

DEBATE UNIT 2 & 3A: ANCIENT & CLASSICAL AFRO-EURASIA FRIDAY (11/4) & MONDAY (11/7) & THURSDAY (11/10)

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. Did the Neolithic Revolution have a positive impact on humanity?
 - a. Affirmative: Patrick Starmach, Pearl Zhang
 - b. Negative: Alexa White, Matthew Wawrzak
 - c. Moderator: Juana Marron

Suggested Research Topics: Paleolithic nomadic hunter-gatherer lifestyle, diet, lifespan, causes of the Neolithic Revolution, domestication, effects of farming, agricultural surplus, positive/negative features of civilization(s), nomadic pastoralism, human health, human impact on the environment, technology, slavery

2. Were the laws of the Code of Hammurabi fair and just?
 - a. Affirmative: Patryk Nierwinski, Axel Dominguez
 - b. Negative: Nicholas Mochalski, Kevin Lin
 - c. Moderator: Peter Lolis

Suggested Research Topics: Code of Hammurabi full text, Mosaic Law (Torah Law), other ancient/modern law codes/legal systems, civil law, criminal law, death penalty, corporal punishment, retributive justice, eye for an eye, statistics on crime and punishment, criminal justice

3. Does Alexander deserve to be called Great?
 - a. Affirmative: Klaudia Zarow, Penelope Ortiz
 - b. Negative: Alyssa White, Natalie Prevost
 - c. Moderator: Jessica Plaza

Suggested Research Topics: Alexander the Great, his personality, his treatment of conquered peoples, his quality as a general and as a leader, his psychological state, Macedonian Phalanx, Hellenistic Kingdoms, Hellenization of the East, Archimedes, Lighthouse of Alexandria, Library of Alexandria, other cultural achievements of Alexandria in Egypt, Seleucid Kingdom, Ptolemaic Egypt, Greco-Bactrian Kingdom

HOMEWORK 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 work that has been handed in and not yet returned.
2. Find 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 SEND IT TO ME BY EMAIL before class with "Debate Source" in the subject of the email. You are encouraged to print the relevant portions of your outside source to bring to class to use in preparation. If do not have the ability to print from home, you can print from my classroom by printing from your sent mail.
3. After reviewing the relevant class materials and your outside source, use the space below to come up with three tentative but well-thought-out arguments you could use to support your position.

Debate Question: _____

Debate Position: _____

Argument #1:

Explanation:

Argument #2:

Explanation:

Argument #3:

Explanation: