

## 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. Do the Middle Ages deserve to be called the Dark Ages?
  - a. Affirmative: Inaara Castro, Karly Timko Ruiz
  - b. Negative: Derek Brito, Sarai Rivera
  - c. Moderator: Sikha Bista

**Research Suggestions:** The term “Dark Ages” was once commonly used to describe the Middle Ages, but has recently become unpopular, as many historians feel it unfairly ignores many of the positive aspects of the Medieval period. Your task is to examine the events and trends of the Middle Ages and determine whether or not this age should be considered truly dark. Topics to consider may include but are not limited to: Fall of Rome; Charlemagne; Vikings; Feudalism; Manor System; European Knights; Serfdom; the Catholic Church; Monks; the East-West Schism; the Crusades; the Commercial Revolution; the Guild System; the Late Medieval Revival; Medieval Universities; the Mongol Invasions; the Black Death; the Great Schism; the Hundred Years War.

2. Should the Crusades be considered a success?
  - a. Affirmative: Kimberly Rivera, Citlali Munos
  - b. Negative: Mohamed Hassan, Alexis Plentie
  - c. Moderator: Emmett Browne

**Research Suggestions:** While the original, official goals of the Crusades may not have been achieved, the Crusades brought many outcomes that could be described as successes. Your task is to examine the Crusades, from all perspectives, and the results they produced, in order to determine whether these wars were ultimately successful. Topics to consider may include but are not limited to: the religious and secular motivations for the Crusades; Pope Urban’s speech; the violence and cruelty of the Crusades; the death toll; the Crusader States, and the experience of Western Europeans living in them; the Fourth Crusade; the Byzantine Empire and the Holy Land after the Crusades; Cultural Diffusion; Commercial Revolution; the Late Medieval Revival; the Renaissance.

3. Were the Mongol invasions more detrimental than beneficial?
  - a. Affirmative: Jaylin Lanfranco, Marissa Reyes
  - b. Negative: Jazmine Orellana, Sabrina Kokora
  - c. Moderator: Fady Israel

**Research Suggestions:** Most people think of the Mongols as violent barbarians. However, while the Mongols were terrifying conquerors, they also contributed heavily to the development, reorganization, and interconnection of the many lands they brought under their control, and laid the foundations for new empires that followed them. Your task is to examine the impact of the Mongol conquests on the world and determine whether they were more harmful or more helpful. Topics to consider may include but are not limited to: the motivations for conquest by Mongols; Genghis Khan; Mongol military technologies/techniques; Mongol invasion of Baghdad, destruction and death caused by Mongols; treatment of conquered peoples; Mongol style of rule; cultural diffusion; revival of trade; Yuan Dynasty; Ming Dynasty; Golden Horde; development of Russia; Timur; Mughals.

4. Were the Ottomans better rulers than the Mughals?
  - a. Affirmative: Jakub Liguz, Rebecca Dzuba
  - b. Negative: Michael Sexton, Grejs Masha
  - c. Moderator: Samara Torres

**Research Suggestions:** Both the Ottoman Empire and the Mughal Empire have long and varied legacies. They both rose to power with the help of gunpowder and left a lasting influence on the lands they ruled. Your task is to explore how well they ruled these lands, and by examining the policies and actions of their rulers and governments, determine which empire was superior overall in the way it ruled. Topics to consider may include but are not limited to: the origins of the Mughals and Ottomans; the role of gunpowder; Osman; Devsirme System; Janissaries; Mehmet the Conqueror; Ottoman conquest of Constantinople; Hagia Sophia; the Millet System; Suleiman the Magnificent; Babur; Akbar the Great; Sulh-i-Kul; Din-i-Ilahi; Sikhism; Shah Jahan; Taj Mahal; Aurangzeb; treatment of religious minorities.

## HOMWORK FOR NEXT CLASS

Begin your debate research this weekend, going through all the class materials I have provided to you that relate to your topic, as well as searching for additional information online. You are expected to have some printed research with you on Monday, as well as any class materials, so they can be used to research as a group.

Based on your research this weekend, you **MUST** have, for Monday, three talking point arguments that you will use for the debate, supported thoroughly with evidence, and with a **FULLY** cited source, written on loose leaf.