# DANIEL WEBSTER
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# DEBATE SOCIETY

Phillips Exeter Academy

Debate Teaching Materials
2020-2021 Edition

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# Chapter 1
## Introduction to the Daniel Webster Debate Society

# I. History and Introduction

Daniel Webster Debate Society (DWDS) is the oldest secondary school debate team in the United States. Founded as the Phillips Exeter Rhetorical Society in 1807, it is also the oldest organization at Phillips Exeter Academy. Over the decades, the team has taken many different names, including The Branch-Soule Debating Society, the Phillips Exeter Debate Team, and finally the Daniel Webster Debate Society, named in honor of Massachusetts Senator Daniel Webster, Exeter class of 1797.

The club was initially a secret society, limiting membership to only forty boys invited by club leaders. For most of the 19th century, the club had meetings every two weeks, where members competed in debate rounds, wrote declamations, and presented extemporaneous speeches, on topics ranging from Exeter's coeducational status to immigration in the 1800s. In the early 20th century, Exonians began to journey to Cambridge or New Haven to face off with debaters at other prestigious secondary schools. In 1906, the first Exeter-Andover Debate took place. With the founding of the Debating Association of New England Independent Schools (DANEIS) in 1978, Exonians now regularly debate with fellow boarding school students across New England. Today, the Daniel Webster Debate Society retains many of the same values it had from its founding—developing Exonians' skills in rhetorical speaking, persuasive argumentation, and maintaining a strong awareness of current events.

In the present day, DWDS focuses on parliamentary debate, an impromptu form modeled off of the British Parliament that emphasizes logic, speaking style, and knowledge of current events. The parliamentary debate round begins with a short period to define a resolution (statement to be debated) and ten minutes of preparation time, followed by alternating speeches delivered by each side. DANEIS parliamentary tournaments generally consist of three debate rounds, each with distinct resolution options. At the advanced level, top speakers are eligible to qualify for the World Schools Tournament and compete internationally.

# II. Constitution

The six members of the two-hundred and thirteenth board of the Daniel Webster Debate Society have written this constitution to uphold the long history of excellence, consistency, and accountability that has characterized the club for the past two hundred years. We stand to continue the club's long legacy of refining the oration skills of Exonians, wherever they may be useful in their lives.

### I. Organization

The Daniel Webster Debate Society is to be separated into two divisions: one for novice debaters and the other for advanced debaters. All are welcomed to the novice division regardless of prior experience. Those who wish to join the advanced division, including experienced novice debaters, new students with prior experience, and previous advanced division members, must tryout at the beginning of each term to join or maintain their position in the advanced division. Three co-heads will mainly be in charge of the club's advanced division while the other three will be in charge of its novice division.

### II. The Advanced Division

The advanced division will consist of eight debaters--two tournament teams of four--who will practice together to represent Exeter at parliamentary debate tournaments. Tryouts for the advanced division will be held at the beginning of each term, after which the co-heads and advisor will create an advanced roster. A club member's position once being denied or accepted from the division is not final for the entirety of the

term. The co-heads reserve the right to promote or demote debaters at their discretion based on commitment and performance. Everyone interested in the advanced team must try out each term, including those selected in previous terms. Advanced tryouts will consist of the following:

> 1 minute - discuss any current event (from the past two weeks) and explain its geopolitical significance
> 3 minutes - prepare a short case for a basic resolution
> 3 minutes - deliver a constructive speech for that case

The co-heads' decision regarding one's denial or admittance to the team will depend upon three things: displayed commitment and passion towards the club, speaking and oration skills, and knowledge of relevant issues and current events. Each advanced debater will receive personalized instruction to improve their debating skills for top-level performance at tournaments. Advanced debaters must agree to the following commitments:

1. Attend every core curriculum meeting
2. Attend every weekly advanced meeting
3. Attend at least two PODs each week
4. Be prepared to participate in all advanced tournaments

Failure to meet these guidelines without notifying a co-head in advance due only to extenuating circumstances will first result in a warning, then in a second warning, then in suspension from the advanced division, then in removal. Only those debaters who are committed to speech and debate and who have excellent oration skills and world knowledge should consider trying out for the advanced division.

## II. The Novice Division

Debaters of all experience backgrounds are welcome to join the novice division of the club, especially those without prior experience in extemporaneous or impromptu speaking and those who would like to greatly improve their parliamentary debate skills. Novices may freely choose to attend weekly core curriculum meetings, novice meetings, and novice PODs, without any attendance requirements. However, for those novices who are serious about the club and wish to represent Phillips Exeter Academy in novice tournaments and eventually join the advanced division, it is highly recommended that they agree to the following commitments:

1. Attend every core curriculum meeting
2. Attend every weekly novice meeting
3. Attend at least one POD each week
4. Be prepared to participate in most novice tournaments

Novices who demonstrate commitment to these guidelines will receive personalized instruction similar to that of the advanced division and can expect to greatly improve their oration skills and gain significant tournament experience.

## III. Curriculum

This textbook will serve as the basis for the core curriculum that will be taught throughout the year. Debaters are highly encouraged to follow it closely and to read ahead where possible, as it offers a great deal of insight into parliamentary debate. This book shall be revised every summer in preparation for the beginning of the new year by the Society's board to ensure it remains current and accurate. In addition to this book, supplementary curriculum worksheets will be provided at some meetings. These worksheets will focus more

on informing students about important resolution topics rather than on fundamental speaking skills like this book does.

## IV. Tournaments

At the beginning of the year, the co-heads will decide which tournaments the debate team will attend. The board will make the tournament schedule public as early as possible.

Tournament sign-ups will be sent out to members a minimum of three weeks before a tournament, and the board will then create a tournament roster based on debaters' experience, skill, and commitment to the team. Those students in the advanced division can expect to be selected to attend almost all tournaments offered regardless of whether they officially sign up.

Only in extenuating circumstances can debaters cancel their commitment to attending a tournament. In such a rare scenario, the co-heads must be immediately notified at least a week in advance of the tournament. Acceptable reasons for not attending a tournament include a PEA required appointment, sickness, or significant other activity. Having too many major assignments the following week is not a valid excuse. If a debater drops out of a tournament without a valid excuse, they will be given last priority in every subsequent tournament for the term to prevent a repeat and if an advanced debater, may be demoted to the novice division.

## V. Board Turnovers

Near the conclusion of winter term, the debate team will hold co-head applications for the following year. It is the responsibility of the currently serving board to select a new board of four debaters with enough debate skill, leadership, and passion to continue the club's legacy, structurally improve it, and uphold its founding principles. The co-heads' evaluation of each board candidate will consist of these four components:

1. Written questions relating to debate experience, goals for the team, and leadership ability
2. A speech delivered before the entire debate team establishing one's candidacy
3. Results from a club-wide vote conducted after candidate speeches
4. An individual interview with the debate board

The official selections for the new board will be made public before the conclusion of winter term, and the former board will work closely with it to ensure a smooth transition of leadership throughout spring term. In this time, the new board is expected to take on all co-head responsibilities in managing daily logistics and organization, but the former board will still retain ultimate authority in making any large decisions. After spring term, the new board will gain complete control of the club.

## VI. Community Requirements

The following community guidelines extend to all members of the Daniel Webster Debate Society. We expect all members to follow these at all times, both on campus and at debate functions.

1. Collaboration—Being part of the debate team is all about working with others. Debaters should make an effort to work with, not against, each other to hone their oration skills. Especially during preparation time, working with others is critical for a successful debate round.
2. Honesty— The most important rule of parliamentary debate is to not access outside materials during a round. This rule must be upheld even during practices. Being caught seeking outside resources or knowledge during practice or while representing Phillips Exeter in competition will result in warnings and possibly in disciplinary action under the school's academic conduct policy.

3. Respect—All debaters must respect the DWDS community. This works two ways—first respect among debaters and secondly respect towards judges. Debaters must respect each other and behave professionally and cordially to all those around them.

## VI. Weekly Logistics

Each week, the Daniel Webster Debate Society board should hold at least these following core meetings, or some form of them:

- Core Curriculum Meeting
- Novice Meeting
- Advanced Meeting
- 2-4 Practice of Debate (POD) sessions

The board should meet at least once per week, but preferably twice, to discuss club operations and management.

## V. Amendments

The board reserves the right to modify the club constitution where it sees fit, especially in areas concerning weekly logistics, so long as all board members fully consent to doing so.

# III. Research and Current Events

A large part of your success in parliamentary debate will be determined by your knowledge of the status quo and general events occurring around the world currently as well as oft-cited historical case studies. To maintain this knowledge, it is high recommended that all debaters keep up regularly with daily news, read insightful books, and gain knowledge of the world and the significant events that have occurred within it in the present in past. This chapter will attempt to aid you in conducting research to bolster your understanding, recommending books and publications to read, and give you strategies for staying up to date.

**Reading the News: Analyzing Source Bias**

Though we debate hypothetical resolutions, parliamentary debate is grounded in real-world issues. Debaters need to have evidence and knowledge drawn from the world around them to make their cases compelling. Additionally, tournaments will often present resolutions based on current events. For these reasons, it is important to keep up with the news and gradually become more knowledgeable on topics relevant to debate.
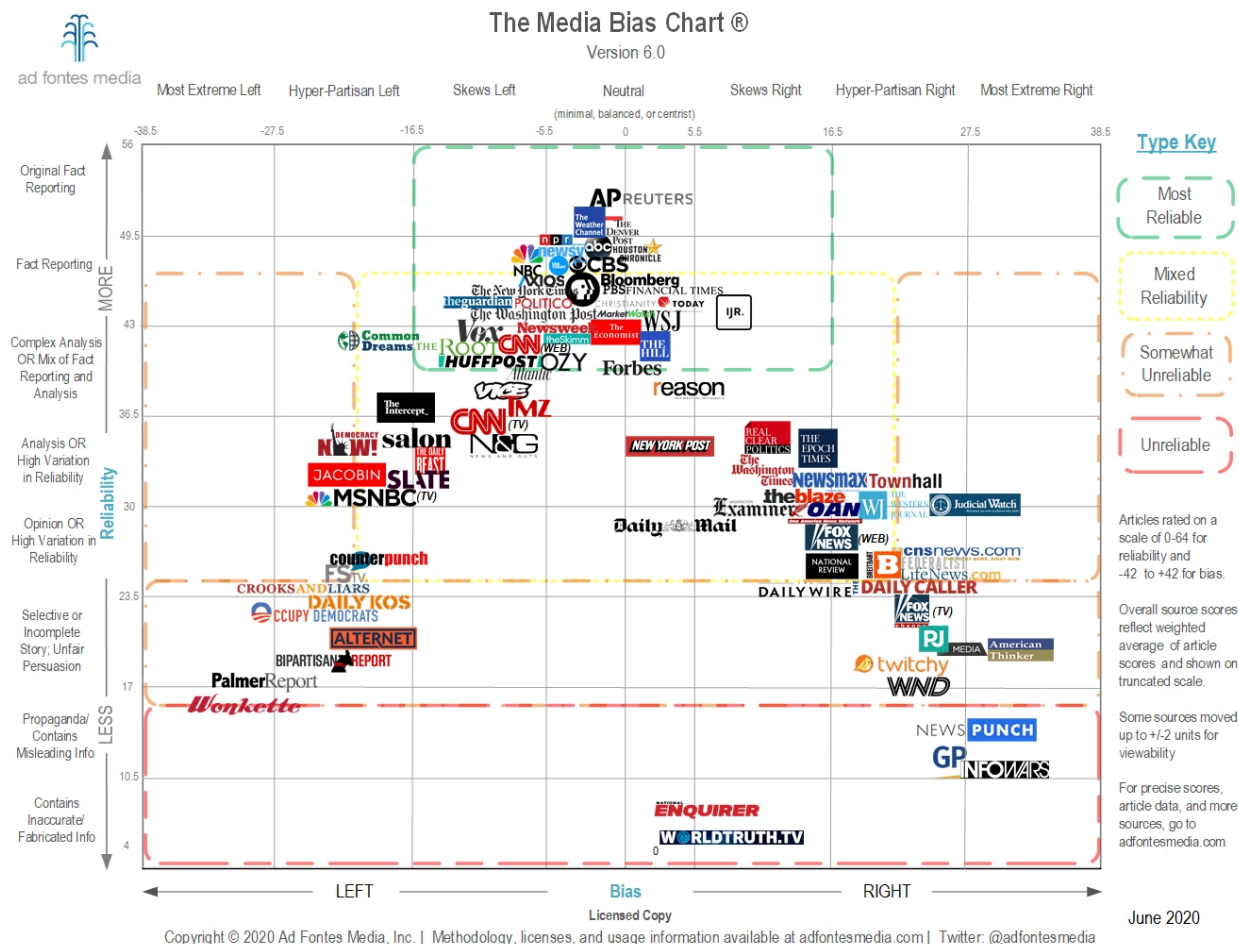
Though reading the news is essential to becoming a great debater, it is often difficult to determine which new sources and articles are reliable. Different news sources will often portray the same event through a different lens, which may lead them to not include important information. This "lens" is called source bias, which broadly speaking, is the political motivations an organization or author has for covering a specific topic in the way that they do. Bais is a spectrum, with some sources being more biased towards different political ideologies and agendas.

Several universities and research organizations have researched how to determine source bias and created guides and fact-checking sites based on their results. Below are curricula on identifying the degree of source bias and fact-checking.

https://guides.lib.umich.edu/c.php?g=637508&p=4462444
https://guides.library.cornell.edu/evaluate_news/source_bias

Additionally, below are databases that include a bias analysis of different news sources. The research methodology and funding is included in the sites.

 https://mediabiasfactcheck.com
https://www.adfontesmedia.com
https://www.allsides.com/unbiased-balanced-news



The Media Bias Chart ®
Version 6.0

**Free News Sources at Exeter**

Though many of these publications require a subscription, articles can be accessed for free using the Exeter library databases. Additionally, the ground floor of the library has plenty of newspapers that are available for borrowing.

How to get free news articles
1. Go to the library page on Exeter.edu
2. Click "online resources" from the left menu
3. Find "Proquest Central"
4. Search the article in Proquest

News sources for your consideration:
- *Bloomberg*
- *Reuters*
- *CNN*
- *Forbes*
- *NPR*
- *Politico*
- *The Atlantic*
- *The Daily Wire*
- *The Diplomat*
- *The Economist*
- *The Economist*
- *The New York Times*
- *The South China Morning Post*
- *The Times*
- *The Wall Street Journal*
- *Vogue*
- *Vox*

**Reading List**

Below you will find a list of recommended books for Daniel Webster Debate Society members. If you have extra free time or wish gain more knowledge on topics relevant to debate, try reading one of these selected books:

*Factfulness* by Hans Rosling
*Naked Economics* by Charles Wheelan
*How to be an Imperfectionist* by Steven Guise
*Merchants of Doubt* by Naomi
*Sapiens: A Brief History of Humankind*
*The story of American Freedom* by Eric Foner
*The Story of More* by Hope Jahren
*Color of Law* by Richard Rothestein

# Chapter 2
## The Basics of Parliamentary Debate

Parliamentary debate is a form of impromptu speaking modeled after proceedings in the British Parliament. Given its impromptu style, it heavily emphasizes the use of logical analysis, speaking style, and knowledge of current events. This chapter will cover the basic rules and customs of this format of debate and introduce you to important vocabulary.

# I.   Overview of the Debate Round

**Terms**

*resolution* - claim to be debated in a round

*House* - the person or polity from whose perspective the resolution is framed

*point of information (POI)* - a 15-second question asked by members of the opposing team that a speaker accepts during his or her speech

*Government* - the side arguing for the resolution

*Opposition* - the side arguing against the resolution

*protected time* - the speech time during which no POIs can be delivered

*grace period* - the additional 30 seconds of speaking time given in most speeches to those who go over the time limit

*status quo* - the current state of affairs

**Resolutions**

A resolution is a topic to be debated in a parliamentary round. It takes the form of a statement that proposes to change the status quo in some way. It is framed in terms of "This House" (TH for short), which is most often defined as the United States Federal Government, but can also be defined as any institution that both sides agree on in the definitions period (People's Republic of China, Amazon.com, etc.). Resolutions always begin with one of the following three abbreviations:

| Abbreviation | Meaning |
| --- | --- |
| THW | This House would |
| THBT | This House believes that |
| THR | This House regrets |

**Sides**

Parliamentary debate is organized into two sides: the Government, in affirmation of the resolution, and the Opposition, in the negation of the resolution. Each side has two debaters that work together. The Government consists of the Prime Minister and the Minister of the Crown, while the Opposition consists of the Member of the Opposition and the Leader of the Opposition:

| Side Government | Side Opposition |
| --- | --- |
| Prime Minister | Leader of the Opposition |

| Minister of the Crown | Member of the Opposition |

To win the debate, the Government must usually prove why the status quo is more favorable than the state of affairs resulting from the implementation of the resolution-—that is favorable in the specific sense that the Government defines in its framework. It is important to remember that the Opposition must always put forth an offensive case that not only demonstrates why the state of affairs resulting from the implementation of the resolution is unfavorable, but also why the status quo is *better*.

**Coin Toss**

The round begins with a coin toss to determine which team will select a resolution from three offered and which team will choose their side once that resolution has been selected. If the team that won the coin toss decides to choose the resolution, then the other team will subsequently pick what side they are debating, and vice versa. Partner communication is critical in deciding which route to take after winning a coin toss. It is usually most advantageous to elect to pick the side of the resolution, which provides the most flexibility and control over your positioning. However, if you know a great deal about the subject matter of one resolution or if you know very little about two of the three resolutions offered, it is better to just select resolution rather than side.

**Definitions**

The Government defines the terms of the resolution. Both sides must agree upon the meaning in context of every important term in the resolution. "This House" must be defined in every resolution. Remember to keep contentions and the framework in mind when creating your definitions. The judge has the right to declare any definition abusive or limited in scope. Here is what a contention might look like on your flow sheet after the definitions period:
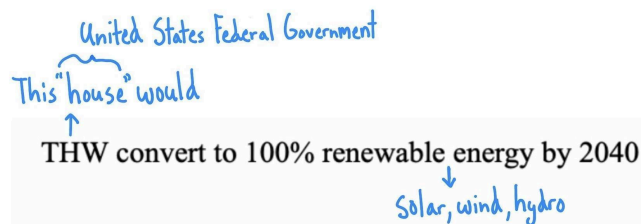


**Speakers and Judges**

Debaters address their comments to the Speaker of the House ("Honorable Speaker"), who is also known as the judge in the DANEIS league. The speaker keeps the house in order by calling on each debater to speak, timing speeches, and dealing with breaches in the procedure if necessary. The speaker listens to the debate and fills out the ballot that evaluates each speaker and team. Using formal titles, such as "Honorable Speaker," "Prime Minister," etc., is a requirement in parliamentary debate. It is against the rules of debate to refer to anyone in the room by personal pronouns or by any name other than the official title given to them.

**Round Structure**

| Time | Speaker | Grace Period | Protected Time | Description |
|------|---------|--------------|----------------|-------------|

| 5 minutes | Prime Minister | 30 seconds | 1st and last minute | Introduce the case for side Government |
|---|---|---|---|---|
| 8 minutes | Member of the Opposition | 30 seconds | 1st and last minute | Introduce the case for side opposition, then refute side government's contention |
| 8 minutes | Minister of the Crown | 30 seconds | 1st and last minute | Rebuild the points of side government, then continue to attack side opposition's points |
| 8 minutes | Leader of the Opposition | 30 seconds | 1st minute, last 3 minutes | Rebuild the points of side opposition, continue to attack side government's points, finish off with a crux |
| 3 minutes | Prime Minister | None | All 3 minutes | Crux—bring the debate down to a boil. What's the key issue of the debate? How does your side win on that? |

### Points of Information

Points of Information, or POIs, give debaters the opportunity to ask questions while an opponent is speaking to clarify points, or more often, poke holes in his or her case. The debater introducing a POI generally stands and extends their hand outward until the current speaker pauses to accept it, at which point the debater has 15 seconds to ask his or her question. In reality, POIs are just an opportunity to call the attention of the judge to flaws in an opponent's case and to make assertions behind the guise of question. They are a useful way to offensively degrade the competitors' case and supplement one's own speeches. A common way to turn a statement or rebuttal into a question is beginning with "are you aware that…?" An even better way to utilize POIs is to intentionally ask one and then use the opponent's response to it in your next speech to strengthen your argument.

### Plans and Counterplans

If the Government chooses, they may opt to offer a plan to implement the resolution at hand in the first Prime Minister speech. This plan offers a more specific, alternative way of interpreting and implementing the resolution than agreed upon in the definitions period. The Opposition, only when the Government has presented a plan, has the option to propose a counterplan, or an alternative way of implementing the resolution that is clearly competitive with the Government's plan. Once plans and counterplans are presented, the resolution itself becomes irrelevant and each side instead argues for their specific plan.

### Burden of Proof

A burden of proof is a statement that a side in a debate round has the obligation to prove why action must be taken on their side. The Opposition generally benefits more from placing a burden of proof on the Government, given that the Government's role is usually to prove why the problems in the status quo are pressing enough to warrant the complete implementation of the resolution. The Government may also place

a burden of proof on the Opposition, but it is less common given that the Opposition usually argues in favor of the status quo.

**Rank in Room**
With four people in a round, a judge will rank all debaters on a scale of 1-4, with 1 being the best in the room, and 4 being the weakest debater. A ranking in a room provides context for how well one does in comparison to others and should be taken as a form of feedback to improve on. Seeing oneself come in a certain rank while witnessing others come in a better rank grants the opportunity to improve on one's speaking style and attempt to emulate a better speaker.

**Speaker Points**
Speaker points are awarded on a scale from 0-100, although rarely do points fall below 70 or above 95. The general idea is that speaker points in the range of 70-74 indicate that a debater has many weaknesses in either their speaking style or arguments (or both), points in the range of 75-79 would demonstrate that a debater still has some problems in their argumentation or rhetoric, but has a handful of positives. A range of 80-84 is usually deemed as an average speech, where there are some flaws yet some functional areas of argumentation or rhetoric, 85-89 is seen as a very good speech, where the debate is generally robust with some small flaws. A range of 90-94 is highly impressive, where there is very little room for improvement in a speech. Finally, a speech of 95-100 points, one extremely rare and coveted prize, is awarded to a debater that demonstrates near perfection and nuanced arguments, far beyond a surface level.

**The Six Categories**
Organization, Logic, Analysis, Evidence, and Delivery are the six metrics on which a debater is judged to receive their speaker points. The quality of the speech is based on how well a debater does in regard to each category, maintaining excellence and fluency in all. Understanding weaknesses early on in each category and focusing practice on strengthening those weaknesses is the *most* effective way to become a better debater.

# II.   Components of the Speech

**Terms**

*case* - the entirety of a side's argument in debate, composed of contentions at its core
*contention* - discrete arguments posed in a case

*rebuttal* - an argument that responds to and undermines an opposing side's argument or contention

*refutation* - the collection of all rebuttals in a team's case

*framework* - the overarching theme or set of values that guides the logos of a team

*crux* - the period when the debate is viewed generally and more broadly, values are weighed, and the basis for the vote is established

*clash* - two resolutions from opposing sides clash when their arguments conflict

*weighing* - evaluating two competing impacts and determining which one is more important

**Contentions**

Contentions are the lifeblood of a debate team's case which should consist of between two and four of them. After presenting the framework, the first speaker for either side should present the team's contentions. Each contention should be a statement that can be proven by a logical analogy, an example, or common knowledge. Contentions follow the general model of any persuasive writing: they begin with a claim, provide a warrant through logic, support that claim with evidence, and explain the significance of that claim, or its impact. Evidence is a current event, fact, statistic, or anecdote from a credible source--anything supplemental that backs up your argument.

**Framework**
A compelling framework is useful for tying your case together and for exposing the holes in the other team's thinking during refutation. A framework is not a contention. It is less specific and should encompass most, if not all, of your contentions. It should be delivered before the contentions. The framework is a means of laying out the critical issue or question of the debate. One's side should be able to make clear to the judge that you deserve to win because you satisfy the framework set. It may be a moral code or belief that needs to be enticing enough to make it seem vital and significant.

**Introduction**
Introductions are the best way to get the attention of one's audience. Starting a speech with something quick and witty—such as a historical example, famous quote, or anecdote—can be a great way to draw a judge into arguments. Keep in mind that if a judge is bored or uninterested in a debater's speech, they will be less likely to pay attention. A good introduction helps mitigate this problem.

**Refutations**
To refute is to point out flaws in the other side's case in an attempt to show the judge why their case is not as strong as your own. This is critical in proving that an opposing case is not a better solution to the issue at hand.

**Rebuilding**
Rebuilding is the re-emphasizing of your own contentions, and it is critical to strengthening one's points after the other team has refuted them. Rebuilding shows the judge that one's contention still stands and proves the opponent wrong.

**Clash/Weighing**
Clash is when both sides have essentially the same argument, and each team has to defend each contention to prove which one is better. When there is a clash, it's considered best to weigh both sides, pointing out how one side tackles the issue versus how the opposite side handles it. Weighing is a clear way of pointing out to your judge the effectiveness of your contention and the impact. It's also an opportune time to point out flaws in the opponent's case.

**Crux**
A crux is typically defined as the most crucial issue at hand. It is recommended that a debater ties in their framework with their crux to give the judge clear reasoning on why that side answers the most critical question in the debate and deserves to win. There are many ways to the crux, and no exact, correct way, but many popular ones are:
1. Weighing on Impacts (common ones are probability, scope, urgency, and magnitude)
2. Asking the one or two questions that need to be to be answered correctly for a side to win.
3. Laying out what the world would look like if the resolution was or wasn't implemented.

# III. Speech Breakdown

It is important to understand the role of speeches in a debate. When you are using prep time, ensure that you are ready to provide the judge with the proper information in each speech that you give. Sticking true to accomplishing these tasks in each type of speech will ensure that you work harmoniously and constructively to strengthen your case with your partner and that you properly address the opposing side.

Prime Minister
- Captivate the judge with a compelling introduction: 45 seconds
- State the case's framework: 15 seconds
- Contentions: 4 min 20 sec
- Conclusion: 10 seconds

Member of the Opposition
- Captivate the judge with a compelling introduction: 45 seconds
- State the case's framework (put burden on side Government): 15 seconds
- Contentions: 4 min
- Rebuttals: 3 min 20 sec
- conclusion : 10 sec

Minister of the Crown
- Deliver an introduction designed to emphasize the most important aspect of the speech: 45 seconds
- Respond to the burden placed upon side Government: 15 seconds
- Rebuttals/weighing/clashing: 6 min
- Mini crux: 1 min 20 sec
- Conclusion: 10 sec

Leader of the Opposition
- Deliver a precursory introduction that relates to your crux: 1 min
- Rebuttals/weighing/clashing: 4 min 30 sec
- Crux: 3 min

Prime Minister
- Crux: 3 minutes

**Avoiding Repetition**
Each statement you make and each argument you present must be distinct in any debate round, unused by either you or your partner in previous speeches. The two most common areas where speakers waste time reiterating what has already been stated are in rebuilding contentions and delivering rebuttals. Those in the position of Minister of the Crown and Leader of the Opposition are especially prone to this folly. Contrary to what many think, you should not dedicate time in either of these speeches to reiterating your contentions. Instead, this should occur organically as you rebut your opponents points and weigh and clash them against your own contentions. For the LO especially, rebuttals should not be repeated from the MO, focusing more on weighing impacts than on addressing points and on addressing the MC's responses to the MO's rebuttals.

**Round Harmony**
In any round, it is essential to create an arc of argumentation. You will produce the strongest results when you coordinate your arguments and logic with yourself and your partner. This arc should begin in your team's very first introduction before concluding in the crux. Everything else should fall in line with and relate to these two points. Connecting your arguments throughout the piece will give your case complete closure after your last speech and ensure it is consistent, making it more difficult to strike down.

# Chapter 3
## Constructive Parliamentary Debate

This chapter focuses on how to maximize your performance in the first half of a debate round when the emphasis lies in putting forth your case in a clear, concise, and powerful way and in laying the foundational principles of your side for the remainder of the round. This time is spent purely constructively building your own arguments.

# I.  Case Construction Strategies

In a parliamentary round, debaters have only ten minutes to construct a compelling case to present to the judge. Thus, it is important to utilize this time effectively to find the most compelling arguments in favor of one's side. When devising contentions, focus primarily on the spheres of impact in which they reside, as delivering effective impacts in multiple spheres is the focal role of your case.

**Spheres of Impact**
MR. SHEEP: this is a helpful acronym to remember when brainstorming contentions. Each letter corresponds to a distinct sphere of impact that you can use to generate a contention. The first two letters, MR, relate to broader, more philosophical impacts, whereas the last five letters, SHEEP, relate to more specific, concrete impacts. As you brainstorm contentions, run through each of the impact spheres of this acronym to generate unforeseen arguments.

# **M**orals

# **R**ights

# **S**ocial

# **H**ealth

# **E**nvironment

# **E**conomics

# **P**olitics

# II. Speaking Style

The first impression imparted upon the judge will occur at the beginning of the round as you stand before him or her and utter the first words. It is important that body language, tone, inflection, use of hand gestures, and rhetoric all make this impression a positive one. Speaking style encompasses all of these characteristics. Below are recommendations on how to hone these skills. Using these wherever possible will add clarity and strength to the speech, especially in important areas from the introduction to discussing impacts and frameworks.

**Rhetorical Devices:**
The basis of most rhetorical devices is repetition, as this is the most powerful way to ingrain any idea into the minds of the listeners. Below are just a few of the many ways that the repetition of slightly modified phrases can deliver an emotionally moving point:

Chiasmus:
- *Repetition of a phrase by switching its subject and object*
- Germany loves refugees, and refugees love Germany.
- We must value compromise but never compromise our values.
- "But just because you're born in the slum does not mean the slum is born in you." -- Jesse Jackson, DNC, 1984

Anaphora
- *Repetition of a word or phrase at the beginning of successive phrases*
- "To raise a happy, healthy, and hopeful child, it takes a family; it takes teachers; it takes clergy; it takes business people; it takes community leaders; it takes those who protect our health and safety. It takes all of us." — Hillary Clinton, 1996 DNC
- Fellow delegates, this directive helps NGOs, this directive helps businesses, this directive helps governments, this directive helps all of us.

Epistrophe
- *Repetition of a word or phrase at the end of successive phrases*
- "A government of the people, by the people, for the people…"

Anadiplosis
- *Repetition of the last word of a sentence in the first word in the next*
- "Having power makes [totalitarian leadership] isolated; isolation breeds insecurity; insecurity breeds suspicion and fear; suspicion and fear breed violence."
- Draft resolution 1.2 creates jobs; jobs create economic prosperity; economic prosperity creates happiness.

Polysyndeton
- *Conjunctions (and, but, or) used repeatedly in quick succession, even when the conjunctions could be removed*
- "In years gone by, there were in every community men and women who spoke the language of duty and morality and loyalty and obligation." – William F. Buckley

Asyndeton
- *A sentence that omits all conjunctions where they could be appropriate*
- "Veni, vidi, vici." – Julius Caesar
- "We shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty." – John F. Kennedy

Anthypophora

- *Asking a question and then answering it yourself*
- "You ask, what is our aim? I can answer in one word: Victory. Victory at all costs, victory in spite of all terror; victory, however long and hard the road may be, for without victory, there is no survival." – Winston Churchill

<u>Quotations</u>
- *Reciting a quotation and then revealing the author*
- "Speak softly, carry a big stick." These are not my words, but Theodore Roosevelt's.

**Tone:**

The tone that you deliver your speech in should vary depending on the case being presented. For more pressing and emotional cases, adjust your tone to match accordingly. Tone will dictate the ability to connect with the judge on an emotional level, which can be very useful in winning the debate. Ensure, however, that your emotions are not ingenuine or condescending especially towards the opponents, as this will greatly undermine the speech.

**Inflection:**

Inflection, or the adjustment of the pitch, speed, and volume of speaking, is the most effective way to emphasize the most important points and to downplay the weaker ones. When the most important portion of a contention comes, which is generally in its impact, increase voice pitch, decrease speaking speed by a significant amount, and raise the volume of one's voice. Throwing in a pause after an inflection point also makes it more powerful by affording the judge time to digest it and reflect on its significance. Equally important is returning to normal speaking after a point of inflection. Many debaters often erroneously continue speaking with emphasis after they have delivered their important point. Only the most important aspects of your presentation deserve this change.

**Body Language:**

In a debate, the speaker must seem confident in their knowledge and use of hand motions to add visual aspects to their points. When speaking, feet should be firmly planted on the ground and hips and torso still (no swaying, pacing, rocking on your feet, or leaning on the podium). Having a high chest while maintaining good posture and holding strong eye contact will make the speaker come off as confident and extremely well-versed in the resolution's subject matter. When the time comes to emphasize points or to illustrate them visually, move just hands and arms in a controlled and fluid way. Most importantly, *never* move your torso, head, or legs.

**Projection:**

A unique speaking style from the other debaters in the round always maximizes the recieved speaker points received during a round. This entails being the most compelling and confident speaker in the room, which is best achieved by projecting the voice loudly across the room and speaking like an expert on the subject at hand. While it may not substantively improve the reasoning or arguments, looking the part of a confident, intelligent debater goes a long way in being awarded high speaker points.

# III. Introductions

The introduction is one of the most pivotal parts of the speech because it is when the speaker will have the most full, undivided attention from the judge. In any public speaking scenario, you only have around 20 seconds at the very beginning of your address to hook your audience before their engagement decreases

significantly *for the rest of the speech*--so make those 20 seconds count. Below you will find the six most common introduction types to draw in your judges.

Example Resolution: THW would increase the number of supreme court justices.

| Intro Type | Description | Speech | Example |
| --- | --- | --- | --- |
| The Future | Use hypothetical situations to show pros/cons of resolution. Create a future world or describe the status quo. | First PM, MO | (OPP) Madam Speaker, do not think about today or tomorrow when considering this resolution. Think about 30 years from now when Congress keeps adding Justices to the Supreme Court to satisfy the President. Think about 30 years from now when the Supreme Court ceases to function, and think about 30 years from now there is no check on executive power. If this resolution is passed, that is the reality the country will have to face, and it chasten any lover of our Constitution, our democracy, and our nation. |
| Quote | Using a famous quote relevant to the resolution to frame your case and your side's belief, and to bolster your argument at the beginning of the speech | Either PM speech, MO opening | (OPP) Hamilton's words ring true to this day: the judiciary has "no influence over the sword or the purse." Its power and its dictates only matter as long as the people trust that it is apolitical. With this resolution, the Government destroys that faith, leading to the fall of a vital check and integral part of our democracy. |
| History | Like a more substantiated anecdote, it can be used to draw an image to a real world example(s) that either supports your side or damages the other. | First PM speech, MO opening | (OPP) When Julius Caesar seized control of the Roman Republic, he immediately increased the membership of the Roman Senate from 600 to 900 packing the government for his control. When Hugo Chavez took over Venezuela in his coup, he increased the number of justices from 20 to 32, and when Turkish President Erdogan wanted to consolidate power, he expanded his Supreme Court from 11 to 17. This type of manipulation of numbers is the first step on the road to authoritarianism, and the Opposition believes that the United States cannot accept this subversion of our democracy |
| Framework | Propose a moral philosophy/set of values to guide debate. Explain why your chosen framework is good and relevant and why it wins the | First PM, MO | (GOV) The side who wins this debate is the side who best fights for Justice. The side who wins this debate is the side who best simultaneously upholds the fairness and representativeness of our Judiciary. The side who wins this debate is the one who best corrects the corruption of our judiciary by the current partisan climate. That side, honorable speaker, can only be the |

| | debate. | | Government. |
|---|---|---|---|
| Current Event | Using a current event relevant to the resolution to ground the case in reality and show real life examples | First PM, MO, MC, LO | (GOV) When, President Barack Obama tried to exercise his constitutional prerogative by trying to nominate Merrick Garland to the Supreme Court in 2016, Senate Republicans shamelessly prevented him from his duty, denying the voice of the American people under the guise of precedent, fouling the Supreme Court by the stench of politics. This event epitomizes the blatant partisanship which has infected what is supposed to be an independent judiciary, and the Government, honorable speaker, must take whatever steps necessary to remedy this intolerable lack of trust in the Court and this unacceptable politicization of the law. |
| Clarification | Clarifying a misconception in your opponent's case can create a soft opening and transition to rebuttals. It can also be used to connect with the judge more, through clarifying your moral standing. | MO, MC, LO, PM 2nd Speech | (GOV) Contrary to what the Opposition tells you, the Government is not here to subvert American democracy; we too cherish it. American Democracy, however, should represent everybody. The Opposition shields themselves behind empty platitudes, endless slippery slopes, and assumed moral absolutes to hide this fact and to uphold the plutocracy that runs our nation today. |

# IV. Frameworks

A framework is the lens through which a judge determines who wins a debate. The framework proposal must occur in the first Prime Minister speech for the Government and in the Member of the Opposition speech for the Opposition, right after the introduction to each speech. A framework proposal consists of two parts:

1. The Rules -- tell the judge how the round should be evaluated
2. The Warrant -- tell the judge why they should use your framework

Establishing this before you introduce your case is essential, as it is the first step in creating an arc of argumentation throughout the speech that concludes in your crux, which should circle back to the framework. It is the foundation upon which the rest of your argumentation is based and will provide you with a standard way to interpret every statement made during the round.

If the Opposition proposes a framework, they also have the job of initially proving why their framework applies more so to the debate at hand than that proposed by the Government. Although one can still win the debate by proving their worth under both frameworks, this is often the favorable option to best succeed in the question of frameworks in debate.

Here are two examples of framework introductions, one from each side in the following resolution:

THW would legalize prositution.

| Side Government | Side Opposition |
| --- | --- |
| The side that wins today's debate is the side that maximizes the health and safety of citizens who choose to engage in prostitution, which will occur regardless of its legal status. At the center of the debate is whether prostitution should continue to be a dirty vice conducted lawlessly from the shadows without any government oversight or one conducted in broad daylight in a regulated, healthy, and safe way. The latter alternative is the only way that we can meet our obligation to **guarantee these basic rights** to our citizens in an activity that does no tangible harm to our society. | The side that wins today's debate is the side that most promotes a healthy culture around sex. The government has an obligation to deter its citizens from engaging in a behavior that ruins families, traps young men, and objectifies women. To legalize prositution is to endorse a vice that for millennium has negatively distorted our cultural percentption of sex and caused numerous social issues. Therefore, in order to win the debate, Side Government must prove to you, Honorable Speaker, that securing the health and safety of those who actively choose to engage in detrimental behavior outweighs not only the tremendous **cultural burden** legalizing prositution would place on our society but also the **costs** of doing so. Otherwise, as you will soon see, this resolution is not even worth your consideration. |

# V. Contentions

Cases should have anywhere from two to four contentions. Contentions follow the general model of any persuasive writing: they begin with a claim, provide a warrant through logic, support that claim with evidence, and explain the significance of that claim, or its impact. Evidence is a current event, fact, statistic, or anecdote from a credible source--anything that clearly backs up your argument. The following resolution will be used as an example in the remainder of this section:

THW convert to 100% renewable energy by 2040.

A basic contention for the Government in this resolution would have a tagline of "Halting Climate Change." On a side note, Government contentions should use "ing" verbs while Opposition contentions should use present form verbs. The logic of a contention is composed of a link chain, which is the series of logical steps that one takes to connect the resolution directly to the impact of the argument that they are making. Whether arguing for or against it, all link chains should begin directly with the resolution and then proceed in logical steps to reach a conclusion. A simple link chain supporting the tagline mentioned above could be broken down into this link chain:

1. Converting to 100% renewable energy by 2040 will eliminate all greenhouse gas emissions.
2. If greenhouse gas emissions are eliminated, the global warming curve will flatten.
3. If the global warming curve flattens, then oceans will cease to rise, storms will become less frequent, and a sixth mass extinction will stop.
4. If these determinants are solved, then global citizens will be safer.

The final link always leads to the impact, the final and arguably most important part of the resolution. This is the contention's "so what."

Below are two useful models for interpreting the basics stated above:

**CLIE** - the standard model

**C**laim: What is true?

**L**ink: Why is it true?

**I**mpact: Why should the judge care? So what?

**E**vidence: Statistics, facts, studies, historical events, current events

**ULI** - the model for contentions that address the status quo

**U**niqueness: What is the status quo? What is good or bad about it?

**L**ink: How the world changes under the resolution (for better or for worse).

**I**mpact: Why does this matter? Why should the judge care?

It is important to develop a markup system to explicitly tag your claim, link chain, evidence, and impact. Keep your short form symbols and labels consistent throughout your notes. Below is an example for the aforementioned Government contention:

(1) Halting Climate Change

- eliminate greenhouse gas emmissions

[Evd.] 98% of scientists agree that greenhouse gases contribute to warming by resonating with ultraviolet radiation from the sun do heat the atmosphere

- flatten the warming curve

- less rising oceans, unnaturally violent storms, crop damage, animal extinction, draughts, and food shortages

[Evd.] study by United Nations shows that after 2050, these effects are irreversible

Imp. safety of global citizens

## Symbol Key

(1)    Contention number and tag line

&mdash;    Link chain step

[Evd.]    Point of evidence

Imp.    Impact

# Chapter 4
## Defensive Parliamentary Debate

The second half of the round, composed of the final three speeches from the Minister of the Crown, Leader of the Opposition, and Prime Minister, is when the focus of the debate shifts towards attacking the other side and strengthening one's position. It is important to heavily utilize one's understanding of impact calculus to deliver strong rebuttals with weighing and conclude a debate with a powerful crux.

# I.  Impact Calculus

At the end of the day, debates are won by the impacts of your arguments. Impacts can either be positive ("saving lives") or negative ("mass death"). Generally, the Opposition should focus more on negative impacts and the Government more on positive impacts. In each round, a debater must weigh his or her own impacts against the impacts of the other team's arguments. The mechanism by which this weighing occurs is called impact calculus and it lies at the center of all rebuttals and cruxes. Here are the seven types of impact calculus:

1.  **Probability**
    Our impact *is more likely to occur* than their impact
    - Economic collapse is more likely than a nuclear war, therefore the risk of economic collapse outweighs the risk of nuclear war.
2.  **Timeframe**
    Our impact will happen *before* their impact
    - A nuclear war will end the world before global warming does, therefore nuclear war outweighs global warming
3.  **Magnitude**
    Our impact will happen on a *larger scale* than their impact
    - Global warming will cause the end of the world, while economic collapse will only cause millions of poor people to starve (as opposed to everyone in the world dying), therefore global warming outweighs economic collapse
4.  **Inclusivity**
    Our impact *includes* their impact
    - World War includes US-China War, therefore World War outweighs US-China War
5.  **Root Cause**
    Our impact *causes* their impact to occur
    - Nuclear war causes global warming, therefore nuclear war outweighs global warming
6.  **Internal Link Short-Circuiting**
    If our *negative* impact happens, the link to their *positive* impact falls
    - Nuclear war stops economic growth, therefore nuclear war outweighs economic growth
7.  **Reversibility**
    My negative impact is *less reversible* than their negative impact
    - Deaths caused by terrorism that could have been prevented with more surveillance are irreversible, but increased surveillance can be reversed.

# II.  Rebuttals

When presented with an argument, there are three possible regions that a rebuttal can attack: the overarching claim, the links, and the impacts. In more advanced rounds, link rebuttals become less prevalent because most arguments presented are factually and logically sound and overarching responses and impact rebuttals become more prevalent. Every rebuttal can fall into one of the subcategories of these three major regions listed below:

## Overarching Responses

**Nonunique -** the argument is true regardless of whether the resolution is passed or not

Example (exaggerated):
**Point:** "Funding for vaccines is key to mitigating COVID-19."
**Rebuttal: "**As the resolution is whether a mandatory quarantine should be set in place, such a contention could happen in both worlds."

**Irrelevant (Non-Topical) -** the argument does not relate to the resolution at all.

Example:
**Point:** "Instagram promotes unhealthy habits children."
**Rebuttal:** "Instagram has little to no implications on the topic of the minimum wage.."

# Links

**Philosophical Flaw -** the philosophical position assumed by the argument is flawed or insignificant

Example:
**Point:** "The government has no obligation to protect the human rights of its citizens."
**Rebuttal:** "No, the government has the duty to best serve its citizens, which includes upholding the basic standards of life."

**Factual Fallacy -** a statistical or factual assertion that the argument makes is false

Example:
**Point:** "The UN supported the Iraq War, and it ended successfully, so UN support improves the outcomes of conflicts"
**Rebuttal:** "The UN did not support the Iraq War."

**Self-Contradiction -** the argument contradicts an earlier point or the opposing side's framework

Example:
**Speaker 1:** "Legalizing drugs will make them more expensive due to increased taxation"
**Speaker 2:** "Legalizing drugs will make them cheaper as dealers artificially inflate prices"
**Rebuttal:** "Your partner said drugs would become more expensive, you're saying they would become cheaper. Are you wrong or are they?"

**Unsubstantiated -** there are one or several logical steps missing from the link chain

Example:
**Point:** "The more people who go to university the better"
**Rebuttal:** "That claim is not backed up by reasoning– the opponent did not state why it is necessarily good for everyone to go to university"

**Link Turn -** the argument actually links to a negative link or impact, giving a reason for the judge to vote for your side

Example:
**Point:** "Cyber attacks against terrorists will cripple their physical strength.
**Rebuttal:** "These attacks over time will instead drive terrorists to only respond back with excessive attacks that could have drastic impacts against TH.

# Impacts

**Impact Turn -** the impact actually is a positive or negative instead (the opposite of what your opponent claims).

Example:
**Point:** The impact is rejuvenating the oil industry.
**Rebuttal:** Actually, focusing on the oil industry can lead to a worsening effect on the environment and lack of economic diversification in certain countries, a long term impact that should be prioritized.

**Mitigation -** the impact of the argument is insignificant in the view of the debate

> <u>Example:</u>
> **Point:** "Bringing back the death penalty would create jobs for executioners"
> **Rebuttal:** "Very few jobs would be created and this is not a good enough justification for taking people's lives"

**Weighing -** your impacts have more significance or "weight" than your opponents.

> <u>Example:</u>
> **Point:** Therefore, our contention leads to the impact of poverty.
> **Rebuttal:** The impact we conclude on in our case of worsening climate change is much more impactful due to a higher probability of occurring and a larger scope of people affected.

# III. Logical Fallacies

When considering rebuttals and in building your own case, it is important to understand and recognize when logical fallacies have been made on either your side or the opposing side. Memorizing each of these will allow you to avoid falling into simple logical traps and allow you to easily nullify opposing arguments based on fallacious logic.[1]

1. **Slippery Slope -** if A happens, then eventually through a series of small steps, B, C,..., X, Y, Z will happen, too, basically equating A and Z
   - Example: If we ban semi-automatic weapons now then eventually that will lead to the banning of all weapons all together
2. **Hasty generalization -** the conclusion is based on insufficient or biased evidence
   - Example: Even though it's only the first day, I can tell this is going to be a boring course.
3. **Post hoc ergo propter hoc -** if A occured before B, then B must have caused A (assuming correlation indicates causation)
   - Example: I ate a burger and now I feel sick, so the burger must have caused the sickness.
4. **Genetic fallacy -** argument that the origins of a person, idea, institute, or theory determine its character, nature, or worth
   - Example: The Volkswagen Beetle is an evil car because it was originally designed by Hitler's army.
5. **Begging the Claim -** the conclusion that the writer should prove is validated within the claim
   - Example:
6. **Circular argument -** restating an argument rather than actually proving it
   - Example: Barack Obama is a good communicator because he speaks effectively.
7. **Either/or -** the conclusion oversimplifies an argument to a singular ultimatum
   - Example: We can either completely cease all carbon emissions or watch the Earth go to ruin.
8. **Ad hominem -** personally attacking the speaker rather than their argument
   - Example: Green Peace's strategies aren't effective because they are all dirty, lazy hippies.
9. **Red herring -** purposely avoiding key issues in opposing arguments
   - Example: The government should not deny citizens the right to murder others freely.
10. **Straw man -** oversimplifies an opponent's viewpoint and then attacks that hollow argument
    - Example: People who don't support the proposed state minimum wage increase hate the poor.
11. **Moral equivalence -** suggesting that minor misdeeds with major atrocities are both equally immoral

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[1] https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html

- Example: The officer that gave me this ticket is as bad as Hitler.[2]

# IV. Cruxes

The crux in a debate speech clarifies what your side's main points are and serves as your final impression on the judge. The crux must accomplish two tasks:

1. Prove that your framework outweighs your opponents' framework (if they differ drastically)
2. Prove why your side best promotes your framework

If you can do these two things in a crux, you've won the debate. Within doing the above, make sure to still outline the key links, impacts, and rebuttals that strengthen your side the most. This can be done in a number of formats: stating questions and supplying answers, outlining the main points of clash, or running along the frameworks of both sides. Below are the major types of cruxes:

Example resolution: THBT voting should be compulsory in liberal democracies.

| Method | Description | Example |
|---|---|---|
| Two Questions | Begin with a strong statement claiming that the debate comes down to two questions and then list those two questions; these questions should follow the general structure of the crux in that the answering first one proves why your side's framework outweighs the opposing side's and answering the second proves why your side best promotes that superior framework | In order to win today's debate, side Government must answer two essential questions: 1. Should contemporary American society actually prioritize minor personal liberties, specifically those of political participation, over ensuring the success of its democracy? 2. And if not, does implementing the resolution at hand meaningfully enhance said democracy? |
| Clarification | Correct an apparent misconception that the opposing side has held about your case | Contrary to what side Government says, we are not simply prioritizing the right to walk to the ballot box over the success of our government, instead we too cherish democracy and view compulsory voting as antithetical to maximizing its effectiveness |
| Offense/Defence | Begin by offensively attacking the opposing side's framework before moving to defend your framework | Even if we assume that all of side Opposition's arguments have merit, the impacts that they entail pale in comparison to those proposed today by side |

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[2] All taken from the Purdue Owl,
https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/fallacies.html

| | | Government…. |
|---|---|---|
| Comparison | Ask the judge to imagine a world in which the resolution is passed and compare it to the status quo | I would like you to imagine a world in which voting becomes compulsory, in which half of the nation that doesn't currently vote is forced to roll out of bed and check a few boxes on what to them is a meaningless ballot. Do we really wish to see those who are not politically engaged enough to vote by choice dictating the future of our nation? |
| The One Thing | This is the common crux to use in cases when both sides have chosen the exact same framework for their case (though this is often very rarely the case); In this scenario, only one thing--which side best upholds that framework--determines who wins; declare that one thing and speak on it | The crux of today's debate boils down to one single thing: …. |

**Conclusions**
To conclude a speech, speak directly about what your case's largest impact is. A good conclusion to a Prime Minister speech arguing in favor of converting to 100% renewable energy might end with:

"So when making your decision today Honorable Speaker, do not look to today or tomorrow, but to thirty years from now. Vote Side Government for the sake of your children and grandchildren who will most certainly suffer if immediate action is not taken today."

# V.  Maximizing Speaker Points

Below you will find the official criteria for speaker points taken from the DANEIS league guidebook. The more speaker points you receive based on this scale, the higher your chances of placing and performing well at tournaments.[3]

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[3] http://daneis.org/wordpress/?page_id=31

| 95+ | This person is among the very best debaters you will ever see and must receive an award today. This lawyer will not only get you acquitted of murder even when the State has mountains of rock-solid evidence against you, (s)he will successfully sue the State for harassing you. |
|---|---|
| 90-94 | An outstanding performance on every level. Should be in the running for an award today. This lawyer will probably get you acquitted. |
| 85-89 | An accomplished debater. This person may have a few minor flaws in his/her case, but all in all this is a very, very strong performance. This lawyer will get you 4 years in a minimum-security prison that has a full-service gym and free premium cable channels |
| 80-84 | An average performance. This debater does well in all areas, but may also have a few logic flaws, a few missed opportunities in refutation, some hiccups in delivery, some weak evidence. This lawyer will plead your case down to manslaughter; you're facing eight-and-a-third to twenty-five. |
| 75-79 | A flawed performance. This debater is likely short on time or is very repetitive. (S)he is not well-organized, has serious logic flaws, minimal evidence, and vague refutations. This debater is unsure on his/her feet and is not a particularly smooth speaker. The jury finds you guilty. |
| 70-74 | A weak performance. Probably significantly under time, with little development of the case. Scant evidence and refutation. Unexplained leaps in logic. Halting, fidgety, delivery that fails to connect to the listener. This lawyer might get you convicted of murder even if you were demonstrably out of the country at the time of the crime. |

Below are the six ballot components that will determine your score in the debate round. Most judges will award debaters a check, check plus, or check minus in each of these categories throughout the round and use these to award a final speaker score, so it is pivotal that you perform well in every area.

**Organization**
Essential questions: Does the debater have a clear flow from point to point? Are the points properly sign-posted? Is there a unifying theme, or a stated common value/first principle at play?

How to Score Well:
- Explicitly present/reemphasize a framework
- Ensure your contentions, rebuttals, and POIs all relate back to your framework
- Provide a roadmap at the beginning of your speech
- Alert the judge when you transitions between contentions/rebuttals with taglines
- Alert the judge when you are transitioning to a new portion of the speech

**Analysis**
Essential questions: How thoroughly does the debater understand this issue? Is the case superficial, or does it delve deeply into nuances and complications? Does the debater see all sides of the issue?

How to Score Well:
- Ensure that you very clearly understand the resolution and its implications in prep time
- Do not ignore any flaws, nuances, or complications in your case--sometimes analyzing the greatest flaws in your contentions will lead to the creation of your best arguments
- Always acknowledge opposing sides and weigh costs and benefits--no resolution has a definite answer and you appear foolish to assume that one does
- Do not misconstrue the arguments of the opposing side
- Attack the opposing side and bolster your own arguments with as much nuance as possible

**Logic**
Essential questions: Is the debater making observations and arguments that make sense given the topic and evidence on the table? Is the debater making unfounded or unexplained claims? Are the thought links present?

How to Score Well:
- Avoid falling prey to any logical fallacies
- Very clearly walk through your link chain whenever making an argument, even if it seem redundant--to a judge that has not thought it through as you have, it is absolutely necessary

**Evidence**
Essential questions: Is the debater bolstering and illustrating their points with specific details that support their contentions? Is the rhetoric grounded in facts? Is the evidence being used related to the argument being presented? Is the debater's "spin" on that evidence, clever and convincing?

How to Score Well:
- Include at least one piece of evidence in every contention that you present
- Always use evidence wherever possible--in the importpu atmosphere of Parliamentary debate, evidence is extremely powerful
- Present the evidence in a way that advantages you, but not to the extent that you obviously distort the full truth

**Refutation**
Essential questions: Has the debater attacked the points of his/her opponent with logic and evidence? Has the debater successfully used what his/her opponent has said against him/her? Is the refutation vague, or specific, going point-by-point?

How to Score Well:
- Be very organized in your rebuttals, addressing point by point quickly and concisely
- Focus less on rebuttals that invalidate the other side's arguments (unless they are completely wrong) and more on those that attacks link chains and weigh costs and benefits ("you're wrong" vs "you're right, but…")
- Never repeat rebuttals given by your partner or rebuttals you have previously given--it wastes time
- Do not misconstrue the other side's argument when rebutting

**Delivery**
Essential questions: How well does the debater command an audience? Do they speak clearly and loudly? How is their eye contact and stance? Do theyes (s)he connect with listeners? Do they follow the rules of the House?

How to Score Well:
- Follow the speaking style section in Chapter 2.2
- For body language, have a strong, confident, and still stance, maintain eye contact, and only move your arms and mouth while speaking
- Use rhetorical devices as much as possible
- Make sure your speaking in CONCISE, PRECISE, and CONSISTENT

# Chapter 5
## Philosophy of Society and Governance

All resolutions in parliamentary debate are framed in the context of providing benefit to all of humanity or society through societal institutions--governments, companies, charities, etc. This chapter will explore the foundational philosophy behind our modern society, along with frameworks from which to interpret many of the problems facing humanity today and many of the topics that DWDS members often debate.

# I.  Moral Ethics

In any debate scenario, you will always have to determine whether certain actions are morally ethical or not. A common mistake for advanced and novice debaters alike is to base their case off of perceived moral absolutes. Like anything else, morals are not absolute and vary between different moral ethics frameworks. Below you will find the three most prominent of these frameworks. Anytime you make a moral judgement of an action, ensure that you understand which of these your judgement is based upon. This will save you from the trap of making empty moral assertions (this is "good" and that is "bad"), which becomes especially problematic when the opposing side disagrees with them.

For each framework, imagine that a trolly is approaching five people strapped to its track but that you can pull a lever that would switch its direction to a track with only one person strapped to it. You can pull the lever and kill one innocent person to save five innocent people or do nothing and allow five innocent people to die and one innocent person to live.

| Kantianism | Utilitarianism | Contractarianism |
|---|---|---|
| **Immanuel Kant** "Act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end." | **Jeremy Bentham** The greatest happiness for the greatest number. | **Thomas Hobbes** Contracts are the source of moral judgement. |
| We should judge actions for what they are, and not for their presumed end. It is wrong to steal, even if that stolen bread is going to homeless people. Kant establishes absolute moral prohibitions against killing the innocent, lying, committing suicide, and failing to help others when feasible. | An action is ethical if it maximizes the happiness of the majority (positive utilitarianism) or minimizes the sufferings of the majority (negative utilitarianism). This framework has a mantra of "the greatest happiness for the greatest number." It is not an egoistic or altruistic ethical framework because it assumes everyone, including the individual, has equal importance. Unlike Kantianism, utilitarianism is consequentialist (it focuses on the consequences of an action to evaluate it rather than the action itself). | Any mutually beneficial agreement between multiple parties is considered a contract. A right act is one that abides by contracts in which an individual is involved. Contractarians believe people are self-interested and that their quest to maximize their own benefit leads them to behave morally. More broadly, they believe that society itself is a contract in which citizens relinquish some personal freedoms in exchange for the protection of more important freedoms by the government. |
| **Trolly Decision:** Do nothing To kill a person is a morally unethical action, regardless of whether it will save more lives on the net. | **Trolly Decision:** Pull the lever The survival and happiness of five people is more important than that of one. | **Trolly Decision:** Do nothing Society has determined murder to be illegal under any circumstance. To pull the lever is to violate the law and break the social contract. |

# II.  Social Contract Theory

Social Contract theory, born from Thomas Hobbes' contractarianism, is one of the most widely accepted political philosophies. It single-handedly explains the purpose of humanity's organization into society and thus often informs proposed changes to legislation and governance (i.e., the majority of what we debate about). It proposes that society is a contract in which citizens surrender some personal liberties and submit to authority in exchange for the protection of their remaining rights and the maintenance of social order. Any mutually beneficial agreement between two people is also a part of the social contract. Below are influential social contract theory philosophers and their ideas.

**Hobbesian Theory**
In his 1651 book *Leviathan*, Thomas Hobbes introduced the concept of a social contract. He concluded that human life in anarchy was "solitary, poor, nasty, brutish and short." In a "state of nature," there would only be a "war of all against all." Society's purpose was to utilize a social contract to combat absolute anarchy and maintain political order. Contracts would diminish a state of constant warfare, secure comfort and prosperity, and allow humans to flourish through creative cooperation.

**John Locke**
Locke argued in his *Second Treatise of Government* that a valid government in a social contract must have a "neutral judge" and be fair and equitable in securing the lives, freedom, and property of its constituents. Hobbes, conversely, believed that only a government with absolute authoritarian control could produce a successful society. Locke believed citizens should only relinquish their right to violence to the government, which would use its monopoly over violence to enforce the law impartially.

**Jean-Jacques Rousseau**
In 1762, Rousseau interpreted the social contract from a collectivist perspective. He believed that citizens should not operate egotistically but submit to the collective of society and infuse themselves with its "general will." He saw the law simply as an expression of this general will, and that its restrictions on the freedoms of those who disagreed with the general will did not matter. He also believed that if a government failed to cater to the general will of its people that they had an obligation to destroy it and create new governance.

**The Struggle Between Liberty and Authority**
In an essay entitled *On Liberty*, John Stuart Mill argues that the entirety of societal history was characterized by a struggle between liberty and authority. As a government restricts liberty, its authority increases, and as it improves liberty, its authority decreases. He believed that citizens' personal liberty was needed to keep the government's authority in check, specifically in two ways: affording citizens necessary rights and establishing constitutional checks by which the people needed to consent to government acts. Thus, finding a crucial equilibrium point between absolute liberty (in other words, anarchy) and absolute authority was essential for maximizing the benefit of the social contract.

# III.  Forms of Government

Below are all forms of government. This is key to understanding and utilizing political philosophy in the construction of your cases.[4]

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[4] All information is from Google dictionary

By Power Structure

| Form | Definition | Examples |
|---|---|---|
| Anarchy | A state of disorder due to absence or nonrecognition of authority | Old society |
| Unitary State | A state governed as a single entity in which the central government is ultimately supreme | China<br>France |
| Confederation | A union of sovereign states united for purposes of common action (distinct from a federation in that it lacks a central authority) | US Confederacy (1861-1865)<br>Old Swiss Confederacy (1291-1798) |
| Federation | The union of partially self-governing states, provinces, and regions beneath a central federal government | The United States<br>Canada<br>Australia<br>**Popular Proponents:**<br>Thomas Jefferson |

By Power Source

| Form and Definition | Definition | Examples | Variations |
|---|---|---|---|
| Democracy<br>(rule by the many) | a system of government by the whole population of a nation | United States<br>Germany<br>France | <u>Direct</u> - all citizens always vote<br><u>Liberal</u> - a republic following the principles of classical liberalism<br><u>Representative</u> - decisions made by elected representatives<br><u>Social</u> - citizens guaranteed progressive social rights |
| Oligarchy<br>(rule by the few) | Rule by a small number of people | China | <u>Aristocracy</u> - rule by nobility/birthright<br><u>Meritocracy</u> - rule by the most qualified<br><u>Plutocracy</u> - rule by the wealthy<br><u>Technocracy</u> - rule by educated technical experts (i.e., China) |
| Autocracy<br>(rule by the one) | A government system controlled by a single person or party with supreme and absolute | North Korea<br>Saudi Arabia | <u>Military dictatorship</u> - dictator derives power from rigid military control |

| | | |
|---|---|---|
| power | | Civilian dictatorship - dictator derives power from a dominant political party<br>Kleptocracy - autocrat exploits their people for personal wealth |

# IV.  Liberalism

Democratic liberalism is the governance by democracy with principles of liberty and justice. This ideology is the basis of the US Constitution. Below are some influential ideas/philosophers in the field.

**Foundational Liberalism**
Not only famous for his work on Social Contract Theory, John Locke is also known as the founder of modern liberalism. He tweaked Hobbes' view of the social contract to require democratic rule. He believed authority could only be derived from the consent of the governed. And he believed most importantly that life, liberty, and property were to be secured by that governing body at all costs. His work was the progenitor of Thomas Jefferson's Declaration of Independence.[5]

**Tyranny of the Majority**
Alexis de Tocqueville was a French historian and political philosopher who analyzed American democracy in the early 19th century. In his famous essay "Democracy in America," he argued that individuals in a democracy were always in peril of becoming assimilated into the public's general mentality. This, he concluded, could create a state of mob rule that he termed the "tyranny of the majority." This would hinder the progress of American democracy by preventing the true beliefs of individuals, especially the minority, from being electorally expressed.[6] To combat this, it is important for democracies to maintain a strong press and to proactively encourage dissent and individual freedom of expression.

**Minority Rights**
Thomas Jefferson viewed the will of the majority as an absolute in making political decisions, so long as it did not infringe upon the personal liberties of the minority. In his 1801 inaugural address, he said that "though the will of the majority is in all cases to prevail, that will, to be rightful, must be reasonable; that the minority possess their equal rights, which equal laws must protect, and to violate would be oppression." Jefferson's ideal of democracy rested heavily upon the agrarian society of the time, where citizens could remain self-reliant and independent. He feared that industrialization, urbanization, and the accumulation of debt by citizens would destroy this ideal. He disliked the social inequality that British industrialization had caused its people.[7]

**Positive and Negative Liberty**
Isaiah Berlin, a 20th century British philosopher, first clearly defined the distinction between two forms of liberty. Negative liberty is the absence of obstacles, barriers, and restrictions to one's pursuits. Positive liberty is more proactively the ability to actively pursue one's specific interests in achieving prosperity and happiness.

[5] https://www.ushistory.org/gov/2.asp
[6] https://www.history.com/topics/france/alexis-de-tocqueville
[7] https://www.ushistory.org/us/20b.asp

These two interpretations of freedom are exclusive and opposed, and classical liberalism is based upon negative liberty. Positive liberty assumes that individuals are entitled to assistance from the state in order to achieve their goals. Classism, sexism, ageism, ableism, and racism often distinguish a negatively free society from a positively free one.

### Pluralism and Agonism

William E. Connolly was a key proponent of pluralism, or the political theory that debate and discourse between opposing groups in a liberal democracy leads to the formation of the best decisions or what is called democractic equilibrium. Pluralist views are the foundation of the need for freedom of speech and expression, which is essential for a proper democracy. He also believed in agonism, which emphasizes the positive impacts of political conflict.



"Just how fresh are these insights?"

### Marketplace of Ideas

The marketplace of ideas theory holds that ideas in a free society compete against each other in a way similar to how products compete with each other in economic marketplaces. Just as the best products come to prevail through this competition in an economic marketplace, so too do the best ideas come to prevail in the marketplace of ideas. Justice Oliver Wendall Holmes cemented this theory in the famous *Abrams v. United States* case, where the Supreme Court decided that individuals could freely distribute leaflets containing their political views. Holmes strongly believed that a "free trade in ideas" was essential to a successful democractic society.[8]

### Checks and Balances

James Madison was the founder of the modern checks and balances system that has become ubiquitous in the world's liberal democracies. Fearful of the consolidation of power within one governmental branch would undermine American democracy, he staunchly pushed for creating a system that would keep power evenly distributed over many individuals. He believed that humans were inherently power-hungry and that leaders needed to be checked and held accountable to prevent abuse and corruption.[9] He famously stated that "all men having power ought to be mistrusted."

### Civil Disobedience

Henry David Thoreau, a 19th century philosopher, was famously arrested for refusing to pay taxes in protest against US slavery and westward expansion. He built on these ideas in an essay entitled "Civil Disobedience" in 1849, which argued that citizens were obligated to disobey an unjust government. He proclaimed that "under a government which imprisons any unjustly, the true place for a just man is also a prison." His work influenced Mahatma Gandhi and later Martin Luther King Jr. in their efforts to affect social change.[10]

### Education

John Dewey, a philosopher, claimed that education was the engine of American political progress without which democracy would fail. The value of education, according to Dewey, is based on its ability to develop habits of curiosity and critical thinking skills that allow them to engage in discourse and scrutinize existing authorities, institutions, and legislation.[11]

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[8] https://www.mtsu.edu/first-amendment/article/328/abrams-v-united-states

[9] https://billofrightsinstitute.org/founding-documents/primary-source-documents/the-federalist-papers/federalist-papers-no-51/

[10] https://www.crf-usa.org/black-history-month/thoreau-and-civil-disobedience

[11] https://plato.stanford.edu/entries/dewey/#DemoThroEduc

# V. Allocation of Resources

In any society, there is always a scarcity of resources (food, land, commodities, etc.). One of the most essential roles of the government deals with determining the most effective way to distribute these resources among its citizens. This branch of philosophy is also known as economics.[12]

**Types of Property**
1. Common - no one owns any resources; they are all free to take
2. Collective - the community owns its resources and allocates them according to need
3. Private - individuals have exclusive rights to their own resources

The rest of this section will deal with theories relating to how to most effectively and justly distribute property and resources among citizens in a private system. Common and collective property systems have proven to consistently fail in society, and many philosophers believe that private ownership is essential to true liberty and justice.

**Private Ownership**
John Locke controversially believed that the source of all personal property was labor. If an individual needed property in order to perform labor unto it, he could take so long as it was not previously owned by another individual. Thus, he believed that only those who make full use of property through labor deserve to own it.

**Tragedy of the Commons**
In an 1833 essay, William Forster Lloyd used the hypothetical example of unregulated grazing on common land to discuss the "tragedy of the commons." When the individual grass plots of cattle owners were converted into one large common grazing ground, it would quickly become oversaturated with cattle and be treated poorly. More broadly, he concluded that privatization and division were necessary in society, and in the absence of society and privatization--in a free-for-all world--resources are quickly depleted, and the environment is destroyed. This naturally leads to the conclusion that the social contract should allow private ownership.

**The Veil of Ignorance**
John Rawls says we should imagine we know not who we are or what our individual circumstances may be, to more objectively determine how society should operate under two principles (Veil of Ignorance)

1. The liberty principle, to ensure all enjoy the greatest liberty so long as it does not infringe on the liberty of others.
2. The Equity principle states that any advantage to a social contract should be available to all, and that all should have equal opportunity to prosper, so social and economic benefits should go to the worst off (again, this analysis is aided by the ignorance the veil provides)

**Procedural vs. Distributive Justice**
Distributive justice is concerned with giving all members of society a fair share of resources and wealth. This can be based on equity, in which citizens receive in resources what they contribute to society or off of equality, in which all citizens receive the same amount of resources regardless of contribution. Those who believe in distributive justice often dislike significant wealth gaps in society. Procedural justice, on the other hand, is concerned with providing everyone with fair treatment and allowing them to accumulate goods accordingly, regardless of whether or not it results in significant resource disparity.

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[12] Stanford Encyclopedia of Philosophy

# VI. Forms of Economy

A country's system of government is always closely tied with its form of economy because the two often mutually support each other. Key to understanding political philosophy is understanding the different forms of economies that exist around the world. Here they are:

| Capitalism | Socialism | Communism | Mixed Economy |
|---|---|---|---|
| **Adam Smith -** Founder of modern economics (and capitalism) who argued in *The Wealth of Nations* that the self-interested pursuit of wealth by capitalists leads to prosperity for all. | **Professed Goals -** Socialism attempts to socialize consumption in an economy and to eliminate the detriments of capitalism (greed, monopolization, and wealth disparity, according to socialists) | **Karl Marx -** Founder of communism who was outraged by the wealth gap produced by capitalism and viewed the system as exploitative of workers. | **Professed Goals -** Mixed economies are often the result of a compromise between capitalist and socialist parties in a country. The combination of both eliminates the obvious harms of each extreme. |
| Capitalism is characterized by 4 properties: <br> 1. **Private ownership** - means of production in the economy owned only by private individuals who have economic freedom to set prices and wages <br> 2. **Free competition** - enterprises are allowed to compete freely without any government intervention; it assumes the most innovative and deserving people will win in competition <br> 3. **Arbitrage** - this is the process by which investors and capitalists invest in and loan to individuals and enterprises in hope of making a profit; the free flow and abundance of capital that this creates is where capitalism receives its namesake | Characteristics of socialism: <br> 1. **Public ownership** - property should be shared by all in the economy; competition was believed to cause monopolies and destroy society by promoting widespread greed <br> 2. **Total economic equality** - there should be no gap between the wealthy and the poor, instead each citizen should contribute equally to the economy and receive equally back from it ("from each according to ability, to each according to need") <br> 3. **Socialization of production** - the government should determine the pricing and output of all goods and services and of labor in the | Communism retains all of the principles of socialism regarding public ownership and total economic equality. However, there are two key differences between the two economic forms: <br> 1. **Socialization** - Communism seeks to socialize both production and consumption, while socialism only socializes production. Communinst governments do not only dictate the pricing and output of all goods in an economy, but also the amount that each citizen receives. <br> 2. **Ownership** - In a perfectly communist society, the people directly own the means of production, whereas in a socialist one the government does on behalf of the | Modern mixed economies are generally characterized by 3 properties: <br> 1. **Wealth redistribution** - generally involves a progressive income tax in which the wealthy are charged more than the poor; funds are redistributed through social programs <br> 2. **Nationalization of essential industries** - education, healthcare, infrastructure, and welfare programs are all examples of industries commonly owned and operated by governments of mixed economies <br> 3. **Increased government regulation** - governments have firms (like the FDA, TSA, DMV, etc.) and antitrust legislation to regulate companies |

| | | | |
|---|---|---|---|
| 4. **Supply and demand** - prices in a capitalist economy are dictated solely by the supply of and demand for specific products so that they reach equilibrium | name of the people<br>4. **Abolishment of Arbitrage** - socialists often view investment and loaning as not directly productive to the economy (which has been disproven numerous times) | people. | |
| **Hong Kong** -<br>In the early 2000s, maintained a 90.2% economic freedom rating, the highest of any territory or country[13]; its economy has flourished as a result<br>**Singapore** -<br>The second most capitalist nation has become a major shipping port | **Venezuela** -<br>Once a major petroleum and manufacturing exporter, its economy has since failed due to socialist regimes; it is experiencing hyperinflation and economic contraction<br>**Soviet Union** -<br>Failed due to famine and extreme poverty resulting from the low production that socialism brought | **North Korea** -<br>Like many attempts at Communism, the nation has fallen prey to poverty and famine and is controlled by a ruthless authoritarian regime | **United States** -<br>Spends the majority of its budget on social and wealth redistribution programs while also retaining a strong connection with capitalism<br>**Sweden** -<br>Is the most successful quasi-socialist country in history; with a progressive income tax and generous social programs, its citizens are among the world's happiest |

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[13] https://worldpopulationreview.com/country-rankings/capitalist-countries
[14] https://www.ushistory.org/gov/13b.asp