

Human Population 2018

Debate 2

Instructions for debaters:

First week of classes

Go to Sign-Up Genius to select which dates you would like to debate, on which team (Affirmative or Negative) and which presenter role (1N, 2N, 3N, 1A, 2A, 3A). On the other debate days you will be a Panelist.

One week before -- announcement of debate topic, affirmative and negative.

Within 2 minutes of the announcement of the debate topic, enter your "naive verdict" on the debate topic: Select Affirmative (A) or Negative (N), and select a confidence level in the range 50 (no idea, toss-up) to 100 (absolute certainty).

One class meeting before the debate -- group discussion.

On the class meeting before debate day, you will have about 30 minutes of debate preparation at the end of the class period. Meet with your team and finalize your three (or 4) principal arguments. Each argument should be one short paragraph, written as clearly as possible. Before the end of the class, give your written arguments to the other debate team. (Panelists can work on something else.)

In the days before the debate, work as a team to find errors, weaknesses, counter arguments or fallacies to refute the arguments of the other side. Develop rebuttal arguments and counter-rebuttals to strengthen your case. Make slides to show data that supports your principle arguments.

Debate day

Please, combine all slides into one file (Powerpoint, KeyNote or PDF) and send to the instructor at the beginning of class on Debate Day. Get slides ready. Go. Instructor will keep time.

Debate day

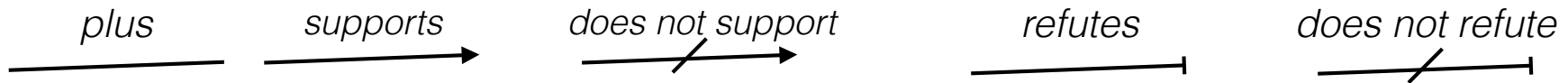
Stage	Time	Presenter(s)
Affirmative Argument 1	5 minutes	1A
1st Negative Cross-Examination	3 minutes	3N (4N) asks/1A answers
Negative Argument 1	5 minutes	1N
1st Affirmative Cross-Examination	3 minutes	3A (4A) asks/1N answers
Affirmative Argument 2	5 minutes	2A
2nd Negative Cross-Examination	3 minutes	2N (3N) asks/2A answers
Negative Argument 2	5 minutes	2N
2nd Affirmative Cross-Examination	3 minutes	2A (3A) asks/2N answers
Affirmative Argument 3	5 minutes	3A
3rd Negative Cross-Examination	3 minutes	1N (2N) asks/3A answers
Negative Argument 3	5 minutes	3N
3rd Affirmative Cross-Examination	3 minutes	1A (2A) asks/3N answers
Affirmative Argument 4	5 minutes	4A
4th Negative Cross-Examination	3 minutes	1N asks/4A answers
Negative Argument 4	5 minutes	4N
4th Affirmative Cross-Examination	3 minutes	1A asks/4N answers
Questions from the panel	5 minutes	Panel asks/Anyone answers
Time-out	8 minutes/team total.	May be used before Cross-Examination stages to prepare, if needed.

Jury duty

Instructions for "Panel"

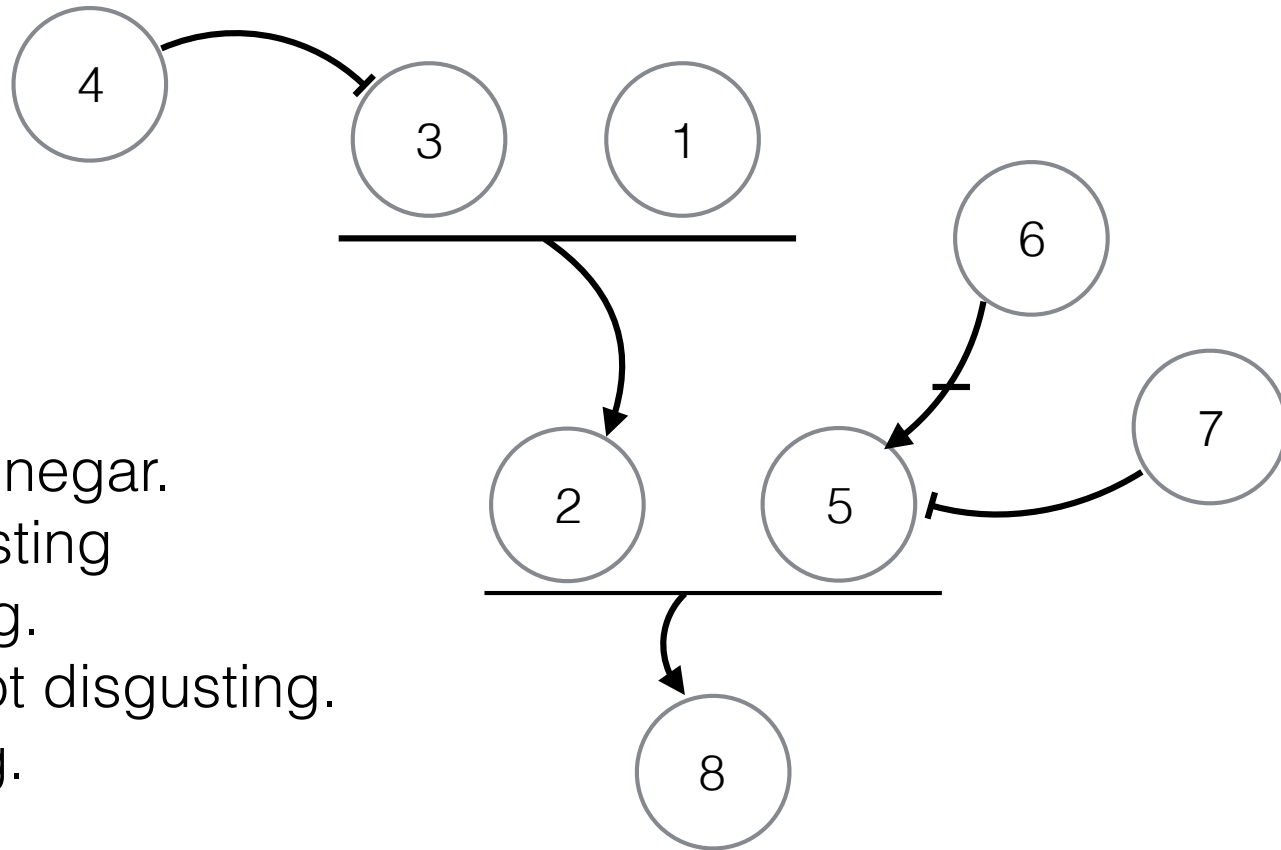
- Listen critically
- Record debate statements. Make sure it is non-redundant.
- Draw argument diagram.
- In any case where you disagree with the logic presented by the debaters, write a short statement to explain your dissent.
- Deliver the verdict, along with a confidence value in the range 50% - 100%. (Say who won.)

Argument diagram: **Pickles are disgusting.**



Statements

- 1 : Vinegar is sour.
- 2 : Pickles are sour.
- 3 : Pickles have vinegar.
- 4 : Not all pickles have vinegar.
- 5 : All sour food is disgusting
- 6 : Sour milk is disgusting.
- 7 : Sour hard candy is not disgusting.
- 8 : Pickles are disgusting.



Verdict: Negative. Pickles are not disgusting. 80%

Summary: I disagree with (6)->(5), that "sour milk is disgusting" implies that "all sour food is disgusting", since clearly hard candy is sour and is not disgusting.

NOTE: authorship and chronology of statements is not important.