

Larned Debate Manual

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“A journey of 1000 miles begins with a single step.” - Lao-Tzu



Section I:

Introduction, Rules and Expectations



“The beginning of knowledge is the discovery of something we do not understand.”

-Frank Herbert

WHAT IS DEBATE?

Debate is about change. We are constantly engaged in a struggle to make our lives, our community, our country, our world, our future, a better one. We should never be satisfied with the way things are now - surely there is something in our lives that could be improved.

Debate is that process which determines how change should come about. Debate attempts to justify changing the way we think and live. In the real world, debate occurs everyday on the floor of the United States Senate and the United States House of Representatives. Debate occurs at the United Nations, the faculty meetings at your school, and at your dinner table. The procedures for these debates may differ, but the process is the same - discussion that resolves an issue which will determine whether change is good or bad. The United Nations debated whether or not the Iraq invasion of Kuwait was good or bad; the faculty meetings debate school policies; you may recently have debated with your parents after dinner about the size of your allowance or when you can begin to drive your own car.

In policy debate, two teams, of two debaters each, discuss a certain policy, or plan. One team, called the affirmative, or aff, picks a plan and advocates it. The other team, called the negative, or neg, must reject the plan and show why the affirmative's plan (also called the case) is bad. An impartial judge watches the teams and determines a winner.

Here is a brief overview of policy debate:

1. You will work with a partner. You and your partner form a "debate team". Sometimes you will have to be for the issue (the affirmative) and sometimes you will have to be against the issue (negative). In any instance, you will have plenty of time to get ready for the debate.
2. You will deliver speeches in a format that is unique to debate. The speeches are called constructives and rebuttals. Each person on each team will speak twice. There are affirmative constructives and negative constructives. There are affirmative rebuttals and negative rebuttals.
3. You will learn rules and techniques that will seem strange to you. The way we learn how to debate may at first seem difficult. But once you take on the challenge, you will begin to understand its relationship to debating. The most difficult part of debate is the first few weeks, after that it gets easier and easier once you have learned the rules.
4. We will debate only one resolution. Most of our emphasis will be on competitive or tournament debating. In order to compete at tournaments and to give the debaters sufficient time to prepare, a standard topic or resolution is used all year. The resolution determines the debate area for all of high school debate. From this area there can be thousands of issues so that all of the debates are never the same and are always changing.
5. Those students who want to be challenged can participate in debate tournaments against other high schools during the school year.

WHY DEBATE?

Debating can take time and effort. Millions of students have, through the years, found that it is more than worth it.

Debating is fun. You debate with a partner and against other students. You and your team at school become a debate squad, a community, where you work for and with each other to win. You will make friends and meet lots of interesting new people. You will engage in thrilling contests and travel outside of your school.

Debating is a sport of the mind and voice. You compete using your brain and your mouth. You have a chance to win and even when you don't win you learn. Unlike some sports, where you need to be fast, tall, big or something else physical, debate is for everyone. You don't have to be book-smart or test-smart to be a good debater. If you feel you can learn and if you think you are clever, debate is for you. Even if you don't think you are talented in any special way, debate can improve the abilities you already have.

Debating is controlled by you. You get to speak, you get to pick the arguments, and you get to use your strategy. Instead of being told what to do and told what to study, in debate you can create your own learning project and follow ideas and issues which interest you.

Debating creates the skills you need for success. Don't worry if you aren't a great speaker or knowledgeable about politics. Many weren't when they started debate. Through coaching, preparation and practice you will learn everything you need to know. And by the way, you don't have to memorize any speeches. Studies show that employers and colleges are looking for students with oral communication skills, and debate is based on developing oral communication skills. Studies also show that those with good oral communication skills are identified as "leaders" by others and get promoted faster on the job. Unlike some activities and areas of study, debating will help you succeed wherever your life may lead you.

Debate can give you the power to change things. Things need changing, and your voice can be a powerful instrument for change – in your school, in your community, in your nation, in the world. Malcolm X's life was turned around in prison when he learned how to debate. Listen to what Malcolm X later wrote about it:

"I've told how debating was a weekly event there, at the Norfolk prison colony. My reading had my mind like steam under pressure. Some way, I had to start telling the white man about himself to his face. I decided I could do this by putting my name down to debate... Once my feet got wet, I was gone on debating. Whichever side of the selected subject was assigned to me, I'd track down and study everything I could find on it. I'd put myself in my opponents' place, and decide how I'd try to win if I had the other side; I'd figure a way to knock down all those points." [Autobiography of Malcolm X, 1964]

Debating is not just for geeks or nerds. Malcolm X, Marcus Garvey, John F. Kennedy, and many others loved debate, and you can't say they were nerds or geeks.

A Typical Debate Round

Although the previous page has given you a good introduction to debate, you are probably wondering what a debate round is actually like.

Debate rounds usually take place in a school classroom. The only people usually present are the two teams and the judge, for a total of five people. However, parents, coaches, and other spectators may also come and watch if they would like.

One team is chosen (by a coin flip or by the schedule) to be the affirmative, leaving the other team to debate as the negative. The affirmative team presents a plan to advocate during the debate. This plan **must** be related to the resolution (i.e., related to social services for persons living in poverty). Thus, a sample plan might be: *Increase the minimum wage, based on living wage.* Another example: *Increase funding of Medicaid.*

Once everyone is ready, the debate begins. During the round, the debaters deliver eight- or five-minute speeches. Each of the two teams has a different role to play during the debate. The affirmative team supports their plan, while the negative team is expected to attack the plan as being bad. The debaters make claims and then read evidence to back up their claims. In addition to evidence, debaters also use logic to help persuade the judge that their position is stronger.

Only the first of the eight speeches is prepared beforehand. The rest are prepared during the debate; each team is allocated a certain amount of preparation time to use before its speeches. There is also some time for **cross-examination**, where the debaters pose questions to one another.

During the first speech, the affirmative team will propose their plan to solve a certain problem. They will try to prove that their plan will solve the problem. The negative team will then attack the plan in their first speech. In subsequent speeches, the affirmative will respond to the negative's arguments, and so on. The debate goes back and forth until all 8 speeches and 4 cross-examination periods are completed.

Once the 90-minute-long debate is over, the judge fills out a ballot and chooses a winner, but does not reveal his choice to the debaters. Generally speaking, the judge will vote for the affirmative if the plan is proven to do more good than bad. The judge will vote the negative if the plan is proven to do more bad than good. Everyone shakes hands and leaves. The debate round is over.

Competition Contract

The purpose of this contract is to allow students and parents the opportunity to understand tournament requirements and standards. Weekend participation is what makes debate meaningful and is truly what this program is about.

The following guidelines must be followed by all team members traveling to, competing and/or observing at debate tournaments.



1. Cancellations of an entry must be made one week (two Fridays before the Saturday tournament) in advance to save payment of entry fees. If cancellation occurs within one week, the team member(s) backing out must secure a substitute(s).
2. Cancellations within one week of the tournament with no substitute will owe all the cancellation fees.
3. Students will arrive at school **NO LATER THAN 15 MINUTES PRIOR TO ALL SCHEDULED DEPARTURE TIMES**. Boxes get locked in the school, morning alarms don't go off, or a meteorite hits your car in the middle of the night. Things happen. Help avoid a late start by being ready to go early.
4. The Delinquent/Ineligible (D&I) list can be a killer when it comes to competing because the list is not posted until Friday morning. It is **your responsibility** to maintain eligibility for tournaments you are attending. Don't wait until it is too late in a class to ask for help. If you think you'll be close, get in and talk with your teachers (They don't bite) to make sure you stay eligible. Keep your **grades up** first and then debate second!!

Ideally, you will travel to at least four tournaments, prior to the end of the fall traveling season. This translates easily into four or more Saturdays, getting up before the sun and returning late afternoon. **If you do not have a driver's license you need to discuss this with your parents.

The school will pay for your tournament fees and transportation to and from the tournaments. You will be responsible for your meals. This could be a sack lunch or money for fast food and concessions. A general rule of thumb is \$10.00 per tournament if you are buying your food and drinks, but this number is not set in stone.

We will host at least one tournament. At that time you will be required to furnish your share of judges or hospitality helpers.

Practices

Just like any sport or subject in school, you can't learn or improve unless you practice. Practice will be held every Monday, Tuesday, and Thursday night with varying times. You must attend **AT LEAST one (1)** practice per, **two (2)** if you will be competing that weekend, and it never hurts to attend all **three (3)**. With little student experience to build on, everyone has a lot to learn and practice can be all the difference between a successful and a troubled season. There will also be the occasional Saturday practice, especially early in the season.

Competition Contract

Monetary obligations

It doesn't cost to be in debate, but it does cost to have a debate program. Most supplies that you will need for filing and researching, including general office supplies will be provided by the debate budget. To that end, please take proper care of timers, boxes, etc.

Dress Code

How you look can and will have an impact on how well you perform in the eyes of many judges. You only have one chance to make a first impression and that begins from the first time you walk into a round. The following dress code applies to all students competing or observing at a tournament from the time we leave the school until after the awards ceremony is complete.

DO-NOTS (This list may and probably will grow)

Ladies: mini-type skirts, clothing Mr. Kelley would tell you to change out of, tattoos showing, denim, brightly colored hair dye, concert attire.

Gentlemen: **NO WHITE SOCKS**, "tie-less" shirts, denim, tattoos showing, brightly colored hair dye, athletic shoes, hats, concert attire.

If I could choose your clothes they would be:

Ladies: As business like as possible; skirt within two inches of the knee or longer or dress slacks, and a shirt with a collar, or a tank top with a business jacket.

Gentlemen: Black dress suit, or at least slacks, dress shirt and tie, dark socks, dress shoes. Khaki pants with shirt and tie are also acceptable. Jackets are optional.

Everyone should dress as they would if they were going to court as lawyers, not penguins.



(This picture does not advocate the hunting of penguins)

Competition Contract

The hardest thing to get rid of is a bad reputation

Whereas team members are a reflection of the team as a whole...

Whereas team members' actions are long remembered after the members are gone...

Whereas improper conduct tarnishes reputations...

Whereas team members must have standards to hold each other accountable...

Whereas further travel opportunities depend on the quality of those previous...

All members of the LHS debate squad will adhere to proper decorum and rules of conduct. These rules are primarily established by the student handbook, while further guidelines are provided in the Competition Contract. The coach, or sponsor, has the authority to mandate new, revise old, or interpret fully the meaning of all travel rules.

Team members are required to adhere to the rules and any other additional instruction during tournament travel. However, once the trip is complete, the members may discuss the merit of any action taken by the coach and or sponsors.

Students not following rules will: (In order but not inclusively)

- Be verbally reprimanded with new guidelines established.
- Be disqualified and will remain with the coach/sponsor for the remainder of the trip
- Be suspended from further travel with the team for a determined time.
- Be brought before the building principal.
- Be turned over to the proper legal authorities.

Student's Signature _____ Date _____

“Watch your thoughts, for they become words.

Watch your words, for they become actions.

Watch your actions, for they become habits.

Watch your habits, for they become character.

Watch your character, for it becomes your destiny.”

Lettering

Just like with any sports program and many other extra-curricular activities, you will have the chance to letter in debate. While the final guidelines are not yet set for this squad, the basis for lettering will be based on the following:

- Contribution to squad research and preparation
- Tournaments attended
- Tournament conduct
- Host tournament obligations
- More to come.....

The bottom line...**BE EXCITED** about debate and do what you can to not only improve yourself, but help improve the squad as a whole.



WHO IS THE BETTER DEBATER?

This is a list of characteristics I would assign to the “better” debater as well as those I would assign to the “not better” debater. Since the debate is supposed to be won by the team who did the “better job of debating” these rather abstract and symbolic characteristics very often translate directly into competitive success. I also think they translate into success later in life.

THE "BETTER" DEBATER

- Is a gracious winner and a respectful loser.
- Gives strong rhetorical reasons for the probative force of their arguments.
- Makes needs of and benefits to others the focus of the debate through their arguments, instead of focusing on their own competitive triumph.
- Argues through excellent evidence, but always making their argument the focus, not their evidence. These debaters are far more than their evidence.

Debates dynamically, with enthusiasm and commitment, not passively.

Sees the big picture, is aware of how ideas influence one another, and uses those relationships to enhance analysis in the debate.

Knows the value of having a working command of the knowledge base. There is no substitute for knowing what it is you are debating about.

Understands the need for organization in order to identify the critical tipping points in the debate.

Portrays an image of an intelligent person who is seeking to understand and discover the truth.

THEY WIN WHEN THEY ARE SUPPOSED TO WIN.

THE “NOT BETTER” DEBATER

Becomes frustrated when debate success isn’t easy or automatic. Loses the benefits of debating through lack of determination.

Whines that everything is against her/him: judges, situations, other teams, fate.

Fails to show respect to all participants -- opponents, judges, tournament hosts.

Speak from a position of privilege - they demand that you trust and accept their ideas over those of others without demonstrating them.

Fail to make connections between various issues and arguments in the debate.

Speaks either only in generalities or only in specifics, not understanding that both the big picture and the line by line are important at all times.

Fail to have fun in the debate. It causes others not to have fun and they don’t like that.

Fail to pay rigorous attention to the judge’s critique, and thus learn from neither their failures nor their successes.

Fail to focus during the debate at hand, allowing their mind to wander and outside events to distract them.

THEY LOSE WHEN THEY COULD WIN.

THE CODE OF THE DEBATER

I am a debater.

I attempt to be worthy of this title by striving to observe the code of the debater.

FOR MYSELF:

I will research my topic and know what I am talking about.

I will respect the subject matter of my debates.

I will choose persuasion over coercion and violence.

I will learn from victory and especially from defeat.

I will be a generous winner and a gracious loser.

I will remember and respect where I came even though I am now a citizen of the world.

I will apply my criticism of others to myself.

I will strive to see myself in others.

I will never concede a debate is lost.

I will, in a debate, use the best arguments I can to support the side I am on.

I will, in life, use the best arguments I can to determine which side I am on.

FOR OTHERS:

I will respect their rights to freedom of speech and expression,
even though we may disagree.

I will respect my partners, opponents, judges, coaches, and tournament officials.

I will be honest about my arguments and evidence and those of others.

I will help those with less experience, because I am both student and teacher.

I will be an advocate in life, siding with those in need and
willing to speak truth to power.



Section II:

Arguments and Stock Issues



“Put the argument into a concrete shape, into an image, some hard phrase, round and solid as a ball, which they can see and handle and carry home with them, and the cause is half won.”

- Ralph Waldo Emerson

You use arguments almost everyday. Whether you are trying to borrow the car Saturday night, deciding where to eat, or what is the correct answer to a math problem, arguments usually come into play. Notice I say arguments, not arguing, and there tends to be a difference.

Arguing usually comes down to a shouting match (“Because I said so!” “You never let me do anything!” and so on, while trying to borrow the car). Arguments are giving a valid reason why you stand beside your position. (i.e. “I have a good driving record, I won’t be drinking, and I would feel kind of stupid picking my date up with a bicycle.”). You aren’t guaranteed to get the car, but you give your parents a reason to consider allowing you to borrow the car.)

Debate operates the same way. It’s not simply two teams yelling “I’m right!” back and forth, but is an organized discussion based on arguments. This section will discuss the basics of these arguments and give you a feel with how they can be used. The debates you will enter this year will all be based on a single topic. The topic for the debate season is called the *resolution*. The resolution for the 2009-2010 season is:

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

John Dewey’s Contribution to Debate

A long time ago a man named John Dewey invented a process for identifying, and solving, problems. Every day we use problem solving skills in order to function, which means the better you become at developing skills to solve problems the better you will function in society. Some people call Dewey’s process the scientific method, (Ask your science teacher if you don’t know), while debaters call this method the building blocks of debate. In order to become the best debater that you can be you must first learn the basics of how to begin to debate, thus this sheet.

John Dewey’s Questioning Technique:

- 1. Does the problem exist?**
- 2. Is the problem significant enough to warrant change?**
- 3. What causes the problem?**
- 4. Is there anything being done to fix the problem?**
- 5. What can be done to fix the problem?**

Once you have created a hypothesis to fix the problem the real debate begins: Will it work and/or will it cause more disadvantages than advantages? This is where arguments and stock issues come into play.

Introduction to Debate Arguments

In a policy debate round, the affirmative team proposes a plan (during the 1AC speech) that is designed to solve a problem. The affirmative team is supposed to defend its own plan. As part of that job, the aff team has to show that its plan meets several requirements. This is known as the affirmative **burden of proof**: the team must show that its plan has certain advantages and qualities that outweigh any drawbacks. Traditionally, these qualities that the affirmative must have are placed into five categories, called the “**stock issues**.”

The stock issues are:

- (a) **Inherency** (“is there currently a problem in the present system?”)
- (b) **Harms** (“does the problem cause bad effects?”)
- (c) **Significance** (“is the effects big enough to involve the federal government?”)
- (d) **Solvency** (“does the affirmative’s plan solve the problem?”)
- (e) **Topicality** (“is the affirmative’s plan related to this year’s debate topic?”)

There are several ways for the negative team to attack the plan. One way is to attack the stock issues. The negative team also has some other avenues of attack, listed below.

- **Workability/Plan** (The plan has flaws that makes it unfeasible)
- **Disadvantages** (The aff plan causes something bad to happen)
- **Kritiks** (The aff plan uses a damaging system, idea, or value.)
- **Counterplan** (The Neg team has a better plan.)

The negative team will usually try to “attack” the affirmative on the stock issues. They might try to take out solvency, for example (“your plan doesn’t actually solve the problem”). Or they could attack harms (“the problem really isn’t so bad”). Attacks on inherency, harms, significance, solvency, or the plan directly are called **on-case arguments**.

The other main negative strategy involves **off-case arguments**. Topicality, although it is a stock issue, is usually considered by judges to be an off-case argument. Disadvantages, kritiks, and counterplans would also be considered off-case.

REMEMBER that all *new arguments* must be brought up in the constructive speeches. In rebuttal speeches, all you can do is respond to existing arguments and bring up new evidence.

Very Important: Not only should the negative team try to show that the aff plan doesn’t work very well, but they should also show that the aff plan causes some bad things to happen also. After all, even if the neg proves that the aff plan only helps a few people— but there are no *bad* effects to the plan— the judge could vote aff.

Fiat

Fiat is an important concept that applies to both plans and CPs. In short, fiat says that the team running a plan (or CP) can assume that the plan will indeed happen and go into effect. They don’t have to worry; for instance, that Congress will vote against the plan or that the President will refuse to sign it. Fiat stops debate from devolving into endless arguments about whether the plan would actually occur, and gears debate toward what would happen if the plan did go into effect.

Kicking Out Arguments

If a team (usually the negative) realizes that its DA, kritik, CP, or other argument is not working and is a waste of time to pursue further, the team can “**kick it out.**” To kick an argument, simply say so during a speech. This means that the argument is removed from consideration in the debate (but see note below). If a CP is kicked out, the debate reverts to being the plan vs. the status quo.

Note: Normally, a team can kick out a DA with no ill effects; however, if the DA has been turned by the other team, then kicking the DA is dangerous, since you are conceding the turn. That could cost you the debate.

Dropping Arguments

One maxim of policy debate is that “silence is consent” or “silence is compliance.” If the negative team runs a DA in the 1NC, for instance, and the affirmative team does not refute it at all before the next neg speech (2NC), the affirmative team has just **dropped the argument**. If the negative team points that out to the judge, the judge will usually award the DA to the neg, since the aff failed to respond to it: “silence is consent.”

You should always strive to avoid dropping arguments, since it can cost you the debate if you drop an especially crucial point. Conversely, if your opponents drop an argument, point that out to the judge in your next speech.

Note that kicking an argument and dropping an argument are entirely different things. A team (usually the neg) kicks its own arguments if the team thinks that they are not going well, while a team (usually the aff) drops its opponents’ arguments if the team forgets to respond. Kicking arguments is a useful tool because time is limited—teams can’t afford to spend time on fruitless attacks. Dropping arguments, on the other hand, should usually be avoided, unless the argument is not very important to the round.

Grouping Arguments

Also, if you find that your opponent has made multiple arguments that can all be answered by one general response, you can **group your opponent’s arguments** and then give one rebuttal that covers them all. Grouping arguments is an especially good idea if you are pressed for time.

Now that you know what all of the basic debate arguments are, it’s time to learn about each one in more detail. That’s what this section of the handbook does. As you read through this section, if you lose sight of the “big picture,” just come back to this page, where all of the debate arguments are listed.

Summary of the Debate Arguments

Stock Issues

The affirmative team needs to win all the stock issues to win the debate.

- (a) **Inherency** (“is there currently a problem?”)
- (b) **Harms** (“does the problem cause negative effects?”)
- (c) **Significance** (“is the effects big enough to need a fix?”)
- (d) **Solvency** (“does the affirmative’s plan solve the problem?”)
- (e) **Topicality** (“does the plan meet the resolution?”)

The stock issues (except for topicality) are presented in the 1AC. The negative can then try to refute one or more of them in the neg speeches.

Disadvantage (DA or Disad)

A disadvantage is an argument saying that the plan will cause something bad.

The three parts of a disadvantage are:

1. **Uniqueness**: The problem is not happening now, and won’t happen in the foreseeable future.
2. **Link**: The plan will lead to the bad problem.
3. **Impact**: The problem that results from the plan is very bad.

The other team refutes the DA by attacking one of the three parts, or by running a turn.

Kritik (K)

The kritik is an argument saying that the plan has a dangerous assumption or idea. Parts:

1. **Link**: The bad word, idea, phrase, or system the plan uses.
2. **Impact**: Why that usage has negative impacts in the real world.
3. **Alternative**: What the other team can do to avoid using that word or idea.

Counterplan (CP)

The counterplan is an alternative, superior policy advocated by the negative team.

Parts:

1. **Plan Text**: The negative tells what the CP will do.
2. **Non-Topicality**: The negative must show that the CP is non-topical.
3. **Competition**: The CP must be competitive (an alternative to the aff plan). There are two ways to show this: net benefits or mutual exclusivity.
4. **Solvency**: The CP must be superior to the plan in some way.

If a CP is run, the debate switches focus to: aff plan vs. neg CP. The affirmative team can refute the CP by disproving either part 2, part 3, or part 4 above.

Topicality Violation (T)

A topicality violation says that the affirmative plan does not meet the resolution.

1. **Definition**: A definition of the relevant word or phrase in the resolution.
2. **Violation**: How the affirmative plan does not meet the definition of the word.
3. **Standards**: Why their definition is a good enough to be accepted by the judge.
4. **Voter**: Why the judge should even consider topicality as an issue.

The affirmative team can refute the argument by showing that the plan actually does meet the definition, or by using a counter-definition, or by saying T is not a voting issue.

The Speech Order

A policy debate consists of eight speeches and four cross-examination periods. There are two kinds of speeches: constructives and rebuttals. Constructives are eight minutes long and are the only speeches in which new arguments can be brought up. Rebuttals are five minutes long; in rebuttals, new arguments are not allowed, only responses to existing arguments.

First Affirmative Constructive (1AC)

8 minutes long. This is the only pre-written speech. The speaker describes a pressing problem and suggests a plan to solve it. She then uses evidence and logic to show how the plan will solve the problem.

1A is cross-examined by 2N

3 minutes long. The 2N asks questions of the 1A to clarify arguments.

First Negative Constructive (1NC)

8 minutes long. The speaker attacks the affirmative plan. He tries to prove that implementing the plan would actually do more harm than good. Topicality arguments *must* be presented in this speech.

1N is cross-examined by 1A

3 minutes long. The 1A asks questions to clarify arguments.

Second Affirmative Constructive (2AC)

8 minutes long. She attacks the negative responses, rebuilds the affirmative case, and responds to the negative's arguments.

2A is cross-examined by 1N

3 minutes long. The 1N asks questions to clarify arguments.

Second Negative Constructive (2NC)

8 minutes long. He responds to some of 2AC arguments.

2N is cross-examined by 2A

3 minutes long. The 2A asks questions to clarify arguments.

First Negative Rebuttal (1NR)

5 minutes long. He responds to the rest of 2AC arguments.

First Affirmative Rebuttal (1AR)

5 minutes long. She rebuilds affirmative arguments and responds to both 2NC and 1NR.

Second Negative Rebuttal (2NR)

5 minutes long. The speaker explains why the negative team should win, summarizing the round's major arguments and showing how the neg team won those arguments.

Second Affirmative Rebuttal (2AR)

5 minutes long. The speaker explains why the affirmative team should win, summarizing the round's major arguments and showing how the aff team won those arguments.

Affirmative Advantage: The affirmative team gets both the first speech and the last speech in the debate.

Negative Advantage: The negative gets two speeches in a row (2NC and 1NR). This is called the negative block and is treated as one long speech (with a cross-ex in between).

Section III:

2009-2010 Debate Topic



However mean your life is, meet it and live it: do not shun it and call it hard names. Cultivate poverty like a garden herb, like sage. Do not trouble yourself much to get new things, whether clothes or friends. Things do not change, we change. Sell your clothes and keep your thoughts. God will see that you do want society.

- Henry David Thoreau

2009-2010 Policy Debate Topic

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Unfortunately, more than four decades after Michael Harrington identified those living in poverty as “The Other America,” poverty is still an endemic problem in the United States. In 2005, close to 13 percent of the total U.S. population - about 37 million people - were counted as living below the poverty line, a number that essentially remained unchanged from 2004. Of these, 12.3 million were children. Poverty is associated with many harmful outcomes, including poor health, crime, educational difficulties and other social problems. Poverty continues to plague our society despite over four decades of national effort and trillions of dollars in federal spending to combat it. In a nation as wealthy as the United States, such a high level of poverty is certainly appropriate for the examination and reflection provided by a variety of debates on the topic. Affirmatives advocating this topic will be able to defend a wide range of social services designed to both ameliorate the harms of poverty and to reduce the number of people living in poverty. These services would include expanding child care, health care, Food Stamps, housing assistance, mental health care, educational assistance, early Head Start and job training, among others. Negatives would be able to debate against the harms of poverty, the ability of various plans to solve the problems identified and many disadvantages, including spending, politics, federalism and net widening. They would also be able to counterplan many of the affirmative plans with the state counterplan. The negative would also have several critical options, including objectivism, statism, dependency and even critiquing the use of the term poverty.

Section IV:

The Affirmative Approach



*“A good plan, violently executed now, is better than
a perfect plan next week.”*

- George S. Patton

Refuting Stock Issues

Even the best plan with the best debaters will face arguments against their plan. The purpose of this section is to give you ideas for refuting any arguments that may be ran against your affirmative case. This section covers each of the five main stock issues, plan attacks, disadvantages, kritiks, and counterplans. These are by no means the only ways to refute these arguments, but they should give you an idea about how to show that your case is the best possible choice in a debate.

This section begins with, in my mind, the most important stock issue – Topicality. What makes topicality so important is if the affirmative plan isn't topical; then why go any further with the debate? There are many aspects to topicality, but don't let it all discourage you. Just take in small pieces as you go and sooner or later it will all come together. One thing about being a debater is that you will always continue learning. Even I have learned some things by putting this handbook together.

Affirmative Topicality Tips

1. Write your plan with an eye to topicality. When you write your affirmative case, you make a series of strategic decisions. Most of these revolve around solving the problem your case identifies. Usually, you try to find the policy that solves the problem the best. Similarly, you should look for a policy that seems to be a clear example of the resolution. Does the plan sound like it takes the kind of action required by the resolution? Write the plan using as many of the words in the resolution as possible.

2. Research the words of the resolution. The negative will research various definitions of the important words in the resolution. The affirmative should do the same thing. Look for definitions that clearly include the kind of action taken by the plan. Failing that, look for the broadest possible definitions.

3. Research "contextual" evidence. Most people believe the function of topicality is to provide a reasonable limit on the number of cases the affirmative can run. If you can find evidence cards that talk about your policy and the words of the resolution in the same sentence or paragraph, you can read that evidence against topicality violations to make your case sound reasonable.

4. Remember: Advantages don't make you topical. Topicality focuses on what the PLAN does. The fact that your advantages talk about the same things as the resolution is largely irrelevant. Make sure your PLAN is topical. (See Extra-topicality and Effects-topicality below)

5. Prepare your topicality answers ahead of time. Anticipate the kinds of topicality arguments the negative is likely to run against you and write out answers and counter-definitions before the tournament.

Common Answers to Topicality

1. Counter-definitions. The negative will read a definition of one of the words in the resolution that makes your plan sound non-topical. It is your job to answer that definition with a "counter-definition": a different definition of the same word that makes your plan sound topical. Once you read a counter-definition, make sure to make additional arguments about why your definition is better than the negative definition.

2. Contextual evidence. Reading evidence from the topic literature that links your plan with the words of the resolution can help make your plan sound reasonable.

3. The "We Meet" answer. Read the negative's definition. Most of the time it isn't as exclusive as they say it is. Try to think of reasons your plan actually "meets" their definition. In other words, think of reasons why the negative's definition actually describes the plan, instead of excluding it.

4. Things that check abuse. Negatives will try to argue that the plan is abusive; they will say that, if the judge allows the plan to be topical, hundreds of other plans will also become topical. This is "abusive" because it puts too much of a burden on the negative to research those hundreds of new plans. The affirmative often argues that other things "check" or prevent this abuse:

A) Literature checks. The affirmative should argue that their plan is reasonable because it is based on evidence found in the topic literature. In other words, the affirmative argues that the judge should not worry too much about topicality because the affirmative case generally concerns itself with the same issues as the resolution.

B) Other words check. The resolution is composed of many different words. The affirmative often argues that, since the plan has to be an example of ALL the different words in the resolution, then violating a single word is not such a big deal. If the plan meets all the words in the resolution except one, for example, then it is still talking about the same general things as the resolution.

C) Solvency checks. The affirmative has to prove that its plan solves the problem identified by the case. On topicality, the affirmative often argues that its definitions could not really add hundreds of new plans to the topic because most of those new plans would not solve any significant problem.

5. Counter-standards. The negative assumes that the judge must use certain standards to decide the issue of topicality. The affirmative should think of its own standards. The most common affirmative counter-standard is "reasonability," also known as "debatability." The affirmative argues that, as long as the plan is reasonable, the judge should ignore topicality. The affirmative must provide reasons why its plan is reasonable. These reasons might include things like "if the negative has evidence against the case-if the negative can fairly DEBATE the case-then the plan is reasonably topical. The bottom line of reasonability is that it urges the judge not to choose between' two competing definitions. Instead the judge is urged to decide whether or not the plan unfairly harms the negative in the round.

6. Reasons why topicality is NOT a voting issue. Most debater are taught that topicality is an absolute voting issue, which means that the negative can win the entire round just by winning topicality. Not everyone agrees that this is true, however. Here are some common reasons affirmatives give why the judge should not consider topicality:

- A) Language is indeterminate.** Is there such thing as "the best" definition? Ultimately, the words we use to describe things are not precise. Using an earlier example, what is "a reasonable hour" for a teenager to get home at night? There is no precise answer to this question. Because language is imprecise (or "indeterminate"), many affirmatives argue that it is unfair to base a decision in a round on competing definitions. Besides, meaning is not found in words but in people.
- B) Topicality is not "real world."** Many topicality arguments are based on the assumption that a debate round is like a courtroom. In a courtroom, a judge can throw out a case if it does not meet certain strict definitions. In such a case, we would say that the judge lacks jurisdiction over the case. Many people believe that debate rounds are more like legislatures than courtrooms. In a legislature (such as Congress), representatives are free to debate about anything, as long as it is important. Many affirmatives argue that topicality does not reflect the "real world" requirements of policy-making.
- C) Topicality silences important voices.** In many cases, important ideas are not heard by policy-makers because they come from people who have unpopular opinions. Policy-makers avoid listening to these important ideas by using obscure rules and procedures. Some affirmatives argue that topicality is just another meaningless procedure which prevents important ideas from being debated. Evidence describing the importance of the plan is helpful in making this claim.

Answering Effects-Topicality

Effects topicality is a claim that the affirmative plan itself is not topical, but that it leads to a topical condition, or result. For example: If your plan is to outlaw the use of gasoline, which leads to people having to use alternative energy sources; that would be effects-topical. Even though alternative energy is increased as per resolution, the plan that makes it happen is untopical because it has nothing to do directly with alternative energy. Be sure to clarify what part of you're the plan the negative is claiming not to be topical, then answer it as any other topicality argument.

Answering Extra-Topicality

Extra-topicality is a claim that the advantages the affirmative team claims are extra-topical when they stem from portions of the plan which are not topical action. Basically you can't claim an advantage from a plan plank that is non-topical. An example would be if you funded your plan by putting a tax on cigarettes, you can't claim an advantage of increasing public health due to people buying fewer cigarettes because of higher costs. Just be able to link each advantage to a part of your plan that is truly based on the resolution.

Common Answers to Harms

With Harms, the affirmative must show what the problems of the status quo are (The ‘status quo’ refers to the current state of affairs right now.). The generally accepted negative position is that things in the status quo are just fine and any problems brought up by the affirmative team are either exaggerated, are currently being repaired, or simply do not exist. As the affirmative team, not only do you need to clearly state the problems with the current system, but you need to sure and have plenty of backup evidence and prepared briefs to reinforce those views.

Note: Harms are sometimes referred to as advantages, since the harms that are solved by the plan are the advantages of the plan.

Common Answers to Significance

The affirmative team also needs to show that the problems are important, either because it affects a lot of people or because the people who are affected suffer greatly. In other words, the problem needs to be *significant*. For instance, if the problem only affected Kingman, KS, it would not particularly require the action of the federal government. To defend this stock issue, you need to again tag-team it with your harms and show how horrible things are or could be unless a change is made.

Common Answers to Inherency

To be inherent, the affirmative must show WHY the problems are not being solved in the “status quo.” There must be something that prevents the current system from solving or eventually solving the harms. After all, if the problem has already been solved, or is being solved, why is the plan needed? Therefore, the affirmative team needs to establish an “inherent barrier”. There are many types of inherent barriers:

Attitudinal - Policy makers or others do not like the plan or do not want the problem solved.

Structural - Laws, regulations, or physical constraints stop the plan or stop the solution to the problem.

Harms Inherency - The way we try and solve the problem now is a BAD one, creating harms, and the affirmative plan would solve the problem without these harms.

Existential - The argument here is that if the problem exists and persists there must be an inherency which "exists" somewhere out there.

Once you have selected and established a barrier, you need to protect it. Explain how many people are simply uninformed of the problems, refuse to remove legislation, or simply feel that the plan is a bad idea (policy makers, but you still need experts who think you’re on the right track.

Common Answers to Solvency

This stock issue is perhaps the most important of them all; fortunately, it is easy to understand. Simply put, for the affirmative plan to have solvency, it must fix at least part (preferably most) of the problem. A large part of a debate round will consist of arguments about solvency, as the negative will try to show that the affirmative doesn't really solve the problem. In fact, the negative might argue that the aff plan makes the problem worse (an argument called a solvency turn). So naturally, your job as the affirmative team is to support your plan and show, with plenty of evidence, that it will attain your advantages.

Common Answers to Plan Attacks (Workability)

The term 'Workability' seems to have been lost in the last few years, but I still think it is an important part of a debate. Sometimes you will see these kind of arguments ran as solvency arguments. What Workability means is that there is some function of the affirmative team's plan that will keep itself from working (which leads to not solving the problem). Typical arguments are a lack of funding (or unable to prove you will have enough), no effective enforcement or administration. For example, if a plan wants to give everyone who buys solar panels for their home \$1000, can the plan provide enough to give every resident \$1000? If a plan is using the Department of Homeland Security for their administration or enforcement, how effective can they be when dealing with energy policies? These arguments tend to be more logical arguments, than the built up, evidence backed kind. The best thing you can do is have proof of how much you will need, how much money you take in, and why your administration choices are applicable to what the plan does.

'Normal Means' Funding Defense

Here is one perspective on funding: The affirmative must acquire all from conventional means. That is to say that they would raise taxes. You cannot re-allocate, and you cannot deficit spend. It's best to put a plank in your plan which states "all funds will be acquired through conventional means." Now this can cause worries about funding disads. If someone runs a funding DA, just get up in your next speech and explain to your judge that the rules of policy force you to acquire funds through normal means. If any budget DA were true, then the titanic spending of the United States would have tripped it hundreds of years ago. By running any DA, the negative team makes the net effects of your case their primary voting issue (unless they ran Topicality, in which case it is the second). Because the budget DA causes the affirmative to lose ground, and obviously is not valid, they have just lost their first (or possibly second) voting issue.

The biggest defense you can use for the five main stock issues is your plan. All five must be initially addressed in the 1AC or the plan is deemed not 'prima facie' (Latin for "at first sight/glance"). This means that 'at first glance' your plan does not meet all the requirements to go into effect. A solid case and plenty of prepared supplemental evidence won't protect you from the negative team running these arguments, but it will make these arguments winnable and hopefully an affirmative ballot in your debates.

Answering Disadvantages:

Every disadvantage is like a chain of reasoning. It starts with the link and ends with the impact. Like any chain, it is only as strong as its weakest link. You only need to break the chain at one critical point to defeat the disadvantage.

1. Disprove link to your plan. (NO LINK or LINK TAKE-OUT) - The link take-out states that the affirmative plan doesn't actually cause the problem the disad presents.
2. Disprove impact. (NO IMPACT or IMPACT TAKE-OUT) - The impact take-out states that the problem the disad presents is not serious or harmful.
3. Disprove internal link. (NO INTERNAL LINK or INTERNAL LINK TAKE-OUT) - Some needed logical step is missing or false. Explain this, and make sure to show that this step is critical to the entire disadvantage argument.
4. Link Turn: no, our policy solves this problem. (Not to be used with impact turn)
The link turn states that when the affirmative plan happens, the problem the disad presents is avoided. This often means that when the affirmative plan happens the exact opposite of the problem happens.
5. Impact turn: no, that thing we cause is not bad, it is actually good. - The impact turn states that the problem the disad presents is actually a good thing. Can't be used with a Link Turn.
6. Not intrinsic: other forces will intervene to stop the impact from taking place.
In our above example, you could argue that people want both Chinese and Art so much they will lengthen the school day.
7. Applies to policy system/plan of opponents as much as it does to you, so irrelevant.
The disadvantage may also apply to the counterplan of the negative, making it irrelevant for determining which to adopt. If the counterplan would have the states require Chinese, both teams would have a policy which would cut Art.
8. No brink: there is not enough of a link to push us over into impact X. - We are now standing well back away from the cliff, so the push they identify (LINK) will not push us over the edge.
9. Not unique: will happen/should have happened anyway because of X .
The non-unique argument states that the problem the disad presents will happen anyway in the status quo. If it were to happen anyway, it doesn't matter if the affirmative plan causes the problem or not.
10. Case outweighs: bigger, sooner, etc. - If the impact of the disadvantage is smaller than the advantage of the plan, then even if the disadvantage were true you would still adopt the plan.

Answering Critiques

While critiques are a valuable negative argument, they are also vulnerable to some general affirmative answers. The following arguments are suggestions that require more substantive development from you as you research and debate critiques during the academic year.

1) Debate the specific critique. There are many answers to critiques that merely require research like any other negative argument. Remember that philosophers and rhetorical critics get into arguments with each other just like legislators and policy analysts do. The general rule is: for every group of scholars who support the ideas behind the critique, there is a different group of scholars who think the ideas in the critique are terrible. If you find out that a certain critique is being run, research it just like you would any other argument.

2) Use cross-ex time to ask about the critique. You can't debate what you don't understand, and critiques can be very difficult to understand. Often, evidence in critiques uses academic jargon and obscure words. Don't be intimidated. If the other team can't explain what these words mean, the judge won't be willing to vote for them. If they CAN explain them, then you will be able to understand them, too. Ask how the plan links to the critique and what implications the critique has in the round. Don't let the other team avoid these questions.

3) Don't forget to use your own brain! Once you understand what the critique says, you can answer it with arguments that make sense to you. Also, remember that the evidence in the 1AC is designed to answer objections to the case. Use that evidence creatively.

4) Utilize your specific affirmative answers. Many of the implications of the critique are very generalized, but the affirmative can point to specific evidence to prove both their harms and their solvency. Thus, general indictments might not be as persuasive as the specific evidence.

5) Debate the uniqueness of the critique. Negative critique debaters try to avoid the uniqueness debate and argue that it is irrelevant. The critique often talks about harms that are already occurring all around us. The affirmative should stress that if the affirmative advantage is intact, the marginal increase in disadvantage beyond the status quo does not merit rejection.

6) Argue that there is no alternative. If the affirmative harm is substantial, the plan is largely solvent, and the critique has uniqueness problems, press the negative to defend what their alternative to the plan and the present system will be. If there is no alternative, then it makes uniqueness arguments against the critique that much more valuable.

7) Attack the alternative. If the negative offers alternatives to the plan and the present system, then the affirmative can argue that the alternative is a bad idea.

8) Make the negative defend the idea of critiques. Many members of the debate community have accepted the idea of critiquing assumptions as acceptable. However, many others do not believe that philosophical and rhetorical ideas have any place in policy debate. Make the negative explain why we should consider these kinds of arguments if the goal of debate is to train students to study policy issues like legislators and political analysts do.

Answering Counterplans

Counterplans must meet certain burdens in order to beat the Affirmative plan, therefore it is the job of the affirmative to show how the counterplan does not meet these burdens. Affirmative answers should expose the flaws in the counterplan and show why it is a bad idea. Affirmative answers can be found while looking at different parts of the counterplan.

1. The counterplan is topical.

The affirmative should make sure the counterplan is non-topical. If the counterplan is topical, it should not be accepted, because only the affirmative gets to defend the resolution. The negative has everything else to choose from.

2. The counterplan is not competitive.

Affirmatives should argue that the counterplan is not competitive with the affirmative plan. If we do not have to choose between the plan and the counterplan, then it IS NOT A REASON TO VOTE AGAINST THE AFFIRMATIVE CASE. In order to do this, affirmative teams have three choices.

- A. Prove it is not mutually exclusive. We CAN do both at the same time.
- B. Prove it is not net beneficial. We SHOULD do both at the same time.
- C. Offer permutations: Permutations are an affirmative's special weapon against counterplans.

Permutations are arguments that prove the entire plan can be combined with parts of the counterplan in order to gain the advantages of the counterplan without rejecting the plan. REMEMBER TO USE THE DIFFERENT TYPES OF PERMUTATIONS LISTED ABOVE.

3. Solvency

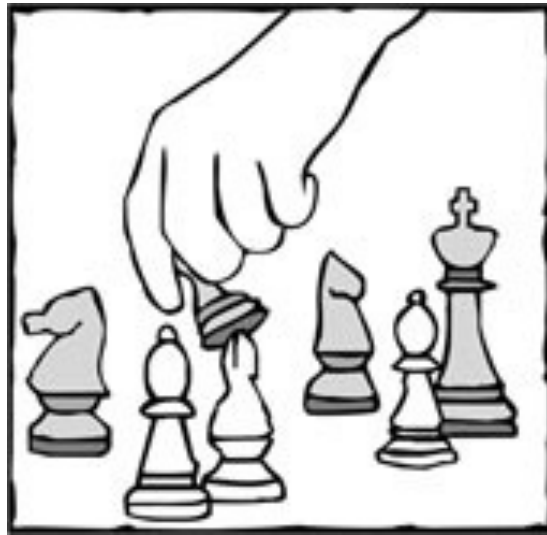
Affirmatives can argue that the counterplan does not solve. The affirmative should look to see if the counterplan solves the affirmative advantage, the advantages of the counterplan, and avoids the disadvantages.

4. Disadvantages

Counterplans, like affirmative plans, can have disadvantages. The affirmative should argue that if the counterplan is done something bad will happen that wouldn't otherwise happen if the affirmative plan is done.

Section V:

The Negative Approach



“Oh that's a relief. I was afraid I wouldn't be able to use the liar, liar pants on fire defense.”

- Daniel Kaffee (from *A Few Good Men*)

The Negative's Position

Unless you decide to climb out on a limb to run a counterplan, the position of the negative team never varies. You are defenders of the current system, or status quo. In your mind, any problems that the affirmative team present are either exaggerated, are not happening, or are already being fixed. One could also argue the idea of 'Progressive Status Quo' which states that the current system has acknowledged these problems and is in the process of making their own fixes for them.

With this in mind, it must be shown that the affirmative plan has problems of its own that will hinder either its need or its ability to work and solve any problems. To begin an attack on the affirmative case, let's begin with the five main stock issues: Topicality, Harms, Significance, Inherency, and Solvency.

Topicality Arguments

Essentially, the **topicality violation** is an argument employed by the negative team showing that the affirmative plan does not meet the resolution and that the plan should therefore not be discussed. The topicality violation centers around a part of the resolution: such as the word "substantially" or the phrase "federal government."

What is the purpose of topicality? Well, topicality exists for two major reasons:

- The affirmative team is supposed to be upholding the resolution. Therefore, the aff should not be allowed to run non-topical cases.
- The negative team has to be prepared to defend any one of a number of plans. If the affirmative team is allowed to just run any plan they want, the negative team could never be prepared to debate the infinite number of possible cases. The requirement for topicality prevents the aff from gaining an unfair "surprise factor" over the neg. In other words, **topicality limits the aff's ground by restricting them to a few cases.**

Note: During a debate, topicality is often referred to as 'T,' as in, "I'm running two T violations." Also, when written, topicality is often abbreviated as T .

Components of a Topicality Violation

Definition: The neg gives a definition of the relevant word or phrase in the resolution. Be sure to give the source of the definition.

Violation: The neg shows how the affirmative plan does not meet the definition of the relevant word or phrase.

Standards: The neg shows why their definition is a good definition that should be accepted by the judge. Also, be sure to show why your source is the best source to use.

Voter: The neg tells the judge why he should consider topicality as a voting issue.

What are some common standards? STOPPED HERE STOPPED HERE

- Bright line:** the negative definition creates a clear test of what is topical and what is not.
- Contextual Definition:** the neg definition is good because it comes from a source related to the topic (ex. The Department of Energy).
- Clash (also Limits/Ground):** the neg definition is good because it limits the number of possible cases, thus ensuring better preparation, which leads to great **clash**.
- Framer's Intent:** Your definition is what the framer's intended. For instance, discussing "alternative energy", instead of 'alternative' + 'energy'
- Predictability:** Your definition collapses the topic down to a level which will allow the negative a chance at predicting the case.

What are some common voters?

- Education:** Debate is an educational activity. Debating non-topical cases removes most of the educational aspect from debate.
- Fairness (Jurisdiction):** It is unfair for the affirmative team to be able to run non-topical cases, since the negative team shouldn't be expected to defend against them.
- Potential Abuse:** if the judge votes aff, then he is sending a message that the aff can run non-topical cases, which can lead to more abusive situations in future rounds.
- Ground:** the negative team has no ground in the debate, which prevents a good debate from occurring and again the aff would always win.
- Prima Facie burden:** The first burden of the affirmative team is to uphold the resolution, at the point where they fail to do so, you must vote against them, otherwise the affirmative team would always win.

An Example Topicality Violation - Let's say that the affirmative is running the plan "the US federal government will support the International Criminal Court."

The negative team, in the 1NC, runs a topicality violation. The components are:

Definition: According to the Words-and-Phrases dictionary, 2000, the definition of the word "substantially" is "more than 20%."

Violation: The affirmative plan only affects peacekeepers who commit crimes. According to this Cox 1999 card, only 10% of Peacekeepers commit crimes. Therefore, the plan does not meet the requirement for "substantially," a word that is in the resolution.

Standards: Our definition is good because it is very precise; the plan is either more than 20% and topical, or not 20% and therefore not topical. Our definition is also good because it forces us to debate important, far-reaching plans and not focus on one small segment of the population.

Voter: The judge should vote on topicality for reasons of fairness. It is not fair for the aff to run non-topical cases— because we haven't prepared for them and aren't supposed to be debating them. Please vote on topicality and keep this debate fair.

Harms Arguments

This is the problem that the affirmative team is claiming and then trying to solve. A negative brief would detail how there is not a problem needing to be solved or explain how the evidence that the affirmative team is reading is exaggerated. When running a Harms argument you need to be sure and state where in the case it links to (Ex. Observation 1)

Significance Arguments

This is just like harms except it deals with numbers. It will say there is a problem but no need to solve because it only affects “5 people.” Basically any piece of evidence that tells us how small the problem is would be significance.

Inherency Arguments

If the evidence talks about how the FG already has this plan in effect then it would be inherency. Also if the evidence talks about any pilot programs that individuals or states can already use then there would be no reason for the FG to enact, thus it is inherency as well. Be sure to clarify what the **inherent barrier** is for the affirmative team. If there is nothing that prevents the plan from already happening, then there is no inherency.

Solvency/Advantages Arguments

Advantages are supposed to talk about how great the plan is and how fantastic it will solve for the problems. Obviously the negative should have evidence that says the exact opposite. If the evidence says the changes will not work then it is solvency. If the evidence says it is not as good as it seems it would then be advantages. Basically, it does not matter if you label it advantages or solvency as long as the evidence says the affirmative will not solve the problems or gain the advantages that they claim. Again, these arguments should be linked to a part of the case (Ex: Advantage 2, Subpoint A).

Plan/Workability Arguments

Plan attacks will include attacks on funding, enforcement, and or if the affirmative plan is not using the right mechanism to get their plan to be part of the FG. Such as running Immigration and Naturalization Service (INS) through anything but Homeland Security, or saying the Supreme Court will overturn a case instead of running a test case. This could also include arguing that the affirmative does not have the manpower to enact the plan or have the money to pay for it.

Disadvantages

A **disadvantage** (DA) is an argument used by the negative to show that the aff plan will cause something bad to happen. A disadvantage consists of three parts.

What makes a DA?

1. **Uniqueness:** A uniqueness argument must show that the bad problem is not happening now, and won't happen in the foreseeable future. After all, if the problem is already occurring now, you have nothing to lose by passing the affirmative plan!
2. **Link:** The link is a series of logical steps that shows how the aff plan will lead to the problem. Sometimes, the link is short. Other times, the link involves three or four steps: "The plan spends money. Spending money leads to inflation. Inflation leads to recession." In this case, the extra steps needed to lead to the problem are called **internal links**.
3. **Impact:** The impact shows how the problem that results from the plan is bad. Impacts can include economic damage, environmental damage, loss of liberties or values, and even violence or war.

TYPES OF DISADVANTAGE SCENARIOS:

Threshold Scenario: it either happens or it doesn't, all or nothing, example: pregnancy is a threshold event -- you are either pregnant or you are not - you can't be a little bit pregnant. The threshold is how big the plan has to be to cause the problem presented in the disad to happen. If the plan is a very big one, it will probably cause the problem. If the plan is tiny, it probably won't cause the problem.

Must show brink, uniqueness.

A. Uniqueness - The uniqueness states that this problem is not happening now and will not happen in the future, under the status quo.

B. What is a Brink? - The brink is the point at which the impacts occur.

So a threshold scenario is built by showing a problem not happening now (Uniqueness), how the aff plan connect to the cause of the problem (Link), when will we see the impacts (Brink), and what bad things will happen (Impacts). This is the most common type of disadvantage.

Linear Scenario: something bad is happening, and opponents' policy makes it worse or makes it happen more. Example: exposure to radiation is a linear event. We are all exposed to radiation every day, but the more radiation we are exposed to the more harmful it is. You would show that the affirmative plan has a unique link to exposing us to more radiation by, for example, disposing of toxic nuclear waste in your school cafeteria. Yuck!

No brink, no uniqueness, **just a strong unique link.**

Kinds of Disadvantages

Although no two debate rounds are the same, several major types of DAs are commonly employed in policy debate. If you are the neg, you should try to run some of these; and if you are the aff, learn how to stop them!

1. **Spending DA.** This category of DAs says that the costs of the plan will take money from other, more important things.
2. **Economy DA.** This category of DAs says that the economic effects of the plan will lead to a recession or other bad event.
3. **Federalism DA.** Often called the “fism DA,” this category says that the aff plan will undermine federalism, which is the balance of powers between the federal government and the states. Since other countries model their democracy on our federalist system, if the US destroys its federalism, wars will break out in other countries as a result.
4. **Constitutionality DA.** This DA says that the plan is unconstitutional, and that creating it would set a very bad precedent, causing other unconstitutional policies to be permitted.
5. **Political DA.** These DAs revolve around “political capital,” which is the ability of a politician to persuade others to go along with him. Some of these DAs say that the plan, since it’s popular, causes a politician, usually the President, to gain political capital, allowing him to pass a dangerous policy. Some of these DAs say that the plan, since it’s unpopular, causes a politician to lose political capital, preventing him from passing a useful, good, policy.

The DA is arguably the most commonly employed off-case argument. In fact, it is so useful that negative teams will often run multiple DAs, hoping that they can win at least one. Of course, running multiple DAs can be very time-consuming, taking time away from other arguments.

Kritiks

You've already learned some of negative's argument strategies. For example, the negative team can use DAs or attack the stock issues. One other strategy is the **Kritik** (a Germanized spelling of the word 'critique'). Just like the Disadvantage (DA), the kritik (K) is considered an off-case argument. (Off-case arguments are DAs, Ks, and topicality. Recall that on-case arguments are inherency, harms, and solvency.)

A kritik is an argument against an assumption or idea that the affirmative used in the debate. For example, if the affirmative uses the phrase "terrorism" during its speeches, the negative team could claim that using this phrase is what causes terrorism in the first place. They might tell the judge that voting *for* the affirmative would imply acceptance of that horrible phrase, causing terrorism; therefore, the judge should vote *against* the aff. That argument is one example of a kritik.

Why are kritiks important? Why does it matter what words the affirmative says? Well, think about it this way: we are just a bunch of high school students in a classroom. The plans and cases that we talk about aren't really going to happen--- we are merely debating about hypothetical situations. What's more important is the language we use, since we use English in our everyday lives, all of the time--- and the words we use could have a profound impact on society. Thus, kritiks are really important, even more important than the plan and the stock issues.

The above line of reasoning can be summed up in one debate phrase: **pre-fiat implications**. In other words, a kritik takes precedence over the plan itself. If the affirmative wins everything else but loses the kritik, the judge may likely vote for the negative.

A kritik usually consists of three parts:

Link: What bad word, idea, phrase, or system the affirmative used.

Impact: Why that usage has negative impacts in the real world.

Alternative: What the other team can do to avoid using that word or idea.

Here's an example of a kritik:

Link: The aff keeps using the phrase "*foreign*," affirming the fact that the US sees other countries as 'different'

Impact: This makes those people feel "different", "strange", and "inferior," hurting them.

Alternative: Perhaps the aff should use the name of the country instead.

Counterplans

As you've seen, normally the negative team must prove that the status quo is better than the affirmative plan. However, the negative doesn't always *have* to defend the status quo. Instead, the negative team can choose to run a **counterplan (CP)**. If the negative decides to run a counterplan, the focus of the debate changes: instead of affirmative plan vs. status quo, the debate becomes affirmative plan vs. negative CP.

However, the negative can't run just *any* counterplan. Recall that the affirmative team is for the resolution, while the negative team is against it. Therefore, any negative CP has to, in some way, disagree with the resolution; that is, the negative CP has to be **non-topical**. For example, having the states enact a plan instead of the federal government would be non-topical.

How does the negative run a counterplan?

Counterplans generally consist of four parts:

Plan Text: The negative tells what the CP will do.

Non-Topicality: The negative must show that the CP is non-topical.

Competition: The CP must be "**competitive**." That means that it must be an alternative to the affirmative plan. There are two ways to show that a CP is competitive.

- 1) You can show that the CP and plan are **mutually exclusive**; that is, that either the CP or the plan, *but not both*, can be done.
- 2) **Net benefits** argument: this says that although the plan and CP *could* done together, the CP by itself would be better.

Either way is sufficient to show that the CP is competitive.

Solvency: The neg must show that the CP is superior to the plan in some way. Perhaps the CP avoids some crucial disadvantage of the plan or is better at solving the problem.

Running a Counterplan: An Example

Let's say that the aff is running the plan "the US federal government will support the ICC" In the 1NC, the neg brings up its counterplan.

Plan Text: "The Japanese government will support the ICC"

Non-Topicality: "The CP violates the resolution's requirement for *United States* action and is therefore not topical, as required."

Competition: "Our CP is competitive because it meets the net benefits requirement: according to these cards, the CP by itself is better than doing both the CP and the plan, which would be redundant and a waste of money."

Solvency: "According to these other cards, Japan is better at solving than the US because Japan has more influence in the UN..."

At this point, the affirmative team would have to refute the CP in the 2AC. How would they do that? Well, there are four basic strategies, listed below.

Section VI:

Effective Researching



“Et ipsa scientia potestas est” - 'And knowledge itself is power'

-

Latin translation

Organizing Your Debate Boxes

After the debate teams have been selected, each team will be assigned two or more boxes. Each team will be responsible for their set of boxes throughout the year. At any time in a round, when you need a particular piece of evidence, you will have to be able to pull it from your box, so keep it organized.

The Filing System

Each case area will have its own hanging file folder, generally filed alphabetically. Within the hanging file folder, there will be labeled in order: Harms, Significance, Inherency, Plan, Advantages/Solvency, Topicality, Disadvantages, and Proven Strategies.

There should be a hanging file folder for Generic Topicality, Generic Disadvantages, and other generic arguments.

You should also have a folder in your file box for completed flowsheets that can be used for coaching, self-evaluation sheets, and to help find out what filing needs done before the next tournament.

Everyone is responsible for filing for the entire year. Thus, you may as well work on qualifying for State because you will be working like you qualified for them until the end of the season.

Cutting Evidence Cards

Cutting policy cards is perhaps the most important thing you will ever have to do if you wish to be a successful in policy debate. Cards are everything, in today's judging paradigm most critics are going to ask to see cards after rounds in order to see which team is telling the truth about the warrants behind their evidence and which team should win the round. There is more to policy than talking fast and reading tons of evidence (although if you can do both of those that's a good thing to do). If you want to win rounds, you have to have the best cards available, with the best warrants for each argument. Good cards combined with a good strategy will help you win the majority of your rounds.

There are several main things to remember as you begin the process of research.

1. Try to cut only cards that make arguments. There is definitely a place for informational cards, but they should be labeled as such so they're not used inappropriately in rounds.
2. Never, Ever cut one sentence cards. They rarely make a real argument.
3. Cards should be complete thoughts, and this will always mean complete sentences (cards should begin with a capital letter and end with a punctuation mark.)
4. Try to cut at least a paragraph for each card, so there is a context for the author's ideas.
5. Don't ever cut cards that aren't what the author advocates. This includes cards where the word after the card is BUT.

Simple Guidelines for Evidence Citation

1. Evidence should always have full and complete citations. just as articles should footnote their sources, debaters should make it possible for others to identify where evidence comes from.

This includes the following:

- a. The author
 - b. The author's qualifications
 - c. The publication
 - d. The date of the publication
 - e. The page number of the original quotation.
2. All evidence should be clearly cited on a brief. Cite lists which can be coded are acceptable, but BEFORE THE BRIEF IS REPRODUCED FOR OTHERS, the citation of every card should be clearly identified.

Unacceptable:

Wade 99 or New York Times 99 or Senate Hearings 99

Acceptable:

Wade, Adjunct Education Professor, Emory U, Fall 99 (Journal of Debate Love), p. 23

3. Number coded Citation sheets are acceptable, BUT DO NOT FAIL TO PUT THE COMPLETE CITATION ON THE BRIEF WHEN IT IS COMPLETED.
4. The rules for citation don't change when citing the world wide web. There still must be an author, qualification, publication, date, and a FULL WEB SITE ADDRESS. Saying Schoolinfo.com or internet as a source is NOT acceptable. If you can't find the FULL cite for a source from the Net, DON'T USE THE EVIDENCE.

An example web site is:

<http://debate.uvm.edu/udl/udl.html>

Where to look for evidence

Some of the best source evidence is found in online databases. Some databases include lexis-nexis, infotrac, or any others of a similar nature. The majority of online databases are mostly self-explanatory. Databases provide a good foundation for the evidence you will need; however, most of the evidence is recent and from newspapers or periodicals. Using the databases you probably will not encounter philosophical arguments, so use the databases mainly to provide empirical evidence, the implications of certain actions, and what not. There are some exceptions to the use of databases, if you have access to the full version (through legal means) of lexis-nexis you may be able to find some great evidence for every part of your case. These are suggestions; you may be able to find anything you need, but the majority of evidence found in databases will be the aforementioned. If you do not have access to online databases with access to periodicals or newspapers, you can always use the hard copies of these sources. For kritik evidence you probably will not be able to use a database for the majority of the evidence, instead you will have to use published essays. Almost all published essays can be obtained in a library. Books and/or essays can be a good source for all kinds of evidence. You can find some great DA, CP, Affirmative, well really any argument; however, some books are outdated. If you are looking for evidence that needs to be recent you may not have the best of luck using books. Another good source to find evidence is through online search engines. Using online search engines may take a little longer, but you can find almost any evidence you need.

What to look for in evidence

You have to look for every possible argument and answer to each of those arguments, plus answers to arguments you might not make, but other people will. In order to make this a bit easier on yourself you may want to create a list of arguments first, then find the evidence you need to fill your list. Often times you will encounter very similar evidence. When this happens you can cut every piece, but a lot of the time this clutters files with cards you will not read. In order to avoid this try to find the best evidence for each argument. There are a few things you can look for to determine which evidence is the best. Of course, the first things you want to look for are the warrants within the card. If the analysis of an argument within the card is strong you have a better chance of winning. Next, you should look at the qualifications of the author. If two cards have basically the same argument with similar warrants, the card with the best author credentials should be used as the main argument and the other as backup evidence. Of course do not limit yourself to one card for every argument. Have a few cards for every argument or part of an argument you want to make. If you can back up your primary arguments with more supporting evidence you are more likely to win.

Underlining

Underlining can be a great help. It eliminates extra words that do not add or detract from the card you are reading. When you underline a card, underline the most important parts of the card. The important parts are generally the argument you are trying to make, the reasons why that claim is true, and the implications that the claim makes. **DO NOT underline so as to misconstrue what the meaning of the card is in context of what is written.**

General Reference Resources

Introduction

There is an abundance of information available to us today due to the widespread use of the Internet. Most of this information is of no use to us what-so-ever, but sometimes the best information can be found by the willingness to dig a little bit. The following is a rather extensive list of some sites to can offer news, legislation, and factual information related to our topic.

Portals

(<http://www.oneparadigm.com>)

Periodicals

Nation (<http://www.nation.com>)

Time (<http://www.time.com>)

Washington Quarterly (<http://www.twq.com>)

Domestic News

CNN (<http://www.cnn.com>)

USA Today (<http://www.usatoday.com>)

Washington Post (<http://www.washingtonpost.com>)

Foreign News

AP International (<http://www.newsday.com/ap/internat.htm>)

BBC World (<http://www.bbc.co.uk/worldservice/index.shtml>)

CNN WORLD (<http://www.cnn.com/WORLD/>)

Political Focus

CNN Politics (<http://www.cnn.com/politics>)

Political Information (<http://www.politicalinformation.com>)

Washington Times Politics (<http://www.washingtontimes.com/>)

News Search

Hot Bot (<http://dir.hotbot.lycos.com/News/>)

News Index (<http://www.newsindex.com>)

Yahoo (<http://dailynews.yahoo.com/>)

Think Tanks

Think tanks are groups of professional policy-makers who do research and make policy recommendations either in the form of testimony or published papers.

CATO (<http://www.cato.org>)

Global Beat (<http://www.nyu.edu/globalbeat/>)

Heritage (<http://www.heritage.org>)

Government Resources

Congressional Record (<http://thomas.loc.gov/j106/j106index1.html>)

General Accounting Office (<http://www.gao.gov>)

Hearings (<http://www.access.gpo.gov/congress/con017.html>)

Military Research

Air University Database (<http://www.au.af.mil/au/database/research.html>)

Defense Link News (<http://www.defenselink.mil/news/>)

Stratfor (<http://www.stratfor.com>)

Legal

ABA JOURNAL (<http://www.abanet.org/journal/home.html>)

Findlaw (<http://www.findlaw.com>)

Gigalaw (<http://www.gigalaw.com>)

Online Law Review Articles (http://jurist.law.pitt.edu/ol_artel.htm)

News Search Services

Hotbot News Search (<http://dir.hotbot.lycos.com/News/Online/>)

Be sure to click “search this category” before searching. Searches many of the popular papers.

Newsindex.com (<http://www.newsindex.com/>) Searches many local and regional papers.

News Search from Eurasian Center (<http://eurasiannews.com/erc/nwsearch.htm>)

Here you can search back issues of some of the world’s hottest newswires.

Yahoo Search (<http://dailynews.yahoo.com>)

Searches mostly AP and Reuters.

News Tracker

Excite (<http://nt.excite.com>) Display only the stories you want to read.

News Directories

7am.com (<http://7am.com/>)

Headlines First (<http://www.1stheadlines.com/>)

Lycos’ Top News (<http://news.lycos.com/headlines/TopNews/>)

Megastories (<http://www.megastories.com/>)

Useful for monitoring news in different parts of the world.

Moreover.com (<http://www.moreover.com/>)

Indexes the daily news by category.

Northern Light (<http://www.northernlight.com/news.html>)

Domestic News Sources

ABC News (<http://abcnews.go.com/>)

American Reporter (<http://www.american-reporter.com/>)

AP Breaking (<http://ap.tbo.com/ap/breaking/index.htm>)

AP Washington (<http://www.newsday.com/ap/washingt.htm>)

Atlanta Journal Constitution (<http://www.accessatlanta.com/partners/ajc>)

Birmingham Post Herald (<http://postherald.com/>)

Boston Globe (<http://www.globe.com/globe/>)

Charlotte Observer (<http://www.charlotte.com/observer/>)

Chicago Sun Times (<http://www.suntimes.com/index/>)

Chicago Tribune (<http://www.chicago.tribune.com/>)

Christian Science Monitor (<http://www.academic.n2k.com/P/P0715AB.htm>)

Clarinet (<http://www.clarinet.com/index.html>)

CNN (<http://www.cnn.com/>)

Columbus Dispatch (<http://www.dispatch.com/>)

Denver Post (<http://www.denverpost.com/>)

Detroit Free Press (<http://freep.com/>)

Florida Times Union (<http://jacksonvillcom/tu-online/>)

Fox News (<http://www.foxnews.com/>)

Las Vegas Sun (<http://www.lasvegassun.com/>)

Los Angeles Times (<http://www.latimes.com/>)

New York Daily News (<http://www.nydailynews.com/today/-/-/default.asp>)

New York Times (<http://www.nyt.com/>)

Philadelphia Inquirer (<http://www.philly.com/>)

PR Newswire (<http://biz.yahoo.com/prnews/>)

Roll Call (<http://www.rollcall.com/>)

San Diego Source (<http://www.sddt.com/>)

San Francisco Chronicle (<http://www.sfgate.com/>)

Scripps Howard News Service (<http://shns.scripps.com/news.shtml>)

U.S. Newswire (<http://www.usnewswire.com/topnews/current.htm>)

USA Today (<http://usatoday.com/>)

Washington Post (<http://washingtonpost.com/>)

Washington Times (<http://washtimes.com/>)

Very conservative paper

Magazines, Journals, and Periodicals

American Heritage (<http://www.americanheritage.com/>)

American Outlook (http://www.hudson.org/American_Outlook/index.htm)

American Prospect (<http://www.prospect.org/>)

American Spectator (<http://www.spectator.org/>)

Atlantic Monthly (<http://www.theatlantic.com/>)

Boston Review (<http://bostonreview.mit.edu/archives.html>)

First Things: A Journal of Religion and Public Life (<http://www.firstthings.com/>)

Monitor: A Journal of Human Rights and Technology
(<http://www.cwrl.utexas.edu/-monitors/1.1/index.html>)

National Journal (<http://nationaljournal.com/>) Political coverage

Newsweek (<http://www.newsweek.com/>)

Smithsonian (<http://smithsonian.si.edu/>)

The Lincoln Letter (<http://www.lincolninstitute.org/newsletr/goreport.htm>)

The Report (http://www.puaf.umd.edu/ippp/report_index.htm)

Time (<http://www.time.com/time/>)

Government Resources

Search Engines

Fedworld.gov (<http://www.fedworld.gov/>)

Google—Uncle Sam (<http://www.google.com/unclesam>)
Search engine that specializes in searching .gov and .mil sites.

Directories

Government Start Page (<http://www.govstartpage.com/>)
Comprehensive directory of government sites.

Executive Branch Resources

Public Papers of the President (<http://www.access.gpo.gov/nara/pubpaps/srchpaps.html>)

Weekly Compilation of Presidential Documents (<http://www.access.gpo.gov/nara/nara003.html>)

White House (<http://www.whitehouse.gov/>)

Press briefings (<http://www.pub.whitehouse.gov/search/press-briefings.html>)

Radio Addresses (<http://www.pub.whitehouse.gov/search/radio-addresses.html>)

Executive Orders (<http://www.pub.whitehouse.gov/search/executive-orders.html>)

Legislative Branch

Congressional Bills (<http://www.access.gpo.gov/congress/cong009.html>)

Congressional Record Search (http://www.access.gpo.gov/su_docs/aces/aces150.html)

Congressional Reports (<http://www.access.gpo.gov/congress/cong005.html>)

Hearings Search (<http://www.access.gpo.gov/congress/cong017.html>)

Specific committees are referenced in the relevant sections – environment, military, etc.

Research Agencies

Congressional Research Services – New Report List (<http://www.cnire.org/nle/crsnew.html>)

GAO Reports (http://www.access.gpo.gov/su_docs/aces/aces150.html)

Books Resources

Books Online List (<http://digital.library.upenn.edu/books/>)

National Academy Press (<http://www.nap.edu/info/browse.htm>)

Full-text, recent books on scientific, technological, and environmental issues.

Think Tank Resources

America's Future Foundation (<http://www.americasfuture.org/>)

Articles on a variety of popular policy topics.

Center for Policy Alternatives (<http://www.cfpa.org/>)

The Century Foundation (<http://www.tcf.org/>)

This site has an extensive collection of online resources dealing with popular domestic and foreign policy issues.

Criminal Justice Legal Foundation (<http://www.cjlf.org/>)

You can find many CJLF briefs that were submitted to the Supreme Court in particular cases.

Discovery Institute (<http://www.discovery.org/>)

Articles on traditional public policies issues, including defense spending, the environment, science and culture.

Institute for Future Trends (<http://iftf.org/>)

Institute for Policy Research (<http://www.northwestern.edu/IPR/>)

Has a number of working papers on a variety of policy subjects available.

Joint Center for Political and Economic Studies (<http://www.jointctr.org/>)

Policy.com (<http://www.policy.com>)

Technically, this is not a “think tank”. Rather, it is a collection of papers from some of the various think tanks that are organized by topic. It is not partisan.

Russell Sage Foundation (<http://www.russellsage.org/>)

Publishes social science research.

Urban Institute (<http://www.urban.org/>)

The Urban Institute is “a nonprofit policy research institute that focuses on the problems of urban areas.”

RAND Corporation (<http://www.rand.org/>)

Technically, this is not a think tank. This is a government-funded research group that explores contemporary policy issues.

Conservative Resources

Magazines, Journals, and Periodicals

Brainwash (<http://www.americasfuture.org/brainwash.htm>)

City Journal (<http://city-journal.org/>) -Articles with a conservative slant on popular public policy issues. Full-text archived articles are available.

Intellectual Ammunition (<http://www.heartland.org/ia.htm>)

Independent Review (<http://www.independent.org/review.html>)

Selected articles in full-text on temporary policy issues.

Policy Review (<http://www.policyreview.com>)

National Review (<http://www.nationalreview.com/>)

Reason (<http://www.reason.com/>)

Think Tanks

Center for the Study of Natural Law (http://www.claremont.org/nat_law/morality.cfm)

Claremont Institute (<http://www.claremont.org/>)

Prolific think tank with a special focus on missile defense and China.

Hoover Institute (<http://www.hoover.stanford.edu/homepage/about.html>)

“The principles of individual, economic, and political freedom; private enterprise...”

Heritage Foundation (<http://www.heritage.org/>)

Extensive collection of full-text resources, including speeches, backgrounders, books, and commentary.

Family Research Council (<http://nhic-nt.health.org/>)

John Ashbrook Center for Public Affairs (<http://www.ashbrook.org/>)

Includes articles on common domestic public policy issues as well as foreign policy issues.

Independence Institute (<http://www.independent.org/>)

John Birch Society (<http://www.jbs.org/>)

Opposes the U.N., supports military strength at home, opposes abortion, supports school choice.

Nixon Center (<http://www.nixoncenter.org/>)

This site has an extensive collection of very current documents on global security issues.

Liberal Resources

Magazines, Journals, and Periodicals

Bad Subjects (<http://english-www.hss.cmu.edu/bs/default.html>)

Weekly news magazine with a radical leftist perspective.

Covert Action Quarterly (<http://www.covertaction.org/>)

Periodical that is critical of U.S. intervention, particularly military intervention, abroad.

Dissent (<http://www.dissentmagazine.org/>)

Economic Weekly (<http://www.epw.org.in/index2.htm>)

Ideas 2000 (<http://www.tcf.org/ideas2000/>)

Has a number of briefing papers with a liberal take on common policy issues.

Impact Press (<http://www.motherjones.com/index.html>)

Magazine that reports on media coverage from a leftist perspective.

Mother Jones (<http://www.motherjones.com/index.html>)

Multinational Monitor (<http://www.essential.org/monitor/monitor.html>)

Critical of corporations and foreign investment.

Nation (<http://www.nation.com/>)

Progressive Populist (<http://www.populist.com/index.html>)

Utne Reader (<http://www.utne.com/>)

New American (<http://www.ije.com/HOTOPICS/hotopics.htm>)

Reason Magazine (<http://www.reason.com/>)

Think Tanks

American Civil Liberties Union (<http://www.aclu.org/>)

“The American Civil Liberties Union is the nation’s foremost advocate of individual rights—litigating, legislating...”

Anti-Defamation League (<http://www.adl.org/>)

Democratic Leadership Council (<http://www.dlcppi.org/>)

Eactivism (<http://www.eactivism.com/>)

Institute for Contemporary Studies (<http://www.icspress.com/>)

Second Harvest (<http://www.secondharvest.org/>)

Supports efforts to increase the nutritional intake of many segments of the population

Brookings Institute (<http://www.brookings.org/>)

Independent, liberal think tank with an extensive collection of resources on trade, the environment, education, military spending and other policy issues.

Our Future (<http://www.ourfuture.org/front.asp>)

Pacific Research Institute for Public Policy (<http://www.pacificresearch.org/>)

Articles on Civil Rights, health, education, and public policy.

Public Citizen (<http://www.citizen.org/>)

Supports regulation of business to protect health and safety.

Directory

Economic Political Network (<http://www.epn.org/>)

This site organizes and provides updates for many liberal think tanks.

Reference Resources

Dictionaries

Acronyms (<http://www.ucc.ie/info/net/acronyms/acro.html>)

Merriam-Webster (<http://www.m-w.com/netdict.htm>)

Dictionary.com (<http://www.dictionary.com>)

Pronouncing Dictionary (<http://www.speech.cs.cmu.edu/cgi-bin/cmudict>)

Thesaurus

Roget's Thesaurus (http://humanities.uchicago.edu/forms_unrest/Roget.html)

Encyclopedias

Brittanica (<http://www.britannica.com/>)

Quotations

Bartlett's (<http://www.bartleby.com/99/>)

Legal Resources

News

Law News Network (<http://www.lawnewsnetwork.com/newswire/>)

Magazines, Journals, and Periodicals

Issues of Democracy (<http://usinfo.state.gov/journals/itdhr/1299/ijde/ijde1299.htm>)
Articles in this journal focus on mechanisms such as legal reform that are needed to build democracy.

The Third Branch (<http://www.uscourts.gov/ttb/index.html>)

Government

Federal Judicial Center Publications (<http://air.fjc.gov/public/fjcweb.nsf/pages/173>)
Publications on habeas corpus, prisoner litigation, and many other topics.

House Committee on the Judiciary (<http://www.senate.gov/~judiciary/>)

House Judiciary Committee- Witness Lists (<http://www.senate.gov/~judiciary/witness.htm>)

Papers

Activist Judges? (<http://www.november.org/1316.html/>)

Awards for Developing and Enhancing Tribal Courts (<http://www.ncjrs.org/pdffiles1/s1000362.pdf/>)

Deconstruction's Legal Career (<http://www.yale.edu/lawweb/jbalkin/articles/deccar1.htm>)

Online Copy of the United States Constitution (<http://www.findlaw.com/cascode/constitution/>)

Think Tanks and Organizations

Conservative

Second Amendment Foundation (<http://www.saf.org/>)

A number of articles that speak to the importance of the right to bear arms.

Liberal

Individual Rights Foundation (<http://www.cspc.org/irf/>)

A number of articles here speak to the importance of First Amendment rights in individual interests.

Reference Resources

Dumaime's Plain Language Legal Dictionary (<http://www.wvliia.org/diction.htm/>)

Lectric Law Library Dictionary (<http://www.lectlaw.com/ref.html/>)

Merriam Webster Thesaurus (<http://www.m-w.com/mw/theslimt.htm/>)

Federal Court Resources

Supreme Court

Current Justices (<http://supct.law.cornell.edu/supct/justices/fullcourt.html/>)

Term Glossary (<http://supct.law.cornell.edu/lexicon/lexicon.htm/>)

Supreme Court Decisions

Decisions from the Current Term (<http://supct.law.cornell.edu/supct/opinionlist.1999.html/>)

Orders Granting or Denying Cert (<http://supct.law.cornell.edu/supct/orderlist.1999.html/>)

Search for Decisions (<http://www.findlaw.com/casecode/supreme.html/>)

Here you can search all Supreme Court decisions by party name or docket number.

Additional Supreme Court Resources

Court Orders from the Current Term (http://supreme.findlaw.com/supreme_court/orders/index.html)

Court Amicus Briefs from the current term (http://supreme.findlaw.com/supreme_court/briefs/index.html)

Supreme Court News

Supreme Court News (<http://legalnews.findlaw.com/legalnews/us/sc/>)

This is a daily-updated site that has news about events surrounding the Supreme Court.

Circuit Courts

Federal Courts Finder (<http://www.law.emory.edu/FEDCTS/>)

You can click on the relevant part of this image map to go to the district court that you may be interested in.

Meta Quick Search (<http://gsulaw.gsu.edu/metaindex/>)

Easy guide to searching the circuit courts, the Supreme Court, and the Findlaw Guide.

First Circuit (<http://www.law.emory.edu/1circuit/>)

Decision from 1995 on. Jurisdiction includes Maine, Massachusetts, New Hampshire, Puerto Rico, and Rhode Island.

Second Circuit (<http://www.tourolaw.edu/2ndCircuit/>)

Decisions from 1995 on. Jurisdiction includes New York, Vermont, and Connecticut.

Third Circuit (<http://www.washlaw.edu/searchlaw.html>)

Decisions since 1994 on. Jurisdiction includes Pennsylvania, New Jersey, and Delaware

Fourth Circuit (<http://www.law.emory.edu/4circuit/>)

Decisions from 1995 on. Jurisdiction includes Maryland, North Carolina, South Carolina, Virginia, and West Virginia.

Fifth Circuit (<http://www.law.utexas.edu/us5th/us5th.html>)

Decision from 1991 to the present. Jurisdiction includes Louisiana, Texas, and Mississippi.

Sixth Circuit (<http://www.law.emory.edu/6circuit/>)

Decisions from 1995. Jurisdiction includes Michigan, Ohio, Kentucky, and Tennessee.

Seventh Circuit Court of Appeals (<http://www.kentlaw.edu/7circuit/>)

Decisions since May of 1995. Jurisdiction includes Illinois, Indiana, and Wisconsin.

Eighth Circuit (<http://www.ls.wustl.edu/8th.cir/cindex.html>)

Decisions since 1997. Jurisdiction includes North and South Dakota, Minnesota, Nebraska, Iowa, Missouri, and Arkansas.

Ninth Circuit (<http://www.washlaw.edu/searchlaw.html>)

Decisions since 1998. Jurisdiction includes California, Oregon, Washington, Arizona, Montana, Idaho, Nevada, Alaska, Hawaii, Guam and the Northern Mariana Islands.

Tenth Circuit (<http://www.washlaw.edu/searchlaw.html>)

Decisions since 1998. Jurisdiction includes Colorado, Kansas, New Mexico, Oklahoma, Utah, Wyoming.

Eleventh Circuit (<http://www.law.emory.edu/11circuit/index.html>)

Decisions since 1994. Jurisdiction includes Alabama, Georgia, and Florida.

Other Federal Circuit Courts

District of Columbia Court of Appeals (<http://www.11georgetown.edu/Fed-Ct/cafed.html>)

Decisions since 1995. Jurisdiction includes the U.S. Court of International Trade, U.S. Claims Court and the Court of Veterans' Appeal and patent appeals.

State Supreme Court Decisions

Directory of State Legal Resources (<http://findlaw.com/11stategov/index.html>)

Alaska Appeals (<http://www.alaska.net/~akctlib/ap.htm>)

Retains current decisions until the decisions are published in the Pacific Reporter (about three months)

Alaska Supreme (<http://www.alaska.net/~akctlib/ap.htm>)

Retains current decisions until the decisions are published in the Pacific Reporter (about three months)

Arizona Appeals (<http://www.state.az.us/co/cindex.htm>)

Decisions are broken down by topic. As of now, decisions are available from 10/99 on.

California Supreme/ Appeals (<http://www.state.az.us/co/cindex.htm>)

Available from 1996 on.

Delaware Supreme (<http://www.findlaw.com/11stategov/de/deca.html>)

Available since 10/98. Keyword searchable.

Georgia Supreme (Summaries) (http://www2.state.ga.us/s/Supreme/sc_opidx.htm)

Summaries since 1996.

Hawaii Supreme (<http://www.hsba.org/index/CASELAW.HTM>)

Cases from 1989 to the present.

Indiana Appeals (<http://www.ai.org/judiciary/opinions/appeals.html>)

Only two as of now.

Indiana Supreme (<http://www.ai.org/judiciary/opinions/supreme.html>)
Only one as of now.

Kentucky Appeals (<http://www.aoc.state.ky.us/opinions/opinions/Opinions.htm>)
Incomplete, but 1998 to the present.

Maine Supreme Court (<http://www.s.state.me.us/mescopin.home.html>)
1997 to the present.

Minnesota Appeals Court (<http://www.osca.state.mo.us/s/pubopinions.nsf/CCD96539C3FB13CE8625661F004BC7DA>)
Comprehensive listing. Start date is unknown.

Minnesota Supreme (<http://156.99.5.29/opinions/sc/current/scur.html>)
1996 to the present.

Mississippi Supreme/Appeals (<http://www.mssc.state.ms.us/decisions/search/default.asp>)
1996 to the present.

Missouri Appellate <http://www.osca.state.mo.us/s/pubopinions.nsf/CCD96539C3FB13CE8625661F004BC7DA>
Very comprehensive. Start date unknown.

Missouri Supreme (<http://www.osca.state.mo.us/s/PubOpinions.nsf/0f87ea4ac0ad4c0186256405005d3b8e?OpenView>)
Very comprehensive. Start date unknown.

Nebraska Supreme (<http://www.nol.org/opinions/opinindex.htm>)
Opinions made available for the past 90 days.

New Hampshire Supreme (<http://www.state.nh.us/s/supreme/opinions.htm>)
Decisions since November, 1995.

New Jersey Supreme (<http://lawlibrary.rutgers.edu/search.shtml>)
Decisions since March of 1994.

New Mexico Supreme (<http://cochiti.nm.org/menu/sup-ct-opinions.htm>)
Incomplete. Start date unknown.

North Carolina Supreme (<http://www.aoc.state.nc.us/www/public/html/opinions.htm>)
Supreme since 1997. Appeals since 1996.

North Dakota Supreme (<http://www.state.nd.us//Opinions.htm>)
Decisions since 1993.

Oklahoma Supreme (<http://www.oscn.net/>)
Keyword searchable. Date of first decision unknown.

Oregon Appeals (<http://159.121.112.45/appeals.htm>)
Opinions since February of 1998.

Oregon Supreme (<http://159.121.112.45/supreme.htm>)
Opinions since 1998.

Pennsylvania Commonwealth (<http://aopc.org/OpPosting/index/SuperiorOpindex.cfm>)
A few decisions are available.

Pennsylvania Supreme (<http://dpg-law.com/op-indexes/opinions.html>)
Supreme since 1997, Superior since 1999.

South Carolina Supreme (<http://www.law.sc.edu/opinions/opinions.htm>)

Tennessee Appeals (<http://www.tsc.state.tn.us/OPINIONS/TCA/Oplsttca.htm>)
Decisions from 1995 on.

Tennessee Supreme (<http://www.tsc.state.tn.us/OPINIONS/TSC/Oplsttsc.htm>)
Decisions from 1995 on.

Texas Supreme (<http://www.findlaw.com/11stategov/tx/txca.html>)
Opinions from 1997 on.

Utah Supreme/Appeals (<http://link.uts.gov/opinions/index.htm>)
Supreme opinions from 1996 on and Appeals decisions from 1997 on.

Virginia Supreme/Appeals (<http://www.s.state.va.us/opin.htm>)
Opinions from 1995 on.

West Virginia Appeals (<http://www.state.wv.us/wvsa/opinions.htm>)
Opinions from the Fall of 1997 to the present.

Wisconsin Appeals (<http://www.courts.state.wi.us/WCS/casearch.html>)
Opinions from June of 1995 on.

Wisconsin Supreme (<http://www.courts.state.wi.us/WCS/scsearch.html>)
Opinions from September of 1995 on.

Full-Text Law Reviews

Search

Search Law Reviews (<http://lawschools.findlaw.com/journals/index.html>)

Law Reviews

Alabama Law Review (<http://www.law.ua.edu/iew/>)

Alaska Law Review (<http://www.law/duke/edu/journals/alr/>)

American University Law Review <http://www.wcl.american.edu/pub/journals//aulrhome.htm>

ARC Journal (http://kinghall.ucdavis.edu/stu_org/arc/index.htm)

Bankruptcy Developments Journal (<http://www.law.emory.edu/BDJ/bdjhome.htm>)

Cardozo Arts and Entertainment Law Journal (<http://www.cardozo.yu.edu/aelj/index.html>)

Cardozo Journal of Online Conflict Resolution (<http://www.cardozo.yu.edu/cojor/articles.html>)

Cardozo Law Review (<http://www.cardozo.yu.edu/cardrev/index.html>)

Cornell Journal of Law and Public Policy (<http://www.lawschool.cornell.edu/cjlpp/default.htm>)

Cornell Law Review (<http://www.lawschool.cornell.edu/clr/default.htm>)

Articles from previous issues are available online in full-text form at:

<http://www.lawschool.cornell.edu/clr/previous.htm>

Detroit College of Law – Law Review (<http://www.dcl.edu/>)

Drake Law Review (<http://www.law.drake.edu/students/publications/iew/index.html>)

Online articles are available at: <http://www.law.drake.edu/students/publications/iew/tocs.htm>

Duke Law Journal (<http://www.law.duke.edu/journals/dlj/>)

Emory Law Journal (<http://www.law.emory.edu/ELJ/eljhome.htm>)

Florida State University Law Review (<http://www.law.fsu.edu/journals/iew/index.html>)

Georgia Law Review (<http://www.lawsch.uga.edu/~ga/>)

Habeas and Litigation Law Report (<http://www.fjc.gov/CRIMLAWPRC/habeas/habeas.html>)

Hofstra Law Review (<http://www.hofstra.edu/communities/frame.html?bounce=/law//index.html>)

Inequality: A Journal of Theory and Practice (<http://www.law.umn.edu/jli/jli.htm>)

A few full-text articles are available online.

Institute for National Security Studies (<http://www.usafa.af.mil/inss/occasion.htm>)

Many Updated occasional papers are available.

Journal of Legal Studies (<http://www.usafa.af.mil/dfl/journal/>)

Law and Contemporary Problems (<http://www.law.duke.edu/journals/lcp/lcptoc61summer1998.htm>)

Mercer Law Review (<http://review.law.mercer.edu/>)

New England Law Review (<http://www.nesl.edu/>)

New York University Law Review (<http://www.nyu.edu/pages/iew/issues.html>)

Public Law Institute Research Reports (<http://www.uchastings.edu/plri/>)

Richmond Journal of Law and the Public Interest (<http://www.richmond.edu/~perspec/>)

Rutgers Law Journal (<http://www-camlaw.rutgers.edu/publications/lawjournal/>)

Rutgers Law Record (<http://pegasus.rutgers.edu/~record/>)

Southern Illinois University Law Review (<http://www.siu.edu/~lawsch/lawjour/>)

U. of Pennsylvania Journal of Constitutional Law (<http://www.law.upenn.edu/conlaw/>)

Villanova Law Review (<http://vls.law.vill.edu/students/orgs/iew/>)

Wake Forest Law Review (<http://www.law.wfu.edu/iew/home.html>)

Washburn Law Review (<http://www.washburnlaw.edu/wlj/>)

Washington and Lee Law Review (<http://www.wlu.edu/>)

A few full-text articles are available.

Washington University Law Quarterly (<http://ls.wustl.edu/WULQ/>)

Section VII:

Debate Skills



“Confidence can get you where you want to go, and getting there is a daily process. It’s so much easier when you feel good about yourself, your abilities, and talents.”

- Donald Trump

SPEAKING

Speaking is the backbone of a good debater. If the judge can't hear you or you put them to sleep, they can't hear your arguments and therefore can't vote for them. You are a dynamic speaker when you speak with energy, enthusiasm, commitment, and variety. You are not dynamic when you are unconcerned, unconfident, speak in a monotone, and are just plain boring. Act like you care about the arguments and you really want to win this debate.

GOALS:

1. Clarity & comprehension: the judge needs to understand what you say.
2. Increase your credibility: good delivery makes the judge want to believe you.
3. Enhance memory: you want the judge to remember what you said as well as flow it.

BE DYNAMIC – People tend to listen to and believe dynamic speakers.

Being Dynamic:

1. **Variation** - never do the same thing over and over again in any of your speaking habits. Mix it up.
2. **Emphasis** - use your delivery (voice, gestures, etc.) to emphasize and highlight the important arguments and the important words in your evidence.
3. **Naturalness** - be yourself, because if the judge thinks you are trying to be fake, they will not want to believe you. You are cool, don't worry about it, impress them with your dynamism and your arguments.
4. **Volume** - change it for emphasis but don't talk too loudly or too softly.
5. **Tone** - change it for emphasis but don't speak in an unusual or out of character tone.
6. **Speed** - slow down for the important stuff, but don't go too slow or too fast.

Gestures: Use your hands to emphasize important points, a lot of gestures makes you look more energetic, which increases dynamism.

Face: Your face is the most expressive part of your body, and studies show people pay attention to the expression on your face. Make sure to use facial expressions which match the points you are making. Don't send mixed signals.

Movement: Don't be afraid to move around a bit, but don't stray too far from your flowsheet and your evidence.

Eye Contact: Don't just stand reading evidence with never looking up. Make eye contact as often as possible, particularly when you are clarifying evidence.

GIVING A GOOD FIRST IMPRESSION: SHOW THE FIVE C's

First impressions are important. In interview situations, most people are "hired" in the minds of the interviewer within the first 3 minutes based on their appearance alone.

1. **Competitive** (serious demeanor, ready to debate on time)
2. **Confident** (proper research, up on time, act like you feel good about what you are saying)
3. **Courteous** (not shmoozing, friendly, mature)
4. **Credible** (you want to be, dynamism can really help)
5. **Commanding** (dress appropriately, don't be afraid, avoid street language and swearing)

Reading Cards

Whenever you read a card, you usually do three things: read the tag (“Your plan is expensive”), read the cite (“Jones 1999”), and then read the text. The tag is just a short summary of the argument that the card is proving. The cite is the author’s last name and the date. When you read the card, however, you shouldn’t read all of the text—that takes too long. Instead, only read the parts of the text that will prove the point you are making. **HOWEVER**, do not read parts that would change the meaning of the card. A debater who is found to have falsified evidence is in ethics violation and may be disqualified from the tournament.

Speaking Drills

A lot of delivery problems are caused by lack of familiarity with what you are reading. This implies a couple of things.

- A) Get in the habit of reading through your briefs before you file them -- the more familiar you are with your evidence, the more fluid your speaking should be.
- B) Do drills with material that the debaters have no interest in. For example, have them read Plato or Aristotle at warp drive, or have them read the classified page of the newspaper. This will cause you to focus on your technique in speaking, rather than on the specific content of the material.
- C) Start every speech relatively slow and then work up to speed.
- D) Warm up before a round -- read briefs in the van between the motel and the tournament, so you are warmed up and ready to speak, or take a brief to the restroom or outside immediately before the start of every debate.
- E) Avoid milk and dairy products -- It has been claimed for years that milk and other dairy products coat the vocal cords, prevent talking at maximum speed, and cause more stumbles and vocal slips. Thus, drink water and ice tea and so on before, during, and between debates. I have noticed that some people have similar problems if they drink stuff with too much sugar -- have them switch to plain water or diet soft drinks instead during the day.
- F) Stop and go speeches -- have them give a practice speech, and immediately stop them whenever a problem occurs, making them start over from the beginning. Then, at the next problem make them stop and start over again. This will get real old, real quick, and cause them to start incorporating the suggestions.
- G) Tape yourself -- a lot of people use audio tape, but I have found that video tape is even better -- that way you not only HEAR the annoying habits, you also SEE any annoying habits.
- H) Practice, practice, practice -- not only warm ups every day at a tournament, but get in the habit of practicing at least 5-10 minutes every day. Practice giving speeches without cards as well as reading cards (a lot fewer cards are read in rebuttals, for example, than in constructives).

Drills are for EVERYONE. Novices need them to get used to speaking in the debate situation. People with high school experience need them to get rid of their bad high school habits. Experienced debaters that often get speaker awards need them to keep in shape and move up on the speaker award list.

FLOWING

INTRODUCTION:

Taking notes properly ("flow sheeting" or "flowing" is the debate term) is an essential entry level skill for novice debaters. In order to answer arguments by your opponents, you must be able to write them down so that you can remember them and respond to them in order.

Likewise, your flow sheet becomes the text which you use when you speak... it becomes the notes which you speak from. You must work at improving your flowing and you will never be too good at it. More than any other skill besides speaking itself, flowsheeting is important to your debate experience....and important to winning.

WHAT TO WRITE WITH

Write in black, it is easier to read. Use something which moves smoothly over the paper and allows you to write quickly. Use something which **does not smear**. Use something which is comfortable in your hand. Try a medium point pen, though if you write small use a fine point, and if you write large you can get away with a broad point pen. Always have lots of the right kinds of pens.

WHAT TO WRITE ON

Most debaters flow on yellow legal pads. Yellow because it is easy to read (especially with black ink!), and a legal size (8.5" x 14") because it allows for more room. Some debaters buy a ream of white legal size paper and just use that as it is more economical. Legal paper in pads allows you to have several pages attached together at the top.

HOW MANY COLUMNS TO USE

There are 8 speeches in the debate, but you will only need 7 columns. This is because the 2NC- 1NR occur one right after the other without an intervening affirmative speech, so they can share the same column.

Thus, the 7 columns would be: 1AC, 1NC, 2AC, 2NC-1NR, 1AR, 2NR, 2AR. My advice is to draw these columns in on your pages well before the debate starts. You should flow the entire debate, even after you have given your rebuttal, so that you can help your partner. For new issues introduced in 2NC (which happens from time to time) you will only need 4 columns: 2NC, 1AR, 2NR, 2AR.

LEAVE ROOM ON YOUR FLOW

As a speech is given, you write down what is being said in that speech's column. If, for example, it is a negative argument against the case made in 1NC you would flow it on the case pad, in the 1NC column, next to the part of the case the argument clashes with. But it is very important not to crowd things together. If things are all packed together on your flow it will be hard to refer to it and read from it when you are speaking. Do not be afraid to use many pages, with a different major point on each page. Also, when you flow issues just being introduced into the debate (affirmative case, negative counterplan, etc.) do not try and put them one right under another on your flow...space them out. Leave open space in the beginning; then, it will be there if and when you need it.

SYMBOLIC VOCABULARY

People speak more quickly than you can write, therefore your flow will not contain a word for word version of what you and/or your opponents say, but it will (hopefully) contain a shortened and meaningful version of the idea they are expressing. One useful way to do that is to use symbols to stand for concepts we commonly encounter in an argumentative situation. By turning their statements into a new symbolic and abbreviated form, we can boil down what they are saying into what they mean.

Logic symbols: Some useful symbols of this type include:

↑ means increasing or increases.

↓ means decreasing or decreases.

= means is, or the same as

→ means causes or leads to

> means greater than

< means less than

Also, all of these can be negated (turned into not) by putting a line through them, so you get not increasing, not decreasing, not equal to or not same as, not lead to or not cause, etc.

Debate symbols:

X piece of evidence used by speaker

? no answer to this

Δ change

∅ assertion which should have been proven

∅ evidence does not prove argument claimed

ABBREVIATIONS VOCABULARY

Also, you will develop abbreviations for common debate terms as well as common terms in the topic. If you are making an abbreviation for the first time try just leaving the vowels out, thus "hospital" becomes "hsptl." As you become more familiar with an abbreviation you can drop out more and more characters to increase efficiency.

Debate abbreviations:

T = Topicality

Sig = Significance

I (or Inh) = Inherency

H = Harm

SV = Solvency

AC = aff case

FG – United States Federal Government

AP = aff plan

CP = counterplan

DA = Disadvantage

K = Critique

VI = voting issue

You will develop your own.

Topic abbreviations:

You will develop your own. (Example: P = "poverty")

When you combine argument and debate symbols with debate and topic abbreviations, you are able to quickly write down what the arguments of your opponent mean in a way that can make sense to you and that you can interpret to the critic.

EXAMPLE:

"Low value of education leads to an increase in poverty."

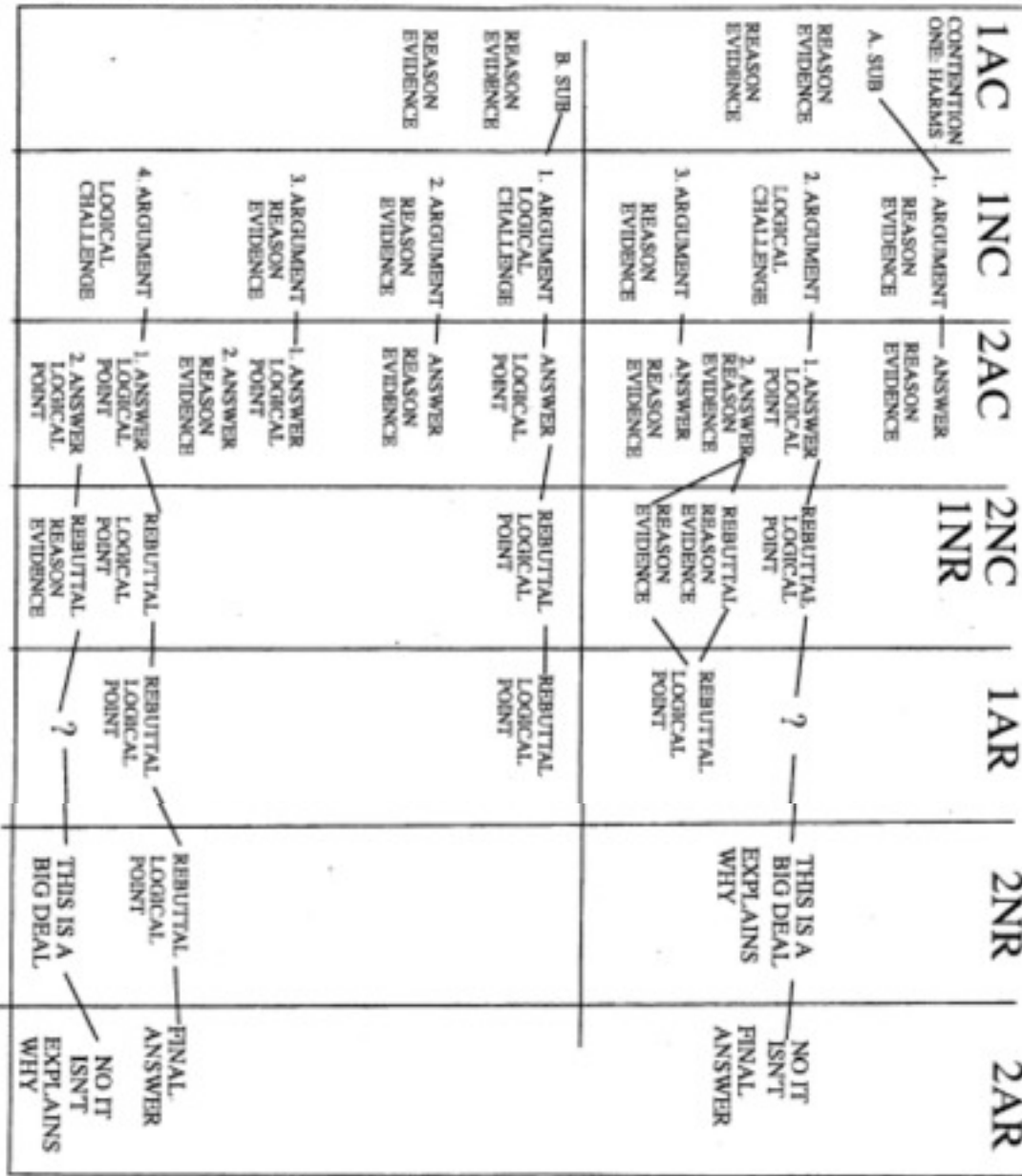
BECOMES:

"Low Ed → ↑P "

HELPFUL TIPS

- 1) **Never give up.** If you miss something, get the next argument. Once you stop flowing in a debate, you are opting out of meaningful participation in it.
- 2) Try and write down everything you can. Pour your entire attention into this task.
- 3) Ask to see the flows of your coaches and fellow debaters. Learn from them.
- 4) Practice...go and watch a debate and try to take the best flow you can.
- 5) Look at your flows and see how many of these techniques you have used.
- 6) Don't be disorganized. When flowing the disorganized speaker, do not follow his or her example. Write all of his or her arguments in one column on a separate legal pad. Then in your speech, answer all of his or her arguments. Then go back to the structure and point out what you are winning and what your opponent failed to answer in his or her speech.
- 7) Use structure. Structure and label all the arguments on your flow the same way that the speaker you are flowing is structuring and labeling his or her arguments. Be sure to write down all the numbers and letters you hear on your flow so that you can refer to specific subpoints of your partner or the other team later in the debate.
- 8) Use your partner. If you cannot flow all of your arguments before you speak, hand your flow to your partner during cross-examination and have him or her fill in your flow for you. Use the other team's prep time to talk to your partner about arguments you might have missed.
- 9) Label your arguments. On your briefs and pre-flows, label your arguments with short, accurate, precise, and specific labels, which are no more than four words long. As you are labeling, put the crucial words first. If you label arguments correctly, you will be able to give a better speech because your judge, partners and opponents will find you easier to flow.

SAMPLE FLOW



ORGANIZATION

Excellent ideas can be sabotaged by poor organization. Likewise, average ideas can be enhanced and successful if properly organized. One of the most important goals a debater has is to be able to present material in a way that makes logical sense, relates ideas to each other in meaningful ways, and allows the judge to connect your responses to the arguments they are answering. Unless your ideas work together well and unless the judge writes your answers to the opposition's arguments down next to the arguments they apply to, victory will be difficult.

The best way to ensure that the judge understands the order in which you address issues is signposting. Transitions between arguments also help the judge to follow the order in which you

move from argument to argument. This will be helpful not only to the other team and to the judge, but also to your partner. Having a coherent discussion of the issues will help the whole debate to move in a much smoother way and allow more clash with the other team.

Roadmap - Allows the judges and the other teams to know which major arguments will be addressed in what order.

1. Usually done at the beginning of the speech for the judges and the other team.
2. Done in the order of, usually, off-case arguments and then on case.

Signposting - Allows the judge and other teams to identify the specific argument being addressed within each major argument.

- A. Done throughout each speech, this requires distinguishing between each argument and labeling each argument.
- B. Usually numbers and letters are used, but debaters might also use other forms of distinguishing between each argument.
- C. Examples include: "One-Not-Unique. Present policies will cause the disad. Two-No link. The plan does not cause the disadvantage. Three. Turn. The plan solves the impact to the disad."

Debaters can -substitute the word "next" in place of specific numbers, but the important thing to do is post a sign which indicates that the next thing you are about to say is a different argument. This will notify the judge and the opponent to record each argument and not miss your brilliance.

IF AT ALL POSSIBLE AVOID "NEXT" AND USE NUMBERS.

Transitions - Transitions provide information about where you are on the flow, while also providing the judge time to organize their flows.

1. This addresses the way that we move from one off-case argument to another or between the off case and on case.
2. Often in the INC, one disad will be read and when moving it to a second one, you should say, "Now on to off-case."
3. When moving from off-case to on-case, you should say, "Now, on the case debate."

KEEP EVERYONE WITH YOU AND YOU VASTLY INCREASE THE CHANCES THAT YOUR ARGUMENTS WILL BE NOTICED AND PROPERLY APPLIED!

DEBATING AS A TEAM

You don't debate by yourself, you debate as a team. Good teamwork prepares you to succeed in debate and to succeed in life. Here is some simple advice on how you and your partner should prepare to debate together.

PARTNERSHIPS:

- Decide on Speaker positions. Don't be afraid to share the 2's, making one person the expert on the negative and the other expert on the affirmative.
- Make agreements between yourselves:
- How much work do you want to do on debate. How committed are you?
- Which tournaments will you attend together?

- Division of labor -- who is going to do what? Negotiable as you go along.
- Schedule time to work together on arguments and files.
- Get what you need: At least folders, a box, office supplies AND A STOPWATCH.

AFFIRMATIVE:

- Prep the 1AC. Insert rhetoric, time it, cut and rearrange. Make it yours.
- Prep topicality responses and answers to the disads you would run against your case.
- File all of the evidence. Try to know where stuff is. Have an index to use.
- Make sure you have answers to all of our negative arguments filed separately. Often when you receive evidence from institutes, handbooks, etc. the answers to the negative arguments will also be included. Pull these answers out and put them with your affirmative materials.

NEGATIVE:

- Make sure you have the arguments which are available to you. Compare with other teams, trade, cooperate, and try to increase the number of different negative approaches you have.
- Have a separate section for all of your shells. Make them easy to get and use.
- Folderize or expandorize all of the extensions for the negative arguments. Find the best 8-10 pieces of evidence to extend each of your major negative arguments. Create folders for negative arguments you have against different cases. Often when you receive evidence from institutes, handbooks, etc. the negative answers to the affirmative cases you are not using will also be included. Pull these answers and put them in your negative materials, each in a folder with the case name on it.
- Make a separate topicality file for the negative.

PREPARATION TIME

In addition to speeches, policy debates may allow for a certain amount of preparation time, or “prep time,” during a debate round. The rules call for 5 minutes of total prep time that can be used. The prep time is used at each team’s preference; they can use different amounts of prep time **before any of their speeches**, or even none at all. Use it to organize flows, pull evidence, or structure arguments, but remember your opponents are able to use this time as well.

CROSS EXAMINATION

The cross-examination period of a debate is a time when the person who is not going to speak next in the constructives questions the person who has just finished speaking. Consider cross examination an information exchange period - it is not the time to role play lawyer.

Cross examination may serve six objectives:

- To clarify points
- To expose errors
- To obtain admissions
- To setup arguments
- To save prep time
- To show the judge how cool you are so they WANT to vote for you.

Most debaters tend to ignore the value of good cross-examination. Remember, 20% of the entire debate is spent in cross-examination -- it should be a meaningful and essential part of the debate. If nothing else, debaters tend to underestimate the importance that cross-examination may have on the judge. In cross-examination, briefs are not read and advanced arguments are not spewed out. Cross-examination will indicate to the judge just how sharp and spontaneous the debaters are. Invisible bias will always occur in a debate round and judges would always like the sharpest team to win. Good, effective cross-examination of the opponents can play an important psychological role in winning the ballot of the judge.

Be dynamic. Have questions and be ready to go, answer questions actively and with confidence whenever you can. The image you project will be very important to the audience/judge. This is the one opportunity the audience/judge has to compare you and your opponent side-by-side.

Presses

Occasionally, your opponent will make a claim that is not supported by the evidence they read. It is important to bring this to light in either your speech or in cross-examination. To make a press simply state what claim the other team needs to support with evidence.

Example: "I'd like to make a formal press that total anarchy will lead to happiness."

GUIDELINES FOR ASKING QUESTIONS:

1. Ask a short Q designed to get a short A
2. Indicate the object of your Q
3. Don't telegraph your argument, don't make it too obvious.
4. Don't ask Q they won't answer properly. "So, we win, right?"
5. Make Q seem important, even if it is just an attempt to clarify.
6. Politeness is a must -- emphasize the difference if they are rude.
7. Approach things from a non-obvious direction. Then trap them.
8. Mark your flow/notes as to what you want to question them about.
9. Avoid open ended Qs unless you are sure they are clueless.
10. Face the judge/audience, not your opponent.

GUIDELINES FOR ANSWERING QUESTIONS:

1. Concise A.
2. Refer to something you have already said whenever possible. This is safe.
3. Answer based on your position in the debate so far. Keep options open.
4. Don't make promises of what you or your partner will do later.
5. Qualify your answers.
6. Be willing to exchange documents read in the debate.
7. Answer only relevant questions.
8. Address the judge.
9. Try to not answer hypothetical Q. If they demand, say you will give a hypothetical A.
10. Signal each other, don't tag-team.
11. Don't say "I don't know," say "I am not sure at this time...."

Here are some questions that each speaker should try to get answered during their cross-X.

2NC Cross Examination of 1AC

- Get missing signposts and arguments.
- Center most of your questions on the plan. Look for plan errors and possible links to disads. Ask for a copy of the plan and read it.
- Make sure that you understand the thesis of the case and what advantages are being claimed. If you are not sure ask-now is the time do it not after the 2AC!

1AC Cross Examination of 1NC

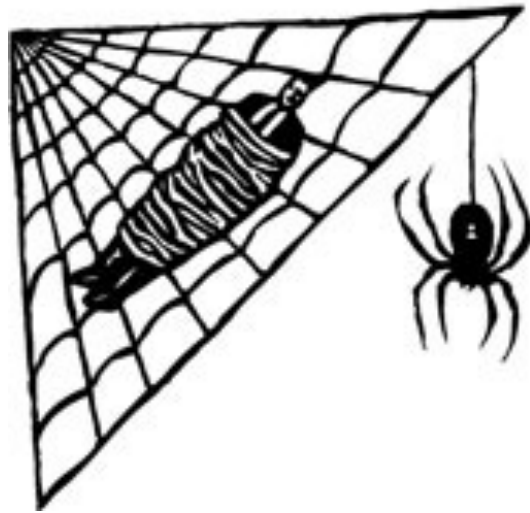
- If the 1NC argued topicality, make sure that you know what the violations are and what standards they are using to prove that you are not topical.
- Make the 1NC explain any arguments that you do not understand.
- Ask the 1NC to explain the links, thresholds, and/or impacts to the disads that were argued in the 1NC.
- Ask the 1NC to explain why the counterplan is better than the affirmative. Ask them to compare specific quantifiable disadvantages.

1NC Cross Examination of 2AC and 2AC Cross Examination of 2NC

- Ask for any responses that your partner missed.
- Ask for any briefs or evidence that you or your partner need in order to answer every response given by the 2AC/2NC
- Ask the 2AC/2NC to explain why he or she may have granted out some arguments -especially on advantages or disadvantages.

Section VIII:

Learning From Mistakes



(We all make mistakes- learn from them and don't get caught up in them!!)

“You must learn from the mistakes of others. You can't possibly live long enough to make them all yourself.”

- Sam Levin

Learning from the Dodo Bird

“Fool me once; shame on you. Fool me twice; shame on me.”

Once upon a time there used to be a species of animals known as the dodo bird. These feathered animals were known for their stupidity and for their inability to adapt in order to survive. They used to inhabit various islands in the Northern Atlantic Oceans and when sailors would sail by they were amazed at how numerous they were. However, they were too stupid to realize when they were in danger. One group of sailors landed on an island full of dodo birds to get fresh water. A sailor was able to club a bird to death, because it did not flee. Obviously this looked like fun to the others, so they all started clubbing the flock of birds until none were left alive. Word got out to the other boats and a new hobby was born. Unfortunately for the dodo birds they were all eventually killed off by simply not running away or coming up with other ways to survive.

Each weekend we will travel to high schools and sometimes you will win, and other times you will be clubbed to death. However, unlike the dodo bird, we will learn from all of our mistakes and also from all of our triumphs. Every now and then there will simply be one judge who does not like you. Hopefully, they will still write on the ballot why they did not like you, so we can learn from that. But more times than not, the judge will have a legitimate reason for voting against you. Those comments will be used to make you stronger.

After every round you will need to place your flows into the appropriate files in your tubs. On the way home you will start your self-evaluation sheets. These must be complete in order to see the ballots. After you receive your ballots you will then fill out a ballot evaluation sheet and a debate tournament records sheet.

All of these sheets will take time. However, I know that the KSU football team spends half of their weekly practice time fixing problems and strengthening other areas from the last team before they will finish getting ready for the next game.

Every weekend we will go into a tournament not knowing much of what is going to happen. As a debate team we will also work diligently to prepare for new tournaments based on what we know from the past ones.

You will see many teams that appear much like the dodo birds did over a hundred years ago. You will see these teams weekend after weekend showing up just to be clubbed. You will not be one of those teams. Force the other team to beat you on sound arguments, and not just landing in the debate round to have their way with you.

The following pages are your tournament record sheets and self-evaluations. There are currently enough for four tournaments and more can be added later. These sheets are not numbered.

Section IX:

Debate Judging



“It should be the thing never to mention unfairness of judging when defeated in a contest.”

- Sir Robert Baden-Powell

ADAPTING TO JUDGES AND AUDIENCES

The essence of audience analysis involves making judgments about the audience and then trying to understand them. See your message as they would see it, not as you perceive it. Evaluate your ideas and strategies based on their perspective, not yours.

---ALWAYS ADAPT TO THE ROLE OF JUDGE/CRITIC---

Always make judgments about your judge(s) using basic audience analysis concepts:

- Well informed, generally informed, poorly informed about an idea.
- Highly motivated, moderately motivated, poorly motivated.
- Agrees, no opinion, disagrees with an idea.

Realize that a judge is always:

- Another person listening. They know less about your spoken argument than you do, even if they understand the issue better.
- Watching the entire debate. Watching you before the round, before you speak, working with your partner, etc.
- Comparing you with your opponents. If they do something irritating, make sure not to. Be strong where they are weak. Make the choice clear between you.
- Expecting a dignified and tasteful performance. Be professional and there for a reason. Don't be silly, irreverent, or too chummy with the judge or opponents.
- Interested in the debate, not your ego. Sell the issues in the debate, make them your focus, not your desire to win.
- A lot like you. If you didn't get a card or a tag line or the thesis of a disadvantage, the judge probably did not either.
- A sender of non-verbal signals. These can tell you what they like, what they don't like, and whether they are lost or not.
- Aware that some of your arguments are better than others, and the same goes for your opponents. Don't claim to "win everything," make a real and credible call on how things are going.
- Correct. It is your job to please them, not the other way around.

PERCEIVED ROLE TYPES FOR JUDGES

This is a simplistic way to categorize judges. However, it does help understand some of the variables. The type is set by the role the judge sees himself/herself in. All judges deserve our respect and our effort to adapt to what it is they are looking for. Being able to adapt to different audiences will help you all throughout your life.

TYPE A - JUDGE OF ACADEMIC DEBATE CONTEST

This is the judge we prepare you for. The judge is open minded about debate, works hard during the round, wants to make an unbiased decision, has decent knowledge of the topic and debate procedures.

TYPE B - EDUCATOR COACH OF LEARNING DEBATES

All judges are there to educate, but Type A does it through making a good decision. This judge wants to "teach you" something and you had better be ready to learn. This judge is generally an older or more traditional teacher who also coaches debate. They may have not judged in a while or at your level. Make them think they have something to teach you and you can win.

TYPE C - ESTEEMED JUDGE OF ENTERTAINING DEBATES

All judges like to be entertained in the round, but Type C expects you to put on a show that they will enjoy, and thus call it a "good debate." This is often a lay judge ("Here's a ballot, go judge a debate"), or a judge who is disenchanted with the current form of debate, or someone who hasn't judged in a LONG time, or someone who is burnt out as a debate coach and just wants to get through the judging obligation. Make the round enjoyable and make yourself look articulate and you can win.

Paradigms

Experienced debate judges (who were generally debaters in High School and/or College) generally carry a mindset that favors certain arguments and styles over others. Depending on what mindset, or paradigm, the judge uses, the debate can be drastically different. Because there is no one view of debate agreed upon by everyone, many debaters question a judge about their paradigm and/or their feelings on specific arguments before the round.

Not every judge fits perfectly into one paradigm or another. A judge may say that they are "Tabula Rasa," or willing to listen to anything, but draw the line at arguments they consider to be offensive (such as arguments in favor of racism). Or, a judge might be a "policy maker," but still look at the debate in an offense/defense framework like a games playing judge.

Examples of paradigms include:

- **Stock Issues:** In order for the affirmative team to win, their plan must retain all of the [stock issues](#), which are Harms, Inherency, Solvency, Topicality, and Significance. For the negative to win, they only need to prove that the affirmative fails to meet one of the stock issues. These judges are more likely to dislike newer arguments such as kritiks and some theoretical points.
- **Policymaker:** At the end of the round, the judge compares the affirmative plan with either the negative counterplan or the status quo. Whichever one is a better policy option is the winner.
- **Tabula Rasa:** From the Latin for "blank slate," the judge attempts to come into the round with no predispositions. These judges typically expect debaters to "debate it out," which includes telling the judge what paradigm they should view the round in.
- **Games Player:** Views debate as a game. Judges who use this paradigm tend to be concerned with whether or not each team has a fair chance at winning the debate. They usually view the debate flow as a gameboard, and look at arguments according to an offense/defense structure.
- **Speaking Skills/Communications:** This type of judge is concerned with good presentation and persuasion skills. They tend to vote for teams that are more articulate, and present arguments in the most appealing way. These judges usually disapprove of speed.

It is important to be able to monitor the judge's non-verbal gestures and responses as you are debating. Sometimes judges will tell you what type of paradigm they fall under, and there will also be those who were just asked to fill a seat and make a decision. Use of debate lingo, speed, and amount of time explain an argument should all change and adapt to what the judge wants to hear.

The Judge's Ballot

The decision of a judge on a debate round is written on a sheet of paper called a ballot. The ballot lists the teams competing, the judge, room where the debate takes place, is signed by both teams and the judge, announces the winning team, and gives space for a judge to make notes and provide insight into their reasoning for their decision. It also lists what rank a judge gives each debater. These are known as **speaker points**. Each debater is ranked 1–4 by the judge based on his/her performance in the judge's view. A '1' goes to the best speaker and so on. No speaker may receive the same number of speaker points, and the winning team may have **equal, but not more** than the speaker points of the losing team. Some samples are given on the following pages.

A blank ballot



Kansas State High School Activities Association
DEBATE BALLOT



ROUND _____ ROOM _____ JUDGE _____

JUDGES' INSTRUCTIONS

1. The judges shall vote "Affirmative" or "Negative" on the merits of the debate, irrespective of the merits of the question.
2. Do not allow any spectator to distract the speakers. Do not interrupt the speakers during or between speeches. Only comments of a general nature relative to the debate should be made following the conclusion of the round.
3. Rank each individual speaker 1, 2, 3, 4. (The best speaker will be #1.) No two individual speakers are to receive the same ranking. The winning team may receive equal but **not more** total speaking points than the losing team.

AFFIRMATIVE (CODE NO.) _____ 1st Aff. _____ Debater's Rank (____) 2nd Aff. _____ Debater's Rank (____)	NEGATIVE (CODE NO.) _____ 1st Neg. _____ Debater's Rank (____) 2nd Neg. _____ Debater's Rank (____)
---	--

The better debating team was the _____ JUDGE _____
(Affirmative or Negative) (Judge's Signature)

COMMENTS FOR AFFIRMATIVE

COMMENTS FOR NEGATIVE

BASIS FOR MY DECISION (Be Specific)

Three ballots from the same debate, but from different judges.

3-2-1-A

Kansas State High School Activities Association
DEBATE BALLOT

ROUND 11 ROOM 303 JUDGE [Signature]

JUDGES' INSTRUCTIONS

- The judges shall vote "Affirmative" or "Negative" on the merits of the debate, irrespective of the merits of the question.
- Do not allow any spectator to distract the speakers. Do not interrupt the speakers during or between speeches. Only comments of a general nature relative to the debate should be made following the conclusion of the round.
- Rank each individual speaker 1, 2, 3, 4. (The best speaker will be #1.) No two individual speakers are to receive the same ranking. The winning team may receive equal but not more total speaking points than the losing team.

AFFIRMATIVE (CODE NO.) <u>6</u> 1st Aff. <u>Victoria O'Brien</u> Debater's Rank (1) 2nd Aff. <u>Erica Cott</u> Debater's Rank (2)	NEGATIVE (CODE NO.) <u>4</u> 1st Neg. <u>Kyle Swida</u> Debater's Rank (3) 2nd Neg. <u>Monica M. Bandy</u> Debater's Rank (4)
---	---

The better debating team was the Affirmative (Affirmative or Negative)

JUDGE [Signature] (Judge's Signature)

COMMENTS FOR AFFIRMATIVE Both debaters were articulate, well organized. They presented their case by the numbers, and defined their case with current evidence. The part of their team suggesting more female peacekeepers would be a great idea. I did not listen to the negative team on October 1st. I did not see the world as a whole. I was not objective in my case.	COMMENTS FOR NEGATIVE Need to be more organized. Concentrate on UN failures. The cost issue seemed to confuse you since affirmative called for use of budgeted funds. The unhindered female peacekeepers (if part of good units) are protected by their toll. Attack that assumption/evidence.
---	--

BASIS FOR MY DECISION (Be Specific)
 I felt the affirmative was much better prepared, and passionate about the issue. I was initially unbiased and basing my judgement on what was presented there was no comparison!



Kansas State High School Activities Association
DEBATE BALLOT



3-2-1-A

ROUND 11 ROOM 303 JUDGE 2

JUDGES' INSTRUCTIONS

- The judges shall vote "Affirmative" or "Negative" on the merits of the debate, irrespective of the merits of the question.
- Do not allow any spectator to distract the speakers. Do not interrupt the speakers during or between speeches. Only comments of a general nature relative to the debate should be made following the conclusion of the round.
- Rank each individual speaker 1, 2, 3, 4. (The best speaker will be #1.) No two individual speakers are to receive the same ranking. The winning team may receive equal but not more total speaking points than the losing team.

AFFIRMATIVE (CODE NO.) <u>6</u>		NEGATIVE (CODE NO.) <u>4</u>	
1st Aff. <u>Victor Obier</u>	Debater's Rank <u>(2)</u>	1st Neg. <u>Kayla Swick</u>	Debater's Rank <u>(3)</u>
2nd Aff. <u>Emma Collier</u>	Debater's Rank <u>(1)</u>	2nd Neg. <u>Shana McBride</u>	Debater's Rank <u>(4)</u>

The better debating team was the Affirmative JUDGE Justin L. Blair
(Affirmative or Negative) Judge's Signature

COMMENTS FOR AFFIRMATIVE

Strong ~~argument~~
~~main point~~
~~numerous points~~
 Good analysis.

Immaculate ~~team~~
 Def ~~the~~ ~~the~~
 and ~~the~~
 regular ~~the~~

COMMENTS FOR NEGATIVE

Kaylen - Try to organize your materials a little more before you start the 1NC. Also try to use more time. Faulty reasoning. "My partner + I Shana - Oooh! You missed some obvious weakpoints in their case. Not enough analysis and rebuttal in your 2NC. Didn't use the time well.

BASIS FOR MY DECISION (Be Specific)

The affirmative team made us ~~because~~ of debating skills ~~both~~ both of the affirmative speakers demonstrated superior speaking skills, outstanding reasoning and argumentation. They effectively ~~rebutted~~ rebutted the few attacks that the negative team weakly asserted.

3



Kansas State High School Activities Association DEBATE BALLOT



3-21-A

ROUND 11 ROOM 303

JUDGE C

JUDGES' INSTRUCTIONS

1. The judges shall vote "Affirmative" or "Negative" on the merits of the debate, irrespective of the merits of the question.
2. Do not allow any spectator to distract the speakers. Do not interrupt the speakers during or between speeches. Only comments of a general or relative to the debate should be made following the conclusion of the round.
3. Rank each individual speaker 1, 2, 3, 4. (The best speaker will be #1.) No two individual speakers are to receive the same ranking. The wins team may receive equal but not more total speaking points than the losing team.

AFFIRMATIVE (CODE NO.) <u>6</u>		NEGATIVE (CODE NO.) <u>4</u>	
1st Aff. <u>Victoria Obner</u>	Debater's Rank <u>2</u>	1st Neg. <u>Kayla Switzer</u>	Debater's Rank <u>2</u>
2nd Aff. <u>Emmett</u>	Debater's Rank <u>1</u>	2nd Neg. <u>Mona McBurn</u>	Debater's Rank <u>4</u>

The better debating team was the Affirmative

JUDGE Jack R. Reid

COMMENTS FOR AFFIRMATIVE

1A - You were off the mark in your opening speech. You spoke in generalities. IAC... and stated you don't need to repeat yourself to get your point across. You were off to a start... and you were off to a start... and you were off to a start...

2A - You were off the mark in your opening speech. IAC... and you were off to a start... and you were off to a start...

COMMENTS FOR NEGATIVE

1N - You tried to raise questions against the affirmative, but you had no evidence to support your claims. You could, if you had supporting evidence, attacked the number/percentage of women PK (you didn't), instead of focusing the "loggers, stonewall" idea, you could have said what specific 1925 aimed to do... but this would guarantee compliance. You are a forceful speaker and appreciate effort.

2N - You used "I believe" quite a bit instead of saying "my team" or "our team's position". That made you sound tentative. Look straight ahead, speaker head and you will appear more forceful. Good job about finishing. They are not the best but you did well.

BASIS FOR MY DECISION (Be Specific)

Affirmative team stated... and the negative team brought up very little evidence against it. (And there were parts they could have made.)

Section X:

Miscellaneous



“Since we cannot know all that there is to be known about anything, we ought to know a little about everything.”

- Blaise Pascal

A BETTER INVESTMENT NOT FOUND ON WALL STREET

by
Jonathan E. Carr



WALL ST.

Debate

Academic Virtues Debate Provides

Discipline & Organization

Theory & Evidence

Writing Skills

Speaking Skills

Lifelong Friendships

Dealing with Adversity

In early October, I moved to London to begin a new chapter in my life. During the process of adapting and adjusting, I reflected on the people and experiences, which helped me arrive here. And, of all the classes and extracurricular activities in which I have participated, it is easy to conclude that I am privileged to study in London largely because of my involvement in high school debate. While certainly, many events and conversations shaped who I am, I can state unequivocally that the single greatest educational investment I made were the hours I spent honing my skills as a debater.

Perhaps a bit of background would explain more. Like most 14-year olds, I was not immediately impressed with the idea of joining a debate team. Debate, especially in a Southern town driven by participation in sports, was not seen as the most useful way to maximize time. Besides, after eight hours of school per day, why add even more work to my plate of honor classes and extracurricular activities? However, I was impressed with the knowledge and intelligence exhibited by members of the Saint James debate team. While aspiring to make the varsity basketball team, I also thrived on talks about political affairs and current events, given that so many in my family were active in politics. So, in searching simply for an outlet to channel my ideas, I agreed to join the debate team on a part-time basis. My coach, Michele K. Coody, agreed to this initial setup, and so began my debate career.

Little did I know that within a year, debate would become my passion and basketball little more than a recreational event. As a novice debater, I performed very well, advancing to the elimination rounds of every tournament I entered. Yet, like most teenagers, I struggled throughout my ninth grade year to find my niche in school. My grades were less than what I wanted. Then midway through the basketball season, I tore ligaments in my ankle and was unable to play. When you are removed from the

two activities which dominate your time, you are given a chance to evaluate their importance. And it was then, at age 15, that I finally saw the importance of an activity, which I would use long after my final free throw or jump shot.

Consider the options. Throughout high school, college, and beyond, you as an individual are going to be required to constantly compete and prove yourself—your competence, your intelligence, your ability to complete tasks. Do you want to serve as an elected leader in high school? Get into an advanced level collegiate seminar that is application only? Work in a blue-chip law firm? All of these require the use of language and rhetoric to organize a persuasive set of ideas. While perhaps diligent academic studying might be enough to achieve certain goals, I cannot think of a single investment which will provide more lifelong meaning. To the contrary, Thomas Jefferson himself noted the importance of a strong mind and strong body. However, as life is limited by time and requires decisions to prioritize activities, I have to suggest debate first and foremost.

Discipline and Organization

To me, debate provides six academic virtues. *First, it instills a sense of discipline and organization.* Whether you are a national circuit debater or an occasional participant in local tournaments, this activity demands a meticulous attention to managing time. You cannot possibly travel two weekends a month, research and practice for hours after school, and maintain your grades and other commitments without being relentlessly organized and disciplined to finishing tasks. I remember missing school for over a week several times and going entire months without having a free weekend. Did Mrs. Coody allow me to skip school or turn in assignments late? Surely you jest. To the contrary, I learned at a very young age that the only way to survive was to not waste time.

Debate is a sure winner!

Theory and Evidence

Second, debate provides extra education in theory and evidence. You will be required to read works that most high school students do not see until their first year of college. Why is this important? Because, this exposure to ideas advances your education a step further, allowing you additional avenues to pursue in your academic plans. A college freshman who can enroll in a senior level philosophy class and perform well is going to stand out both in person and on paper. Understanding Hobbes or the causes of the Watergate scandal are important in holding a discussion on American government today. The sooner you learn about the philosophies and events which define our world, the sooner you can apply yourself as a policymaker.

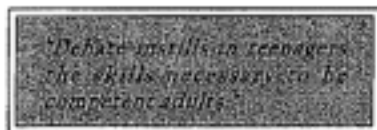
Writing Skills

Third, the best writing course imaginable is high school debate. On a basic level, this activity requires two research papers per tournament. But this is a simple assessment. Most tournaments I attended required rewrites, revisions, and sometimes just starting over when preparing a case. You learn how to incorporate evidence and ideas into a general paper so that your writing flows smoothly, and more importantly, your thesis is clear. Additionally, the practice of writing cases increases your vocabulary and efficiency. I have found that many of my assigned tasks were given largely because I could draft memorandums or position papers which sounded credible when read by adults. Also, when I first started debate, it took me days to write an affirmative case. Now, I can write articles like this in under two hours. I will let you, the reader, decide if the entertainment value of this article is on par with my writing speed.

Speaking Skills

Fourth, debate, of course, makes you a better speaker. Since leaving high school and attending college, I have learned one great truth: everyone leads a busy life. Perhaps there are people out there, whom I

have not met, who wish to hear others talk at length about an assorted number of topics. However, my experience is that when you are talking to someone, it is important you make your point fast, before losing his or her attention. College professors hate students who ask two-minute questions. Scholarship committees do not pick candidates who take five minutes if you mumble through an interview or make poor eye contact. Instead, the competitive events in life are usually won by the good speaker who talks in a soothing but confident voice, makes quality eye contact, and establishes his or her point to keep the audience interested. The best place to practice this is in a debate round.



Lifelong Friendships

Fifth, you meet an amazing group of friends and mentors through debate. When I first started applying to law schools, the first person I emailed was, naturally, my debate coach. If I have a specific question about a law school, chances are I will know someone at that school because of debate. Meeting people at tournaments and camps extends the collegiality and conversations you have with members of your debate team, while also allowing you to listen and learn from people who are more experienced and even wiser. Most importantly, the activity allows you to form lifelong relationships.

Adversity

And sixth, nothing teaches you about dealing with adversity like debate. My junior year, we traveled to the Bronx High School of Science Debate Tournament, where I promptly bombed and won only three rounds. Five days later, I started the Saint Marks Tournament in Dallas by los-

ing my first round. At that point, Mrs. Coody pulled me aside for a long walk, where basically she said, "Well, you can put what has happened behind you, or you can assume the worst is yet to come." Ten rounds and 36 hours later, I found myself the top speaker and winner of the tournament. The sheer competition of debate entails times when you think it cannot possibly become harder to win a round. Everyone has his or her streaks of poor performance. However, debate teaches you to turn obstacles into opportunities. As you progress through life, this skill is more and more vital, because whether it is bouncing back from losing your job or failing to win a motion in court, how failure is handled tells a great deal about someone. I have had myriad incidents where I did not achieve my initial goal, yet I have always tried to learn from my mistakes so that the next attempt is more successful.

In short, I believe that how you spend your time in high school affects your future development. I frankly do not think that I would be studying in London today, or even preparing for law school, if I had not debated in high school. Debate instills in teenagers the skills necessary to be competent adults. Moreover, it provides chances to travel and visit with others who hold similar educational values. Again, this is not to imply that pursuing different activities is a mistake or even a poor decision, for not everyone will be interested in the same events. Yet, when looking back to the 14-year old who was skeptical about debate, I realize that joining this activity is the best educational decision I have made to date. As investments go, this one is a sure winner.

(Jonathan E. Carr is a Fulbright Scholar at The London School of Economics. He debated four years at The Saint James School (AL), coached by Michele K. Coody. In 1996, he graduated as an NFL All-American and Four-Time Participant in the NFL National Tournament.)

Former Topics

2012 - Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.

2011 - Resolved: The United States federal government should substantially increase its space exploration and/or development of space beyond the earth's mesosphere.

2010 - Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: South Korea, Japan, Afghanistan, Kuwait, Iraq, Turkey.

2009 - Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

2008 - Resolved: The United States federal government should substantially increase its alternative energy incentives in the United States.

2007 - Resolved: The United States federal government should substantially increase its public health assistance to Sub-Saharan Africa.

2006 - Resolved: That the United States federal government should establish a policy substantially increasing the number of persons serving in one or more of the following national service programs: AmeriCorps, Citizen Corps, Senior Corps, Peace Corps, Learn and Serve America, Armed Forces.

2005 - Resolved: That the United States federal government should substantially decrease its authority either to detain without charge or to search without probable cause.

2004 - Resolved: That the United States federal government should establish a foreign policy substantially increasing its support of United Nations Peacekeeping Operations.

2003 - Resolved: That the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources.

2002 - Resolved: That the United States federal government should substantially increase public health services for mental health.

2001 - Resolved: That the United States federal government should establish a foreign policy significantly limiting the use of weapons of mass destruction.

2000 - Resolved: That the United States federal government should significantly increase protection of privacy in the United States in one or more of the following areas: employment, medical records, consumer information, search and seizure.

Glossary of Terms



*“Words should be used as tools of communication and not as a substitute
for action”*
-Anonymous

Debate vocabulary is very important if you want to play the game properly. Almost all of these are not just debate specific concepts, but concepts that are broadly applicable in testing and evaluating ideas and advocacy. These definitions are not exclusive or complete, but are a starting point. Find out what others actually “mean” when they use these terms. They might not mean exactly what is written here. After all, meaning is found not in words, but in people. This list is alphabetical for all debate vocabulary terms.

Add on Advantage - A new advantage presented by the affirmative in 2AC.

Affirmative - The team which supports the resolution.

Affirmative plan/case - 1) The policy action advocated by the affirmative and 2) any one of many possible ways of specifying the resolution.

Agent of the resolution (or Agent of Change) - That power called for by the resolution to carry out resolitional action.

Agent counterplans - A counterplan which argues that the plan you are implementing through one agent of change, should instead, be implemented by another agent of change.

A priori - Literally, prior to. Usually an argument which indicates that a particular issue should be resolved before all others. Frequently used to argue that procedural concerns such as topicality should be considered before substantive issues such as advantages.

Attitudinal inherency - This type of inherency identifies an unwillingness of those in power in the present system to take corrective measures to solve the harm cited by the affirmative

Best definition - This is usually argued as a topicality standard by the negative team. The negative argues that the judge must choose the BEST definition offered in the round in order to decide whether the plan is topical. Affirmatives often argue that there is no need to choose, since a definition only needs to be reasonable (not "best) for debate purposes.

Blow up - Negative will take one argument or issue from INC and “explode” it for many, many minutes in 2NC.

Brief - A prepared argument with evidence and arguments already structured on the page.

Brink - The point at which a disadvantage actually begins to happen. This explains why a disadvantage impact will happen if the plan is passed but is not happening now, because we are “at the brink” but not “over the brink” of this event actually taking place.

Burden of proof - The debater who offers an issue for consideration in the debate as the burden of proving it.

Burden of rebuttal - Debaters have the burden of refuting issues offered by opponents.

Card - A piece of evidence used to prove an argument. In the "old days" evidence was put on index cards and used in the debate.

Case - The “case for the resolution” offered in the 1AC.

Circumvention - Negative argument proving that the plan will not solve the problem. People are opposed to the plan (motivation), they will find a way to “get around” the plan (mechanism), and this will stop the plan from being effective (impact).

Cite - Where a piece of evidence (or “card”) came from. Usually includes author, title, date, page number. Should be sufficient to allow someone to locate that evidence again.

Clash - Actively attacking and refuting positions of the opposing team.

Comparative advantage case - A type of affirmative case which argues that the status quo isn't necessarily harmful but that things would be better with the plan.

Competition - Burden of the negative counterplan. The counterplan competes if it is a reasonable substitute for the affirmative, so in voting for the counterplan you would be rejecting the affirmative plan. A counterplan is competitive if it would be better to adopt just the counterplan rather than the affirmative plan and the counterplan.

Conditional - Debaters stipulate that their argument is “conditional” in that they can discard or drop that argument or issue whenever they wish or when certain conditions are met.

Conditional counterplan - A plan tentatively presented by a negative team but that can be dropped if undesirable without forfeiture of the debate. Key terms: conditional and counterplan.

Constructive - First four speeches of the debate, where teams build and elaborate on their issues and advocacy.

Contention - A major point in the debate. Affirmative cases are often built of such contentions.

Context - 1) The relationship of the evidence read in the debate to the original source material. It is expected that evidence read in a debate will be consistent with the meaning of the evidence as it is written in the original source.

2) a standard for evaluating topicality arguments which is used to determine if the definition offered in the debate is consistent with the meaning of the term in relationship to authors who write about the subject matter of the topic or, to determine if the definition offered in the debate is consistent with the meaning of the term in relationship to other terms in the resolution. adj. contextual.

Contradiction - Two arguments are incompatible with each other, or there is a perceived conceptual tension between two ideas. Debaters should avoid contradicting themselves or their partners.

Counterplan - A “better solution” than the affirmative plan which is offered by the negative. It is like a “little affirmative case” and should have a plan and solvency as well as be competitive with the affirmative plan.

Counterplan advantages - Benefits which result from the adoption of the counterplan.

Counterplan nontopicality - The condition of a counterplan of being outside the resolution lest it become further justification of the resolution.

Co-option - The influence of outside parties hampering an agency's efforts to carry out its instructions.

Criteria - Decision rule or conceptual tool to be used in deciding who wins the debate. Never ignore any argument called a criteria, or all of your other arguments may be made irrelevant.

Critique/Kritik - An argument which establishes that the fundamental assumptions embodied by the other team are false or reprehensible.

Cross Ex - One debater asks questions, another answers, about the debate.

Cut evidence - To copy a portion of a book, magazine, or hearing onto a notecard or brief (via copying, handwriting, or typing).

Debatability - An argument related to topicality and other theoretical arguments. One team will claim that the other team's interpretation of the topic or the debate setting is inferior because it makes the essential debate process more difficult.

Decision rule - See criteria.

Disadvantage - Argument that the plan proposed by the other team will cause bad things to happen which would not have happened otherwise.

Disco - A term used to describe a type of debate strategy where a team takes advantage of the interrelationship among arguments in the debate to concede large portions of the opponent's arguments. The hope is that such a strategy will dismiss large portion of arguments and allow the team to focus the debate on issues favorable to their side of the question. vb. to disco out of some arguments.

Discursive impact - Derived from the word discourse, this argument usually says that the language used within the debate is more important than the issues debated. Discursive impacts are usually claimed by critiques.

Dispositional - An argument, usually a counterplan, can be discarded by conceding competitiveness.

Double turn - In answering a disadvantage, this takes place when a team argues a link turn (we solve that problem) AND an impact turn (that problem is actually a benefit). Thus, they are saying that they stop a good thing from happening. A double turn is often thought to be an easy way for a judge to vote...against the perpetrator of the double turn.

Effects-topicality - Where the affirmative claims that their plan itself is not topical, but that it leads to a topical condition or result.

Emory switch - A negative strategy involving presentation of plan attacks in 1st negative constructive and need or advantage attacks in 2nd negative constructive. vb. to employ an Emory switch.

Enforcement plank - A part of the affirmative plan providing assurance that the plan's mandates will be carried out, usually through a directive that a particular agency will oversee and ensure compliance with those mandates.

Evidence - Authoritative quoted published material entered into the debate to support the arguments being made.

Extension - Continuing to advance and elaborate on an issue through several speeches of the debate.

Existential inherency - This kind of inherency argues that if the affirmative can demonstrate a massive problem exists then the affirmative has met the burden of inherency by showing that the present system is not solving it.

Extra-topicality - Advantages are extratopical when they stem from portions of the plan which are not topical action.

Fiat - The assumption that in order to decide the desirability of an alternative future, we first have to imagine that it exists. Thus, teams are not required to show that their plan "will" be adopted but that it "should" be adopted.

Field context - A topicality definition which is derived from the writings of experts on the subject of the resolution.

Flip - See Turn

Flow - Notes taken by debaters during the debate and then used as their notes while they speak. There is a specific technique to flowing you will need to learn.

Flow judge - An experienced judge who takes extensive notes during the debate.

Flow sheet - Paper used to keep track of the arguments in a debate.

Funding plank - The part of the plan naming or listing those sources from which the money the plan requires will be garnered.

Games theory - A paradigm for debate which views the debate as an educational game requiring fair rules to insure each participant has an equal chance of winning the game.

Generic arguments - Arguments, usually negative, that are general and apply to a wide range of affirmative cases or plans.

Generic disadvantage - A disadvantage designed to link to almost any conceivable affirmative plan.

Goals case - A type of affirmative case that claims a particular goal is sought by the status quo and proceeds to argue that the plan better meets that goal.

Grammatical context - A topicality definition which is derived from the relationship of words in a consistent grammatical form with other terms in the resolution.

Ground - Usually used to refer to the positions teams must defend as affirmative or negative, as in "argumentative ground." Each team needs to have some "ground" to defend in order for the debate to be a fair contest. Thus, interpretations of the topic which leave the negative no "ground" to defend should be rejected because they are unfair.

Hasty generalization - This is an argument run predominantly in value debates but has also been run in policy debates. It says that a judge cannot conclude that the resolution is true based upon a minor or small example such as that run by the affirmative.

Hypothesis testing - This is one of many paradigms which are used to explain the debate process. All it really means is that the focus of the debate is on testing the resolution like we would a scientific hypothesis. Key terms: paradigms, presumption, policy-making, stock issues.

Hypothetical counterplan - See conditional counterplan.

Impact - Explanation of why something is important, and thus how it influences the outcome of the debate. Usually impacts need to be proven, not just assumed.

Impact turn - An argument which establishes that the supposed impact or harm claimed is actually not a bad thing, but a good thing. Example: one team says the plan hurts the economy, which is bad; the other "turns" the impact by arguing that increased economic growth is a bad thing.

Independent advantage - An advantage that can justify adoption of a plan even if the other advantages may not be true.

Inherency - Basic component of an affirmative case. Explains why the problem identified persists and why it is not being solved.

Internal link - Conceptual linkages and relationships between ideas. Part of a casual chain debaters construct in their arguments which hold them together.

Intrinsic - This describes a situation in which a disadvantage is a necessary result of the affirmative plan which cannot be prevented in another way. Affirmative teams frequently argue that a disadvantage must be a necessary consequence of the affirmative plan in order to be compared against affirmative significance.

Jurisdiction - The resolution provides the "jurisdiction" within which actors in the debate operate. The affirmative may propose something within the jurisdiction of the topic, etc.

Justification - A negative argument indicating that the affirmative must "justify" (have a reason for) each part of the resolution. Not very popular these days.

Kritik - an argument saying that the plan has a dangerous assumption or idea.

Legislative intent - A provision in a plan that future judgment of the meaning of the plan will be based upon its advocate's speeches.

Link - A causal or correlative relationship between two ideas. Usually the negative looks for a "link" between the affirmative plan and their disadvantage.

Link turn - An argument which establishes that a given policy does not cause a problem or disadvantage identified by the other team, but actually works to "solve" that problem. Example: the negative claims that the affirmative plan will cost a lot of money and that the federal government needs all the money it can get right now, then the affirmative "turns" the argument by showing that the plan would actually save the government money.

Minor repair - A non-resolutional small change in existing programs to solve the problem which is advocated by the negative. Should not require structural change and should be within the philosophy of the present system.

Mutual exclusivity - Method for determining competition of the counterplan. If the affirmative plan and the negative counterplan cannot exist at the same time, they are competitive with each other based on the concept of mutual exclusivity.

Need - The problem that the affirmative hopes to solve; the area of affirmative significance.

Negative block - The 2nd negative constructive and the 1st negative rebuttal; the two negative speeches in the middle of the debate.

Net benefits - Method for determining competition of the counterplan. If it would be more beneficial to adopt just the counterplan than both it and the affirmative plan, they are competitive with each other based on the concept of net benefits.

Permutation - A test the affirmative uses to examine the competitiveness of the counterplan, in which they speculate on how the two plans might be merged together.

Philosophical competition - A standard of competition for counterplans which argues that since the two plans under consideration have different philosophical approaches they are exclusive of one another.

Plan - Proposal for policy action presented by the affirmative. Usually includes: agent, action, extent, funding, enforcement, etc.

Plan attack - Arguments directed at an affirmative policy itself (e.g., plan-meet-need, disadvantage, workability).

Plan mandates - The resolitional action specified in the affirmative plan.

Plan-meet-need (PMN) - An argument claiming that a plan does not solve the need. Usually a subdivided and structured argument presented in second negative constructive.

Plan-side - That part of the flow on which arguments are written about the plan.

Plan spike - A non-topical element included in a plan to avoid a disadvantage.

Policy-making - A philosophy that debate rounds should be evaluated from the perspective of pseudo-legislator weighing the advantages and disadvantages of two conflicting policy systems.

Political disads - (see disadvantages) These are arguments which indicate that the political consequences of passing the plan will lead to impacts which will outweigh the case.

Political capital - The amount of good will a politician can muster to get policies enacted. In debate this argument says passing the plan will consume so much political capital that those enacting the plan will have to sacrifice other important issues on their political agenda. The political capital expended passing the plan sacrifices the political capital necessary to get other policies passed.

Political focus - The ability of political leaders to concentrate on the particular issues. In debate, the argument says that passing the affirmative plan will require so much energy and time, that policy-makers will be unable to get other more important issues passed.

Political popularity - The approval rating of a politician. In debate, the argument considers the public approval of the plan. If the plan is unpopular, policy-makers will lose credibility making it nearly impossible to pass other more important plans. If the plan is popular, it may boost the credibility of policy-makers, making it easier to get other less desirable plans passed.

Preemption or preempt - An argument designed to respond to another argument that has not been made, but is anticipated.

Prep time - Time between speeches when debaters prepare.

Presumption - Presumption is usually an assumption that we should stay with the system which we have now and operates against change and untried policies.

Prima facie - Latin for “at first glance.” The initial presentation of major issues in the debate should be “logically complete.” Does not demand that they be perfect.

Reasonability - A topicality standard which indicates that the affirmative only need offer a definition which is not excessively broad and would appear legitimate at first glance.

Rebuttal - Shorter, later speeches in the debate where the issues built in the constructive speeches are argued over.

Redundancy - This standard for counterplan competition argues that if the counterplan can achieve the affirmative advantage then the affirmative has not demonstrated that the advantage is an inherent result of the resolution.

Refutation - Answering or criticizing ideas and issues presented by the other team.

Reify - Using language that makes "false" or "illusory" things seem real and/or legitimate. Some critics might say that advocating aid for minorities actually makes racism more legitimate because it "reifies" the idea of race. These critics argue that, because there is no biological basis for race, targeting people of specific races for help supports (or "reifies") the false notion of race, thus legitimizing racism.

Resolution - The topic of that particular debate.

Retrench - To reinforce the present system. Usually occurring in discussions of critiques, the argument says that the effect of a policy is to reinforce the prevailing attitudes in the status quo. Thus, the problems which exist won't be solved and may worsen.

Reverse voting issue (RVI) - Often used when one team argues that something is a “voting issue.” The other team can explain that if it is a voting issue one way, it should also be a voting issue the other way as well.

Risk analysis - The theory and procedure of claiming that one hundred percent certainty is not needed to act and that the level of certainty that does exist is sufficient basis for policy decisions.

Road Map – A brief summary given at the beginning of a speech to let the judge know what stock issues/arguments you will be presenting and in what order. (Exp: “I’ll be covering Topicality, an Inherency argument, and then three Solvency arguments.”)

Sandbag - Save your best evidence for an argument until the rebuttals, or presenting the impact for an argument later.

Scenario - A specification of a particular series of events. Usually consist of who, what, when, where, now, and why.

Shift - Changing advocacy in the middle of the debate from one position to another.

Should-would - The concept that the affirmative does not have to show that their proposal would be adopted, but that it should be adopted.

Significance - See impact. Usually a component of the affirmative case -- an explanation of the serious problems that exist now.

Solvency - Usually a component of the affirmative case -- an explanation as to how the plan proposed by the affirmative solves the problem they have identified.

Spread - Making many, many arguments in an attempt to prevent the other team from answering them all.

Squirrel case - An affirmative approach which isolates an obscure area of the topic to justify the resolution.

Standards - Usually part of topicality arguments, also known as reasons to prefer. Explanation and methods of evaluation which explain why one interpretation of a word or phrase is superior to another.

Status quo - The way things are now, as the debate does on.

Stock issues - Standard points of controversy in policy disputes, around since classical times: Harm, Inherency, Solvency, Topicality, and Significance.

Subpoints - Substructure of a larger argument, contention, or observation.

Threshold - See Brink.

Time frame - Explanation of when a predicted or caused event will take place.

Topicality - The notion that the affirmative plan/negative counterplan should/should not fall within the conceptual boundaries of the resolution.

Turn or turn around or flip - “Turns the tables” on opponents. Argues that the problem discussed by opponents is unique to the policy system they defend, not to the policy system they oppose. Thus, the plan may not cause the problem, it may solve it (turn).

Uniqueness - Whether something is an “essential” cause of a situation or scenario. If a disadvantage will take place whether the affirmative plan is adopted or not, then it is “not unique.” That component of a disadvantage which illustrates that the disadvantage impact which the negative claims results only from the adoption of the affirmative plan. That is, the disadvantage impact would not occur absent the affirmative plan.

Value objection - An argument used primarily in nonpolicy debate which argues that there exists a competing value to the affirmative value. The argument has to be proven to be more important than the affirmative value.

Voting issue - An argument stipulating that this issue alone, and its fate, should determine the decision in the debate. Often claimed for topicality issues.

Whole resolution or (whole res) - A generic non-policy debate argument which says that the resolution must be debated in as a whole to determine its probable truth. Usually the negative must establish some form of standard to measure when it is possible to induce the truth of the resolution.