

## DEBATE UNIT 4: POST-CLASSICAL ASIA AND AFRICA WEDNESDAY (DECEMBER 17<sup>TH</sup>) & THURSDAY (DECEMBER 18<sup>TH</sup>)

### DEBATE STRUCTURE

- Moderator introduces the debate
- Construction (present your argument)
  - Affirmative One- 1:30
  - Negative One- 1:30
  - Affirmative Two- 1:30
  - Negative Two- 1:30
- Rebuttal (Refuting your opponent)
  - Affirmative One- 0:45
  - Negative One- 0:45
  - Affirmative Two- 0:45
  - Negative Two- 0:45
- Moderator concludes debate

### DEBATE GROUPS

1. Was Justinian a good emperor?
  - a. Affirmative: Daniela Dominguez, Emily Perez
  - b. Negative: Ashley Guevara, Regine Mendoza
  - c. Moderator: Ashley Traun

**Research Suggestions:** Research what Justinian did and accomplished during his reign, and the events that took place while he was in power. Look into both primary and secondary accounts about Justinian. There is a documentary called “The Dark Ages” that partly covers Justinian. Other documentaries may be helpful as well. You may also want to compare Justinian with other rulers, either from Byzantine/Roman history or from another place and time you have studied.

2. Did the Islamic Golden Age have a greater impact on history than the Athenian Golden Age?
  - a. Affirmative: Sultan Ahmed, Jasmine Amladi
  - b. Negative: Lee Monahan, Maizy Pareja
  - c. Moderator: Adrian Zajmi, Angelica Desepeda

**Research Suggestions:** Research the developments of both cultures, and examine what they created/discovered/achieved, and identify the impact that it had on history. You should also account for the amount (quantity) of these achievements in comparison with your opponents, as well as the duration of the Golden Ages. You may also choose to examine whether these achievements were entirely original or based on something already in existence.

3. Was the Indian Ocean Trade Network the most influential trade network in the Post-Classical age?
  - a. Affirmative: Matthew Echeverry, Suraj Chitroda
  - b. Negative: Bryan Paredes, Sal Chabla
  - c. Moderator: Jasin Hodzic, Jhon Claros

**Research Suggestions:** Research the Indian Ocean Trade Network as well as other trade networks from the same period (Post-Classical = about 600-1400) such as the Trans-Saharan Trade Network and the Silk Road. Focus on the role of trade in cultural diffusion, spreading ideas, beliefs, innovations, and more. You are restricted to the time period, but you are not restricted to only what we have discussed in class. Also, keep in mind that “influential” does not mean “good.” Influence can be both positive and negative.

4. Did the innovations of Tang and Song China have a positive impact on the world?
  - a. Affirmative: Erin Pepe, Carlos Lopez
  - b. Negative: Chloe Giannini, Arman Chowdhury
  - c. Moderator: Libhy Hoque, Nancy Lin

**Research Suggestions:** Research all innovations of the Tang and Song dynasties on China, and focus specifically on the impact they have had on the world. You are restricted to only those Chinese inventions that were made during the two mentioned dynasties. You are not limited, however, in when and where the impact takes place, so that can go up to the present day. Your textbook has a great deal of information in future chapters that can help you on this topic, but remember to also incorporate other supporting sources.

5. Does China deserve the credit for the cultural developments of its neighbors?
  - a. Affirmative: Adi Skenderovic, Antonio Rodriguez
  - b. Negative: Jonathan Ortiz, Marcin Medvzycki
  - c. Moderator: Joel Correa

**Research Suggestions:** Research the cultural developments of the regions neighboring China, such as Japan, Korea, and Southeast Asia. While you should certainly study the developments that came directly from China, as well the indigenous cultural developments, much of this debate will focus on who deserves credit for those developments that fall into the category of selective borrowing. Also, you may choose to examine how these influences made their way from China to the particular region, and whether or not the influences from China were themselves of Chinese origin.

## HOMWORK FOR NEXT CLASS

1. Bring in any class material I have given you, such as classwork or homework, that can be used to help you in this debate. You will, of course, have access to the textbook in class. I will also be returning any work that has been handed in and not yet returned.
2. Bring in AT LEAST ONE outside source, other than the textbook or class materials, that you can use to help you prepare for this debate. You must have it PRINTED, and you must know how to cite it. If you do not have the ability to print from home, you can print from my classroom by emailing it to yourself or bringing it on a flash drive.
3. After reviewing the relevant class materials and your outside source, come up with three tentative arguments you could use to support your position written on loose leaf.