

DEBATE UNIT 3B, 4, & 5: ANCIENT & CLASSICAL AFRO-EURASIA

WEDNESDAY (1/18) & THURSDAY (1/19) & FRIDAY (1/20)

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 external forces play a greater role in the fall of the Roman Empire than internal forces?
 - a. Affirmative: Cassandra Cordero, Christopher Singhani, Erika Melgar
 - b. Negative: Daequan Richards, Max Egner, Olivia Rega
 - c. Moderator: Jacobo Pulido, Denis Lipowczan

Suggested Research Topics: Rome didn't fall in a day. There were a variety of factors that led to its decline. Topics to consider may include: causes for the fall of the Roman Empire, Crisis of the Third Century, political instability, Commodus, Decius, Diocletian, Tetrarchy, Constantine, Constantinople, Theodosius, division of the Empire, Pax Romana, gladiators, Antonine Plague and other diseases, lead, slavery, imperialism, social decay, economic problems, inflation, Christianity, invasions/migrations of Germanic tribes (eg Visigoths, Ostrogoths, Vandals, Franks, Saxons, etc), invasion of the Huns, Attila, Sacks of Rome, Alaric, Odoacer, Romulus Augustulus, mercenaries, Byzantine Empire, Germanic Kingdoms, wealth disparity between East and West, growth and spread of Christianity, lead pipes

2. Did Constantine play more of a role in the development of Christianity than Paul?
 - a. Affirmative: Joanna Maciag, Kylie Lam
 - b. Negative: Christian Valdes, Amber Torres
 - c. Moderator: Jyan Derryck Wong, Donato Campanella

Suggested Research Topics: From its origins as a small Jewish cult, Christianity went through many developments during the first few centuries. Two of the most influential individuals were Paul and Constantine. Topics to consider may include: historical origins of Christianity, St. Paul (aka Saul of Tarsus), his vision, his interpretation of Christianity, his conflict with Judaizers, his view on the nature of Jesus, his missionary work throughout the Roman Empire, his Epistles (Letters) to Christian communities (both in terms of contribution to the text of the Bible and the content of their message), conflict between Paul and the Disciples of Jesus, the issue of Torah Law observance in early Christianity, Constantine, his conversion, the validity of his Christian faith, Sol Invictus, the Edict of Milan, the Council of Nicaea, the Nicene Creed and early Christian heresies, the doctrine of the Trinity, the compilation of the New Testament, the Christianization of the Empire, Constantinople,

3. Did the developments of the Islamic Golden Age have a greater impact on the world than the developments of the Tang and Song Golden Age?
 - a. Affirmative: Jordan Gusikoff, Khadija Kazmi
 - b. Negative: Kisbel Gonzales, Gordon Qian
 - c. Moderator: Emily Sanchez, Avner Yashayev

Suggested Research Topics: Research all innovations of the Tang and Song dynasties on China and during the Islamic Golden Age, and focus specifically on the impact they have had on the world. Paper Money, Woodblock/Movable Type Printing, Porcelain, Gunpowder, Compass, Ibn Sina, Ibn Rushd, Ibn Khaldun, Al Razi, Al Khwarizmi, Algebra, Hindu-Arabic Numerals, Astrolabe, Check, House of Wisdom, Ziryab, Medicine, Science, Mathematics, Art, Architecture, Philosophy, Technology, Scholarship, Impact on European Renaissance, Exploration. You are restricted to only developments and innovations during the above mentioned time period, but you are not limited on when and where the impact takes place, so that can go up to the present day.

4. Do the Middle Ages deserve to be called the Dark Ages?
 - a. Affirmative: Hiram Aviles III, Mara Musat, Amanda Truskolaska
 - b. Negative: Justin Cabeza, Emanuel Simancas, Shauna Darcy
 - c. Moderator: Miles Savage, Lina Jaramillo

Suggested Research Topics: 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. While the main focus should be on Europe, the broadness of the question will allow you to also consider events outside Europe at the time.

5. Were the motivations for the Crusades more secular than religious?
 - a. Affirmative: Farzin Shifat, Zhan Hong Li
 - b. Negative: Adam Sabri, David Ciborowski
 - c. Moderator: Alexander Hili, Alex Portugal

Suggested Research Topics: The Crusades are commonly imagined as religious wars, but while religion certainly played a major role, the reality was far more complicated. The Crusades were also motivated by a number of social, political, economic, and cultural factors. Your task is to examine what events and what circumstances led to the launching of the Crusades, and determine whether or not religion was the primary motivator. You are not limited only the causes of the First Crusade; you may explore the causes of all of them, even the less famous ones. Topics to consider may include but are not limited to: the Seljuk Turks; the Byzantine Empire; Emperor Alexius I, Pope Urban and his 1095 speech at Clermont; European Knights; the Power of the Papacy; the East-West Schism; cultural and socio-economic differences between Western Europe, the Byzantine Empire, and the Muslim Middle East; treatment of Jews; the Crusader States, and the experience of Western Europeans living in them; the Fourth Crusade; other Crusades.

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 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 loose leaf to come up with three tentative but well-thought-out arguments you could use to support your position.