

## 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: Penelope Ortiz, Kevin Lin
  - b. Negative: Peter Lolis, Klaudia Zarow
  - c. Moderator: Nicholas Mochalski

**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: Juana Marron, Patryk Nierwinski
  - b. Negative: Matthew Wawrzak, Patrick Starmach
  - c. Moderator: Axel Dominguez

**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. Do the Middle Ages deserve to be called the Dark Ages?
  - a. Affirmative: Pearl Zhang, Alexa White
  - b. Negative: Jessica Plaza, Alyssa White
  - c. Moderator: Natalie Prevost

**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.

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