms.

Meet the Presenters:

Session 4: "Can It All Be So Simple": Philanthropy 101 for an Urban Debate League

Alicia Adamson

Boston Urban Debate League

Positioning UDL's for philanthropic (holistic approach vs just fundraising) success can be simple with some proven best practices and strategies to aide any UDL for philanthropy success! This session will cover an integrated approach to philanthropy around giving (foundations, individuals, Earned Income and corporations), marketing/ communications and events to drive giving, 21st fundraising tools (online giving, text to give, apps) and more! Stop re-creating the wheel! Let's share best practices, learn new tools and utilize the power of storytelling to inspire donors to make an impact on our organizations that we can see!

Meet the Presenters:

Session 5: Boi B[i]ye

Michael Harrington
Baylor University

As Frank Ocean says, “I see both sides like Chanel” – but what does that mean in an anti-black heteronormative world? It means erasure. It means silence. It means conformity. It means. This presentation analyzes how bisexual Black men are constantly constructed in a process of enigma & conundrum. Whether it is derived from internalized biphobia within black communities, persistent stereotypes of “just be gay,” uneasy double-standards, or the consistent trope of ‘confusion,’ these problematic understandings of bisexual Black men reduces possibilities for queer fellowship as well as the creation of safe spaces for younger queer Black men. The significance of these matters is located in, at least, the need to shift trajectories against a world that constructs Black men within constraining identities and toward a reclamation of a more autonomously directed subjectivity. In so doing, the possibility of resistance is explored to disentangle from the compulsory and toxic notions ascribed to Black men, masculinity, and sexuality. Extending E. Patrick Johnson’s (2001) notion of quareness, as well as Eguchi & Roberts (2015) analysis of performative possibilities, I forward an analytic I call boi b[i]ye that seeks to disrupts the toxic understandings of Black men and bisexuality as a process of reclamation that cuts against internalized fear, hatred, and processes of self-limited subjectivity. The essay briefly considers the interwoven and noxious understandings of Black bisexuality including the ‘down-low’ brotha, bisexuality as a “cover” for homosexuality, forced choosing, biphobia backlash, and sexually transmitted diseases. Fore fronting the presentation, however, is a focus on queer hyper-sexualization, lack of media exposure, and intra-communal violence, especially as it pertains to predominantly Black social spaces. By the end of the presentation, it is my hope that spectators will better understand important intricacies of Black bisexuality and be better able to coalitionally partner against intersectional modes of oppression. For if you were to ask me “what does it mean to see both sides like Chanel in an anti-black heteronormative world?” I would tell you boi b[i]ye.

Meet the Presenters:

Session 5: What's Affect Got to do with It?

Nadia A. Hussein

Wake Forest University

My paper seeks to argue that affect may exist as a nonlinguistic excess that structures what I define as the rhetoric of the intimate, the interpersonal communicative exchanges had between disparate bodies which reinforce the metaphysical hierarchy of power. This affective turn serves to provide an unspoken translation of the enthymeme, meaning it is meant to interpolate bodies with particular unspoken powered/depowered meanings that are meant to justify and fulfill a public social imaginary. Studies of affective labor involve the personal being incorporated into the public as a capitalist undermining the distinction of work/life. I argue the commercialization of affective life models itself after plantation politics and tracks the traditional racial and sexual division of labor and intersectional hierarchy of labor. This commercialization establishes a unique communicative violence and barrier for black bodies that marks them as the affective objects, playing off of Sarah Ahmed's affective aliens, designed to support the anti-black grammar of the social imaginary and leaves them the inability to metabolize the affective abjection of their being. I offer the read, black queer practice of articulating rage, as a affective model that helps black bodies process rather than internalize the antiblackness around them

Meet the Presenters:

Session 6: Revealing the Secret Language of Workplace Evaluation

Will Baker

New York University

You accept a new position at an organization with hopes of promotion, a long tenure and career success. However for reasons you don't understand, promises that were made about the job do not seem to quite square with your actual day-to-day amenities and opportunities. Aside from the conversations that African American workers have about navigating workplace issues of institutional, unconscious racism, there is a language of expectations that many were never taught about norms of behavior and expressions of worth which are also critically important. In this session, Will Baker brings to bear his experiences within corporate America, the United Nations and academic institutions to identify differences in the communicative exchanges and patterns based on race and gender as they are tied to important dimensions of workplace activity such as deadline completion, compensation packages, frequency of communication, pricing of services and group dynamics that are seldom if ever discussed publicly. The goal will be to provide tools so that individuals can: a) decipher some of these realities during the interview process to prepare better to join the organization; b) be aware of red flags that may not make the position as attractive as it originally appeared; c) adjust behaviors and communication patterns to increase chances of success within an organization; d) understand how to leverage that awareness for self-protection through documentation and well-timed inquiries

Meet the Presenters:

Session 6: "It's Just a Game"

The Politics of Language as Argument in Policy Debate

Timothy Byram
Harvard University

Debate is often explained to beginners as a game two teams compete in, with a winner and a loser. Describing it as such helps accommodate new learners to the activity: it tells them that, no matter the content of the individual debate, its components—impacts, links, turns—remain the same. And yet, this pedagogically useful concept of debate as a game enters into tension with the fact that so many of the realities described in that game (antiblackness, capitalism, heteronormativity, etc.) are decidedly un-game-like. How do teachers, coaches, instructors, judges—all pedagogues of some sort—distinguish violence from wordplay in an activity in many ways premised on identifying how our words slip into or wind themselves up in violence? How are those boundaries negotiated in the game of debate itself, and when are the boundaries of the debate space insufficient to deal with them? Such questions are central to the intersection of pedagogy, privilege, and structural violence with which the theme, "Value in Diversity," is concerned. This proposal contends that debate provides a unique space to interrogate where the lines lie between pedagogy about argumentation and discussions about the everyday use of violent language or assumptions precisely because debate is a game in which these two poles blur into each other. My experience participating around and working with novice debate provides ample examples of these instances in which the distinction blurs between instruction in formal argumentation and insistence on foundational ground rules for inter-debater etiquette. A discussion about the structures that condition gender and sexuality—which provides a crucial theoretical background for a variety of critical literatures—can devolve into a mini-debate revolving around the importance of respecting people's preferred pronouns. Working in the opposite direction, a moment in which one student sees fit to let everyone on the team know that people of all racial backgrounds are recognized as equal under the law may provide the conditions for a productive pedagogical conversation about the importance of critical race and ethnic studies to expose whitewashed legal definitions. This presentation proposes to explore instances like these in order to contend that the roles of instructor, judge, coach, and critic are not cleanly separable categories, but rather exist in relation to each other, calling on different pedagogical strategies to respond to particular pedagogical situations.

Meet the Presenters:

Session 7: Low Floor/High Ceiling

Ranner Faugas

Boston Urban Debate League

This presentation will focus on and highlight what we've done at the Boston Debate League to make debate accessible to students who would traditionally find debate challenging and not self-select. Debate requires a lot of reading, and with the student body that we work with, many of our students struggle with reading. Recognizing that barrier, we've redesigned the activity to make it accessible to all students but while also ensuring that they are not limited in their growth. Some of the work we've done has been in moving from a reading-intensive introduction to debate to one where students can engage with the content in different ways to address different learning modalities. We've also the debate times (constructives and rebuttals) to encourage more analysis. This signals a shift in our pedagogical approach, where we're prioritizing the skills students get from debate and de-emphasizing the game of debate. Attendees will leave with an understanding of our pedagogical approach to teaching debate and making it accessible to a wide range of students--with different reading levels and learning modalities. They'll also leave with an understanding of the approach we've taken as an organization and in the classroom to center student voice in reforming debate practice and placing student voice at the center. Moreover, I will also share some of the tools that I've used to create different resources, such as these videos: <https://www.mybdl.org/student-resources> Lastly, participants will get a chance to share methods they've tried and get a chance to learn from one another about different approaches to making debate accessible and giving every student the chance to participate in this life-changing activity.

Meet the Presenters:

Session 7: Anti-Harassment Training (WDI)

Nicole Nave

Women's Debate Institute

1. Bullying – This section will emphasize power imbalances at debate camps and how staff can identify these imbalances before issues arise, respond to bullying if it does arise, and how to follow proper chain-of-command while reporting instances of bullying. 2. Sexual Harassment – This section will focus on how daily interactions between staff and students can build an environment where students are more likely to confide in staff, how staff can respond to student concerns if they arise, and how staff can empower students to confront their harasser in a controlled manner. 3. Bystander Intervention – This section will be a practical overview of phrases that staff can use when intervening in a situation between students, staff, or staff and students. This section will also emphasize that predatory behavior and adult-to-child harassment or assault can exist in youth serving organizations. The in-person training will include: 1. Information review – Staff will play an interactive game to review information that was taught in the online trainings. 2. Scenario response – Staff will have an opportunity to exercise their new skills by responding to hypothetical student scenarios. 3. Culture building – Staff will identify practical and implementable ways that the camp can build a community that prevents harassment, bullying, and assault. 4. Mandatory reporting – Staff will learn their mandatory reporting legal requirements, who to contact in their area, and how to report an incident of suspected child neglect or abuse.

Meet the Presenters:

Session 8: The Master's Tool can Indeed Dismantle Their Workshop: The Use of Strategic Partnership to The Value and Strength of Comprehensive Program

Ed Lee III

Emory University

In *Third University is Possible*, la paperson (2017) forwarded a vision of higher education in the United States that transforms its colleges and universities into decolonizing enterprises grounded in a "love for Black life, for Indigenous worldings, for their futures (p.51). For la paperson, that requires a reorganization and reassembly of educational technologies to "turn these gears into decolonizing operations" (p.24). The master's tool can assist with dismantling the master's workshop. However, that requires salvaging and repurposing current educational resources and relationships to produce more liberatory pedagogical practices. This workshop will explore the potential for debate to serve as a foundational piece in the development of a decolonizing university through the cultivation of strategic partnerships with academic and student life departments. In addition to examining how the creation and modification of institutional relationships can serve as decolonizing practices, the workshop will discuss recent strategic partnerships initiated by Emory University's Alben W. Barkley Forum for Debate, Deliberation, and Dialogue that leverages debate as an instrument of decolonization.

Meet the Presenters:

Session 9: The Value & Strength of Comprehensive Programs

Tomeka Robinson
Hofstra University

Sean Allen
Tennessee State University

This panel will focus on the logistics of running a comprehensive (individual events and debate) program. Special attention will be paid to the value to administration and outside audiences of creating space for the co-existence of both.

Session 9: Abolishing Whiteness in Education

Nick J. Sciullo
Texas A&M University - Kingsville

This presentation located practical strategies for nonblack educators to endorse when operating in an anti-black institution. By putting the notion of 'white abolitionism', a theoretical concept rooted in cruel optimism within the white psyche, in a multi-tonal ('polyamorous') conversation with the gratuity of anti-blackness within 'knowledge pipelines' to locate strategies to radically alter the inevitable interaction between blackness and nonblackness within education. This analysis draws on numerous authors from a range of literatures, including Jared Sexton, Calvin Warren, Frank Wilderson, K. Aarons, Fred Moten, Jean Baudrillard and Jack/Judith Halberstam.

Meet the Presenters:

Session 10: Empowerment through Unity - Community Organizing and the Path Forward

Benjamin Hagwood
Chair, ABAP

This sessions will focus on current and future objectives and projects for ABAP. Additionally, participants will learn some ABAP history and be informed more about the organizational purpose.