

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

Rostrum

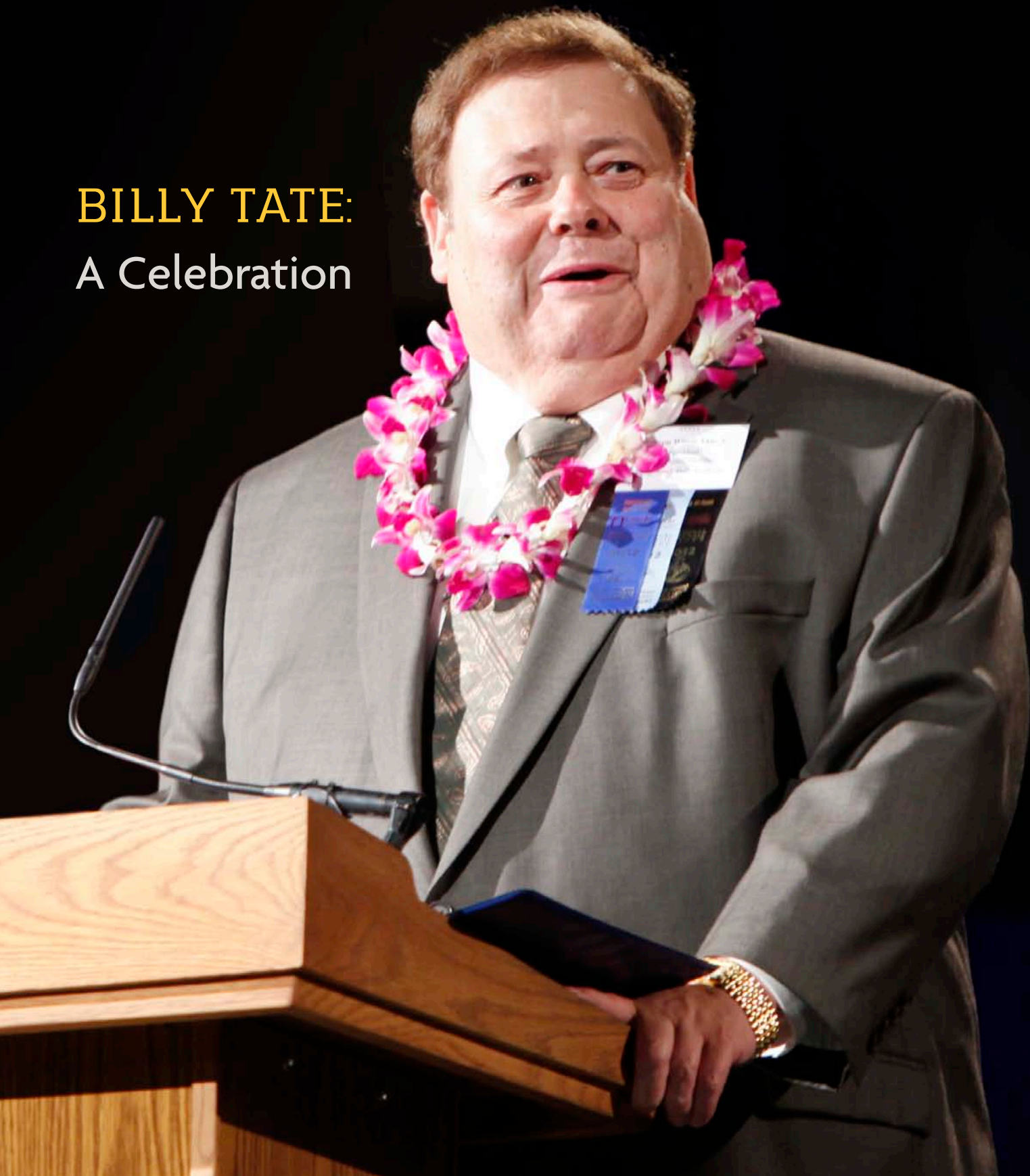
NATIONAL
FORENSIC
LEAGUE
SPEECH & DEBATE HONOR SOCIETY

VOLUME 87

ISSUE 9

MAY 2013

BILLY TATE: A Celebration





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A promotional banner for the 2013 Online Institute. The background is dark blue with a grid of light blue squares. On the left, the text "2013 ONLINE INSTITUTE" is written in large, white, bold, sans-serif capital letters. Below this, the website "www.nationalforensicleague.org/institute" is written in a smaller white font. To the right of the text, there is a photograph of a young woman with long brown hair, wearing a dark grey t-shirt, sitting and using a silver laptop. To the right of the photo, the text "STARTING JUNE 24" is written in large, white, bold, sans-serif capital letters. Below the photo, there is a white graphic of a person with arms raised in a 'V' shape. At the bottom of the banner, there are three white plus signs (+) spaced out.

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From the Editor

Dear National Forensic League,

On April 6, 2013, the NFL family lost our dear friend and leader, William Woods Tate, Jr. (Billy). For more than 40 years, Billy dedicated himself to the coaching and educating of youth in speech and debate activities. For the past 24 years, he served the League as one of its primary leaders.



Although Billy's dedication to the activity and to our organization is sure to remain unmatched in my lifetime, it was the person, the personality, the persona of Billy Tate that will have the greatest impact on so many lives within our community. Billy Tate wanted to know everyone. He wanted his interactions with people to be more than fleeting moments of dialogue. He demanded that his time with people were experiences that had the potential to develop into honest and meaningful relationships. So many in our community developed relationships with Billy Tate because he expected a level of commitment to communication that forged these special bonds.

I encourage everyone to read Mr. Copeland's memorial tribute on page 24 of this month's issue. It truly captures the essence of this incredible man.

It was more than an honor to work side-by-side with Billy Tate for a decade—it was a life-changing blessing.

Sincerely,

J. Scott Wunn
Executive Director

**Powering speech.
Launching leaders.**

Rostrum

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Rostrum provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the League, its officers, or its members. The National Forensic League does not guarantee advertised products and services unless sold directly by the League.

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2012-2013 Topics

2013 NATIONAL TOURNAMENT

Public Forum Debate

Resolution will be released May 1, 2013, at www.nationalforensicleague.org/topics.

2013 NATIONAL TOURNAMENT

Lincoln-Douglas Debate

Resolution will be released May 1, 2013, at www.nationalforensicleague.org/topics.

2012-13

Policy Debate

Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.

2013 NATIONAL TOURNAMENT

Storytelling Theme

Americana

2013 NATIONAL TOURNAMENT

Congressional Debate Legislation

The League will release a docket on May 10, 2013, which contains 25 preliminary legislation, 12 semifinal legislation, and 6 final legislation. There will be no Alpha or Omega dockets; chambers will set their agenda (order of business) prior to debating.

2013 National Tournament Extemp Areas

International Extemporaneous Speaking

- Africa
- The Americas
- ASEAN and Southeast Asia
- Asian Powers: China, India, Japan, and the Koreas
- A Contest of Ideas: The Struggle for Democracy
- Intergovernmental Organizations and Issues of Global Governance
- International Political Theory and Philosophy
- International Relations
- The Middle East
- Regional and Global Economic Concerns
- Russian and European Affairs
- U.S. Foreign Policy
- The World Next Week

United States Extemporaneous Speaking

- American Economic Concerns
- American Health: Medicare, Medicaid, and the Affordable Care Act
- American Political Theory and Philosophy
- Education and Issues of Youth
- Judicial Issues
- President Obama's Second Term
- The Race is On: American Elections
- Science, Technology, and the Environment
- The Social Laboratory: State and Local Politics and Policy
- The U.S. Budget
- The U.S. Congress
- U.S. Foreign Policy
- The U.S. Next Week

Extemporaneous Commentary

- Building with the BRICs
- The Business of America is Business
- Immigrants "R" U.S.
- Islam and the West
- Rethinking Public Education
- Tech Tools: Triumphs and Tribulations
- Untouchable Trio: Medicare, Medicaid, and Social Security
- The U.S. Civil War: 150 Years Later
- Washington's Dealmakers and Dealbreakers
- You've Gotta Have Art



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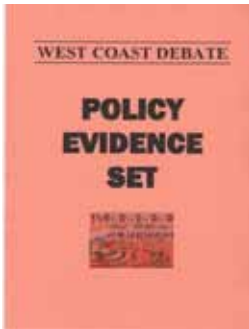
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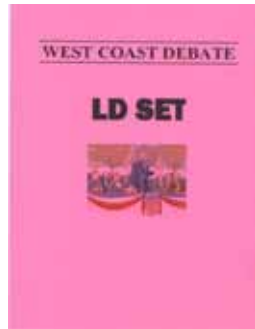
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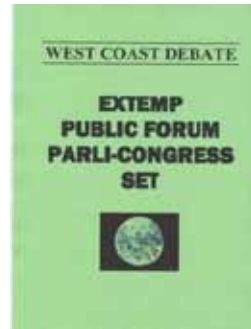
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(2 week Policy or LD Session)

August 2 - 9, 2013

(1 week Public Forum Session)



Go to: www.whitman.edu/debate/camp/

More Info, Lab Leaders, Registration, Prices at the web site.

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BIRMINGHAM

JUNE 16-21, 2013

The League is excited to return to the city of **Birmingham**, which will be a fantastic location for the 2013 National Tournament! To make planning easier, we have provided an overview of key logistical information. Please refer to the following pages for essential venue and lodging information. **Keep in mind that all logistics are tentative and subject to change.**



There's only one app you need to explore Birmingham's finest local destinations.

The **IN Guide** is your one-stop source for reviews and directions for restaurants, attractions, and much more! To download the smart phone app, follow this link: <http://birminghamal.org/app>.



Sheraton Birmingham

HS Registration / HS Congress Hotel
NJFL Registration / NJFL Final Rounds

2013 LINCOLN FINANCIAL GROUP / NATIONAL FORENSIC LEAGUE NATIONAL SPEECH & DEBATE TOURNAMENT

OVERVIEW OF HIGH SCHOOL TOURNAMENT LOGISTICS

SUNDAY • JUNE 16 (*Registration*)

This year, tournament registration and the expo will take place Sunday, June 16, from 8 a.m. to 4 p.m. at the Sheraton Birmingham in downtown Birmingham, AL. The Sheraton Birmingham is the host hotel for the tournament and is located next to the Birmingham-Jefferson Convention Center where the final rounds and awards ceremony will be held. Schools staying in the recommended properties will find this extremely convenient.

MONDAY AND TUESDAY • JUNE 17-18 (*Preliminary Rounds/Early Elims/Host Party*)

Three venues used for preliminary competition, June 17 and 18. The Sheraton Birmingham will host high school Congressional Debate. Spain Park High School and the adjacent Berry Middle School will host preliminary rounds of **main debate events**, while Hoover High School and the adjacent Robert F. Bumpus Middle School will host preliminary rounds of **main speech events**. All main event preliminary and early elimination competition on Monday and Tuesday will occur between 8 a.m. and 6 p.m.

The local host party will take place in downtown Birmingham at the McWane Science Center and adjacent Alabama Theatre. Students eliminated from main event competition on Tuesday will re-register for Wednesday supplemental events at the McWane Science Center during the local host posting party.

WEDNESDAY • JUNE 19 (*Elimination Rounds/Supplemental Events*)

Two sites will be used on Wednesday, June 19. Students who qualify for elimination round 9 of all main speech and debate events will compete at the Hoover High School Complex (including the adjacent Robert F. Bumpus Middle School). High school Congressional Debate semifinals will be held at the Sheraton Birmingham. Those students re-registered for supplemental events will compete at the Hoover High School Complex. All competition will occur between 8 a.m. and 7 p.m. **Note: NJFL competition will begin Wednesday at Jackson-Olin High School (west of downtown). Buses will be available to shuttle high school students interested in judging.**

THURSDAY • JUNE 20 (*Elim Rounds/Supp/Cons Events/Interp Finals/Diamond Awards*)

Thursday morning, debate elimination rounds will continue at Hoover High School. High school Congressional Debate will hold its final round sessions at the Sheraton Birmingham. All supplemental and consolation events will occur at Hoover High School. **Note: NJFL middle school competition will continue at 8 a.m. on Thursday at Jackson-Olin High School. Buses will again be available to shuttle high school students interested in judging.**

On Thursday evening, attendees will enjoy the national final rounds of Humorous, Dramatic, and Duo Interpretation, as well as the Donus D. Roberts Diamond Ceremony, at the Birmingham-Jefferson Convention Center.

FRIDAY • JUNE 21 (*Supp/Cons/Main Event Finals and National Awards Assembly*)

The remaining main event final rounds (Original Oratory, United States Extemp, International Extemp, Lincoln-Douglas Debate, Policy Debate, and Public Forum Debate), as well as the supplemental and consolation event finals, will be held throughout the day on Friday, June 21 at the Birmingham-Jefferson Convention Center, culminating with the National Awards Assembly Friday evening.

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IMPORTANT CONSIDERATIONS

WHEN SELECTING AND RESERVING HOTELS FOR THE 2013 BIRMINGHAM NATIONALS

PLEASE READ BEFORE SELECTING LODGING!

1. All schools should stay at one of the League recommended hotels in downtown Birmingham or the Greater Birmingham/Hoover area. The lowest rates have been negotiated for our members. **Please do not stay outside the block. The large volume of room sales within the block allows the League to continue to negotiate the most affordable rate list.** Properties that do not appear on this list are likely inconvenient for participation in the tournament, including lack of safety, amenities, and proximity to restaurants and are providing no benefit to the overall cost of the tournament. Morning and afternoon traffic could add substantial time to your commute if you are located outside the block. In addition, hotels not on the list have no contractual obligation to the League, and therefore, we cannot provide any level of reservation protection at these properties.
2. When calling hotels, all coaches must mention the "NFL/National Forensic League block" to receive the posted rate. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties.
3. All hotel properties on the League's list are easily accessible and are within 15-20 minutes by interstate or surface streets of competition venues. The tournament website will have downloadable maps from every hotel to the Birmingham Convention Center, the Birmingham-Shuttlesworth International Airport, and all competition sites. You can print all needed maps before ever leaving home.
4. **The high school Congressional Debate Headquarters is the Sheraton Birmingham, located in downtown Birmingham.** It is recommended that high school teams with Congressional debaters stay at the Sheraton or at one of the downtown properties located near it to avoid substantial rush hour traffic issues. These hotels are an excellent choice in both price and feature. Travel time between each hotel is less than a five-minute walk. The Sheraton Birmingham will host all rounds of Congressional Debate competition.
5. It is recommended that all coaches visit the individual websites of the hotels to determine which property fits the needs of their program. All hotels on the list are conveniently located to various aspects of the tournament. The Sheraton Birmingham and The Westin are the most conveniently located hotels for access to the high school Congressional Debate competition, registration, final rounds, and the National Awards Assembly. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
6. **Key Travel Times to Note:**
 - a. Sheraton and other downtown hotels to Schools (*less than 20 minutes*)
 - b. Sheraton and other downtown hotels to Congressional Debate and finals (*less than five-minute walk*)
 - c. All other Hotels to Schools (*less than 20 minutes*)
 - d. All other Hotels to Congressional Debate and Finals (*less than 20 minutes*)
 - e. Hoover High School to Spain Park High School (*approx. 20 minutes*)
7. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should consult a map of the Birmingham area to get a better perspective on travel logistics. Also look at downloadable maps on the tournament website. The key to a less stressful week is to consider following the above lodging suggestions provided by the national office.



McWane Science Center

*Re-Registration /
Local Host Posting Party*



Alabama Theatre

Local Host Posting Party



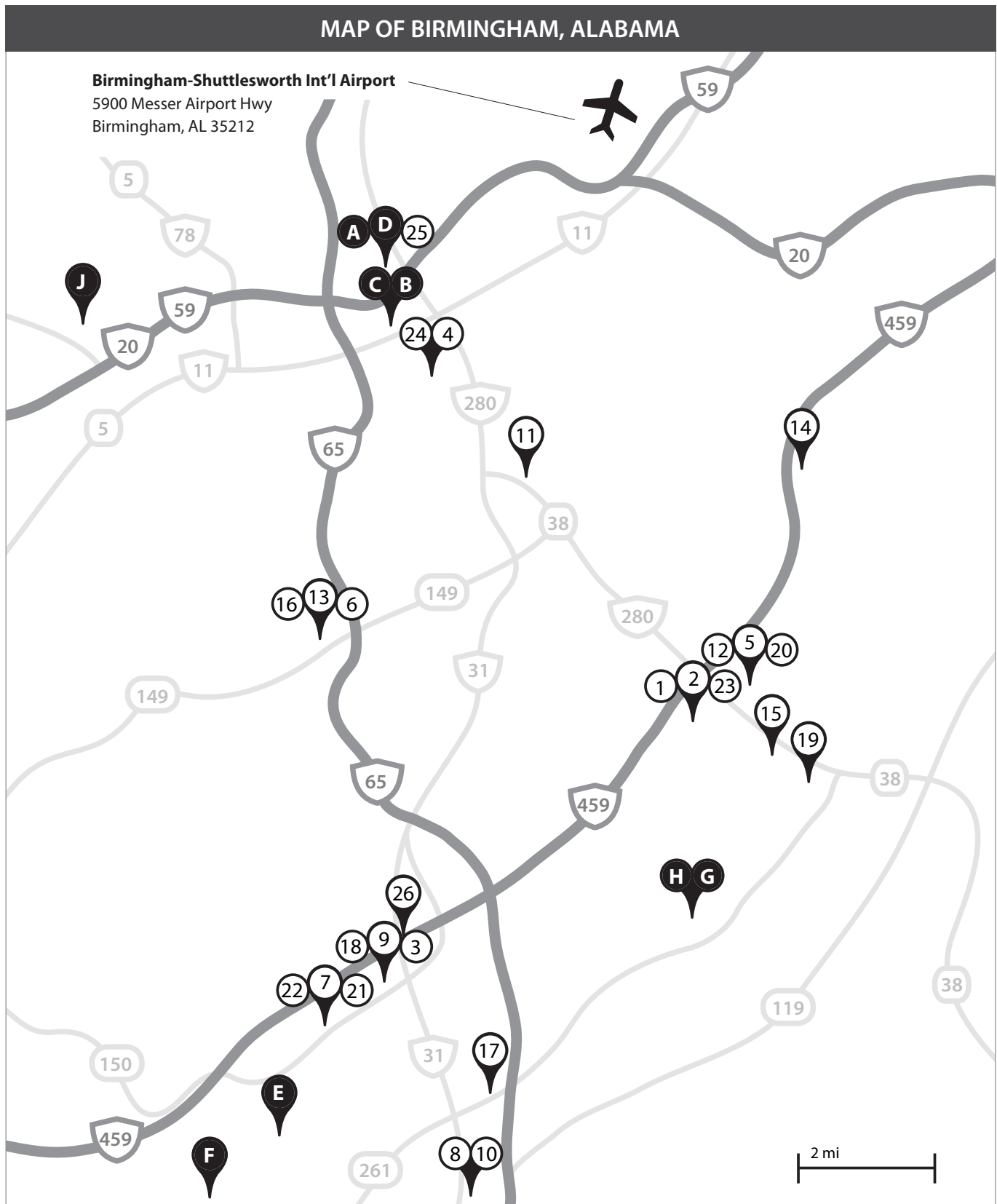
**Birmingham-Jefferson
Convention Center**

HS Final Rounds / Awards Assembly

Additional tournament information will be available at www.NFLnationals.org.



All notations are approximate. For our interactive Google map, see www.NFLnationals.org/hotels.



AMENITIES LEGEND: CB = Complimentary Breakfast | CI = Complimentary Internet | FC = Fitness Center | IP = Indoor Pool | OP = Outdoor Pool | R = Restaurant

Booking Tip: For prompt and accurate service, mention the "NFL / National Forensic League block" when reserving your rooms to receive the advertised rate for the National Tournament.

Properties tend to fill quickly in May and early June. Please visit www.NFLnationals.org/hotels for an up-to-date list of available hotels.

MAP	HOTEL / WEBSITE	CITY	PHONE	RATE	AMENITIES
D	Sheraton Birmingham http://www.sheratonbirmingham.com	Birmingham	(800) 325-3535	\$95	FC, IP, R * HS Congress Hotel
7	Embassy Suites Hoover http://embassysuites3.hilton.com/en/hotels/alabama/embassy-suites-birmingham-hoover-BHMH0ES/index.html	Hoover	(205) 985-9994	\$135	FC, IP
26	The Wynfrey Hotel http://www.wynfrey.com	Birmingham	(205) 444-5707	\$120	R
17	Homewood Suites http://homewoodsuites3.hilton.com/en/hotels/alabama/homewood-suites-by-hilton-birmingham-sw-riverchase-galleria-BHMHMH0W/index.html	Hoover	(205) 637-2900	\$119	CB, CI, FC, IP
25	The Westin Birmingham http://www.starwoodhotels.com/westin/property/overview/index.html?propertyID=3722	Birmingham	(800) 325-3535	\$119	FC, IP, R
4	DoubleTree by Hilton Birmingham http://doubletree3.hilton.com/en/hotels/alabama/doubletree-by-hilton-hotel-birmingham-BHMDTDT/index.html	Birmingham	(205) 933-9000	\$109	CI, FC, IP
9	Hampton Inn & Suites Hoover http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-and-suites-birmingham-hoover-galleria-BHMRCHX/index.html	Hoover	(205) 380-3300	\$109	CB, CI, IP
12	Hilton Birmingham Perimeter Park http://www3.hilton.com/en/hotels/alabama/hilton-birmingham-perimeter-park-BHMPPHF/index.html	Birmingham	(205) 967-2700	\$109	CI, FC, IP, R
22	Residence Inn Hoover http://www.marriott.com/hotels/travel/bhmrh-residence-inn-birmingham-hoover	Hoover	(205) 733-1655	\$109	CB, CI, FC, OP
2	Courtyard Birmingham Colonnade http://www.marriott.com/hotels/travel/bhmhc-courtyard-birmingham-colonnade	Birmingham	(800) 321-2211	\$99	CI
5	Drury Inn & Suites Southeast http://www.druryhotels.com/Reservations.aspx?groupno=2113177	Birmingham	(800) 325-0720	\$99	CB, CI, FC, IP, OP
6	Drury Inn & Suites Southwest http://www.druryhotels.com/Reservations.aspx?groupno=2153468	Birmingham	(800) 325-0720	\$99	CB, CI, FC, IP, OP
8	Fairfield Inn & Suites http://www.marriott.com/hotels/travel/bhmfp-fairfield-inn-and-suites-birmingham-pelham-i-65/	Pelham	(205) 987-9879	\$99	CB, CI, IP
10	Hampton Inn & Suites Pelham http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-and-suites-birmingham-pelham-i-65-BHMCVHX/index.html	Pelham	(205) 313-9500	\$99	CB, CI, IP
11	Hampton Inn Mountain Brook http://hamptoninn3.hilton.com/en/hotels/alabama/hampton-inn-birmingham-mountain-brook-BHMMBHX/index.html	Birmingham	(205) 870-7822	\$99	CB, FC, IP
13	Hilton Garden Inn Lakeshore Dr http://hiltongardeninn3.hilton.com/en/hotels/alabama/hilton-garden-inn-birmingham-lakeshore-drive-BHMLDGI/index.html	Birmingham	(205) 314-0274	\$99	CI, FC, IP, R
20	Marriott Birmingham http://www.marriott.com/hotels/travel/bhmhc-birmingham-marriott	Birmingham	(888) 426-5171	\$98	CI
23	SpringHill Suites Colonnade http://www.marriott.com/hotels/travel/bhmco-springhill-suites-birmingham-colonnade	Birmingham	(205) 969-8099	\$98	CB, CI, FC, OP
15	Holiday Inn Express & Suites Inverness http://www.hiexpress.com/inverness280	Birmingham	(888) 465-4329 *** NOTE: Use Group Code / Type – SPE 163455 / SMERF ***	\$96	CB, FC, IP
18	Hyatt Place Hoover http://birminghamhoover.place.hyatt.com/hyatt/hotels-birminghamhoover-place/place/index.jsp?null	Hoover	(205) 988-8444	\$96	CB, CI, OP
19	Hyatt Place Inverness http://birminghaminverness.place.hyatt.com/hyatt/hotels-birminghaminverness-place/place/index.jsp?null	Birmingham	(800) 992-0698	\$96	CB, CI, OP
24	SpringHill Suites Downtown http://www.marriott.com/hotels/travel/bhmco-springhill-suites-birmingham-downtown-at-uab	Birmingham	(205) 322-8600	\$96	CB, CI, FC, IP
14	Hilton Garden Inn Liberty Park http://hiltongardeninn3.hilton.com/en/hotels/alabama/hilton-garden-inn-birmingham-se-liberty-park-BHMLPGI/index.html	Birmingham	(205) 503-5220	\$94	CB, CI, FC, IP, R
16	Holiday Inn Homewood http://www.holidayinn.com/hotels/us/en/homewood/bhmhs/hoteldetail	Homewood	(205) 942-6070	\$92	CI, FC, IP, R
21	Microtel Inn & Suites Hoover http://www.microtelinn.com/hotels/alabama/hoover/microtel-inn-and-suites-hoover-galleria-mall/hotel-overview	Hoover	(205) 444-3033	\$89	CB, CI, FC
1	Comfort Inn & Suites Colonnade http://www.comfortinn.com/hotel-birmingham-alabama-AL203	Birmingham	(205) 968-3700	\$69	CB, CI, OP
3	Days Inn Galleria http://www.daysinn.com/hotels/alabama/birmingham/days-inn-galleria-birmingham/hotel-overview	Hoover	(205) 985-7500	\$65	CB, CI, FC, OP

2013 VENUES



- A Birmingham-Jefferson Convention Center**
2100 Richard Arrington Jr Blvd North
Birmingham, AL 35203



- B McWane Science Center**
200 19th St North
Birmingham, AL 35203



- C Alabama Theatre**
1817 3rd Ave North
Birmingham, AL 35203



- * HS Congress Hotel*
D Sheraton Birmingham
2101 Richard Arrington Jr Blvd North
Birmingham, AL 35203



- E Hoover High School**
1000 Buccaneer Dr
Hoover, AL 35244



- F Robert F. Bumpus Middle School**
6055 Fleming Pkwy
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- G Spain Park High School**
4700 Jaguar Dr
Hoover, AL 35242



- H Berry Middle School**
4500 Jaguar Dr
Hoover, AL 35242



- J Jackson-Olin High School**
1300 Avenue F
Ensley, AL 35218

2013 HOTELS



- 1 Comfort Inn & Suites Colonnade**
4400 Colonnade Pkwy
Birmingham, AL 35243



- 2 Courtyard Birmingham Colonnade**
4300 Colonnade Pkwy
Birmingham, AL 35243



- 3 Days Inn Galleria**
1800 Riverchase Dr
Hoover, AL 35244



- 4 DoubleTree by Hilton Birmingham**
808 South 20th St
Birmingham, AL 35205



- 5 Drury Inn & Suites Southeast**
3510 Grandview Pkwy
Birmingham, AL 35243



- 6 Drury Inn & Suites Southwest**
160 State Farm Pkwy
Birmingham, AL 35209



- 7 Embassy Suites Hoover**
2960 John Hawkins Pkwy
Hoover, AL 35244



- 8 Fairfield Inn & Suites**
230 Cahaba Valley Rd
Pelham, AL 35124



- 9 Hampton Inn & Suites Hoover**
4520 Galleria Blvd
Hoover, AL 35244



- 10 Hampton Inn & Suites Pelham**
232 Cahaba Valley Rd
Pelham, AL 35124



- 11 Hampton Inn Mountain Brook**
2731 Hwy 280 South
Birmingham, AL 35223



- 12 Hilton Birmingham Perimeter Park**
8 Perimeter Park South
Birmingham, AL 35243



- 13 Hilton Garden Inn Lakeshore Dr**
520 Wildwood Circle North
Birmingham, AL 35209



- 14 Hilton Garden Inn Liberty Park**
2090 Urban Center Pkwy
Birmingham, AL 35242



- 15 Holiday Inn Express & Suites Inverness**
156 Resource Center Pkwy
Birmingham, AL 35242



- 16 Holiday Inn Homewood**
492 Wildwood Circle North
Homewood, AL 35209



- 17 Homewood Suites**
121 Riverchase Pkwy
Hoover, AL 35244



- 18 Hyatt Place Hoover**
2980 John Hawkins Pkwy
Hoover, AL 35244



- 19 Hyatt Place Inverness**
4686 Hwy 280 East
Birmingham, AL 35242



- 20 Marriott Birmingham**
3590 Grandview Pkwy
Birmingham, AL 35243



- 21 Microtel Inn & Suites Hoover**
500 Jackson Dr
Hoover, AL 35244



- 22 Residence Inn Hoover**
2725 John Hawkins Pkwy
Hoover, AL 35244



- 23 SpringHill Suites Colonnade**
3950 Colonnade Pkwy
Birmingham, AL 35243



- 24 SpringHill Suites Downtown**
2024 4th Ave South
Birmingham, AL 35233



- 25 The Westin Birmingham**
2221 Richard Arrington Jr Blvd North
Birmingham, AL 35203



- 26 The Wynfrey Hotel**
1000 Riverchase Galleria
Birmingham, AL 35244

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National Forensic League National Speech & Debate Tournament Birmingham, AL June 16-21, 2013

CV # 04JZ0004

Rates available from all Birmingham locations
for rental start dates June 9-28, 2013

Car Class	Daily Per Day	Weekend Per Day	Weekly 5-7 Day
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B-COMPACT	\$53.49	\$31.49	\$209.49
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D-STANDARD 2/4 DR	\$60.49	\$38.49	\$238.49
F-FULLSIZE 4DR	\$63.49	\$40.49	\$254.49
G-PREMIUM	\$68.49	\$45.49	\$289.49
I-LUXURY	\$88.49	\$71.49	\$389.49
Q4-MIDSIZE SUV	\$68.49	\$48.49	\$269.49
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R-MINIVAN 2WD	\$85.49	\$73.49	\$379.49
U-CONVERTIBLE	\$82.49	\$71.49	\$356.49

General Information

Meeting rates are guaranteed from one week prior through one week after the meeting dates and are subject to availability. Advance reservations are recommended, blackout dates may apply. Government surcharges, taxes, tax reimbursement, airport related fees, vehicle licensing fees and optional items, such as refueling or additional driver fees, are extra. Minimum rental age is 20 (age differential for 20-24 applies). Standard rental conditions, qualifications and return restrictions apply. In the continental U.S. and Canada weekend rentals are available for pick-up between noon Thursday and noon Sunday and must be returned no later than Monday at 11:59 p.m. Thursday pick-up requires a minimum three-day keep. Friday pick-up requires a minimum two-day keep, and Saturday and Sunday pick-up require a one-day keep. Weekly rentals are from five to seven days. Extra day rate for Weekly rentals will be charged at 1/5 of the Weekly Rate.

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Birmingham, AL | June 19-21, 2013

wcdc



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You're invited to attend
our training workshops on
Wednesday, check out the round
robin tournament on Thursday,
and watch the top two teams
debate Friday afternoon!

*A joint program of the
National Forensic League and the
World Debate Institute*

schedule

Wednesday, June 19

Training Day

- AM Session 1 – Introduction to the format
- AM Session 2 – Differences with USA debate formats
- PM Session 1 – Training students for WSDC debate
- PM Session 2 – Elective sessions to choose from



Thursday, June 20

Tournament Day 1

- 8:00 AM – Announcement of Impromptu Motion for Round 1
- 9:00 AM – Round 1
- 11:00 AM – Round 2 (prepared)
- 1:30 PM – Lunch
- 2:30 PM – Announcement of Impromptu Motion for Round 3
- 3:30 PM – Round 3
- 5:00 PM – Round 4 (prepared)

Friday, June 21

Tournament Day 2

- 8:30 AM – Announcement of Impromptu Motion for Round 5
- 9:30 AM – Round 5
- 11:30 AM – Announcement of Finalists
- Afternoon – Final Round

2013 NATIONAL TOURNAMENT COACH CLINICS



National Tournament Coach Clinics | June 16-21, 2013

See you in Birmingham!

The National Tournament is NOT just for competition—it's also a great opportunity to learn from successful coaches while observing our nation's top performers. Even if your students don't qualify, we hope you'll join us this summer!

To register, or for more details, visit

www.NFLnationals.org

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Sunday, June 16, 2013

Game Time 3:00 p.m.

Birmingham Barons vs. Jackson Generals



TICKET PACKAGES

Single	One General Admission Ticket to the game	\$5
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Triple	One General Admission Ticket, one meal ticket (hot dog, chips, and canned soda)	\$11
Home Run	One Reserved Baseline Box Ticket, one meal ticket	\$13

**You must identify yourself as being with the National Forensic League to receive the discounted price.
(Parents, chaperones, bus drivers, etc. WILL need a ticket to enter.)**

Orders are on a first come, first served basis. Place your order before the tickets are sold out!

Orders must be received before May 20th



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2013 National Forensic League Order Form

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City: _____ State: _____ ZIP Code: _____

Phone: _____ Fax: _____ Email: _____

Package	Quantity	Cost	Subtotal
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Double		\$7	\$
Triple		\$11	\$
Home Run		\$13	\$

- ☐ **Will Call**
☐ **Mail**

* Make checks payable to: **Birmingham Barons** *

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Expiration: ____/____

Order Total = \$ _____ + Shipping (if mailed) = \$3

Total Amount Due = \$ _____ Signature: _____

2013 NJFL MIDDLE SCHOOL TOURNAMENT LOGISTICS

Middle School Details!

Tentative Schedule

TUESDAY • JUNE 18

Registration will be held 6 to 9 p.m. at the Sheraton Birmingham in downtown Birmingham, AL.

WEDNESDAY • JUNE 19

Middle school competition will take place at Jackson-Olin High School, just west of downtown Birmingham. Rounds begin at 8 a.m. and last until 8 p.m. The longer day accommodates the number of debate rounds needed; time has been built in for lunch.

THURSDAY • JUNE 20

Middle school competition continues at Jackson-Olin High School. Rounds begin at 8 a.m. and last until 8 p.m.

FRIDAY • JUNE 21

Semifinal and final elimination rounds will be held at the Sheraton Birmingham and the Birmingham-Jefferson Convention Center. The awards assembly will commence at 4 p.m., followed by the high school awards assembly at 6 p.m., where middle school champions will be recognized.

Important NJFL Dates

- Coaches can register online at www.joyoftournaments.com. Entries are due **May 10**.
- Congressional Debate legislation must be *posted on the registration website* by **May 1**.
- Orations must be *posted on the registration website* by **May 20**.
- Media release forms, signed by each student's parent/guardian, must be submitted with fees by **May 20**.
- All fees, including judge bond, must be received in the national office by **May 20**.
- A school/club risks forfeiting participation if fees and media release forms are not received on time; a late fee of \$200 will be assessed for fees and forms received after **May 20**.

Other Details

- Coaches are asked to *carefully* review all tournament information at www.nationalforensicleague.org/NJFLnationals.
- Please note that this year, each school/club is **limited to six entries per event**.
- We will continue to rigorously train high school student judges. We are requiring middle schools to bring judges for each division in which they have students (CX, LD, or PF, Speech, and Congress) as a condition for registering. More details are available on the website.



Please Read Before Selecting Lodging!

Please read the information for high school coaches, relative to lodging (p. 10-15).

It is recommended that middle school teams stay at the Sheraton Birmingham or at one of the downtown hotel properties to avoid substantial rush hour traffic issues. These hotels are an excellent choice in both price and feature.

Please mention the "NFL / National Forensic League block" when booking rooms, and only book with recommended hotels for the reasons listed. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room at the time of booking.** This avoids double booking and allows all attendees equal opportunity to book in the best available properties.

Maps from all listed hotels and competition venues will be available online at www.NFLnationals.org.



Jackson-Olin High School
NJFL Competition (Wed-Thu)

FLORIDA FORENSIC INSTITUTE

▶▶▶ MEET OUR STAFF

DON CRABTREE (Curriculum Director) is the current President of the National Forensic League and an eight-diamond coach from Park Hill HS in Missouri. With 40 years of educational experience, Mr. Crabtree brings the Florida Forensic Institute his incomparable expertise.

CHAD MEADOWS (Director of Public Forum Debate) currently serves as Debate Coach at Western Kentucky University. He has coached multiple students to late elimination rounds at the Tournament of Champions, in addition to coauthoring Introduction to Public Forum and Congressional Debate.

CHRISTOPHER MCDONALD (Director of Extemporaneous Speaking) is the Director of Forensics at Eagan HS in Minnesota. Mr. McDonald boasts more national finalists and National Forensic League national champions in extemporaneous speaking than any other school in the nation.

LISA MILLER (Director of Congressional Debate) holds the title of Director of Forensics at Nova HS in Florida. Ms. Miller has coached innumerable national finalists and four National Forensic League national champions in Congressional Debate.

JEFF HANNAN (Co-Director of Congressional Debate) is the Coach at Evanston Township HS in Illinois. He coached the 2012 National Champion in Congressional Debate and co-authored Introduction to Public Forum and Congressional Debate.

BEN ROBIN (Director of Original Oratory) is the platform events coach at Western Kentucky University. Under his tutelage, both high school and college competitors have reached countless national final rounds and earned multiple national championships in oratorical events.

GANER NEWMAN (Director of Interpretation Events) is the Dramatic Interpretation coach at Western Kentucky University and founder of C4 Debate, a nationwide consulting firm for high school forensic programs. Mr. Newman has coached multiple national final round participants and champions in every category of interpretation events at every level!

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GLENBROOKS, FROM EMORY
TO HARVARD AND TOC

– this year saw FFI alums
marching forward to elims
and Birmingham. In every
event: Interpretation, Oratory,
Extemp, Public Forum Debate
and Congressional Debate, FFI
alums applied the skills they
learned to garner success.

The FFI staff would like to
congratulate all of our National
Forensic League and TOC
Qualifiers and wish them luck!

Check out our website to
see FFI's championship staff
marching toward another
winning season!





**Summer
Forensic
Institute**

July 7 - 13, 2013 at Western Kentucky University



WKU team members, and former NFL finalists, Austin Groves, Darius Wilson, Jamaque Newberry, Lataya Williams, Alexis Elliott, Ian Dowty, Tyler Rife, Emma Wilczynski, Lindsey White, and Sarah Brazier.

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Application Deadline: July 1, 2013
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\$700 - out of state students
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Discounted rates if you register
by May 31!***

***\$650 - out of state students
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\$250 - commuter students (no meals or lodging)***

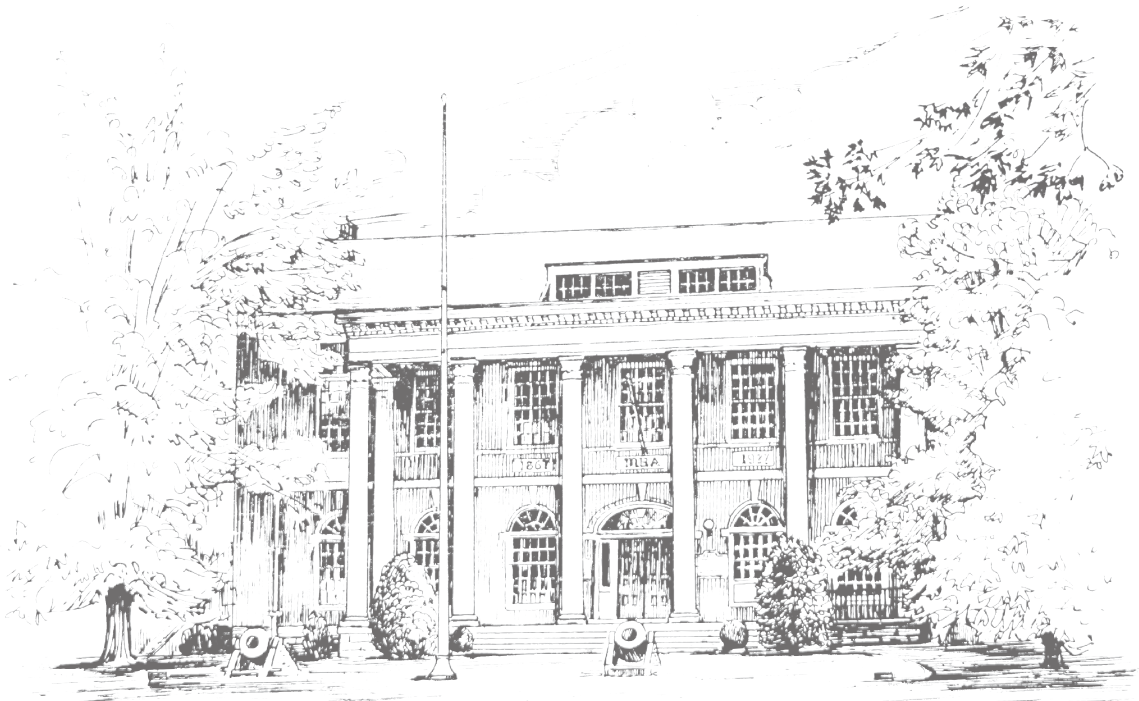
For more information, contact Jace Lux - jace.lux@wku.edu - 270-745-6340
WKU Forensics; 1906 College Heights Blvd. #51084; Bowling Green, KY 42101-1084
www.wkuforensics.com

William Woods Tate, Jr., Memorial Fund



William Woods Tate, Jr., passed away April 6, 2013, leaving behind a legacy of leadership that will remain unmatched in history. Billy was a five-diamond coach at Montgomery Bell Academy in Nashville, TN. Prior to joining MBA, he coached at Selma High School in Alabama from 1968 to 1983. Perhaps even more impressive was his leadership within the National Forensic League. He was elected to the Board of Directors in 1988 and served on the Board until his retirement in 2012. He served as President of the National Forensic League from 1998 to 2012, and joined the National Forensic League Hall of Fame in 2000.

In order to honor Billy's legacy, the League has established the William Woods Tate, Jr., Memorial Fund. Contributions to the fund will endow a perpetual award in Mr. Tate's name presented at an annual leadership banquet to be held in his honor.



Donate now or learn more by visiting
www.nationalforensicleague.org/donate.



Billy Tate: A Celebration

by James Copeland

In Arthur Miller's most famous play, *Willy Loman* recalls that his hero David Singleman "drummed merchandise in 31 states... at the age of 84 he made his living. When he died—and by the way he died the death of a salesman, in his green velvet slippers in the smoker of the New York, New Haven and Hartford going into Boston—when he died, hundreds of salesmen and buyers were at his funeral."

Billy Tate died the death of a speech coach: Hosting the National Forensic League District Congress. Surrounded by student speakers and their coaches—his colleagues—Billy made the opening speech welcoming all to the exciting day of speech competition. He then introduced the next speaker, sat down, and in the instant it takes for the heart to stop, he was gone.

Billy Tate lived the life of a speech coach: Originally a debate coach at a small town school in the deep South, Billy rose to coach at Montgomery Bell Academy (MBA) in Tennessee, one of America's finest schools. His teams won every major tournament, and in 2005, they became the only debate team in history to "close-out" the National Tournament. Elected as the first alternate to serve on the Board of Directors in 1986, Billy rose to be President, serving longer than any other president except founding President Senator Karl Mundt.



Billy Tate's ideas and actions served League citizens in every sphere of activity. His advocacy of the National Junior Forensic League was key in building strong speech and debate outreach to middle schools. Billy's support of new activities like Duo Interpretation, which pleased the Interp community, and Public Forum Debate, which returned communication to that discipline, was most important. And although Mr. Tate hosted the famous Southern Bell Forum for more than 25 years, he still found the energy to host the beautiful 1988 Nashville Nationals, after earlier serving on the host committee for the 1980 Alabama Nationals. Billy's tireless work to secure sponsors for the League was particularly important. As President, his

role was key in the selection of J. Scott Wunn as Executive Director.

A modest man, Billy was feted with awards granted to only those who have achieved the highest honors in his profession: election to the Barkley Forum Key Coaches Society; selection to the Tournament of Champions Coaches Hall of Fame; and election to the National Forensic League Hall of Fame.

Billy Tate lived an exciting and varied life: Not content merely to teach classes at MBA, the University of Iowa, and Samford University, he coached debate and Extemp and traveled the National Circuit, all while serving in state and national offices of professional associations.

Billy's sport was University of Alabama football. He intensely followed every game played by his alma mater. He suffered through each defeat, but was joyous over the national championships and bowl victories.

Billy's hobby was antique collecting, especially the accumulation of sharply cut Brilliantine glass dating from the earliest years of the last century. His collection is one of the finest in America.

Billy's passion was food—fine food! Many mistakenly thought Billy, a large man, was merely a trencherman or a gourmand. Not so! Billy was a gourmet in the classic sense: He demanded tasty food prepared with simple, fresh




ingredients and served with originality. Whether enjoying fresh fried vegetables at a tiny restaurant in Cullman, Alabama, or dining at five-star restaurants, Billy knew quality and taste. He often surprised other diners by closely observing their food, asking questions about it and occasionally requesting “a nibble.”

Billy’s penchant for dining late drove many of his closest friends to despair. Donus Roberts, in particular, moaned about Board dinners which began after 10 p.m. and finished after midnight! In South Dakota, supper was at six sharp, and decent folks were in bed by ten!

There are many humorous anecdotes about Billy. Perhaps the best, often told by Donus Roberts, concerns Billy

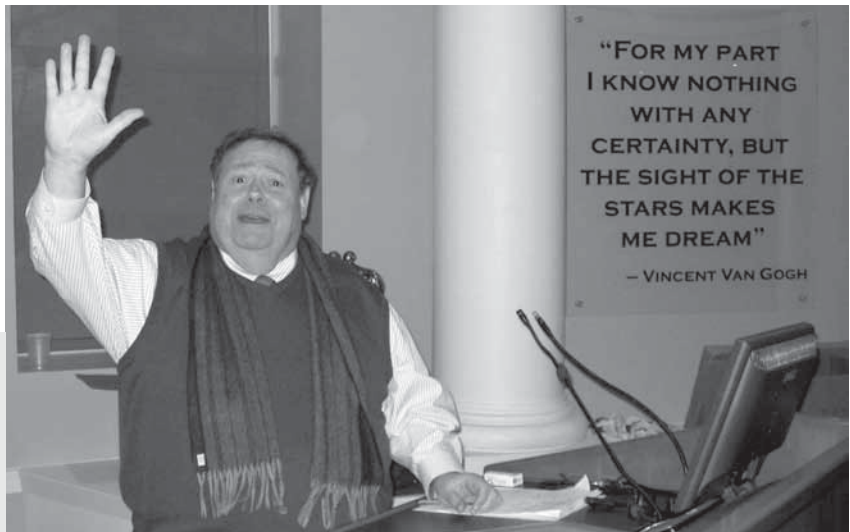
in New York City: After a long meeting at the Times Square Marriott hotel, the Executive Council was to attend a dinner hosted by Billy's friend, Councilor Richard Sodikow, at a restaurant three blocks away. As the Council and Secretary Jim Copeland awaited Billy's arrival on the sidewalk, the outside glass elevator descended from the top of the hotel bearing Mr. Tate resplendent in a dove grey suit. An elderly bum, drinking from a beer can, sitting on a car fender across the street, looked up and yelled, "My God! It's Jackie Gleason!" Donus, looking down the street at the Milford Hotel sign said, "No, Jackie is dead. That's his brother Milford Gleason." As Billy exited the elevator, the bum rushed over demanding an autograph! Billy, quite alarmed, began walking as fast as he could toward the restaurant, with the bum, staggering behind, trying to touch Billy's coattail. During the dinner, the bum pressed his nose to the restaurant window looking at Billy. After dinner, the Council exited the back door and into a cab to avoid Billy's "fan."

We in the National Forensic League world will deeply miss our "Great One," Billy. His wide smile, his genuine love of people, and his elegant style live on only in our memory.

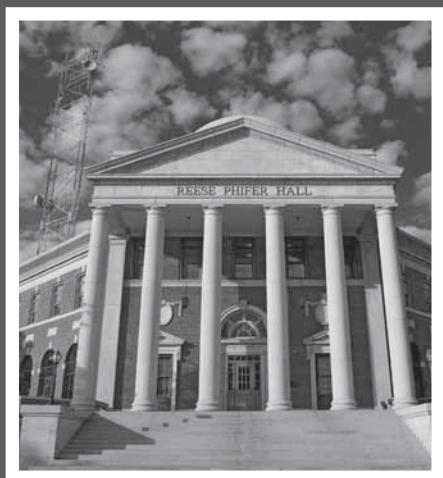
But I truly believe we will all be together again someday, seated at a grand "forensic" table where Phyllis Barton, the Naegelins, Paul Slappey, Walter Ulrich, Jim Unger, and Glenn Pelham will recall past forensic triumphs, debate questions of the Universe, and dine sumptuously from a menu selected by Billy Tate. 

James Copeland is Director Emeritus for the National Forensic League.

To honor Billy's legacy, the National Forensic League has established the **William Woods Tate, Jr., Memorial Fund**. To learn more, please visit us online at www.nationalforensicleague.org/donate.



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Director: **Chris Agee, Newman Smith**

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Director: **Bro. Kevin Tidd, Delbarton School**

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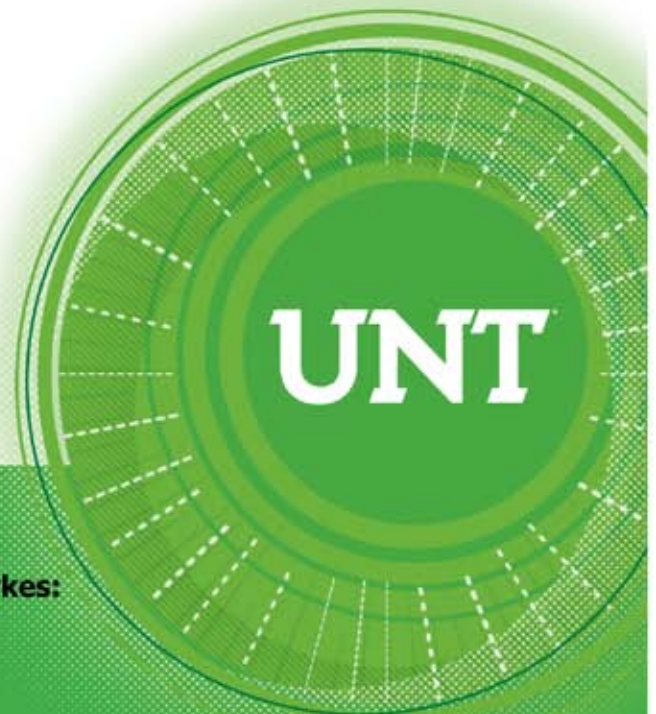
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A green light to greatness.

Remembering Harry Davis

by Carol Shackelford

Harry Bruce Davis, age 56, beloved Utah debate coach, passed away on April 2, 2013. He leaves behind his wife Toni.

Harry dedicated his life toward teaching high school as well as coaching debate. His love for debate began as a student at the age of 14, where he debated in high school and soon after in college. After graduating from Weber State University with his B.A. in Speech Communications, he went on to start his high school coaching career. In his 30 year time span as a high school debate coach, Harry taught at three schools: St. Joseph's, Kearns, and Hunter High School. In his time he earned his fourth diamond coaching award.

Few coaches make it through their career as genuinely liked and well-respected as Harry Davis. He coached many excellent competitors and had far more successes than most could ever hope for. Allison Martin, former Alta High School debate coach says, "When I think back on all the time I've spent with him, what I remember most is his kindness, generosity, and dedication. Harry was the guy who was always there, working the tab room, keeping things running. He lived a life of service to debate and dedicated more hours than I can imagine to ensuring students would have an opportunity to compete no matter where they went to school or how much money they had."

For five years at one point, Harry coached one of the best Extemporaneous teams in Utah. They were respected and feared and always very well researched



and practiced under Harry's tutelage. Every student he coached became a personal friend who respected and loved him. One student wrote on his Facebook page, "I owe Mr. Davis a debt of gratitude for teaching me to be a confident and better speaker. I can see you now in the heavens moderating the debates between Abraham Lincoln and Stephen A. Douglas. P.S. I think Mr. Douglas should win. Also, keep an eye on Abe. He likes peeking at Stephen A's briefs."

Utah debate was heavily serviced by Harry's expertise. He was the go-to guy for advice. He was able to keep heated tab rooms from boiling over. He was universally seen as fair and knowledgeable as he was made an official Ombudsman for our state organization, the Utah Debate Coaches Association. He was the original district chair for the Great Salt Lake District and served as chair for 11

years until health issues forced him to cut back on his activities. David Smith, coach at Highland High School says, "He played an important role running the technology stuff when we hosted NFL Nationals and has for years worked and been the face of elementary debate in Utah. He was my friend."

Harry was also a committee member for the Sundance District. In addition to his service for the National Forensic League, he was the league moderator for the Salt Lake City Diocesan League of the NCFL. For both national organizations, Harry helped tabulate at their national tournaments. Kent Hyer, coach at Northridge High School fondly remembers working with Harry and his wife Toni in the Public Forum tab room at Nationals.

Judith Roberts, coach at Skyline High School says, "He loved seeing the "debate fire" lit in the young competitors, and when those students became high school champions he easily recalled not only their names but their elementary school and the rankings they had achieved in the past... He was a friend and mentor and I will miss him."

Harry Davis was truly a one of a kind individual who will be missed not just by the Utah debate community, but by the national community, as well. It was a pleasure getting to coach by his side and grow as a coach myself by learning from him.

Carol Shackelford is a one-diamond coach at Bingham High School in Utah.

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July 7-19

Faculty

Adam J. Jacobi

*National Forensic League
(Curriculum Coordinator)*

PJ Samorian

New Trier

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Michael Suo

Harvard Debate

Brad Bolman

Harvard Debate

Catya Santos

Harvard Debate



Public Forum Workshop

Session I: July 7-19

Session II: July 21 - Aug 2

Faculty

Dr. Sandra Berkowitz

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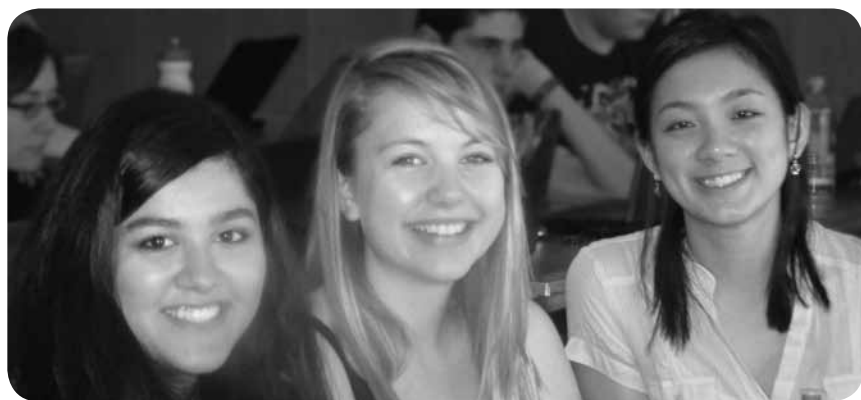
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Stefan is one of the original founders of both the Harvard Debate Council Summer Workshops and of Planet Debate, the leading online resource for instructional materials for high school forensics. An assistant debate coach at Harvard since 2002, Stefan is also the Director of Debate at Lakeland Public Schools in New York and directs the Harvard National Invitational Forensics Tournament Policy Debate division.

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Sherry is a lifelong debate coach, for the last quarter-century serving as Coach of Debate at Harvard University. She maintains an active presence in the high school forensics community where she has taught at many summer debate camps, directed the Harvard National Invitational Forensics Tournament, and served as editor-in-chief of Planet Debate. Sherry is the Treasurer of the National Debate Tournament and spearheads the latter's Healthy Debater Initiative.

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Transportation Spotlight: Transit

by Zach O'Connor

In a multi-modal transportation system, public transit adds an essential and viable option for travel and commuting. Transit connects communities, provides an additional mode of travel, and combats congestion. Rising gas prices and improved on-time performance through investments attract riders who want a more cost-effective, easy, and reliable mode of transportation. In 2012 alone, Americans in all areas of the country took a total of 10.5 billion public transportation trips.¹ This increase in ridership was seen across all modes of public transportation, including light rail, heavy rail, commuter rail, bus, and demand response or paratransit. It was the second highest ridership level since 1957, and 154 million more trips than 2011. With the trend of increased transit ridership across the country, investments are essential to provide a safe, reliable, and efficient public transit system.

Across the country, states, localities, and the federal government play a critical role and have a strong interest in the continued development of a coordinated, comprehensive, and integrated public transportation system. As our nation plans for the future, federal investments in our public transportation infrastructure are critical for our ability to remain economically competitive and environmentally sustainable around the world. Public transportation provides the capacity, mobility, and access necessary for economic growth and also provides

basic mobility options for the elderly, individuals with disabilities, and low-income individuals.

Why is Transit Important?

First and foremost, public transportation helps enhance personal opportunity and mobility. Access to public transportation provides job opportunities for millions of Americans, helping workers connect with jobs and employers connect to the labor market. It gives people transportation options for getting to school, commuting to work, and traveling for pleasure. For many Americans, public transportation also provides critical access to health care and medical treatments. Public transportation also helps households save money by providing an affordable and sometimes necessary alternative to driving. Households that are likely to use public transportation on a given day save more than \$10,000 every year.²

A recent study released by the American Public Transportation Association (APTA) and the National Association of Realtors (NAR) also showed that during the last recession, residential property values performed 41.6 percent better on average if they were located near public transportation with high-frequency service.³ This study showed that consumers are choosing neighborhoods with reliable public transportation, and that a sound and multimodal transportation system benefits individual

¹ http://www.apta.com/mediacenter/pressreleases/2013/Pages/130311_Ridership.aspx

² <http://www.apta.com/mediacenter/ptbenefits/Pages/default.aspx>

³ http://www.apta.com/mediacenter/pressreleases/2013/Pages/130321_Real-Estate.aspx

property owners, creating a foundation for long-term economic well-being.

Public transportation also provides economic opportunities, saves fuel, and reduces congestion. Investments in public transportation generate significant economic returns, create thousands of jobs, and increase business sales. Access to bus and rail reduces the need to drive, reduces travel time, saves fuel, and reduces congestion. Communities that invest in public transportation also help reduce our nation's greenhouse gas emissions and support emergency preparedness.

Current State of the Issue

Investments in transit are important aspects of overall transportation funding. While the mode's popularity is increasing, the state of our transit infrastructure is in need of greater investment. The American Society of Civil Engineers' (ASCE) 2013 Infrastructure Report Card gave America's transit infrastructure a D+. It's safe to assume a D+ would not be a grade anyone would want to receive. While investment in transit increased, the Federal Transit Administration (FTA) estimates a maintenance backlog of nearly \$78 billion needed to bring systems to a state of good repair. The FTA estimates a growing \$25 billion funding gap between what we spend on transit and what is needed. Inaction on addressing the funding gap is expected to grow. Even though the price tag seems high, deficient and deteriorating transit systems cost the U.S. economy \$90 billion per year in lost time and wasted fuel. The ASCE estimates with current funding trends, the cost will grow to \$570 billion in 2020 and more than \$1 trillion in 2040.

In the last few years, in states and localities across the United States, a large number of transit-orientated ballot initiatives have passed. In 2012 alone, 49 out of 62 transit-orientated state and local ballot initiatives passed, demonstrating how important public transportation is to people and their communities.

The Role of the Federal Government

At the federal level, on July 6, 2012, the Moving Ahead for Progress in the 21st Century Act (MAP-21) was signed into law by President Obama. This law authorized the levels of transit and highway funding for FY 2013 and 2014

and describes the structure for newly created funding programs and changes to existing programs. The law maintains the structure of federal transit programs, and includes the generation of funding from two sources, the Mass Transit Account (MTA) and from General Revenues of the Treasury. However, MAP-21 failed to address the long-term solvency of the Highway and Mass Transit Accounts of the Trust Fund. Congress will have to address this issue in order to provide a stable and sustainable funding resource for transit and other transportation programs.

The role of the federal government in transit is important. Federal transit funding gives systems the ability to upgrade, update, expand, and evolve. Over the past five years, the Department of Transportation provided significant loans and lending programs to state DOTs and transit organizations aiming to provide reliable, safe, and modern transit to their communities. There are a variety of examples, such as the New Starts and Capital Investment Programs with the Federal Transit Administration. These programs provide financial resources to locally-planned transit capital investments such as the Green Line extension in Boston, Hartford-New Britain Busway in Connecticut, or TEX rail Commuter Rail in Fort Worth. Another federal program is the Transportation Investment Generating Economic Recovery, or TIGER, program. This program provides investment assistance to projects across the country ranging in road, rail, transit, and ports. Examples of TIGER transit projects are the Fort Lauderdale Wave Streetcar Project, East Liberty Transit Center project in Pittsburgh, and Raleigh Union Station Phase I project in North Carolina. These projects, supported through billions of dollars in federal investment, positively impact communities by providing a safe, modern, and efficient transit option. Information on these programs, including links to their websites, is available on our National Forensic League webpage at nfl.transportation.org.


Transit is usually associated with urban centers or with connecting suburban communities with a city; however, rural transit systems are vital and receive federal support, as well. Congress nearly doubled funds for the rural transit program from \$1.18 billion to \$2.18 billion between 2004

and 2009. Nearly 57,000 vans and buses provided service to rural populations, and demand is on the rise. In Grand County New Mexico, the rural system handled 19,000 passengers in 2001, but by 2008, ridership carried 38,000 and is estimated to continue increasing. Information on rural transit is available on the AASHTO-National Forensic League web page.

Next Steps

AASHTO and the ASCE support a sustainable and long-term funding for public transportation infrastructure. We want our transit infrastructure to receive a higher grade than D+. Americans have made it clear that they want travel choices, and public transportation plays a critical role in providing these options. To meet the growing need for public transportation, a number of objectives must be met. Where transit service is already available, it needs to be expanded and brought to a state of good repair.

A well-functioning system provides the stability to attract new passengers to the service, while giving riders a safe and efficient travel experience. Where transit is not yet available, it will need to be provided. Public transportation can take many different forms; there is no one-size-fits-all solution. Some communities will invest in bus rapid transit (BRT), light rail, paratransit, commuter rail, or subway service depending on what system communities feel is best for them. To achieve these goals, we need a federal partner to assist and invest in making our transit systems modern, safe, and efficient.

Through TIGER, New Starts, and other grant and loan programs, we can bring our transit grade from a D+ to A+. Public transportation provides significant economic, social, and environmental benefits and state, local, and the federal governments play key roles in helping to make the sustained investments necessary to provide these options and to achieve these goals. 

Zach O'Connor is the Communications and Publications Coordinator for AASHTO. He is a self-proclaimed transit nerd and is a graduate of American University in Washington D.C. For more information on transportation, visit the AASHTO-National Forensic League website at nfl.transportation.org.

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Policy Debate:

Cuba, Mexico, and Venezuela: Is Economic Engagement Best?

by Stefan Bauschard



At the broadest level, the central question of the 2013-14 high school Policy Debate resolution is whether or not the United States should increase its economic activity/exchange with one of three countries in Latin America—Cuba, Mexico, or Venezuela.

This essay is focused both on sharing the basic background information that will help you begin your preparation and on providing some strategic advice to help guide your affirmative and negative argument choices.

This article begins with a discussion of the key terms in the resolution, particularly “economic engagement,” and introduces some of the strategic considerations that different interpretations of that term set up. It then reviews some common advantages that stem from increasing engagement with the three topic countries.

After that, background information on the three topic countries is provided, along with policy suggestions that can be considered “economic engagement” and used as the basis for plans for each of the topic countries.

Disadvantages, counterplans, and kritiks that are likely to be strong, popular arguments are then discussed. Finally, some suggestions are made for developing strong, strategic affirmative cases and negative strategies.

Topicality

The key term in the resolution that needs significant discussion is “economic engagement.” We all know that the United States federal government is the central government in D.C. and that Cuba, Mexico, and Venezuela refer to three countries located in Latin America. Of course, this “economic engagement” has to be substantially increased, but for now we can agree that it means there should be significantly more economic engagement with one of these countries than there is now.

The key term in the topic is “economic engagement” because acceptable interpretations of the term will determine not only the size of the topic in terms of the breadth of affirmative case areas, but because those acceptable interpretations also will create many opportunities for negative counterplan ground. The potential meanings of the term and these counterplan opportunities will be discussed in detail below.

I think that there are four issues regarding the term “economic engagement” that will be important to determining both the potential breadth of the topic and available negative counterplan ground:

2013-2014 | *Resolved: The United States federal government should substantially increase its economic engagement toward Cuba, Mexico, or Venezuela.*

1. *What issues can be covered under "economic engagement"?* For example, it seems obvious that economic engagement can occur over trade, but it is less obvious that economic engagement can cover providing military assistance.
2. *How does the United States engage?* This question can really be broken down into two questions. The first how question deals with what *actions* constitute constructive engagement. This *how* question focuses on *actions* such as providing economic aid, negotiating trade deals, and supporting direct financial investment in industries in the topic countries. These are just a few examples, and more will be covered in the article.
3. *Can (or must) engagement be conditional?* In other words, is it topical for the U.S. to offer a reduction in trade barriers—for example, *in exchange for action* by one of the topic countries in some particular area(s)? This bargain is referred to as a *quid pro quo*. Related to this, if it is determined that engagement can be conditional, the question that will arise is if the affirmative plan *has* to be conditional. In other words, must a topical engagement plan include a *quid pro quo*? The conditionality question is the second *how* question.
4. *Does the plan have to have dialogue?* This is somewhat related to the last question, but even short of a *quid pro quo*, if the U.S. engages Cuba, for example, does the U.S. federal government have to *interact* with the Cuban government, or can the U.S. simply lift the trade embargo it has on Cuba?

Each of these four issues is addressed in further detail below.

► *What issues can be covered under "economic engagement"?* The core question here is how the term "economic" limits the topic beyond what would be true if the topic simply said "increase its engagement with..." Obviously, the term "economic" limits the type of engagement, but contextual usage evidence doesn't suggest that there is too much of a limit. I've found contextual evidence that

supports including all of the following in economic engagement:

- Trade
- Information technology
- Investment
- General environmental issues
- Forest and wetland conservation
- Water and air quality
- Small- and medium-sized enterprises (SMEs)
- Health care
- Clean energy, including renewable energy
- Electricity production and transmission
- Nuclear power
- General energy security
- Defense and security
- Economic development
- Intellectual property
- Reducing corruption
- Food regulation
- Environmental regulation

► *How does the United States engage?*

As noted, this question is also related to the third question on conditionality, because whether or not engagement can (or must) include a *quid pro quo* is a *how* question related to engagement. I've separated them because *the conditionality question applies to all other how issues* and is really a core question about the types of acceptable negative counterplans. For example, the U.S. might engage by providing foreign aid, but whether or not that aid can or should be delivered as part of a *quid pro quo* is a separate question.

In terms of specific mechanisms for engagement, contextual evidence exists for engaging in all of the following ways:

- Official contacts with the government
- Academic exchanges
- Two track dialogue(s)
- Development programs (foreign aid)
- Providing loans
- Working through nongovernmental organizations (NGOS)
- Enabling International Financial Institutions (IFIs) to support work in the topic countries
- Negotiating trade agreements and facilitating trade ties
- Developing standards and practices for businesses
- Using the U.S. Agency for International Development (AID) to support business development

- Encouraging other countries to reduce trade barriers
- Providing visas to individuals in other countries (this was an entire college resolution!)
- Supporting increased investment
- Helping U.S. companies navigate the business climate
- Strengthening measures to protect intellectual property
- Encouraging countries to invest in the US
- Integrating countries into the global economic system
- Reduction in sanctions and other trade barriers
- Facilitating action by IFIs
- Boosting capital investment
- Supporting joint technology development
- Providing technical cooperation on energy environment
- Facilitating the development of regulation

There is some evidence that says that U.S. economic engagement also includes engagement by private actors—businesses and non-profit organizations that are not tied to the government. While this private engagement constitutes economic engagement by the United States, it would not constitute *the federal government's economic engagement*, and the resolution does say the U.S. has to increase *its* economic engagement.

It is important to point out here that it is really the *how* question that determines what constitutes economic engagement. One way to look to define economic engagement is to look at what economic issues engagement can occur over. This list of economic issues was provided above in discussion of the first question. It is important, however, to emphasize that economic engagement is really a process and that if the affirmative plan uses one of the tools discussed in answering the second question, the plan likely uses economic engagement, even if that economic engagement occurs over non-economic military or political issues. Democracy assistance is arguably part of economic engagement for this reason. For example, the FY 2013 House Appropriates bill, for example, directs that \$2 million in *economic* support funds be provided for democracy programs in Venezuela.

The one exception I can think to the idea that the *how* question is determinative of what constitutes economic engagement are plans that engage in general diplomacy but use that diplomacy to engage over a core economic issue such as trade. This evidence, for example, clearly distinguishes between economic and diplomatic engagement, but what if the diplomatic engagement (offering recognition) was used as a lever to improve trade? Would that not then constitute economic engagement rather than just the diplomatic issues that the evidence suggests—the scheduling of summits?

Robert N. Haass, Director of Foreign Policy Studies, Brookings, 2000, *Survival*, Vol 42, no. 2, Summer, p. 114-5:

Architects of engagement strategies can choose from a wide variety of incentives. Economic engagement might offer tangible incentives such as export credits, investment insurance or promotion, access to technology, loans or economic aid. Other equally useful economic incentives involve the removal of penalties such as trade embargoes, investment bans or high tariffs, which have impeded economic relations between the United States and the target country. Facilitated entry into the global economic arena and the institutions that govern it rank among the most potent incentives in today's global market. Similarly, political engagement can involve the lure of diplomatic recognition, access to regional or international institutions, the scheduling of summits between leaders—or the termination of these benefits.

► *Can (or must) engagement be conditional?* Affirmative teams will likely use one of the following engagement mechanisms that have been listed above. The major outstanding question is whether or not the affirmative can topically choose to make that engagement conditional and whether or not they *have* to make the “*how*” engagement mechanism conditional in order for the action of the “*how*” to constitute *engagement*.

There is evidence that supports both interpretations of the term—that it can be both conditional and unconditional.

Miles Kahler, Graduate School of International Relations and Pacific Studies, University of California, San Diego, Scott L. Kastner, Department of Government and Politics, University of Maryland, 2006, *Journal of Peace Research*, “Strategic Uses of Economic Interdependence: Engagement Policies on the Korean Peninsula and Across the Taiwan Strait,” 43(5), p. 523:

While the determinants and effectiveness of economic sanctions have been the subject of a substantial and growing literature in international relations, much less attention has been given to economic engagement strategies, where a country deliberately expands economic ties with an adversary to change the target's behavior. This article develops a theoretical framework that distinguishes between three types of engagement strategies: conditional policies that directly link economic ties to changed behavior in the target state; unconditional policies where economic interdependence is meant to act as a constraint on the behavior of the target state; and unconditional policies where economic interdependence is meant to effect a transformation in the foreign policy goals of the target state.

For the purpose of our discussion, there is no distinction between the two types of unconditional engagement that Kahler and Kastner identify. Both of these types of engagement are unconditional. Kahler and Kastner's distinction is simply the outcome of the unconditional engagement—to constrain the behavior of the target state or to transform the foreign policy goals of the target state.

It is probably easiest to understand the distinction between the first type of engagement identified here (conditional) and the last two (unconditional) by giving you a couple of examples. In the second two types of engagement, the plan would simply provide a material good such as foreign aid, or remove a trade barrier such as the Helms-Burton law that severely restricts trade with Cuba, and do nothing more. In the first type of engagement, the affirmative plan would explicitly lift the Helms-Burton law but would only do it if Cuba did something in return, such as modify its foreign policy or free political

prisoners. Although the piece of evidence above indicates that engagement can be conditional or unconditional, there is contrary evidence on both sides that sets-up the following topicality arguments on the negative:

1. Affirmative plans *cannot be unconditional*—engagement *requires* a quid pro quo
2. Affirmative plans *cannot be conditional*—engagement must always be positive and cannot be negative.

With regard to this second topicality argument, it is important to articulate a distinction between positive and negative conditions. A positive condition, for example, would be rewarding Cuba with foreign aid if it frees political prisoners. A negative condition, for example, would be applying another trade sanction if it does not release political prisoners.

There is good evidence that negative conditions are not engagement but that positive conditions are part of engagement.

Michael Mastanduno, government professor, Dartmouth, 2003, *The Strategy of Economic Engagement: Theory and Practice*, in Edward D. Mansfield and Brian M. Pollins, eds, *Economic Interdependence and International Conflict: New Perspectives on an Enduring Debate*, p. 184-5:

Much of the attention in political science to the question of interdependence and conflict focuses at the systemic level, on arguments and evidence linking the expansion of economic exchange among states on the one hand to the exacerbation of international conflict or the facilitation of international cooperation on the other. The approach taken in this chapter focuses instead at the state level, on the expansion of economic interdependence as a tool of statecraft. Under what circumstances does the cultivation of economic ties, that is, the fostering of economic interdependence as a conscious state strategy, lead to important and predictable changes in the foreign policy behavior of a target state? Students of economic statecraft refer to this strategy variously as

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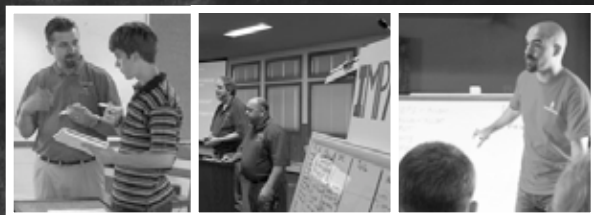
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economic engagement, economic inducement, economic diplomacy, positive sanctions, positive economic linkage, or the use of economic “carrots” instead of sticks. Critics of the strategy call it economic appeasement.

There is also evidence that negative and positive conditions together constitute economic engagement.

Greg Forcese, 2002, BA, McGill; MA, Carleton; LL.B., Ottawa; LL.M., Yale; Member of the Bars of New York, Ontario and the District of Columbia. Associate, Hughes, Hubbard & Reed, LLP, Washington, Yale Human Rights & Development Law Journal, “Globalizing Decency: Responsible Engagement in an Era of Economic Integration,” p. 42:

At the margins, “conditionalities” inducing adherence to codes of conduct and sanctions blur together. For instance, while selective purchasing need not constitute a boycott, the Burma and South Africa procurement regimes discussed above are clearly designed to curtail economic engagement with unpalatable regimes. Measures insisting on divestment cross a subtle boundary, going beyond the “mitigation” goal of the second prong of responsible engagement. They clearly constitute sanctions, the propriety of which must be scrutinized with an eye to the various concerns about sanctions, their effectiveness and secondary effects.

As somewhat of a side note, beyond the question of conditionality, there are a few cards that indicate that *applying/increasing sanctions* constitutes economic engagement.

Bradley Babson, March 11, 2011, Rethinking Economic Engagement with North Korea, <http://38north.org/2011/03/rethinking-economic-engagement-with-north-korea>:

Unfortunately, U.S., South Korean, and Chinese economic engagement policies with North Korea have been guided by very different national interests and objectives. Taken together they produce conflicting dynamics that distort incentives for managed change in the economic

system. Giveaways, sanctions, and commerce are all in this mix, with results that are not satisfying for any of the countries involved and are no doubt confusing for the North Koreans.

This is really the opposite of what most of the literature says and there is plenty of evidence that says that sanctions are not part of economic engagement.

Arda Can Elik, Uppsala University (Department Of Peace and Conflict Research) 2011, Economic Sanctions and Engagement Policies, p. 14:

Therefore, economic engagement policies are not only different from economic sanctions but also they design the former ones from early phases. This argument has similarities with the conditionalists in a sense that economic sanctions are more effective between interdependent countries albeit it is more costly.

This question of whether or not sanctions are part of constructive engagement is really a bit of a diversion, because I don't think an interpretation that includes them as part of it is winnable in a debate. I expect the interpretation of constructive engagement that sanctions are not topical will carry the day.

The interpretations of economic engagement related to whether or not it can be conditional or unconditional are both winnable, however, and this has two important implications for next year's debates.

First, debaters that are good at debating topicality can win debates on both sides. If the affirmative plan is a quid pro quo, the negative can argue that it cannot be a quid pro quo. If the affirmative plan is not a quid pro quo, the negative can argue that it has to be a quid pro quo.

Second, different types of affirmative plans set-up different types of negative counterplans. If the affirmative plan is not conditional, negative teams can advocate a counterplan to condition the plan on one of the topic countries adopting a particular policy. Popular net-benefits to this counterplan will be politics (it will be more popular to ask for something in return than to just give something away) and the advantage that stems from adding

the condition (protecting human rights, for example).

If the affirmative plan is conditional, negative teams can advocate passing the plan without the condition. Popular net-benefits to this counterplan include improving relations with the target country and avoiding the Sovereignty Good kritik.

If the affirmative plan is conditional, it is also arguably competitive for a counterplan to *add a condition*. Although counterplans that simply add items to the plan are normally not competitive because the permutation to do both would solve for the benefit of the second action, a permutation to add a condition is arguably severance because the counterplan makes the quid pro quo *more difficult* for the topic country to accept and arguably severs out of the easier, earlier offer.

Regardless of the merits of the particular counterplans and the competitiveness of this latter counterplan, conditioning and deciding not to condition constitute strong negative counterplan ground, so all debaters need to be prepared for this debate.

► Does the plan have to include dialogue?

If the plan is a conditional or quid pro quo engagement, interaction with the government of one of the topic countries will inherently be part of the plan. If the plan is unconditional, however, must it still involve some sort of interaction with the government to be topical? For example, the U.S. can remove the Helms-Burton law or make visas available to Mexican businesspeople without any interaction with those governments at all, but do these actions constitute economic engagement?

One way to think about answering this question is to say that if the affirmative wins the debate that unconditional actions are economic engagement then the plan is topical and interaction with the government is not required. However, it is the case that the affirmative could write a plan that is simply unconditional, such as providing foreign aid or negotiating a trade deal, without attaching any conditions but nonetheless interacting with the government.

Requiring the affirmative plan to include some interaction with the government of the topic country does two things for the negative. First, it provides a limiting function on the topic

by excluding some cases that do not provide for any interaction. Second, if the affirmative plan is really an *artificial interaction with the government*, meaning that the interaction is not needed to do the plan but is only there for the purpose of making the plan topical, the negative could read a counterplan to simply act unilaterally without engaging the government. This would require them to provide a reason that the artificial interaction is bad, but as long as the negative comes up with some net-benefit they will probably win because the affirmative will not be able to defend it as necessary to solve.

While this proposed “interaction” requirement does help the negative, affirmative teams may very well be able to win that it is not grounded in the literature on engagement with these countries and it would exclude many core topic cases, such as removing the Helms-Burton law. In regards to Venezuela, it would be particularly compelling because the Venezuelan government has cut-off communication with the U.S. government, leaving no Venezuela cases under this interpretation of economic engagement.

Although the focus of this section is on the term “economic engagement,” a discussion of the term “toward” is relevant here for two reasons. First, one interesting question related to the term “economic engagement” is whether or not the engagement can involve third parties. Since the resolution says, “toward” instead of “with,” it may be topical to involve third parties and interact with them by directing the engagement toward the topic countries because the plan just has to be “in the direction of.” I suspect that a more limited interpretation of toward will prevail in this regard, but a broader interpretation is certainly possible. Second, “toward” meaning “in the direction of” strengthens the interpretation that “economic engagement” can be unilateral because the engagement just needs to be “towards” the country and not “with” the country.

Advantage Areas

Regardless of the specific way the affirmative chooses to engage one of the topic countries, they are likely to claim one of the following advantages.

Latin-American U.S. Relations. Poor relations with Venezuela and Cuba

alienate the United States from many countries in the region, not just Cuba and Venezuela. Strengthening relations with Latin America is important for regional economic development, joint efforts to fight organized crime and reduce drug use, cooperative solutions to environmental problems, and joint action to reduce conflict and fight terrorism (Council on Foreign Relations, 2008). Improving U.S. relations with the region may also have the benefit of undermining China’s influence in the region.

U.S. Influence. Foreign policy crisis in the Middle East and China’s growing economic and military strength have reduced U.S. interests in Latin America as the U.S. turned its attention elsewhere. The plan could potentially represent a change in that direction, increasing its influence in the region (Council on Foreign Relations, 2008).

The relations and influence advantages are most likely to be claimed with Cuba and Venezuela affirmative cases because U.S. relations with Mexico are already strong, and with the exception of the drug war and potentially its immigration policy, other countries in the region are not opposed to existing U.S. policies with Mexico.

Economic Development/Poverty Reduction. As discussed in more detail in the section on Mexico, increasing trade and investment in the topic countries has the potential to expand economic growth and reduce poverty. Poverty reduction is associated with increased life expectancy and overall quality of life. There is also evidence that ties poverty to conflict and instability, war, and even state collapse (Council on Foreign Relations, 2008).

Success in the Drug War. The drug war in Latin America is widespread, and given its problems I doubt that anyone will claim to expand the war on drugs. Nonetheless, there are likely to be a number of cases that claim to make the war on drugs effective and reduce the violence associated with it. There is evidence that this violence expands organized crime and is generating significant military conflict that has the potential to spill over into war throughout the region (Council on Foreign Relations, 2008).

Organized Crime Reductions. Organized crime and the violence that support it are widespread in Latin America. As noted by the Report of the Partnership

for the Americas Commission (2008), the region has only 9% of the world’s population, but it has 27% of the world’s homicides. Organized crime encompasses a variety of criminal enterprises, including narcotics trafficking, money laundering, alien smuggling, human trafficking, kidnapping, and arms and counterfeit goods smuggling (Council on Foreign Relations, 2008).

Civil War. Instability in the region, driven by poverty, environmental challenges, drug trafficking, organized crime, and potential state collapse, all have the potential to spill over into large scale violence when different ethnic groups and countries are blamed for the expanding violence (Council on Foreign Relations, 2008).

Health Care. Improving health in the region, either directly through improving health care capacity or indirectly through improving the level of developing, will save lives.

Terrorism. Latin America is one area of the world where there isn’t a significant amount of material written on the threat of terrorism in the region toward the United States. Nonetheless, there is some evidence about it and there is also evidence that expanding instability in Latin America could turn into a support structure for terrorism that could threaten the United States. Given both the general popularity of the terrorism advantage and the need for affirmative teams to get to large terminal impacts, the terrorism advantage may be popular.

Free Trade Leadership. U.S. trade sanctions on Cuba, especially the Helms-Burton law that even restricts trade between Cuba and other countries besides the United States, is arguably inconsistent with free trade principles and undermines U.S. leadership on global free trade.

U.S. Hegemony and Global Leadership. Every year affirmative teams claim that their plan will increase U.S. hegemony and global leadership. The 2013-14 season will be no different. This year, teams are likely to claim that they cement U.S. global leadership by increasing U.S. economic strength by building trade relations with Latin America, increasing U.S. soft power by reducing isolationism of Cuba or Venezuela, and/or increasing U.S. power projection by building military ties with the topic countries and potentially other countries in the region.

Democratization. Developing democracy has the potential to reduce human rights abuses and reduce the risk of war. According to the “democratic peace theory,” democracies are less likely to go to war, at least against each other. Affirmative teams may attempt to topically increase assistance to develop and/or consolidate democracy. They may also claim that strengthening economic development in the topic countries will strengthen democracy.

Energy Development. Venezuela has substantial oil reserved and has generated billions of dollars in revenue selling oil. They have the money to continue investing and developing this resource. On the other hand, Cuba and Mexico lack access to advanced western drilling technology and have been unable to exploit their oil resources in a significant way. This is also true of natural gas development. There are many cases that will facilitate the sharing of technology and expertise with Cuba and Mexico in order to assist them with the development of these reserves. The advantages will stem from improving U.S. energy security since these countries will then export the energy to the United States, reductions in the global price of energy due to expanded supply, and improving the economies of the countries where the energy is developed.

Oil Spills. Both Mexico and Cuba are engaged in oil drilling and exploration now and there is evidence that both countries lack the safety technology and knowledge that is needed to drill without a disastrous well that threatens the environment. Cases to share this technology and expertise to prevent spills will be common.

Environmental Damage. There are a number of different environment advantages that people may claim. In addition to preventing oil spills, teams may claim to share expertise and technology related to renewable energy and/or nuclear power and claim to reduce climate change and pollution harms from the generation of coal-based power. Other plans may focus on providing technology and expertise for environmental clean-up.

Nuclear Proliferation. Brazil and Argentina both have the potential to develop nuclear weapons. A number of scholars contend that this spread of nuclear weapons—“nuclear proliferation”—increases the risk of

nuclear war. There is evidence that if the U.S. would increase its cooperation with Cuba on nuclear energy that it would boost its nuclear leadership and have the potential to arrest the spread of nuclear weapons in the region.

When considering strategy and preparation, it is always important to understand what all of the likely advantages are because the number of advantages is always smaller than the number of potential affirmative plans. If you are prepared with take-outs to all of the advantages, and you probably already have evidence on many of these, you can outweigh many affirmative cases with a strong disadvantage without even having any specific evidence on the workability of the plan.

The Topic Countries

Although all of the countries are in Latin America, they are not identical in terms of their development trajectory, their relations with the United States, and their openness to economic engagement.

Cuba, for example, had a closed economy that restrained foreign investment from countries other than Russia from the early 1960s until the early 1990s. Although Cuba is receptive to increased western trade and investment, opportunities for that trade and investment is severely limited by an economic embargo that the U.S. has on the country. There are many proposals for relaxing at least part of that embargo and increasing U.S.-Cuban economic engagement.

Mexico also used to have a closed economy, but opened it up to investment 25 years ago and has been able to attract investment because it has strong relations with the United States and isn't living on an economic embargo. As is the case with Cuba, there are many proposals increasing U.S.-Mexico economic engagement but they are not nearly as numerous as those for Cuba.

Venezuela is a mostly closed economy and has a Socialist economic system, but it engages with substantial trade with the United States, even though relations between the U.S. and Venezuela are in terrible shape. There are very few proposals to expand economic engagement with Venezuela.

In this section, background information related to the topic countries that is

important to understand these differences and the debate arguments on the topic is provided. A list of proposed plans in the literature is offered for each country. Although the list is not comprehensive, it does include many of the suggestions in the literature.

Cuba

In 1959, Fidel Castro instigated a revolution in Cuba that resulted in the overthrow of the current government. After the revolution, foreign companies, including U.S. companies, were nationalized and became property of the Cuban government. For the next 30 years, there was virtually no foreign investment in the country (Fisk and Perez, 2010). During this time, the only countries that Cuba traded with were the Soviet Union and the Soviet Union's satellite countries. Cuba exported sugar, nickel, citrus, and electricity. Cuba imported machinery and 98% of its fuel needs (Fisk and Perez, 2010). This economic isolationism was facilitated both by Cuba's own decision to limit foreign investment and by significant U.S. sanctions that were placed on Cuba after nationalizing the U.S. companies.

Shortly after this revolution, the U.S. developed a comprehensive economic embargo on Cuba. The Foreign Assistance Act of 1961 was the first piece of legislation that prohibited foreign aid to Cuba, and it established the authority for the President to institute a comprehensive embargo. Under the authority of the Foreign Assistance Act, President Kennedy issued Proclamation 3447 in 1962, which established a total economic embargo on Cuba. The proclamation prohibited the importation of goods from Cuba and also ordered the Commerce Department to continue a prohibition on exports first established by the Export Control Act of 1949. The Cuban Assets Controls Regulations (CACR) prohibits a number of trade and financial transactions between a person subject to U.S. jurisdiction and Cuba or a Cuban national (Staff, Committee on Coast Guard and Maritime Transportation, 2012—hereinafter “Staff”).

Although the acts permitted some exceptions, the U.S. continued to legislate restrictions on trade with Cuba. Toward the end of the George H.W. Bush administration, the Cuban Democracy Act (CDA) was passed in attempt to hasten the downfall of the Castro regime. The act

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Brian Manuel is the Policy Division Director at SNFI and is the Director of Policy Debate for the Stanford Debate Society. Brian has been coaching debate for over a decade and is widely recognized for unrivaled talent in creating and rebuilding programs from the bottom up. Brian has coached for Harvard University, Lakeland High School, Chattahoochee High School, Cathedral Preparatory School, and Scranton High School. His students have also reached the elimination rounds of virtually every major national tournament they've attended, including the 2008 and 2011 Tournament of Champions.



banned U.S. foreign subsidiary trade with Cuba and prohibits vessels from unloading or loading freight in the U.S. if they have engaged in trade with Cuba within the previous 180 days. Although the act substantially limits trade, it does authorize donations of food and the export of medicine and medicinal supplies, as well as telecommunications support. More than \$750 million in aid has been authorized, but Cuba has not accepted all of the aid.

After two Cuban military jets shot down two U.S. civilian planes in 1996, killing four U.S. nationals, Congress passed the Cuban Liberty and Democratic Solidarity Act. This act is more commonly known as the LIBERTAD Act or Helms-Burton. The act increased sanctions on the Cuban government and expanded authorities to provide support to the Cuban people. This act legislatively codified the CACR regulations as being in existence until the President determines that a transition government is in place in Cuba, though it did create exemptions for telecommunications. According to the Conference Report accompanying the LIBERTAD Act, Congress made it clear that:

It is the intent of the committee of conference that all economic sanctions in force on March 1, 1996, shall remain in effect until they are either suspended or terminated pursuant to the authorities provided in section 204 of this Act (requiring a presidential determination that a democratic transition is under way in Cuba). It is not the intent of this section to prohibit executive branch agencies from amending existing regulations to tighten economic sanctions on Cuba or to implement the provisions of this Act.

LIBERTAD permits the President to lift the embargo if he determines that a democratic transition is underway and requires him to lift it if he determines that a new democratic government has been installed.

Although some scholars claim that the LIBERTAD Act substantially limited the executive branch's authority to engage with Cuba, the Clinton administration interpreted the LIBERTAD Act to be limited to the executive branch's authority to modify the Cuban Asset Control Regulations. Based on this more limited interpretation of the restraining powers

of the act, George H.W. Bush, Clinton, and Obama have adjusted many elements of U.S. policy toward Cuba using executive authority. Given potential debates that are likely to emerge regarding congressional vs. executive action, this is important to understand. Fisk and Perez (2010) explain:

In a 1998 letter to the General Accounting Office (GAO), State and Treasury Department officials outlined the view that the LIBERTAD language "does [not] rule out reasonable adjustments to the licensing regime consistent with the limitations on suspension or termination [of the embargo as outlined in LIBERTAD]..." In that same 1998 report, the GAO accepted the executive branch's interpretation, concluding that: "the executive branch has broad authority under U.S. law to make changes in the embargo as circumstances dictate." Because the LIBERTAD Act also contained a provision on remittances from U.S. nationals to family in Cuba, the Clinton administration had a legally arguable case in revising the policy in that specific area. The latitude that is presumed to exist in the President's ability to revise remittance policy has been determined to exist in regards to other elements of the embargo, such as revising rules on travel.

The embargo noose was loosened a bit in 2000 when Congress passed the Trade Sanctions Reform and Export Enhancement Act of 2000 (TRSA). TRSA directed the President to end unilateral medical and agricultural sanctions against Cuba. The law required the Commerce Department to authorize the export of agricultural commodities to Cuba. However, TRSA does not allow for U.S. government or private assistance to finance these exports (Staff, 2012).

After the passage of this act, agriculture trade between the United States and Cuba flourished, reaching more than \$700 million in 2008. In 2009, Cuban importers were no longer required to pay in advance, and the trade grew even more. Sales have fallen since because of Cuba's own regulations that prohibit entities in Cuba from earning foreign exchange. Nebraska, Oklahoma, and Texas have all brokered agricultural deals with Cuba in recent years (Hanson, 2013).

In 2008, the George W. Bush administration reduced restrictions on certain information technologies, especially involving telecommunications. This action was consistent with statutory mandates because the Cuban Democracy Act of 1992 specifically authorized telecommunications, though the LIBERTAD Act prohibited U.S. companies from investing in Cuban telecommunications; it only allowed Cubans to pay U.S. companies for telecommunications services.

In April 2009, the Obama administration expanded travel opportunities for those with family in Cuba and increased the value of remittances that U.S. citizens could send back to Cuban families. In 2010, an estimated 1,000 people per day traveled to Cuba. As of October 1, 2010, journalists and support personnel; full-time professionals to conduct research or to attend professional meetings and conferences; those involved in the production or distribution of agricultural products, medicines and medical devices; and U.S. telecommunications service providers can all travel to Cuba. "It is also possible to travel to Cuba to pursue educational activities, including course work and academic research; to engage in free-lance journalism, public performances, and activities related to private foundations, research, or educational institutions; or to pursue activities related to the export or import of informational materials" (p. 80)

The total amount of remittance that the U.S. has permitted to flow from the U.S. to family members in Cuba has varied over the years. The Carter administration let the policy lapse. The Clinton administration first tightened and then loosened the rules. George W. Bush kept the Clinton amount—\$1,200 annually—but limited it to immediate family members in Cuba. The Obama administration removed the limits on the amount and frequency of the remittance and expanded the number of family members who could receive it.

So while the U.S. has a substantial embargo on Cuba, it is not the case that the U.S. has no commercial or diplomatic interaction with the country. The sale of food items, medical items, and some telecommunication services is permitted. U.S. citizens are welcome to send remittances to family members in Cuba.

The U.S. also has a diplomatic presence

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Victor Jih, VBI Founder & Owner: Debated at Leigh High School, coached by Kim Jones. He has coached debate for 14 years & is the director of debate at Brentwood School (CA). Victor has coached 2 CA State Semifinalists, 2 NFL National Semifinalists, 10 National Qualifiers and served 6 years as the District Chair.

Mike Bietz, VBI Director: Debated at Eagan High School, coached by Joni Anker & Peter Hilts. In his 12th year as a head LD coach, he currently serves as director of debate at Harvard-Westlake School (CA). Mike has coached 2 MN State Champions, a TOC Champion, 2 TOC Semifinalists, and has had 5 debaters place in the top 8 at NFL Nationals, including 2 Champions & 2 Semifinalists.

Co-Directors: **Stephen Babb**- debated at Texas Military Institute, placed 4th at NFL and was a TFA State Champion; **Jake Nebel**- debated at Trinity Prep (FL), placed 2nd at NFL and 4-time Harvard Invitational Finalist; **Catherine Tarsney**- debated at St. Louis Park (MN), won the TOC and was a State Quarterfinalist; **Chris Theis**- debated at Apple Valley HS, 2-time TOC Champion and 2-time State Quarterfinalist; **Adam Torson**- debated at Fargo South (ND), was a 3-time NFL Qualifier, placed 11th at NFL and was a North Dakota State Champion

in Cuba. Located in Havana, the United States Interests Section of the Embassy of Switzerland was established by the Carter administration in 1977. The office is staffed by State Department officials whose goal is to promote democracy and human rights in Cuba. The Coast Guard also has a liaison office in Cuba (Staff, 2012).

You can also discern that the legislation, and interpretations of the legislation, provide substantial latitude for the President and other executive branch officials to engage Cuba. For example, under the CACR, the Secretary of the Treasury may modify the restrictions and has established certain exceptions for those traveling to Cuba for the purpose of professional research, family visits, or journalistic activity (Staff, 2012).

And while it originally was Cuba that closed its economy and nationalized foreign companies, Cuba began liberalizing its economy and seeking trade and investment opportunities in the early 1990s. When the Soviet Union dissolved in 1991, Cuba's economy suffered a period of economic depression because it could no longer rely on the Soviet Union for support. In order to fend off the effects of depression, Cuba prioritized food production, reduced consumption, and began to allow some foreign investment. It also focused on developing its tourism, biotechnology, and pharmaceutical industries (Fisk and Perez, 2010).

Initially, Cuba allowed limited joint ventures and permitted some foreign investment. Investment remained limited, however, because support for it was limited and Cuba did not fully authorize ownership by foreign companies. In 1992, Cuba changed some of its property laws to allow investors to acquire long-term leases and to participate in production agreements. In 1995, Cuba passed the Foreign Investment Act which allowed for completely owned foreign enterprises and established regulations governing foreign investment. Since then, Cuba has signed 28 bilateral investment agreements with 28 foreign countries.

In February 2008, Castro's declining health caused him to turn over control of the Presidency of Cuba to his brother, Raul. Raul has further reduced restrictions on Cubans owning their own businesses and more-freely traveling to the United States (Biles, 2013).

Cuba's economy is at-risk of another

shock with the death of Venezuela's President Hugo Chavez. After the fall of the Soviet Union, Chavez supplied Cuba with billions of dollars of low cost oil and paid a lot of money for Cuban medical care. With the death of Chavez, Cuba is at-risk of no longer receiving this oil sold at concessionary prices, putting their economy in jeopardy (Clancy, 2013).

Moves by Cuba to allow foreign investment and encourage foreign trade, combined with extensive restrictions by the United States on trade and investment in Cuba, make for a significant number of case opportunities:

- Allow investment in Cuban telecommunications.
- Repeal all aspects of the communications embargo (Report of the Partnership, 2008).
- The President should instruct the Department of Commerce and OFAC to internally change their respective licensing policies with regard to Cuba from a "presumption of denial" to a "presumption of approval" with respect to items deemed to be in the U.S. national interest for Cuba to receive, including laptops, cell phones and other telecommunications equipment, computer peripherals, Internet connection equipment, as well as access to satellite and broadband communications networks (Report of the Brookings Project, 2009—hereinafter "Brookings").
- Allow investment in Cuban biogas/ethanol production, including sugarcane and corn (Jaffee, 2010)
- Allow investment in Cuban power generation and distribution (Belt, 2010).
- Licenses for U.S. companies to participate in the development of Cuban offshore oil, gas, and renewable energy (Alvarado, 2010). The Brookings Report (2009) argues that this can be done through executive branch action. Potential areas of cooperation include exploration, energy production, downstream transportation, and auxiliary services. Cuban officials have invited American oil companies to participate in developing their offshore oil and gas reserves because American companies possess the

capital, technology, and operational know-how to explore, produce, and refine these resources, but trade barriers prevent it (Alvarado, 2010).

- Modification of Helms-Burton to allow for energy cooperation (Belt, 2010). The Helms-Burton legislation itself could be modified or a waiver could be issued.
- Internships and employment exchanges between U.S. companies and the Cuban government, its agencies, and its energy companies (Alvarado, 2010).
- Allow Cuban oil companies and their sub-contractors to access U.S. deep water drilling technology (Alvarado, 2010).
- Working with Cuba to develop its energy infrastructure will arguably improve relations, speed up the safe development of the resources which are important to Cuba's economic development, and facilitate energy exports to the US, which will boost the United States' energy security (Jaffee, 2010).
- Oil spill prevention and clean-up cooperation (Whittle, 2012).
- Scientific and environmental collaboration with Cuba (Whittle, 2012).
- Funding for and delivering global positioning systems to Cuba (Whittle, 2012).
- Lift all travel restrictions on Americans visiting Cuba (Report of the Partnership, 2008; Council on Foreign Relations, 2008).
- Remove Cuba from the State Sponsors of Terrorism List (Report of the Partnership, 2008).
- Permit funding of culture, sports, and academic exchanges (Report of the Partnership, 2008).
- Fund educational and cultural exchanges (Report of the Partnership, 2008).
- OFAC regulations should be modified or reinterpreted so that the only barrier to the entry of Cuban manufactured medicines is that they meet FDA standards—the same criteria that apply to all medical imports (Brookings, 2009).
- The President should also seek to promote the free flow of ideas and information, including the creation of music, films, and other works of

art as embodied in representative Howard Berman's 1988 Free Trade in Ideas Act (Brookings, 2009).

- Remove all restrictions on the provision of humanitarian assistance/increase it (Report of the Partnership, 2008).
- Remove restrictions on the provision of foreign aid/increase (certain types of) foreign aid (Brookings, 2009).
- Remove barriers to Cuba's observer status at key international financial institutions, particularly the Inter-American Development Bank, the World Bank, and the International Monetary Fund (Report of the Partnership, 2008).
- Ask the Inter-American Development Bank to begin engaging Cuba in areas related to the financing of strategic development projects. (Report of the Partnership, 2008).
- Work with the members of the European Union and other countries to create a multilateral fund for civil society that will train potential entrepreneurs in management and innovation (Report of the Partnership, 2008).
- The U.S. government should expand the assistance envisioned in the first basket by encouraging other governments, multilateral institutions, organizations, and individuals to support educational exchanges as well as the improvement of human rights and the growth of civil society (Brookings, 2009). This may not be topical, but I listed it here because it is a specific proposal.

There is considerable evidence that the executive branch of the U.S. government can modify many of the regulations that are limiting economic engagement and that it can waive many of these regulations and restraining elements of the legislation. In the discussion of Cuba since 1959, it became obvious that many of the modifications in U.S. policy, particularly modifications that can be described as "pro-engagement" were made by the executive branch. The affirmative may choose executive action directly in the plan, they may argue that it is normal means, or the negative may choose it, or even Congressional action,

as a counterplan. Regardless, I expect that many Cuba debates will involve significant debates about what actor is likely to do the plan and what actor is best for plan action. Ted Piccone (2013) suggests a number of additional plans that can be accomplished entirely through executive action:

In his second term, the President can (and should):

- Appoint a special envoy to open a discrete dialogue with Havana without preconditions to discuss such issues as migration, travel, counterterrorism and counternarcotics, energy and the environment, and trade and investment. Such talks could result in provisions that strengthen border security, protect Florida from oil spills, break down the walls of communication that prevent our diplomats from traveling outside Havana, and help U.S. businesses export more goods, and thereby create jobs.
- Authorize financial and technical assistance to support burgeoning small businesses and permit trade in goods and services with certified independent entrepreneurs.
- Expand the list of exports licensed for sale to Cuba, including school and art supplies, water and food preparation systems and telecommunications equipment.
- Grant general licenses for journalists, researchers, humanitarian organizations, and others to facilitate people-to-people exchanges.
- Remove Cuba from the list of state sponsors of terrorism, where it does not belong, allowing a greater share of U.S.-sourced components and services in products that enter Cuban commerce.

This list is not exhaustive; the President can take any number of unilateral steps to improve relations and increase U.S. support to the Cuban people, as mandated by Congress. By invoking his executive authority to expand trade, travel, and communications with the Cuban people, Obama can continue to help them make

the transition from subjects to citizens.

Mexico

The Institutional Revolutionary Party (PRI) ruled Mexico for 30 years and substantially closed off its economy to outside investment by protecting domestic industries with high tariffs, domestic subsidies, and export and production quotas. These policies limited trade, with primarily machinery, chemicals, and metals coming in, and oil, which accounted for three out of every four dollars of Mexico's exports (O'Neill, 2013a). State-owned enterprises controlled telecommunications, sugar, airlines, hotels, steel, and textiles. The inefficiencies in this controlled economy substantially dragged it down and produced booms and busts.

Mexico's economy is different today. According to O'Neil (2013a), it is one of the more "globalized" economies in the world, maintaining free trade agreements with more than 40 countries. Trade is 69% of the countries' GDP, as compared with 59% for China and 32% for the United States. Its economy is now driven by manufacturing and manufacturing exports.

Like Cuba, Mexico began to liberalize its economy when an economic crisis hit. Mexico's crisis was not in response to the reduction in largesse that resulted from the collapse of the Soviet Union, but was from the Latin American debt crisis in the early 1980s that was triggered by declining oil prices and rising interest rates. During the crisis, Mexico stopped payments on \$80 billion in debt to foreign banks, mostly from the U.S. The upside of the crisis was that it forced the Mexican government to adopt radical economic reforms. This included cutting public spending, reducing subsidies, and signing the General Agreement on Tariffs and Trade (the predecessor of the World Trade Organization), which committed Mexico to lowering tariffs and trade barriers. The next President, Carlos Salinas, advanced reforms even farther. He eradicated the communal landholding system, privatized hundreds of public companies, and negotiated the North American Free Trade Agreement (NAFTA) with the United States and Canada.

In 1994, Mexico had to deal with yet another economic downturn. An overvalued peso, a weak banking sector, dwindling foreign reserves, and the PRI's elevated pre-election spending led to

(continued on page 56)

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more financial difficulties. But since Mexico was part of NAFTA and previous economic reforms had already been implemented, this recession was short-lived. The upside, however, was that once again the financial crisis put pressure on Mexico to implement economic reforms, including developing an independent central bank dedicated to curbing inflation and a finance ministry committed to balancing the federal budget. Mexican businesses were more globally competitive and led to a manufacturing boom and a fourfold surge in exports between 1990 and 2000. Foreign direct investment poured in, averaging \$11 billion a year in the late 1990s (Seelke, 2012).

There is evidence that these reforms and the resulting expansion of trade and investment is also good for the middle class because they have reduced poverty. First, trade has substantially reduced the price of goods in Mexico, meaning that the wages of the average Mexican go substantially farther than they used to. Second, increased investment has increased the availability of capital in Mexico, making it easier for middle class Mexicans to purchase goods such as cars and homes. Approximately 80% of all Mexicans own a cell phone, half own a car, and nearly a third own a computer (O'Neil, 2013a).

Mexico's economic liberalization also changed politics, as well. While Mexico was always a democracy, the economic downturn increased popular support for non-PRI candidates. In 1996, election reform was passed that made voter fraud hard to commit, and this substantially weakened election outcomes that favored the PRI. Finally, in 2000, the PRI's control of the presidency was replaced when Vicente Fox of the National Action Party won the presidential election.

There were also judicial reforms in the mid-1990s that strengthened the ability of the judiciary to impose limits on the executive branch. During this time, the judiciary also issued rulings that opposed the continued existence of government business monopolies.

Just as economic crises produced political change in the 80s and 90s, the escalating violence triggered by the war on drugs brought political change in 2012 when President Enrique Peña Nieto of the PRI was elected President of Mexico. Although this returns control of the

presidency back to the PRI, legislative and judicial branches of the government now provide checks against presidential power. Also, the PRI doesn't possess a majority in either house of the Congress. And presidential power has also been limited by the growing strength of regional and local governors. The independence of the press has also grown and this serves as an additional check on the inappropriate use of presidential power.

Although the National Action Party was most responsible for the liberalization of Mexico's economy, and the recent election of PRI's President Nieto represents a potential set-back to those reforms, those reforms are well-entrenched and the power of the new President is effectively limited by multiple democracy reforms as well as judicial reforms. Given the momentum behind the trade and economic investment, as well as these practical limits on any individual who opposes the reforms, it is likely that they will continue (O'Neil, 2013a).

U.S. relations with Mexico are strong and continue to advance. Since the passage of NAFTA, U.S.-Mexico trade has tripled. More than \$1 billion worth of goods and 3,000 people cross the border every day. The U.S. exports more goods to Mexico than any other country except Venezuela. The United States has also provided Mexico with a substantial amount of foreign aid, providing more than \$1.8 billion under the Mérida Initiative since 2008 to support Mexico's efforts against drug trafficking and organized crime. This assistance now focuses on prioritizing the rule of law. \$269.5 million in foreign aid has been requested in the 2013 budget. Mérida Initiative assistance has flowed through the International Narcotics Control and Law Enforcement (INCLE), Economic Support Fund (ESF), and, until recently, Foreign Military Financing (FMF) accounts (Seelke, 2013a).

Apart from Mérida-related funding, Congress doubled development assistance (DA) funding to Mexico from FY2010 to FY2011, "and increased it again to \$33 million in FY2012. The U.S. Agency for International Development (USAID) uses DA to support programs aimed at boosting private sector competitiveness, promoting sustainable energy development, and forming partnerships with faculty and students from Mexican universities to address climate change and rule of law

issues. Assistance provided through the Global Health and Child Survival (GHCS) that has helped the Mexican government both prevent and treat HIV/AIDS and other infectious diseases ended in FY2012. Mexico also benefits from military training programs funded through the State Department's International Military Education and Training Account (IMET), as well as counterterrorism assistance provided through the Non-proliferation, Anti-terrorism and Related Programs (NADR) account" (Seelke, 2013a).

For topicality purposes, it is interesting to note here that DA assistance is used to boost "private sector competitiveness and promoting sustainable energy development." This introduces the question as to whether or not DA, or at least some forms of it, constitute "economic engagement."

Apart from the Mérida Initiative, the Department of Defense (DOD) "has its own legislative authorities to provide certain counterdrug assistance. DOD programs in Mexico are overseen by the U.S. Northern Command (NORTHCOM), which is located at Peterson Air Force Base in Colorado. DOD can provide counterdrug assistance under guidelines outlined in Section 1004 of P.L. 101-510, as amended through FY2014, and can provide additional assistance to certain countries as provided for in Section 1033 of P.L. 105-85, as amended through FY2013. DOD counternarcotics support to Mexico totaled roughly \$34.2 million in FY2009, \$89.7 million in FY2010, and \$84.7 million in FY2011. DOD is using some \$50 million in FY2011 per Section 1033 of P.L. 105-85 funds to improve security along the Mexico-Guatemala-Belize border. Total DOD support to Mexico in stood at \$100.4 million in FY2012 and may exceed \$75.3 million in FY2013" (Seelke, 2013a).

Also, "the United States and Mexico have been collaborating on geothermal energy projects since the 1970s, but the possibility of expanding joint efforts to produce renewable energy sources has just recently returned to the bilateral agenda. On April 16, 2009, President Obama and Mexican President Calderón announced the Bilateral Framework on Clean Energy and Climate Change to jointly develop clean energy sources and encourage investment in climate-friendly technologies. Among others, its goals include enhancing renewable

energy, combating climate change, and strengthening the reliability of cross-border electricity grids. Bilateral meetings to advance the Framework were held in January 2010, May 2011, and May 2012. There is particular interest on both sides in ensuring that Mexico is able to develop unconventional energy sources in an environmentally responsible way and in overseeing 10 new projects related to wind and solar energy that the North American Development Bank has helped finance. USAID and Mexico have also signed a memorandum of understanding to strengthen and expand cooperation on environmental issues with the Mexico Global Climate Change (GCC) Program, a five-year, approximately \$70 million, program. Part of the program seeks to reduce emissions from the energy sector and will assist Mexico's long-term, low emissions development planning" (Seelke, 2013a).

President Obama is scheduled to visit Mexico May 2-4, 2013, to meet with Mexican President Enrique Peña Nieto.

The continued emergence of a "globalized" Mexico that is interested in further developing trade and supporting investment presents multiple opportunities for Mexico affirmative cases.

- As Congress considers immigration reform, some may see reasons to treat Mexico as a "special case" on certain immigration questions given the sheer size of the bilateral flow of migrants and Mexico's status as America's continental neighbor. Those analysts might advocate for a Mexico-specific temporary worker program, collaborative border enforcement, legalization for certain unauthorized Mexicans in the United States, and/or new investments in Mexican communities of origin aimed at reducing illegal outflows (Seelke, 2013b).
- Some U.S. and Mexican policymakers have supported broadening the functions of NADBank further to include other types of infrastructure development; this would likely require approval by both Congresses (Seelke, 2013b).
- Energy cooperation. There are limited opportunities for cooperation with Mexico on energy because energy is one area of industry that the government still

controls.

- Invest in border infrastructure, standardize their customs forms and work to better facilitate legal trade between them (O'Neill, 2013a).
- Washington and Mexico City should also invest together in border community projects and programs that support social and economic development in often neglected and crime-ridden areas (O'Neil, 2013a).
- Expanded law enforcement training that focuses on reducing violence rather than drugs in Mexico (O'Neil, 2013a; Council on Foreign Relations, 2008). Again, this is obviously questionably topical, at best, but I thought I'd include it since it is a specific recommendation.
- Bilateral immigration agreements (Council on Foreign Relations, 2008).
- Resolve the tuna trade war. During 2012, another potential trade issue emerged over the bilateral tomato trade. In late September 2012, the U.S. Department of Commerce announced a preliminary decision to end a suspension agreement with Mexican tomato growers that has been in place since 1996. The agreement has allowed Mexican growers to sell to the U.S. market as long as they have agreed not to sell their tomatoes below a reference price. Should a final decision definitively end the agreement, U.S. tomato growers would then be able to file complaints against Mexican producers for unfair trade practices that could result in antidumping tariffs on Mexican tomato exports, which in turn could lead to Mexican retaliation. Negotiators are trying to work out a revised suspension agreement that would comply with U.S. antidumping laws that are meant to protect U.S. producers from unfair competition (Seelke, 2013b).
- Negotiate to bring Mexico into the Trans-Pacific Partnership (Seelke, 2013b).
- Improving border ports of entry is critical to achieving this and will require moderate investments in infrastructure and staffing, as well as the use of new risk management techniques and the expansion of pre-inspection and trusted shipper programs to speed up border

crossing times. Transportation costs could be further lowered—and competitiveness further strengthened—by pursuing an Open Skies agreement and making permanent the cross-border trucking pilot program.

- In the United States, policymakers have an opportunity to look specifically at how to reform the legal immigration system. Almost all sides agree that the current immigration system, originally developed in the 1960s, fails to address the realities of a 21st century economy. A renewed discussion on this issue could focus on how to restructure the U.S. visa system to bring in the kinds of workers and entrepreneurs the United States needs to compete globally in the future. This includes both high-skilled and lower-skilled workers who fill important gaps in the U.S. economy (Seelke, 2012).
- Over the past few years, the U.S. and Mexican governments have expanded beyond the bilateral agenda to work closely together on global issues, from climate change to international trade and the economic crisis. The U.S. government should continue to take advantage of the opportunities this creates for joint problem-solving. Mexico's active participation in the G-20, which it hosted in 2012, and in the U.N. Framework on Climate Change, which it hosted in 2010, have helped spur this collaboration, and the recent accession of Mexico into the Trans-Pacific Partnership negotiations provides one obvious avenue to continue it.
- The enhanced use of techniques, such as pre-inspection clearance, that facilitate the secure flow of goods across the border, can help lower the costs of trade and encourage production sharing (Wilson, 2011).
- The government of Mexico wants the United States to broaden its dolphin-safe rules to include Mexico's longstanding tuna fishing technique. In late October 2008, Mexico initiated World Trade Organization dispute proceedings against the United States,

maintaining that U.S. requirements for Mexican tuna exporters prevents them from using the U.S. "dolphin-safe" label for its products (Virrarea, 2012).

- Oil spill cooperation (Whittle, 2012).
- Promote U.S. company service contracts and assistance in deep waters (Council on Foreign Relations, 2008).
- Crop substitution programs (Report of the Partnership for the Americas Commission, 2008).

Across all economic areas, there are still some limits on expanded trade and economic investment in Mexico. As mentioned, there are industries such as energy that are still under control of the government. There are monopolies that dominate the production of cement, glass, soft drinks, flour, sugar, and bread. Second, much of Mexico's transportation infrastructure, particularly the roads, is shoddy. Third, many of Mexico's citizens are poorly educated. This makes it difficult for companies that want to set-up operations in Mexico or expand them to find high quality workers. Fourth, there has been a substantial increase in violence in the last few years, mostly due to the war on drugs. This makes companies reluctant to set-up operations there and it makes people reluctant to move there.

Despite these limitations, economic and political relations between the United States and Mexico continue to grow substantially, and there are many proposals for expanding economic engagement. While Mexico is not as ripe of an area for cases as Cuba, there will be Mexico affirmative cases.

Venezuela

The United States enjoyed relatively normal trade and investment relations until 1999 when socialist Hugo Chavez assumed the presidency. After that, relations went downhill fast. In 2002, Chavez accused the Bush administration of attempting a coup against him when he was briefly ousted from power. In 2005, President Bush certified that Venezuela "failed demonstrably during the previous 12 months to adhere to their obligations under international counternarcotics agreement," though the President waived the economic sanctions that were to accompany that decision. Since May 2006,

the Department of State, pursuant to Section 40A of the Arms Export Control Act, has prohibited the sale of defense articles and services to Venezuela because of lack of cooperation on anti-terrorism efforts. In 2008, Venezuela cut-off diplomatic relations with the U.S. after accusing a U.S. ambassador of cooperating with anti-government groups in Bolivia.

Formal relations were re-established in 2009 after Obama was elected, but significant tensions remain in the relationship. There are a number of Venezuelan politicians who believe that the U.S. essentially assassinated Chavez, exposing him to a dangerous form of cancer. Their belief is magnified by the fact that a number of other leading leftist politicians in Latin America are also suffering from cancer. In March of this year, Venezuela expelled two U.S. diplomats from the U.S., and the U.S. then expelled two of Venezuela's diplomats. Venezuela then cut off contact with the U.S., claiming that the U.S. sought to interfere with the upcoming presidential election.

A number of actions by Venezuela, including only a limited willingness to cooperate in the war on terror and the war on drugs, along with its strong relations with Cuba and Iran, have alienated U.S. policymakers. Some hope, however, the election of a new President in mid-April will open up opportunities for an improvement in relations.

Although relations are poor, the U.S. does have a substantial trade relationship with Venezuela and continues to import oil from the country. The U.S. goods trade deficit with Venezuela was \$30.9 billion in 2011, up \$8.8 billion from 2010. U.S. goods exports in 2011 were \$12.4 billion, up 16.0% from the previous year. U.S. exports of private commercial services (i.e., excluding military and government) to Venezuela were \$5.0 billion in 2010 (latest data available), and U.S. imports were \$729 million. Sales of services in Venezuela by majority U.S.-owned affiliates were \$3.9 billion in 2009 (latest data available), while sales of services in the United States by majority Venezuela-owned firms were \$806 million (U.S. Trade Representative, 2011).

Since Venezuela is a major supplier of foreign oil to the United States, providing 9.7% of U.S. crude oil imports in 2011 (and 8.3% of total crude oil and petroleum

products imports), a key U.S. interest has been ensuring the continued flow of oil exports. Venezuela's oil exports to the United States amounted to about \$42 billion in 2011, accounting for 97% of Venezuela's total exports to the United States (Sullivan, 2013b).

One difficulty with expanding trade and investment is Cuba's nationalization of industry. The government continues to control key sectors of the economy, including oil, petrochemicals, and much of the mining and aluminum industries. Venezuela began an ambitious program of privatization under the Caldera administration (1994 to 1999), but under President Chavez (since 2000) privatization has been halted and the government has re-nationalized certain key sectors of the economy. In 2007, the government nationalized certain electricity and telecommunications providers. In 2009, the government nationalized a food production plant and 76 oil field services companies. In 2010, the government nationalized a number of companies involved in the agricultural sector, drilling rigs belonging to a U.S. company, and a number of housing projects.

The United States has imposed sanctions: on several Venezuelan government and military officials for helping the Revolutionary Armed Forces of Colombia (FARC) with drug and weapons trafficking; on three Venezuelan companies for providing support to Iran; and on several Venezuelan individuals for providing support to Hezbollah (Sullivan, 2013a). In October 2008, the Treasury Department froze the assets of an Iranian-owned bank based in Caracas linked to an Iranian export bank that allegedly provided or attempted to provide services to Iran's ministry of defense (Sullivan, 2013b).

On May 24, 2011, the State Department also sanctioned the Venezuelan oil company, Petróleos de Venezuela (PdVSA), for providing two shipments of reformat, an additive used in gasoline, to Iran between December 2010 and March 2011. The shipments were valued at around \$50 million. Under the sanctions, PdVSA is prohibited from competing for U.S. government procurement contracts, securing financing from the Export-Import Bank, and obtaining U.S. export licenses.

As a result of increased social spending, the rate of poverty fell from about 49% in 2002 to about 29% in 2011. On the other

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hand, President Chávez also left a large negative legacy, including the deterioration of democratic institutions and practices, threats to freedom of expression, high rates of crime and murder (the highest in South America), and an economic situation characterized by high inflation (over 20% in 2012), crumbling infrastructure, and shortages of consumer goods. Ironically, while Chávez championed the poor, his government's economic mismanagement wasted billions that potentially could have established a more sustainable social welfare system benefiting poor Venezuelans.

Given Venezuela's substantial oil wealth and economic support for other countries, the U.S. has only provided a limited amount of foreign aid to Venezuela, and this has focused on counternarcotics support and democracy assistance. There are some proposals to increase economic engagement with Venezuela, but unlike in the instances of Cuba and Mexico, there are very few of them.

- Allow the sale of defense articles and services.
- Remove the sanctions that have been discussed above.
- In the aftermath of the presidential election, there could be an opportunity for U.S.-Venezuelan relations to get back on track. An important aspect of this could be restoring ambassadors in order to augment engagement on critical bilateral issues, not only on anti-drug, terrorism, and democracy concerns, but on trade, investment issues, and other commercial matters (Sullivan, 2013).
- Reverse the designation of Venezuela as a country that has failed to live up to its anti-drug obligations.

Since Venezuela has cut-off contact with the U.S., it will be difficult for any affirmative teams to advocate a plan that includes any type of conditional or interactive engagement. Affirmative plans in the Venezuela area will need to be unconditional. I suspect that very few teams will advocate engaging with Venezuela, though there is some interesting potential for a kritik affirmative that has the U.S. engage Venezuela to support the development of socialism in the country.

Disadvantages

This section reviews common, generic disadvantages to increasing economic engagement with the topic countries. The disadvantages are divided into three types: disadvantages to successful engagement; disadvantages to increasing U.S. influence; and disadvantages to the U.S. taking an action that is directed at increasing engagement. The first set, and usually the second set, are dependent on the engagement being successful. The third set simply stem from the U.S. acting to increase engagement.

Disadvantages to Growing Engagement

Environmental destruction. Engaging any of these countries economically could substantially increase economic growth in all of them. Increased economic growth threatens the environment because of pollution caused by increased energy demand and increased industrial activity.

Free trade bad. Increasing trade often results in environmental destruction as more goods are produced and exchanged. There is also evidence that it puts downward pressure on trade, increasing poverty. Additional evidence indicates that it undermines local cultures as a result of the westernization of products and services.

Disadvantages to Increasing U.S. Influence

China. Expanding U.S. influence in Latin America could come at the expense of China's growing influence there. In fact, many proponents of expanding U.S. influence in the region directly argue that it will reduce China's influence. Declining influence in Latin America could come as a geopolitical loss for China, generating political instability and risking war (Castenada, 2013).

Venezuela. U.S. economic isolation of Cuba provided a path for Venezuela to increase its leadership role in the region, and former President Hugo Chavez made significant efforts to boost Venezuela's regional leadership role. One way he boosted Venezuela's leadership was by building ties with an economically isolated Cuba. Primarily, Chavez did this by selling oil to Cuba at below market prices in exchange for Cuba providing important medical care in Venezuela. If the U.S. were to engage Cuba and build ties with it, this could peel Cuba away from its relations with Venezuela and undermine

Venezuela's leadership role in the region. As mentioned, former President Chavez recently passed, and we are about to see a leadership transition in Venezuela. If Venezuela lost its regional leadership during the time of a leadership transition, this could undermine the new leader, triggering instability in Venezuela. State collapse in Venezuela could trigger war throughout the region.

These disadvantages will be popular net-benefits to agent counterplans that have a different country (China) or different international institution (European Union) increase its engagement.

Disadvantages to U.S. Acting

Every disadvantage is a disadvantage to the U.S. acting because all disadvantages ultimately stem from the U.S. plan action. However, the U.S. government simply undertaking the action, whether it is successful in accomplishing its goals or not, will trigger this next set of disadvantages. These disadvantages are particularly useful as net-benefits to agent counterplans and counterplans that interact with the topic countries differently than the plan (unconditionally, for example).

Politics. Engagement with the topic countries, particularly Cuba and Venezuela, is likely to draw substantially fire from Congress, undermining the President's agenda in other areas.

Diplomatic Capital. This disadvantage is based on the idea that negotiating with one of the topic countries will trade-off with the ability of the U.S. to negotiate with other countries, threatening critical negotiations in other areas. Popular impacts include India-Pakistan war, Korean war, and Peace process. This will likely be a popular net benefit to the counterplan to unconditionally engage.

Foreign Aid Trade-off. Increasing foreign aid for a new project could trade-off with foreign aid that is currently being provided for an existing project. This is especially true in the current budgetary environment where Congress only passes continuing resolutions that mostly freeze spending at current levels.

Deficit Spending/Fiscal Discipline. If the plan results in increased deficit spending rather than a trade-off, undermining the status quo movement toward fiscal restraint could unnerve the financial markets and risk an economic decline. This disadvantage is popular on every debate topic.

Kritiks

Almost every kritik that has ever been run in debate could be advanced on the Latin America topic. In this section, I will review some of the ones that are most applicable and most likely to be run.

American Exceptionalism. The “American Exceptionalism” kritik is a kritik that is a combination of the Imperialism Kritik and criticisms of U.S. hegemony.

What makes the critique somewhat unique relative to these two more general arguments is that it focuses on critiquing the idea that the U.S. is the “savior country,” that it has a special place in history, and that it is uniquely capable of addressing many problems and saving countries from themselves. This save “Cuba, Mexico, or Venezuela” idea will be a popular theme in many affirmative cases.

Capitalism. The capitalism kritik on this resolution is quite simple—engaging countries economically means promoting a western, capitalist model of economic growth and development, and capitalism is bad because it destroys the environment and results in arms build-ups that trigger war (other impacts are possible). In staying true to the totality of Marx’s historical analysis, you can argue that the plan is a way to prop-up dominant capitalist structures, and that if we delay the revolution, capitalism will destroy the world.

It is interesting to note that Cuba and Venezuela are socialist countries, so negative teams may want to advocate socialism as an explicit kritik alternative. This idea also leads me to suggest that kritik affirmative teams may want to advocate engagement to promote socialism in Cuba and/or Venezuela (and even Mexico).

Neoliberalism/Globalization. In many ways, neoliberalism and globalization kritiks are simply extensions of the capitalism kritik, arguing that the plan and the affirmative’s advocacy promotes a capitalist way of development. Specifically, Wikipedia defines neoliberalism as “a political philosophy whose advocates support economic liberalization, free trade and open markets, privatization, deregulation, and decreasing the size of the public sector while increasing the role of the private sector in modern society.” Almost all plans will support economic liberalization, free trade, open markets, and privatization. Wikipedia sums

up the criticisms of neo-liberalism and globalization:

Opponents of neoliberalism commonly argue these following points:

- Globalization can subvert nations’ ability for self-determination.
- Accountability to the stakeholders, who depend upon the service provided by the privatised entity, is lost as a consequence of business secrecy, a practice that is normally adopted by private investors.
- The replacement of a government-owned monopoly with private companies, each supposedly trying to provide the consumer with better value service than all of its private competitors, removes the efficiency that can be gained from the economy of scale.
- Even if it could be shown that neoliberal capitalism increases productivity, it erodes the conditions in which production occurs long-term—i.e., resources/nature, requiring expansion into new areas. It is therefore not sustainable within the world’s limited geographical space.
- The fact that in neoliberal economies, such as Australia, sovereign communities, including federal, state, and local governments, are legislatively prevented from owning entities which produce wealth or provide services, even when public opinion is overwhelmingly in favor, shows that the term “free market,” often used to describe the neoliberal economy, is misleading.
- Exploitation: critics consider neo-liberal economics to promote exploitation.
- Negative economic consequences: Critics argue that neo-liberal policies produce inequality.
- Increase in corporate power: some organizations believe neoliberalism, unlike liberalism, changes economic and government policies to increase the power of corporations, and a shift to benefit the upper classes.

- There are terrains of struggles for neoliberalism locally and socially. Urban citizens are increasingly deprived of the power to shape the basic conditions of daily life.
- Trade-led, unregulated economic activity and lax state regulation of pollution lead to environmental impacts or degradation.
- Deregulation of the labor market produces flexibilization and casualization of labor, greater informal employment, and a considerable increase in industrial accidents and occupational diseases.

Development. This kritik is similar to the kritiks just discussed, but it argues that the whole idea of development is racist because it is premised on the assumption that other countries would be better-off if they developed like the West. There is also evidence that criticizes the discourse of development.

Imperialism. This kritik argues that economically engaging other countries is really just a way for the U.S. to build ties with those countries and bring them under U.S. influence and control. This influence and control is really just another form of imperialism.

Representations of Suffering. The representations of suffering kritik criticizes the way that many teams will portray the developing world in general and the topic countries in particular. The affirmative’s harms evidence will likely portray topic country citizens as passive victims in need of foreign assistance, as individuals who live in areas that appears to be a terrible place to live, and that exploits their suffering for gain (a win, an economic gain to be achieved from the plan). The impact evidence indicates that these representations are racist. Moeller’s (1994) *Compassion Fatigue* argues that the overload of representations of suffering numb us to the impacts of it and actually end up reducing support

Shunning. This kritik argues that we should never engage governments that oppress human rights and undermine democracy. It is largely a value objection, but it is common on many topics.

Economic Engagement. Although there is not a defined body of literature to support this, I think it is possible to advance a kritik of economic engagement

that argues that it is bad to use economic tools to manipulate countries, that it is bad to attempt to draw other countries into the Western economic system, and that using economics as a tool of statecraft is ineffective. Some of this evidence is likely to be found in the literature on capitalism and neoliberalism. Other evidence may possibly be found in general books or articles about the desirability of economically engaging countries.

Counterplans

Almost every contemporary Policy Debate has a counterplan. This section reviews the counterplans that are likely to be the most popular.

Agent/Actor Counterplans. Other actors, primarily the European Union (EU), can deliver foreign aid and support investment in the topic countries. The ability of other European countries to support investment in Cuba will be limited by Helms-Burton, but the EU and other countries can easily act in other areas.

Conditions. The United States could condition economic engagement with Cuba on a number of actions by Cuba, including releasing political prisoners. As the discussion on “constructive engagement” indicates, it is arguably topical to include a condition or set of conditions in the plan, but the negative can always add to or alter these conditions. There are many human rights conditions in legislation that authorizes foreign aid to Mexico. The conditions require the Secretary of State to report that the Mexican government is taking steps to investigate human rights abuses by military and police forces in civilian courts and prohibiting the use of evidence gathered through torture (Seelke, 2013).

Unilateral Change. The opposite of the conditions counterplan, this counterplan simply has the U.S. make the policy change without any engagement or interaction with the topic country (as long as either of those two actions are in the plan). The net-benefits to this counterplan usually include a disadvantage linked to the condition, the Diplomatic Capital disadvantage, and sometimes the politics disadvantage.

Consultation. Counterplans to consult other countries or foreign policy actors such as the North Atlantic Treaty Organization (NATO) in a way that allows them to change or amend the plan

before it is passed have been popular on foreign policy topics. The trick to the counterplans is to argue that the actor won’t actually change or amend the plan, but that they will be happy the U.S. asked and that will improve relations. More and more people find these counterplans to be theoretically suspect, so their popularity has declined, but debaters certainly need to be prepared to answer these next year.

Executive Order. As discussed in the section on Cuba, many of the proposals for economic engagement can be accomplished by the executive branch without involvement of Congress. If the plan involves Congress, the negative can counterplan to have the executive to act alone. Avoiding involvement with Congress can avoid sapping the President’s political capital. Since Obama has been undertaking substantial policy action through executive orders, it will be difficult for the affirmative to go for unique disadvantages against the counterplan.

Waivers. Instead of changing legislation or removing regulations, it is possible in many instances for the President to simply waive the applicability of the regulation or legislation. Simply waiving legislation or regulations is usually less politically controversial.

Multilateralism. Topically, the affirmative will be limited to entering into a trade agreement with only a single country. A strong counterplan will be to negotiate a deal that has identical or similar substantive provisions on a multilateral basis in order to undermine that a bilateral deal will be more effective at supporting trade overall. The negative will need to make this counterplan competitive (a permutation would be easy against a counterplan that simply added countries to the deal); however, this probably will not be difficult because they can simply offer up the plan as a negotiating stance with a number of other countries. The negative can argue that these countries need to be involved in the negotiations prior to the U.S. agreeing to something with another country, or it won’t properly be considered a multilateral deal and those countries will be otherwise alienated. The benefits of multilateral deals compared to bilateral deals are well noted:

The trend toward bilateral free trade agreements is not a welcome development. Compared with multilateral agreements, bilateral

agreements are an inferior way to promote trade. These bilateral agreements create trade diversion, make trade rules and regulations complex and cumbersome, draw political and diplomatic resources away from multilateral trade negotiations, and put relatively small economies in bilateral negotiations with the United States, where they have limited leverage (Report of the Partnership for the Americas Commission, 2008).

Non-economic Engagement. Depending on the case advantages, the negative may want to counterplan to engage Cuba but in non-economic ways. For example, the U.S. could promote family, academic, and cultural visits as a way to promote relations but not increase economic ties, using the *economic* engagement kritik as a net-benefit (Brookings, 2009).

Another Country. Depending on how general the advantages are (U.S. influence, Latin American relations), the negative may choose to counterplan to do the plan, or something similar to the plan that would accrue the same advantages, with another country in Latin America. Negatives might read disadvantages that are specific to the U.S. increasing relations with the topic countries as net-benefits. They can also say that engaging with other countries is less politically controversial than increasing them with the topic countries, particularly with Cuba and Venezuela.

Choosing an Affirmative Strategy

On this topic, there is no shortage of advocates for topical affirmative cases; it will be easy for teams to find cases that meet the basic test of strong harms, inherency, and solvency. In order to have a strong, strategic affirmative case, however, the affirmative needs to choose a case that meets the following tests.

Need for U.S. Action. In order to defeat the agent counterplans, it will be important for affirmative teams to prove that it is necessary for the U.S. to act in order to accrue the advantages. Given the restrictions that the U.S. has placed on Cuba that apply to foreign entities, and given the strength of the relations and influence advantages, affirmative teams should not have difficulty defending the U.S. need for U.S. action when running Cuba cases, but it is important to consider when researching and choosing an affirmative.

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Unilateral or Conditional Engagement. One of the most important decisions that affirmative teams will need to make is to decide if they want to read a unilateral or conditional plan. If an affirmative team reads a unilateral/unconditional plan, they will need to be prepared that unilateral action is a form of economic engagement and also to defend the plan against multiple different conditions that the negative may introduce. If an affirmative team chooses a conditional plan, they need to be prepared to defend conditional engagement as being economic engagement and possibly to defend the plan against other different conditions that the negative may choose.

Strategy Against Politics. The politics disadvantage is a popular argument that wins a lot of debates. Affirmative teams that choose Cuba or Venezuela cases that are most likely going to be politically unpopular need to have strong politics answers, and these answers need to defend the plan as being a better action for political reasons than a counterplan that the negative is likely to advance.

Choose a Strong Advantage. There are three important things to consider when choosing an advantage. One, the evidence needs to be strong in terms of supporting the claims, and the advantage itself must be better than answers to it. Two, the advantage needs a large terminal impact. One problem with this topic from the affirmative perspective is that it is hard to see why a conflict in Latin America would escalate to a global war the way it could occur in the Middle East or East Asia. An advantage that can access a large terminal impact is one that you should choose. Third, it is important that the advantage can only or best be solved through the affirmative plan rather than one of the common counterplans.

An Angle Against the Capitalism, Neoliberalism, and Development Kritiks. These kritiks will be popular next year both because they are strong arguments and because they will link well to most affirmative plans, advantages, and advocacies. Affirmative teams that want to win will need some angle or trick against these arguments.

Although these are difficult hurdles for teams to jump through when writing an affirmative case, the affirmative does have a number of plan options to consider. When preparing for the 2013-14 season,

affirmatives should consider all of these options when deciding on a case.

Developing a Negative Strategy

Based on the previous advice as to what constitutes a strong affirmative case, it is easy to figure out where to best go with developing negative arguments. To be clear, I'll make the following suggestions.

Develop Advantage Defense and Two Disadvantages. As discussed, the case advantages are not very strong. First, it is difficult to get to a larger terminal impact in Latin America that will outweigh the risk of many disadvantages. Second, the core problems outlined in the Advantages section have many different causes, so it will be difficult for the affirmative to prevent the terminal impact from occurring. If you develop ample advantage defense, the Politics disadvantage, and one other disadvantage, you should be able to outweigh most affirmative cases.

Develop a Conditions Counterplan. Popular conditions include human rights and democracy. You may also find things to condition the plan on the affirmative teams will be unlikely to debate. Since conditions are popular in Congress, the politics disadvantage is an excellent net-benefit to this counterplan.

Develop an Agent Counterplan. It is important to have an agent counterplan to fight off many different potential foreign aid plans. While the affirmative may have some marginal reason why U.S. action is best in terms of providing development aid, those reasons don't usually add up to much, and any solvency deficit that they can usually articulate can usually be outweighed by a disadvantage. The politics disadvantage is an excellent net-benefit to this counterplan, so that is another reason to develop that disadvantage.


Develop a Capitalism/Neoliberalism (and) Development Kritik. These are not only important, highly applicable generics for the negative, but it is important that you understand these arguments to be able to defeat them during the year.

Develop Topicality. As discussed in the essay section on "economic engagement," it is possible to defend either that the engagement has to be conditional or that it cannot be conditional. If you can defend either side of this question, you will be in good shape on the negative. Also, having a thorough understanding of what it means to increase economic engagement will

help you articulate disadvantage links, explain link differences between the plan and the counterplan, and help you apply your kritik(s) to the affirmative's plan and advocacy.

If you look at the topic from the perspective of all of the different plans that have been discussed, it will seem quite large. If you look at it strategically and try to craft arguments around these suggestions, the topic will not seem very large and you may even find that you feel more comfortable debating on the negative.

Conclusion

This resolution that focuses on increasing U.S. economic engagement with three particular countries grew out of a general topic proposal to debate "Latin America," hence the references to the 2013-14 topic as the "Latin America" topic. Although the topic will certainly involve debates about issues that are important to Latin America as a whole, particularly in the Advantages area of the topic, the resolution focuses debate on three particular countries: Cuba, Mexico, and Venezuela. These countries are similar in the fact that they all have recent experience with closed, Socialist economies, but differ in the degree that they have opened up their economies to capitalism and also in the state of their relationships with the United States. Although these differences make them unique, there are many common arguments generated by what constitutes "economic engagement," the political processes required to do so, and the potential downsides of developing capitalist, liberal economic systems. These issues will all make for great debates on this resolution. 

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SNFI's parti camp is rigorously structured in such a way that emphasizes both theory and practice, with classroom lessons running from morning to night, and exemplary instruction offered throughout. In the context of only a week-long camp, there will be an extraordinary fifteen (15) practice rounds evaluated by professional critics who are college competitors and coaches; the fifteen rounds comprise roughly one-third of the total time spent at camp. The rest of the time is spent learning communication theory from professionals and academics, practicing strong research methods, and utilizing small-group exercises to enhance the students' understanding of the techniques taught. The fundamental premise is that through a combination of theory and practice, the students will not only understand how to write speeches with strong argumentative rigor, but also how to present them in an effective manner to their colleagues and critics.



Opinion

Why No Debate Tournament Should Break Brackets

by Greg Malis



I have been on every side of the issue—the debater who was walked over, the debater who walked over teammates, the coach who had to choose a winner, and the tab room administrator. I will try to respond directly to each of the “difficult and unfair occurrences” that Mr. Coltin identifies, to argue that breaking brackets is a mistake.

Free Win

Mr. Coltin initially points out that advancing a team without debating is analogous to giving a bye in power-matched prelims to a team that is likely to clear. However, the analogy does not fit. Since the bye occurs in the prelims, speaker points and ranks may be critical. If a team gets a bye, their points for the round will be the average of points from the other debates. Thus, a round with low points potentially hurts the team, given a bye, twice (or helps the team too much). For this reason, many tournaments in the debate community look to avoid awarding byes in any round, let alone giving one to a potentially advancing team in the late prelims.

When teams meet in the elims, the win awarded to one of the teams is far from “free.” It’s been well earned by hard-working debaters and their coaches. Additionally, there is no potential harm

to the team awarded the win, unlike receiving a bye in the prelims. As a coach, I would take a guaranteed win in the elims. As a tournament director, I would take a close-out in any part of the bracket in order to assign fewer judges. The debater’s perspective on this scenario is addressed later in this article.

Mr. Coltin describes the National Tournament of Champions policy for “ghost bids.” I do not believe this argument ought to be considered by the debate community as a whole since a very, very small fraction of it follows the policies and practices of the “national circuit.”

Losing Chance to Advance

Mr. Coltin is right. Preserving a bracket potentially denies a student a chance from advancing without losing, but only if the coach chooses to advance a team without debating. As a tournament director, I have often given coaches a choice. If they want the kids to debate, I will find the room and judges. In that case, it’s not the tournament rules that are preventing a student from having a chance to advance; it’s the coach. Perhaps the norm should be to ask the coach about whether s/he wants the teams to debate or to choose one over the other. In most cases, I have not seen debaters (mine or otherwise)

terribly upset when a coach chooses a winner. There are two common reactions. First, the non-advancing debaters are disappointed that their tournament is over, which is the identical feeling as if they had debated and lost. Second, they turn around and help the team that will be advancing prepare for the next round. They get together and strategize about future potential opponents. They do what good teammates are supposed to do—congratulate them and help them go farther. Perhaps a lost chance to advance turns into a great chance to build the team's success.

Coaches' Decision

Mr. Coltin's third difficult occurrence is that the coach is put in an uncomfortable position if forced to choose which team to advance. It does not matter to me if the decision I made impacts the next round of a local tournament or a qualification for Nationals. We should make the decision that is in the best interest of the program. Maybe we advance the higher seed. Maybe we advance the more experienced team (especially if seniors are involved). Maybe we advance the knowingly weaker team (they may never have this opportunity again).

Mr. Coltin addresses some of the various criteria coaches use, and I am empathetic towards the coaches and the debaters involved. To be frank, the students who do not advance will need consolation, and, often, it's the same consolation needed after any loss in an elimination round. We will provide it as best as we can. Some will cry, some will be angry, but all will get over it because responsible and caring educators take time to explain the rationale and respect their students' feelings.

The discomfort that he describes is no different than choosing who goes to National Forensic League Districts when entries are limited. It is no different than choosing who goes to any tournament if I am restricted by number of entries, budgetary constraints, or judge

obligations. Adults sometimes have to make difficult choices. As educators, we hate that our decisions may negatively affect students. Some coaches have auditions to see who makes the team. Some coaches have to pick entrants for tournaments. All teachers have to assign grades. However, if we were unprepared and unwilling to make decisions that potentially hurt (even if only temporarily) the students in our charge, then we have chosen the wrong profession.

Sports Parallel

I frequently use sports parallels in a speech/debate context. For example, speech tournaments are like track meets with the different events. Both activities crown individual champions as well as team awards. Further, I have argued with administrators that a student on a speech team should not also be permitted to be in the fall musical and in six different choirs simultaneously for the same reasons we would never want our athletes to be football players, swimmers, and cross-country runners simultaneously. In these cases, the parallel works. In the case of breaking brackets, it does not.

The reason why NCAA, Major League Baseball, and other sports adjust seedings to avoid teams from the same conference or division of meeting too early in the tournament or playoffs is not to avoid any hurt feelings or difficult coaching decisions. It's about money. The National Football League has a vested interest in the Chicago Bears and Green Bay Packers meeting in the NFC Championship game rather than in the divisional round. Serena and Venus Williams will be deliberately placed in opposite parts of the bracket regardless of their seeds because it's better television to have them meet in the semis or finals of the U.S. Open than in the third round. It's about the number of tickets sold, television ratings, and the advertising dollars associated with both. To suggest that it's about anything else in today's world of sports is naive. Debaters do not earn prize money for their accomplishments. Scott Wunn is

not in negotiation with ESPN about TV coverage. The League website is not set up for me to draft a Policy Debater from Kansas on my forensics fantasy team. The structure of sports tournaments and playoffs at the professional and Olympic levels are often based on many other factors than fairness, so it should not be a significant factor in how our community structures our tournaments.


Tournament Logistics

The single-most important reason why we should not have a policy of breaking brackets is that it is almost impossible to write rules for it. Mr. Coltin uses the example of the 1 vs. 8 intrasquad conflict. In that case, he suggests that we should simply swap the 8 with the 7. The real problem with his analysis is that he only considers the case of a single pairing involving two teams from the same school. Even in the case of a simple swap of consecutive positions, the difference may not be as arbitrary as he contends. Consecutive seeds could differ by wins, not just points. In this case, the level of difficulty in the new opponent may be appreciably higher than if the opponent just had one additional speaker point.

A few additional matters to consider: What about the local tournaments where larger and more successful programs are more likely to dominate the elim bracket? What if the same school has teams in the quarterfinals in the 1, 7, 8 slots in the bracket? Swapping 7 with 8 does not solve, but swapping 6 with 8 does. However, if the 1 seed now debates the 6 seed, the difference in quality of opponent may be significant. What if a school has 4 teams in the quarters? The top team from that school will debate the bottom team amongst the others? What if one school has the 2 and 7 seeds? Do you swap the 7 with 8, or do you swap 7 with 6? Why is one better than the other? What if swapping seeds to resolve a conflict for School A causes a conflict with School B? I pose a series of questions without answers because I have no answers. Mr. Coltin

and I may disagree on the pros and cons on breaking brackets, but there are two incontrovertible facts that are not subject to debate—(1) breaking brackets guarantees that a debater will be hitting a higher seeded opponent than is warranted, based on his original seed; and (2) writing the rules to articulate clearly how brackets should be broken in a fair, consistent manner is virtually impossible.

Conclusion

In the end, even if I concede Mr. Coltin's concluding claim of "minimal harm that breaking bracket causes," there are compelling logistical problems to outweigh any potential benefit. The examples I provided in the previous paragraph are not similar to bad debate examples of comparing everything to Nazi Germany in an LD round, nor are they similar to using a poorly warranted "nuke war" impact in a Policy round. In my experience as a debater, coach, and tournament administrator, I have seen every one of the above examples on numerous occasions. I have seen them at local tournaments, at national circuit tournaments, and at the TOC itself. Mr. Coltin exaggerates the "palpable and undeniable" unfairness that may occur, and he certainly does not address fully the logistics of how we do it. I urge tournament directors never to break brackets. If they do, they should include in their invitations a specific and comprehensive procedure describing exactly how it will be done. The question of *how* we break brackets must be answered before we conclude *that* we should break brackets. 

Greg Malis is a speech and debate coach and math teacher at Isidore Newman School in New Orleans. He has 21 years of experience, including four years in San Antonio and nine years in the Chicago area. He is a two-diamond coach in the League, a member of the Hall of Distinguished Service at the National Tournament of Champions, and a member of the Gold Key Society of the Barkley Forum at Emory University.



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Jim Ryan
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February 28, 2013
7,853 points



◆ **SECOND DIAMOND** ◆
Peter Paik
University School, OH
January 30, 2013
3,061 points



◆ **SECOND DIAMOND** ◆
Bill Teter
University Laboratory School, HI
February 3, 2013
3,010 points



◆ **SECOND DIAMOND** ◆
Jason E. Kline
Myers Park High School, NC
February 7, 2013
3,514 points



◆ **SECOND DIAMOND** ◆
Richard Brynteson
Robbinsdale Cooper High School, MN
February 28, 2013
3,031 points



◆ **SECOND DIAMOND** ◆
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Wooster High School, OH
March 1, 2013
3,048 points



◆ **SECOND DIAMOND** ◆
Harold P. Mulholland
Mexia High School, TX
March 1, 2013
3,039 points



◆ **SECOND DIAMOND** ◆
Tereeh Rohleder
Salina High Central, KS
March 2, 2013
6,020 points

Diamond Coach Recognition



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Los Gatos High School, CA
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3,009 points



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February 16, 2013
1,519 points



◆ **FIRST DIAMOND** ◆
Anne Burgin
Franklin Central School, NY
March 3, 2013
1,500 points



◆ **FIRST DIAMOND** ◆
Kathleen Clarke-Anderson
Ridgewood High School, NJ
March 4, 2013
1,519 points



◆ **FIRST DIAMOND** ◆
Katy Cecil
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March 10, 2013
1,583 points



◆ **FIRST DIAMOND** ◆
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Interpretation

Pandas, Jaguars, and Unicorns, Oh My! Risqué Business in Finding Literature

by Travis Kiger and Ganer Newman

When deciding on literature for interpretation, it is okay to push the envelope sometimes; but, admittedly, challenging convention requires a bit of experience to achieve consistent success. Be aware that some judges will not like edgy material, no matter what. However, sometimes the provocative nature of a piece pays off. Always remember, the competitors are high school students; and, no matter how seemingly mature, the competitors are still seen as high school students by the judges. Most importantly, the competitors will be judged as high school students. Forensics exists in college as well as in high school and, as one might expect, many collegiate competitors are former high school competitors. College forensicators often give back to their communities by offering a hand to high schoolers still competing in their wake—thirsty to learn how collegiate “best practices” can offer competitive advantages in the high school forensic world. Years of participating in both communities have taught us a very important lesson: College and high school forensics are different animals. College Interp requires that competitors perform literature that is brand new. If a script has ever been performed before, it is generally frowned upon for another competitor to compete with the same work. The stories often have adult themes. Shocking the audience is

a welcomed choice. The performances of literature in college are used to make nuanced arguments about very specific observations in our culture. The heightened academic nature of college forensic tournaments yields performances that are often theoretical in approach and execution. Finding the right script for college performances is like hunting for *Jaguars*.

High school is different. High school performances are more grounded, so the literature should be more universal. With high school competition, trends tend to shift more gradually, and extremely adult themes in literature are rarely rewarded in high school forensics. Finding the right script for high school performances is like hunting for *Pandas*.

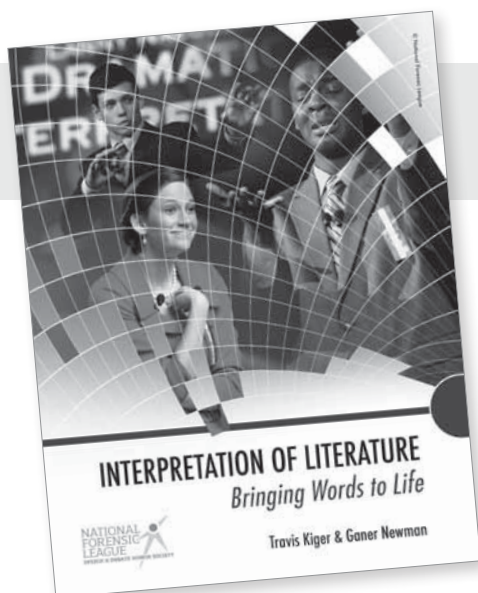
Consider the high school science lab and the university science lab. The high school science lab may dissect a common species of starfish—locating parts of its anatomy and function; the lesson learned teaches the students about life in the sea. The collegiate science lab may dedicate its purpose to discovering a new species of starfish, and the lab may use the lesson to further theorize potential truths of our evolutionary universe.

Every so often, you run across a story such as this: “There is a man who thinks he is the spirit of a young girl, whose mother is a magician. The man who thinks he is a little girl recalls his mother entering a box during a performance and

disappearing forever. Then the man wakes up and he isn’t a man at all... he is in fact... a dolphin.” This kind of story is an example of a *Unicorn*—or a performance that is so abstract, it is almost impossible to follow or relate to an audience.

Unicorn scripts NEVER WORK for high school and rarely work at any level. When considering risk in storytelling, remember some core values. The selection should have relatable characters. The National Forensic League final stage has shown us a number of characters, from transgendered people to the homeless, from Satan to Santa Clause. However, all of the characters that have ever made the final round have had relatable desires and motivations, allowing the audience to easily digest them. In Dramatic Interpretation, real stories typically do better than fantasy. In HI and Duo, where many conflicts may be happening, the protagonist(s) should be engaged in core conflicts to which anyone can relate.

Remember this golden rule of thumb: *Simple Story told Simply*. Can the piece be interpreted within the time limit? Will the audience be able to digest the story in ten minutes? Many plays are more than an hour long and contain multiple plot lines, but a single story can be cut from the material. However, some plays and books contain a singular story line that would not make any sense without all narrative elements present in the




► For additional tips, download the text *Interpretation of Literature: Bringing Words to Life*, which is now available to League Resource Package subscribers. To learn more, please visit <http://goo.gl/McJjQ>.

performance—and that would be hard to convey effectively in ten minutes.

A real life example: We found a graphic novel called *The Weirdly World of Strange Eggs* that looked like a fun, potentially competitive HI. The general premise of the book was about a mysterious Egg Man who emerges from a tree in the yard of two siblings, Kip and Kelly. The Egg Man speaks in verse and gives the kids eggs that have the ability to hatch anything the kids imagine. Reading the description on the back of the book, it sounded like everything was there:

Two relatable kids and loads of blocking potential... then the story gets even weirder. The kids imagine a blood-sucking party hat that grows into an enormous blood-sucking party hat. The party hat only has one weakness, grape jelly... obviously! So the kids take all of Egg Man's eggs and imagine different kinds of weapons to kill the gigantic, blood-sucking party hat. We cut it. We coached it to the best of our abilities. It was an abomination. We were romanced by the Unicorn, and we forgot that we were hunting Pandas.

Remember: Pandas and Jaguars. And if you see a Unicorn, let it bathe in the sun, drink rainbows, and prance around the pasture with its beautiful spiral horn waving about in the rhythmic bounce of its joyful trot; for it will fetch you no awards of plastic speaking men atop marble towers. The Unicorn's promises of competitive advantage are a lie; do not fall for its tricks. 

Anticipating What We Don't Know...

Former Secretary of Defense and poet Donald Rumsfeld said, "There are known knowns; there are things we know we know. We also know there are known unknowns; that is to say, we know there are some things we do not know. But there are also unknown unknowns—the ones we don't know we don't know."

When composing "risqué" performance, try to anticipate what we don't know we don't know.

- **Know the rules.** The first and most important step to finding literature for performance is to read the rules at the National Forensic League, Catholic Forensic League, and state league websites. Do not depend on veteran coaches to inform you of the rules. The rules change from time to time, and many veteran coaches do not read the rules every year.
- **Re-read the rules every year.** If you are a competitor, it is also important for you to read the rules. Coaches, talk about the rules with your students. Students, talk about the rules with your coaches. These discussions are essential to developing self-advocacy in our young speakers.
- **Read critically and carefully.** Perform close readings of the manual. When in doubt, email the appropriate league. I contact the National Forensic League office all the time with questions about the rules, and they are always very helpful. ALWAYS ask. Getting disqualified from a tournament for a rule violation stinks, and is very much an avoidable occurrence.

► About the Authors



Travis Kiger is an English teacher and coach at Wesley Chapel High School in the Florida Sunshine District. He is also an MFA student at the University of Tampa

and coaches *Interpretation* at the Florida Forensic Institute.



Ganer Newman is a coach at Western Kentucky University and is the Director of Interpretation at the Florida Forensic Institute.

They are both founding members of C4 Debate and recently worked together on the text *Interpretation of Literature: Bringing Words to Life* for the National Forensic League. They are currently collaborating on a new public speaking text for iDebate Press.

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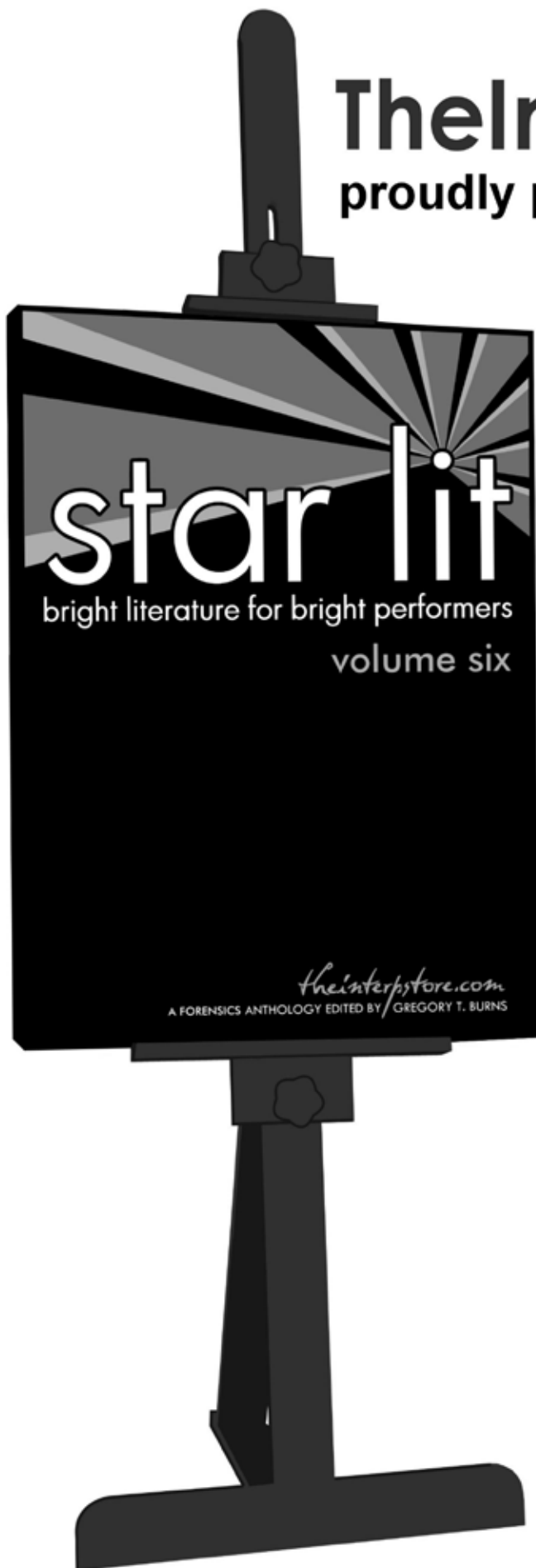


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The Instructor: Dr. Kevin Minch is a Professor of Communication, Director of the Truman Institute, and Dean of the Joseph Baldwin Academy at Truman State University. He was Truman's Director of Forensics for 10 years. During his tenure students captured multiple national titles in debate and speech events. He currently serves as a National Federation of State High School Associations College Advisor and Speech, Debate, and Theatre Consultant.

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PROGRAM OVERVIEW

JULY 14 - AUGUST 17, 2013

Policy Debate

July 14 - August 10

Lincoln-Douglas

July 21 - August 10

Public Forum

July 21 - August 10

Parliamentary

July 28 - August 17

Individual Events

July 28 - August 10

Coaches Institute

July 28 - August 3



Dan Meyers

LD Division Director

Brian Manuel

Policy Division Director

Les Phillips

Public Forum Division Director

Jon Thorpe

Parliamentary Division Director

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Middle School | National Junior Forensic League
MUSINGS FROM THE MIDDLE



Reflections on Cultivating a Legacy

by Alec D. Rogers

Here in the great Las Vegas valley, we are lucky enough to have a speech and debate program established at every single high school, and programs also are spreading to the middle school level. During my entire career of debating, I have worked with children in middle schools from around the valley. I am one of several students from our district who judges, teaches, and supports these kids.

From what I hear, finding judges for high school tournaments can be challenging. This is not the case with middle school contests! My peers from across the valley pitch in by judging, running ballots, or supporting in some other meaningful way. Sidney Hamilton, a judge at one of our tournaments said, "It is a lot easier on the middle school debaters to have high school competitors judge and coach them. The high school students can relate easier to the kids, which really makes a difference for them."

Judging also expands our own knowledge and abilities as high school competitors. Whenever we offer the kids comments, we become more aware of what we need to improve on our own. This improves the entire forensic community.

Teaching these kids is also really rewarding. The countless hours after school devoted to working with them truly makes a difference on the decisions they make. "It is nice to see younger kids enjoy debate as much as I do, and I love to encourage them to continue the activity

because I know how beneficial it is for their future and mine," said Janelle Thomas, a member of my forensic team. The kids involved with these programs have a new desire to present their research and what they have learned. That desire spreads to all of the kids in the program improving not only in the middle school, but at the high school level as well.

The National Forensic League provides us with an experience to expand our knowledge and desire to learn. Working with National Junior Forensic League programs also adds a considerable amount of responsibility, coaching and judging for these young debaters. We add so much to our culture as a whole with groups like this. Anyone who has an opportunity to be involved in middle school forensics should say "yes!" I have never had such a wonderful experience in my life. Nothing makes me happier than seeing the kids I have helped stand on stage with a trophy in their hand.

The debaters at these tournaments meld together into one large family. There is always an aspect of friendship throughout these debates, and it builds a lot of positive relationships for their future careers. "It is humbling to see that young children are taking such a serious perspective on their education," said Tabitha Reyes, another high school student involved in the middle school circuit. She, as well as everyone else in the valley, understands the potential speech and debate gives them, and that is extremely valuable to all of us.

Middle School Mentorship and Community Engagement

As high schools struggle to justify their budgets and the value speech and debate brings their students, adding a middle school outreach component sends a strong message to decision makers and the greater community about the continuum of learning that happens, particularly with the service-learning high school mentors can offer middle schoolers.

Not only that, as demonstrated by Alec's reflections and those of his peers, this outreach opportunity keeps high schoolers engaged, teaches them responsibility, and allows them to embody the virtues of the League's Code of Honor in the behaviors they model for their charges.

Sustain demand for your high school program by supporting or creating a middle school feeder program!

Alec D. Rogers is a junior at Foothill High School in Nevada, where he has earned the League's degree of Outstanding Distinction (Quad Ruby), and a 1st Degree Service Citation.

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Paige Perez	South Anchorage High School

ARIZONA

Jack Gilloon	Tempe Preparatory Academy
Lyubov Kapko	Tempe Preparatory Academy

COLORADO

Alex Vidmar	Overland High School
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FLORIDA

Perry Castillo	Boyd Anderson High School
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IOWA

Crystal Hou	Des Moines Roosevelt High School
Stephanie Hou	Des Moines Roosevelt High School
Lily Nellans	Des Moines Roosevelt High School

IDAHO

Hayden Gunnell	Kimberly High School
Michaela Owens	Kimberly High School
Truman Whitney	Kimberly High School

ILLINOIS

Vinay Basti	Hinsdale Central High School
Jason Charous	Glenbrook North High School
Derek Choi	Glenbrook North High School
Kim Hill	Glenbrook North High School
Jacob David Kahn	Glenbrook North High School
Natalie Knez	Glenbrook North High School
Ethan Matlin	Glenbrook North High School
Laura Nelson	Hinsdale Central High School
Jena Sugay	Hinsdale Central High School
Shaila Sundram	Hinsdale Central High School

INDIANA

Christopher Riley Gonya	Burris Laboratory School
William Greenlaw	Munster High School
Emma Hong	Munster High School
Peter Kraft	Munster High School

KANSAS

Zachary Brian	Seaman High School
Molly Kaup	Seaman High School
Ryan Kelly	Seaman High School
Jessica Kile	Sumner Academy of Arts and Science
Spencer Littlejohn	Mulvane High School
Mason Shields	Seaman High School

KENTUCKY

Victoria Lauren Potter	Paducah Tilghman High School
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MISSOURI

Curtis Keal	Blue Springs South High School
Abby Kucera	Blue Springs South High School
Trevor Wright	The Barstow School

NEBRASKA

Sruti V. Prathivadhi-Bhayankaram	Millard North High School
Alex Tu	Millard North High School
Marisa Varghese	Millard North High School

NEW MEXICO

Eric Eridon	East Mountain High School
Jessi Green	East Mountain High School
P.J. Nyland	East Mountain High School
Jessie Zhao	Los Alamos High School

OHIO

Everen Gokcen	Gahanna Lincoln High School
Emily Jadwin	Gahanna Lincoln High School
Alexis McCathern	Gahanna Lincoln High School

PENNSYLVANIA

Christopher Chang	North Allegheny High School
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SOUTH CAROLINA

Nida Ansari	Riverside High School
Deborah Chen	Riverside High School
Judith Lin	Riverside High School
Kerry Song Yan	Riverside High School

SOUTH DAKOTA

Michael Ryan Hurst	Spearfish High School
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TEXAS

Clay Tillman	Community High School
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UTAH

Tyler Kohring	Skyline High School
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WASHINGTON

Tyler J. Bieber	Ridgefield High School
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WYOMING

Dustin Frank	Cheyenne Central High School
Andrew Graham	Cheyenne Central High School
Anthony LaFaso	Cheyenne Central High School

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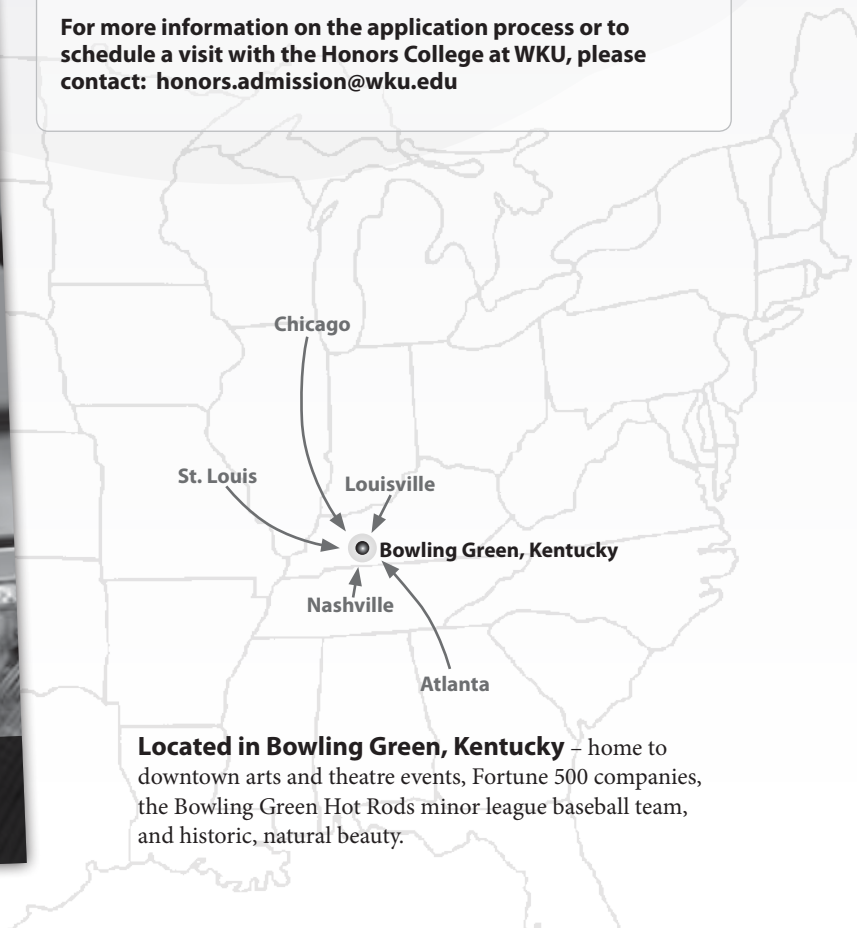
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Sarah Fox

Music & History Majors
Cherry Presidential Scholar & Honors College Class of 2015
US-UK Fulbright Commission - Fulbright Summer Institute



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Student Service Citations



The following students have received Student Service Citations from the National Forensic League in recognition of outstanding service to speech and debate education. Students receive a citation for every 100 service points earned through activities such as community speaking or outreach. A single act of service usually garners between two and five service points.

Student Service Citation, 7th Degree (700+ points)

Jacob Custer	Buffalo Grove High School	IL	723
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Student Service Citation, 3rd Degree (300+ points)

Adam Freilich	The Bronx High School Of Science	NY	326
Allison McKibban	El Dorado High School	KS	324
Alon Handler	The Bronx High School Of Science	NY	301

Student Service Citation, 2nd Degree (200+ points)

Michael Reynolds	Wellington High School	FL	261
Michaela Leedy	El Dorado Springs High School	MO	228
Nicole Kay	Downers Grove North High School	IL	224
Katie Portman	Downers Grove North High School	IL	216
Daniel W. Otter	Centennial High School	CO	210
Claire Robinson	Raytown High School	MO	206
Timothy Welch	Bixby High School	OK	204
Jena Sugay	Hinsdale Central High School	IL	202
Miriah Kate Bowen	Plymouth High School	IN	200
Jake Lenburg	Plymouth High School	IN	200
Emily McKenzie	Plymouth High School	IN	200
Nicolas O'Connor	Chaminade High School	NY	200
Will Sowers	Bob Jones Academy	SC	200
Caleb Andrew Williams	Cascia Hall Preparatory	OK	200

Student Service Citation, 1st Degree (100+ points)

TJ Reardon	Gresham-Barlow High School	OR	195
Katherine Anne Peters	Plymouth High School	IN	187
Carolyn Herrera	Summit Christian Academy	MO	176
Damian Decatur Emory	East Carteret High School	NC	175
Jon Howard	Plymouth High School	IN	174
Samantha Rynne Sanders	East Carteret High School	NC	167
William DeVito	Chaminade High School	NY	165
Shavon Hyde	Arroyo High School	CA	160
Brian Scott Matthis, Jr.	East Carteret High School	NC	155
Brady Stewart Tosto	East Carteret High School	NC	153

Student Service Citation, 1st Degree (100+ points)

Eric Dreischerf	Chesterton High School	IN	146
Johanna Christophel	Home Educator's Outsourcing Solutions	TX	138
Brenden Taylor McCreary	East Carteret High School	NC	137
Corinne Thomas	Suncoast Comm High School	FL	135
Lexi P. Sonnenfeld	Golden High School	CO	133
Ashley Joanna Domke	East Carteret High School	NC	128
Peter McLeod Pitman	East Carteret High School	NC	128
Oruba Ahmed	North Allegheny Sr. High School	PA	122
Rebecca Bauman	Dassel Cokato High School	MN	120
Jacob Cange	Belleville West High School	IL	120
Trevor Lamar Davis	East Carteret High School	NC	120
Ellie Leach	Gresham-Barlow High School	OR	120
Brook Becker	Bixby High School	OK	119
Kristen Chapa	Princeton High School	TX	119
April E. Bowen	Plymouth High School	IN	117
Erika Renae Byler	Westview High School	IN	117
Akkina Abraham	Buffalo Grove High School	IL	115
Tyler Blake	Hutchinson High School	KS	115
Jane Drews	Downers Grove South High School	IL	115
Taylor Keel	Belleville West High School	IL	115
Yianni Kinnas	Hinsdale Central High School	IL	115
Allison Macknick	Sheboygan South High School	WI	115
Michael Raevsky	The Bronx High School Of Science	NY	113
AJ Albaaj	East Grand Forks Sr. High School	MN	112
Arlo Albert Barnette	Rowan County Sr. High School	KY	110
Paola Martinez	Princeton High School	TX	110
Kymeisha Perot	Buffalo Grove High School	IL	110
Sarah Cullo	North Catholic High School	PA	109
Ryan Town	Chaminade College Prep	CA	109
Shelby K. Bettles	Campus High School	KS	108
Mariah Copeland	Downers Grove South High School	IL	106
Jonanthan Islas	Princeton High School	TX	106
Matt Shapiro	Buffalo Grove High School	IL	106
Andrew J. Caratini	Chesterton High School	IN	105
Diana Carreno	Buffalo Grove High School	IL	105
Elaine Chumley	Randolph-Henry High School	VA	105
Theodore Ebarb	Chaminade High School	NY	105
Laura Grisham	West Plains High School	MO	105
Hailey Hanks	White House High School	TN	105
Alec Karazian	The Parish Episcopal School	TX	105
Morgan Dean Kinnaman	Boca Raton Community High School	FL	105
Georgette Voss	Buffalo Grove High School	IL	105
Erika Marie Pritchett	East Grand Forks Sr. High School	MN	104
Decker O'Donnell	Seattle Academy Of Arts & Science	WA	103
Alexie Marqelle Randall	East Grand Forks Sr. High School	MN	103
Georgie Sadler	Hinsdale Central High School	IL	103
Sam Turer	The Bronx High School Of Science	NY	103
Ahmed Abdelhamid	Michael E. DeBakey High School For Health Prof	TX	102
Paige Yarnell	Gloria Deo Academy	MO	102
Morgan Eastman	The Parish Episcopal School	TX	100
Artemis J. Sefandonakis	Skyline High School	UT	100
Shoshana Shapiro	The Bronx High School Of Science	NY	100
JayCee Sorenson	Highland High School	ID	100

DDI

Debate Institutes at Dartmouth

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PDSW & DDIx July 6 - July 13

DDI July 14 - August 10

DDI

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Alex Lamballe (National Debate Tournament Champion)

“**I have been sending students for the last 20 years and have never been disappointed.** The size of the institute is just the right size for every student to receive individual instruction and attention from the lab leaders. The atmosphere is friendly and supportive and my students have always come home vastly improved. **I would recommend Dartmouth to any coach with students who want to work and are willing to learn.**”

Glenda Ferguson, Coppell H.S. (TX)

For more information, go to:
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COACH PROFILE

Thomas P. Durkin



“Forensics has provided a lifetime of friends and memories. I wanted to give back and to give forward.”



- ▶ **Tell us a little about your school and program and what makes them unique.** Loyola Blakefield High School (MD) has a long and storied tradition in forensics. It provides all the forensic events, and I am an alumnus of Loyola Forensics. We have almost 10% of our high school population doing forensics.
- ▶ **How did you first become involved in speech and debate?** In 1974, I started my career in Policy Debate at Loyola Blakefield. I expanded into Extemporaneous Speaking and Dramatic Interpretation. I attended St. Joseph's University on a forensic scholarship.
- ▶ **Did you have a mentor?** Fr. Al Novotny, S.J., was my mentor, and he taught me the importance of taking care of the details: watch the news, cut files every day, and practice, practice, practice.
- ▶ **Why did you decide to become a speech and debate coach?** Forensics has provided a lifetime of friends and memories. I wanted to give back and to give forward. I wanted to provide my students the opportunity that was provided to me.
- ▶ **What challenges do you face as a coach and educator?** Forensics is becoming an increasingly expensive activity. Students must attend summer camps to be competitive on the circuit level, and this requires money. I worry that some kids will be priced out of this activity, and we should do everything we can to avoid that.
- ▶ **In what ways has the National Forensic League helped you as a coach?** The League provides us recordings of past winners that allow us to train our students. The League also provides both a district level and a national level

tournament for our students to compete.

► **What advice would you give a new speech and debate coach?**

Start small but look to be large. When I started coaching at Good Counsel High School in 1985, I had one student compete that first year. By 1988, I had more than 20 students actively on the team, and we won our local Speech Metro Championship. We then had students breaking at National Tournaments regularly.

► **How does participation in forensics change your students?**

Speech and debate participation provides life skills. My students will be able to speak publicly with poise and confidence for the rest of their lives.

► **How has speech and debate prepared your students for college and beyond?**

The best way to answer this is to use an anecdote. I had two students who were Presidents of Loyola's forensic team who both received the Jefferson Scholarship at the University of Virginia. I asked one what made the difference. Here is what he said: "We all had perfect GPAs; we all had multiple extracurricular activities; on paper, we all looked the same. The difference became the interview. I was

able to speak coherently and persuasively, and my experience in debate provided that. I won my scholarship because of my speaking ability, and forensics provided that."

► **What would be your advice for graduating seniors?**

Two things: First, if you want to be in college forensics, there are ample opportunities, but it is a big commitment. Second, remember all the people who made your experience possible: your coach, your parents, and your teammates. My closest friend and the best man in my wedding was a forensic teammate from college.

► **Tell us about your favorite memory of the activity or an accomplishment of which you are most proud.**

My favorite memory is twofold: I won my local Metro Championship in Extemporaneous Speaking my senior year. As a coach, I had the opportunity to mentor one of my sons. His senior year, he also won the local Metro Championship in Extemporaneous Speaking. Since I was also the league director, I was able to announce and hand him the championship award. As a parent and a coach, it doesn't get any better than that. 

Coach Profile

Thomas P. Durkin has been involved in forensics since 1974 and a coach since 1985. He attended St. Joseph's University on a forensic scholarship. His favorite activity has always been Policy Debate, and his goal of getting debaters to the TOCs and advancing in late rounds at NFLs and NCFLs has been accomplished. "A coach is only as good as his debaters," he says. "I have been very blessed with great kids."

LINCOLN-DOUGLAS DEBATE

JULY 21 - AUGUST 10, 2013

2 Week Core LD Program

July 21 - August 3

Intensive Practice Round Session

August 3 - August 10

The Stanford National Forensic Institute offers national caliber summer debate programs for students of any level of experience. The Two Week Lincoln-Douglas program is open to all students and is a comprehensive preparation for the upcoming year of competitive debate. Each lab is carefully constructed to maximize each student's ability to accelerate their skills in a highly educational environment. A strong student to staff ratio (7:1) and a minimum of 10 expertly critiqued practice rounds are a core feature of the two-week camp. The Three Week program adds an additional week to the standard Two Week program. The Third Week focuses on technique and practice rounds, and gives students the chance to fully integrate the skills they have learned during the first two weeks of camp.



Dan Meyers is returning for his sixth year as division director for Lincoln-Douglas Debate at the SNFI. Dan is the Director of Forensics at Presentation High School in San Jose, California. Dan was the Director of Debate at Clovis West High School in Fresno and The Meadows School in Las Vegas, Nevada, where he coached both Policy and LD extensively. In LD his students have been in late elimination rounds at nearly every major national tournament. Dan's students have also participated in the Stanford, MBA, and Greenhill Round Robins. Dan has coached LD debaters to the elimination rounds of the Tournament of Champions, NDCA Championships, and NFL Nationals on multiple occasions. Dan is also a member of the NFL LD wording committee and the TOC LD committee. Dan returns to SNFI this year for his ninth summer and his sixth as director.



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Stanford National Forensic Institute
www.snfi.org | info@snfi.org | (650) 723 9086

STANFORD NATIONAL FORENSIC INSTITUTE

PUBLIC FORUM JULY 21 - AUGUST 10, 2013

1st Week: Novice & Intermediate
July 21 - July 27

2nd Week: Core Program
July 28 - August 3

3rd Week: Intensive Practice Session
August 3 - August 10



Week one is a special focus program for beginners and early-intermediate students only, which means these students will be tracked with peers at their own experience level allowing the whole group to accomplish rapid academic progress, yet as a result of the similar skill and experience of the students to move at a comfortable instructional pace and with a friendly and nurturing atmosphere.

Week two is designed for students from beginning through advanced level. Students will be grouped by experience and competitive success within teaching groups so that each lab can progress as a unit as rapidly as possible.

Week three is a supplemental program focused primarily on practice rounds. After the third week program, a student will have had experience equivalent to several regular tournaments! In addition, several special topics appropriate for rising varsity level students shall be covered, such as advanced strategy and extensive consideration of advanced crossfire and cross-ex techniques.

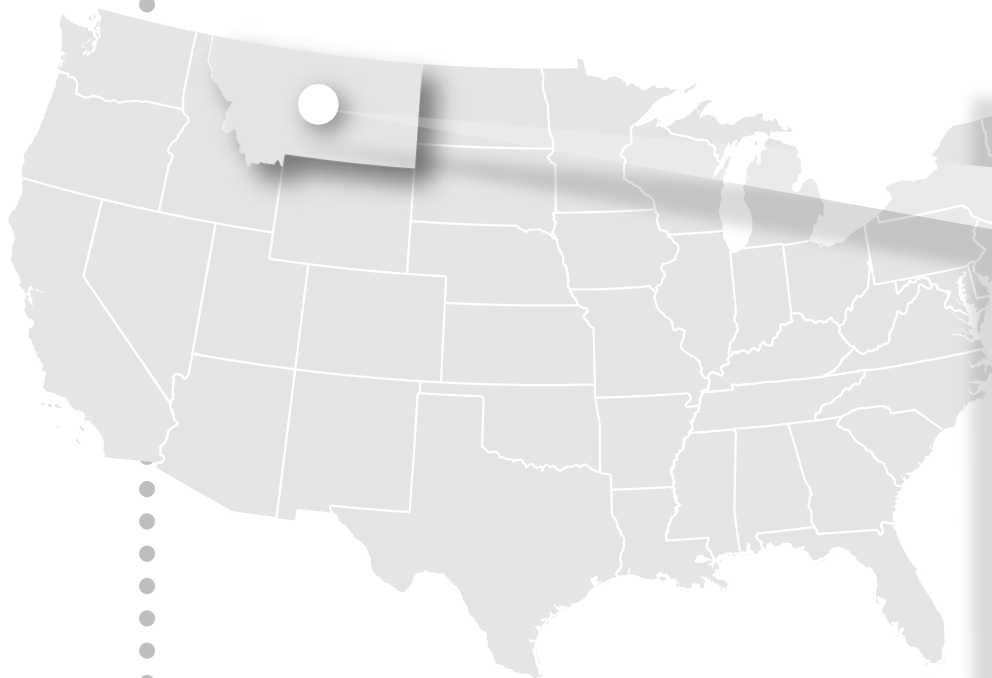
Students may do one week, two weeks, or all three weeks of the program



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District in Detail



District Committee

James Maxwell, *Chair*
Bozeman High School – Bozeman, MT

Gregory Adkins
Glacier High School – Kalispell, MT

Ivanna Fritz
Glacier High School – Kalispell, MT

Kerry Gruizenga
Skyview High School – Billings, MT

Gregory McCullough
Butte High School – Butte, MT

Montana

compiled by James Maxwell

John Steinbeck once asserted, “If Montana had a seacoast, or if I could live away from the sea, I would instantly move there and petition for admission.” This pretty much sums up what makes our state unique. In fact, Steinbeck’s entire passage on Montana from *Travels with Charlie* describes what makes our district unique. In it, he reflects on the grandeur of the Rocky Mountains in the western part of the state and the gorgeous plains in the eastern part and shares an experience common to most who visit our state—he falls in love with it.

Our district covers a large geographical territory (one school had to drive 11 hours simply to attend our district qualifying meet this year!), and includes schools ranging in size from 20 students to more than 2,000. The population of our entire state could

easily fit within any of America’s larger cities, and it is not uncommon to journey for miles without encountering another human being. This is one reason Montana was one of the last states to institute an actual speed limit—it used to be simply what was considered “reasonable and prudent”—and it is a big reason for Montana’s appeal.

Within our open spaces, you can find some of the best outdoor recreation in the country. The western portion of the state is home to Glacier National Park and portions of Yellowstone as well as some of the best ski areas in the nation. There are also ample opportunities for biking, hiking, mountaineering, and, of course, fly fishing—which exploded in popularity following the release of *A River Runs Through It*. The rolling plains of the eastern portion of the state provide gorgeous, uninterrupted panoramas, spectacular fishing and

hunting, and are home to numerous agricultural communities that provide food to the world.

► **What challenges do you face as a district?** One of the biggest challenges faced by our district is, like many others, financial. One would think that there would be no question about supporting an activity that so obviously develops important skills for college and beyond, but such is not the case. Luckily, our district enjoys an incredible level of community support, and it is rarely difficult to raise funds when necessary. It’s simply unfortunate that it takes time away from other, more important aspects of the activity.

Because our district is composed of schools of widely divergent size, consistency is a constant challenge.

Since all 14 of the larger schools are members of the National Forensic League and compete under League rules for most events, the transition to competition at the qualifier and National Tournament is rarely problematic. In contrast, many smaller schools in our district compete in very different events with sometimes very different rules. There are, for instance, drama events at some schools that involve costumes and props, and many smaller schools still require binders in Interp events. Happily, we enjoy a very collegial atmosphere, and these discrepancies rarely cause much trouble.

Judging consistency can also be a challenge in our district. Most tournaments are judged by members of whatever community holds the competition, so the level of expertise varies greatly. This means that in debate, for instance, a good deal of speech time is often spent in simply educating judges about terminology and debate theory. However, because of the collegiality between coaches, this concern is dissipating significantly. As a state, we recently completed a judging handbook to be distributed at all meets, and we are actively engaged in developing a strong, state-wide pool of interested and informed judges.

Our district sees the predominance of lay judges as more of a blessing than a curse. Using a pool of educated, intelligent, community members to judge events helps ensure that the skills being developed are genuinely lifelong skills, and it helps to generate widespread community support for the activity. Because they are judged by non-experts, all competitors strive to keep the activity accessible to a wide audience. As a result, debate remains vibrant in Montana because there is more focus on communication than esoteric games-playing that can shut competitors and potential supporters out of the experience.

- **What are some best practices you would like to share with other district leaders?** Communication between coaches is absolutely essential, and this has always been a priority in our district. We have a

very healthy professional organization (Montana Forensic Educators Association, or MFEA) that meets each year at the conclusion of the season. As a group (which includes coaches from all schools with a forensic squad, whatever the size) we determine the rules for the events, determine the competitive schedule, construct judging and coaching handbooks, and address any concerns from the previous season over the course of three days. This not only helps us address inconsistencies but also to form important connections with other forensics educators.

In addition, the MFEA is active in helping integrate forensics across the curriculum. Each year at the annual teacher's conference, MFEA offers numerous workshops for teachers interested in making use of various aspects of speech and debate in helping all students develop. This has been and continues to be an extremely effective way to "spread the word" about the importance of the activity, and it forms important connections with the larger community while also providing solid recruiting avenues.

► **Why is speech and debate so critical in meeting Common Core standards?**

One of the most important parts of the Common Core is close reading; few skills are as important in terms of "college and career readiness." This set of skills is certainly a major focus in speech and debate. Whether conducting research for a debate case, figuring out how best to cut and block a piece of literature, composing and memorizing a speech, or perfecting the skills of short prep, close reading is a constant part of any successful speech and debate program.


Forensics is also cross-curricular to an extent that few activities can match. Skills developed in forensics can be effectively deployed in virtually any area, and no activity embraces interdisciplinarity more than speech and debate. For these and many other reasons, speech and debate provides a great opportunity for facilitating implementation of Common Core standards.

- **What advice would you give to a new coach joining the League?** Get involved right away and ask questions of the "old hands" as often as possible. The tab room can be an intimidating place, but most experienced coaches have a genuine love for the activity and a sincere desire to help others find a similar passion. You should observe and chat with experienced coaches from day one.

Get involved in the tab room. So much knowledge of the activity comes from experience, and participating in the tabbing process is an excellent way to gain it. It also provides great opportunities for establishing connections with other coaches and becoming aware of the various nuances of how the activity works in your district.

Spend time getting familiar with and using the League's new website. There are SO MANY resources on the new and improved website that it is almost overwhelming. However, if you spend time learning how to navigate the site, you will discover an amazing array of resources for coaches and students. From educational videos and documents to topic analysis and webinars with experienced coaches and competitors, the site contains information on virtually everything related to competitive forensics.

Finally, it is a good idea to form parent groups and the like for anyone interested in supporting speech and debate in your area. Forming community connections can help make your life much easier, and it's a great way to keep forensics "on the radar" throughout your district.

- **Last Thoughts?** A constant mantra in our district is, "It's all about the kids." In the face of tight budgets, competitive drive, and squabbling over rules interpretations, we consistently remind one another that this activity is about creating opportunities for the young people we are fortunate to mentor. The hardware must always be secondary to the skills that are developed, the bonds that are formed, and the joy of seeing students grow into adults who will truly improve humanity's lot. 



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35TH ANNUAL SUN COUNTRY FORENSICS INSTITUTE

Camp in Policy Debate,
Lincoln-Douglas Debate,
Public Forum, and Individual Events
July 21–August 3, 2013

THE PROGRAM — The Policy, LD and Public Forum programs offer an interactive learning environment for students of all levels (beginning, intermediate, advanced). **Learning is targeted to both national circuit debaters and regional competitors.** The instructional staff includes accomplished collegiate and high school coaches as well as current collegiate debaters who are former NFL, Catholic and TOC National qualifiers and finalists.

DIVERSIFIED STAFF — Carol Shackelford (Bingham High, UT); Mike Shackelford (Rowland Hall, UT); Natalie Brisighella (Sky View High, UT); Travis Cochran (Southwestern U., TX); Kendra Doty (Idaho State); Matthew Gomez (Weber State, UT); Kirk Knutson (the Meadows, NV); Alex Kosmach (Green Valley High, NV); Mark Middleton (West High, UT); Andrew Ridgeway (Idaho State); Judie Roberts (Skyline High, UT); Catherine Shackelford (Weber State); Cindy Sidwell (Maeser Prep, UT); James Stevenson (Puget Sound, WA); Jake Tucker (USC); Mark Veeder (U of U); Alex Velto (UNLV)

CURRICULUM

POLICY — Lectures focus on the topic, theory, and perspectives on different positions. Most lectures are "broken out" into targeted groups based on experience levels. Labs focus on research, argument construction, practice debates, speaking exercises and comprehensive rebuttal reworks.

LD — Lectures focus on philosophy, values, criteria development, and several relevant topics. Labs focus on affirmative and negative case construction, delivery, research, and practice debates.

PUBLIC FORUM — Lectures and labs focus on current events, crossfire cross examination skills, argumentation, clash, refutation, persuasion, and practice debates.

IF — Lectures and practice for all NFL events.

12 CRITIQUED ROUNDS (TOURNAMENT)

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- **All evidence is shared.**
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SCHOLARSHIPS — Winners of each varsity debate event will receive a scholarship to Dixie State University.

ATMOSPHERE — SCFI provides a safe environment where students will feel connected to the staff and other students.

COST

\$705 includes **room** (apartments/dorms, air conditioned, pool) and **board** (lunch and dinner)

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Debate and the Virtue of Intellectual Integrity

by Adam Torson



Intellectual integrity denotes a commitment to the honest pursuit of truth through openness to evidence, ideas, and the criticisms of others. It prohibits the subordination of truth to expediency or personal gain, and requires us to be on guard against self-deception and short-sightedness. It requires a balance between the courage of honest conviction and the humility to recognize that our conclusions must always be uncertain and provisional. Practiced with intellectual integrity, debate can be a powerful vehicle for personal growth. It encourages the self-reflection that helps students to cultivate a mature inner-life. Conscience is little more than an honest internal dialogue—the ability to critically reflect on one's own thoughts and actions. Openness to opposing beliefs requires appreciating what the world looks like from someone else's point of view, which in turn fosters humility, perspective, and tolerance. I think that many of us credit debate as a formative experience precisely because it taught us the virtue of intellectual integrity.

Intellectual integrity is also indispensable in cultivating a sense of civic virtue. Our public life is plagued

by sophistry and mindless line-toeing. Politics is treated like a spectator sport, and we engage only if we are enthralled by the spectacle. Intellectual integrity is a bulwark against citizenship devolving in this way. One with intellectual integrity is willing to be persuaded by reasoned argument rather than held hostage by ideology or tribalism. It requires suspicion of convention and to be more than a mere political dilettante or pseudo-intellectual. Above all, intellectual integrity bars credulous acquiescence to demagogues and mediocre apologists. By careful examination of the challenges we must face together, debate can foster a mature sense of connection to our many communities. We must recognize the burden of stewardship that comes with the opportunity to work with gifted young people.

If what I've said rings true, then the debate community is obliged to embrace intellectual integrity as one of its core values. We aspire to be a community of thinkers and learners, and this goal is conveyed not simply by what we teach in the classroom but by the practices we deploy. I encourage the examination of those practices through the lens of intellectual integrity.

Thoughts on this article—or others?

Comment on the NDCA website: www.debatecoaches.org. If you would like to submit an article for NDCA Coaches' Corner, please contact Carol Green Dennis at carolg@harker.org.

This article is slightly modified from when it first appeared on www.victorybriefs.com.

Against Purposeful Obfuscation

Too often in debate, strategy devolves into sophistry. Debaters utilize a series of tactics designed only to muddy the water, to obscure a fair evaluation of the merits of their arguments by either judges or opponents. This includes the distortion of evidence, e.g. by reading cards out of context so as to make it seem that authors using terms differently actually intend the same meaning. It includes evasive or overly ambiguous explanations of arguments, designed to allow debaters to shift their positions in the rebuttals. It includes impossibly dense and blippy analytical frameworks with contingent standards, layers of unreasonable spikes, theory bait, and other tricks hidden throughout.

These tactics are inconsistent with an ethic of intellectual integrity. The rules that we set up to make the debate game intellectually rigorous are exploited to separate us altogether from a meaningful contest of ideas; the tail wags the dog. A student deploying these tactics hopes to win not because he marshals the most compelling argument, but because his opponent makes a superficial error or his judge is too embarrassed to admit that he didn't properly follow the argument. We hope that the practice of dialectic contestation will help us to challenge or confirm our beliefs on important personal and political questions. Strategies of purposeful obfuscation, on the other hand, turn arguments into mere instruments of power - ways of manipulating the circumstances to contrive a favorable outcome. These strategies are disingenuous approaches to thinking through the topic because they are fundamentally unrelated to the residual quality of the arguments. That bad arguments could reliably beat good ones should strike us as a very strange outcome in any debate event worthy of the name.

Against Shallow Argumentation

There are too many cases whose purposeful design is not passable as genuine intellectual work product. Arguments crafted by non-expert high school students can only hope to approximate scholarly work, but that does not excuse an entirely unrigorous treatment of the topic.

Most familiarly, these include cases whose only strategic logic is the speed at which they are read. I am a believer in the merits of fast debate, but when that tactic is used not to develop arguments more deeply but to increase the sheer number of disconnected, weakly warranted blips on the flow, it ceases to do anything that remotely resembles the realistic justification of arguments.

Similarly familiar are debaters who refuse to defend a topic-relevant advocacy. It seems most reasonable to me to interpret debate resolutions as normative. We evaluate the topic in the hopes that our conclusions might affect our choices in the real world. Many cases take such a rigid, formalistic approach that any connection they have to our lived experiences goes out the window. These tactics are virtually identical to what is commonly called "the pivot" in Presidential debates. When a candidate finds a question unpalatable, he simply creates a superficial connection to another topic about which he is more confident. The tactic is designed to avoid engagement on difficult or controversial issues and instead fall back onto clichés and stock-phrases – the opposite of intellectual integrity.

So-called "democracy" cases are a good example. These positions include a framework about the importance of democracy and then arguments purporting to prove that one side of the resolution is 'what the people want.' On the surface, these cases generally misrepresent their framework authors

and deploy extremely low-quality offense like cable news network polls. More fundamentally, they turn what are essentially normative topics into uninteresting descriptive questions about which there really is no meaningful objective answer. It is a perversion to suggest that a belief in democracy could be an excuse to not debate the merits of an issue and instead defer blindly to some arbitrary snapshot of public opinion. Even more disconcerting (but for essentially the same reasons) are so-called "sovereignty" positions, which posit that because the state must be sovereign we should simply do whatever it wants. Nobody actually believes that, and it abdicates the basic role of argument in a democratic society. Yet, we've built an argument culture that consistently gives these positions a great deal of credit.

Similarly, many debaters routinely deploy extremely dense and esoteric philosophical positions to avoid substantive, topical debate. There are many times in debate rounds when I can see the virtue of a very well developed debate about highly specialized philosophical questions. Philosophy debate is a critical part of thinking rigorously about the relative importance of impacts. That said, it's hard to imagine that whether the U.S. should implement a universal healthcare system (for example) routinely turns on whether motivational internalism is a legitimate constraint on validating moral theories. In response to a poverty relief case that purported to save 18 million lives per year, I once heard a debater ask incredulously, "What framework does that link to?" You have to be taught that there is a credible argument that makes 18 million lives per year an irrelevant impact – I doubt very many people come into the activity with that sensibility. By necessity every argument makes unwarranted assumptions, but we have somehow

imposed an enormously high burden of proof on our most plausible intuitions. Philosophy debate is great, but what currently passes as philosophy debate is often a deeply misguided approach to the topic.

Finally, many debaters abuse theory in precisely the same way. On many questions LD is in the midst of a theory quagmire, so I guess seeing more theory debate is to be expected. I do believe that theory has an important role to play in developing our community norms. Nevertheless, we all know that debaters too often deploy gratuitous theory which can't plausibly advance the interests of fairness or education one iota. This is another pivot: avoid the topic by changing the subject. It's time for all of us to take some responsibility on this issue.

What We Can Do About It

Students

I encourage debaters to embrace the responsibility that comes with argumentative agency. Ultimately the person who chooses the arguments you run is you. More than that, you are the authors of the culture. Coaches and judges do what they can to provide incentives to debate in certain ways, but it is ultimately a commitment in the minds of debaters to deploy intellectually sound strategies that creates the norm.

The willingness to win at any cost is a bankrupt approach to debate. While it's great to take pride in your accomplishments, the luster of debate trophies will eventually fade. Choose to make one of your lasting contributions to the community the choice to debate with intellectual integrity. You will value the habits of mind you develop for the rest of your life.

Of course, many students obfuscate or engage in shallow argumentation simply because they don't know better. That is part of the learning process, so nobody should feel bad about engaging

in these practices unintentionally. My hope is only to encourage students who know better to forgo these tactics as a means to gain a competitive advantage.

Judges

Judges can change the incentive structure. Give lower speaker points for positions that purposefully obfuscate or take a shallow approach to the topic. Refuse to vote on arguments you didn't understand. That takes the courage to answer debaters' questions honestly and stick to your guns. To be thought of as a "good judge" is a status marker, and penalizing debaters for common but unsound practices might jeopardize that, but recognize that your need for validation from high school students should be trumped by your obligations as an educator.


Lastly, make a good faith effort to meaningfully evaluate the quality of arguments and give students feedback. Translating lines and arrows on the flow into oral form is the laziest and least useful thing you can do for students. We learn by talking about arguments, so talk about arguments. Judging isn't always easy or formulaic, but it's not supposed to be.

I don't claim that judges should apply a prima facie filter for arguments they find counter-intuitive. Obviously debaters benefit from questioning fundamental assumptions, and it would be unfair for judges to interject their own biases haphazardly into every debate. What the debaters argue should control the outcome of the round. That said, I think that judges can't help but exercise some independent judgment. All arguments have assumptions, and ultimately some assumptions must be credited more than others. Where debates are not resolvable purely on the basis of the debaters' arguments, I think it makes sense to give arguments with more plausible assumptions more credit in

making a decision. This will produce some variability in judging, but I don't think that can be avoided, and in any case I think it spurs useful discourse about argument quality.

Coaches

As coaches, we must own up to the style with which our teams debate. Far too many of us decry practices that our own debaters utilize (I'm sure I've been guilty of this). We can't (and shouldn't) exercise dictatorial control over what arguments our students run, but we do have a bully pulpit. The burden of stewardship falls most directly on us, and it is irresponsible to abdicate this role entirely to camps, judges, and the tactical flavor of the week.

More importantly, our students take their cues from us. If we sacrifice intellectual integrity for the sake of competitive success, our example will be heeded. Competition is a brilliant motivator for students to push themselves to do a great deal of high-quality work, but we can't forget that winning is only an instrumental value. If our students walk away from their debate careers without an appreciation for intellectual integrity, then surely they've missed the point. Let's do what we can to make sure that doesn't happen. 

Adam Torson debated at Fargo South High School. He has a B.A. in Political Science from the University of Minnesota and a J.D. from Hamline University School of Law. From 2004-2009 he was the director of debate at Hopkins High School (MN), and from 2009-2012 he was an assistant coach at Harvard-Westlake (CA). He is currently the Director of LD Debate at the Marlborough School (CA). Adam is also a curriculum director at the Victory Briefs Institute and is the editor of the Victory Briefs topic analysis books and debate textbooks.

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Apple Valley High School Seeks Debate Coach

Apple Valley High School, a public high school in Apple Valley, Minnesota, is seeking a Head Debate Coach/Assistant Debate Coach/Director of Debate—someone experienced and passionate about Debate and Forensics. A well-established state- and nationally-recognized program, AVHS competes in Lincoln-Douglas, Public Forum, and Congressional Debate. All coaching is extra-curricular and is not done during the school day. The program is financially stable and has strong support from the school, the school District, and the community. Financial compensation will be based on the extent of responsibility. A teaching position in core disciplines may also be available. Direct all questions, including application procedures, to Joe Wycoff, Director of Arts and Activities, Apple Valley High School. Email address is joseph.wycoff@district196.org. The school phone number is (952) 431-8202.

Ankeny Centennial High School Seeks English or Social Studies Teacher, Head Debate Coach

Ankeny Centennial High School is a college preparatory school in Ankeny, Iowa. Ankeny Schools are considered some of the best in the state, and this school in particular, which will open its doors for the first time in August 2013, is actively searching for a highly qualified High School English or Social Studies teacher who can also serve as a Head Debate Coach during its inaugural season. Interested applicants should email Kevin Biggs, District Director of Athletics and Activities, at kevin.biggs@ankenyschools.org.

Bellaire High School Seeks Full-Time Policy Debate Coach

Bellaire High School anticipates an opening for a full-time Policy Debate coach for the 2013-14 school year.

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- Attended National Forensic League Nationals 55 of 57 years of the program's existence.
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- Full-time teaching position available (Communication Applications and Debate classes).
- Candidate should be effective coaching both communication-oriented Policy Debate as well as TOC.
- Position offers maximum time to coach students with minimal administrative responsibilities.

Interested candidates should submit a resume and cover letter addressed to Jay Stubbs at BellaireDebate@sbcglobal.net.

Boston Debate League Seeks Full-Time Director of Programs

The Boston Debate League (BDL) is seeking a full-time Director of Programs. The Director of Programs will enhance and implement BDL's strategic programmatic vision throughout Boston Public Schools, inventing solutions to new challenges as BDL expands both programs within existing schools and new schools. With strong support from the district, BDL looks to expand from serving 18 schools and 600 students to serving the entire district with their After School Debate League and Evidence Based Argumentation (EBA) programs.

Interested candidates should submit a resume and cover letter addressed to Steve Stein at <http://www.commongoodcareers.org/jobs/detail/bdl-director-of-programs/>.

BDL is partnering with Commongood Careers on this search. Learn more about CGC at www.commongoodcareers.org.

Cheyenne East High School Seeking Speech/Debate Coach

Cheyenne East High School in Wyoming is looking for a new speech/debate coach for the Fall of 2013. Cheyenne is located 100 miles north of Denver, Colorado. East High School serves 1,600 students. The base salary is \$46,000 with an additional generous coaching stipend. Class size is in the low twenties. An English endorsement would be preferred. We are seeking a head coach and have an assistant coaching staff in place. Fundraising is minimal, as our program is funded by the local school district. Interested applicants should fill out the application form and submit transcripts online at www.laramie1.org. Questions? Contact Michael Starks at (307) 630-6103.

Desert Vista High School Seeks Assistant Director of Forensics

Desert Vista High School, a college prep school, in Phoenix, Arizona, is seeking an assistant Director of Forensics. Duties would include assisting in general team management as well as directing or assisting in at least one debate or speech event/genre. This may lead to a full time teaching position at Desert Vista High School. For information about the school go to <http://desertvista.schoolfusion.us>; for information about the team, please go to www.tstdc.com. Please send all inquiries and resumes to Erik Dominguez at edominguez@tempeunion.org.

Lake Highland Preparatory School Seeks Upper School English Teacher, Extemporaneous Speaking and Original Oratory Coach for 2013-2014 Year

Lake Highland Preparatory is a coeducational, Pre-K through 12 college preparatory school in Orlando, Florida. The school is actively searching for a highly qualified Upper School English Teacher who has experience coaching high school forensics and specializes in coaching individual speech events. The focal point of the coaching responsibilities would be in extemporaneous speaking and original oratory. Interested applicants should attach a detailed resume and send by email to Mike Jakubisin, Director of the Upper School (mjakubisin@lhps.org).

Los Gatos High School in Sunny Silicon Valley, California is looking for a dedicated speech and debate coach who can also teach English. The Los Gatos High School speech and debate team is well established and well supported by administration, parents, and community. A current staff member is available to mentor and support our new coach.

Salary placement is based on experience and educational level, and includes an additional coaching stipend. Applicants must have a California Teaching Credential that authorizes them to teach English.

Interested applicants should contact Markus Autrey (principal) at mautrey@lgsuhd.org and Sharon E. Smith (current coach) at sesmith@lgsuhd.org.

Poly Prep Seeking Part-Time Assistant Coach

Poly Prep Country Day School in Brooklyn, New York, is seeking a part-time assistant coach with tournament experience/success. At a minimum, this position would require coaching approximately eight hours per week and attending tournaments. Compensation would be on a per hour/per tournament basis. This position has the potential to expand depending on outcomes. Candidates with Interp experience are especially encouraged to apply.

Interested candidates should email a resume, cover letter, and references to Brent Adams at badams@polyprep.org.

New Trier High School Seeks Speech and Debate Teacher and Head Coach

New Trier High School in Winnetka, Illinois, is seeking a Speech and Debate Teacher and Head Coach. The Speech and Debate Teacher teaches communications courses focusing on Public Speaking, Public Forum Debate, Congressional Debate, Policy Debate, Lincoln-Douglas Debate, Individual Events (public address events, interpretation events, and duo events), and other Speech and Theatre Department classes as needed. In the concurrent assignment, the teacher works in partnership with a department colleague to manage student participation in a comprehensive and nationally competitive interscholastic speech and debate program. For application details and more information, please visit the websites below:

<https://admin1.applitrack.com/newtrier/OnlineApp/JobPostings/view.asp?FromAdmin=true&AppliTrackJobId=940>
<https://admin1.applitrack.com/newtrier/OnlineApp/JobPostings/view.asp?FromAdmin=true&AppliTrackJobId=941>

University School Seeks Upper School English Teacher, Assistant Speech and Debate Coach

University School of Nova Southeastern is a college preparatory school in Fort Lauderdale, Florida. The school is actively searching for a **highly qualified Upper School English teacher** who can also serve as an **Assistant Speech and Debate Coach**. Interested applicants should email Steven Schappagh (schappau@nova.edu), Associate Director for Student Life and the Director of Speech and Debate.

As a part of the Nova Southeastern University community, teachers receive benefits that include **tuition discounts for graduate degrees!** Another outstanding benefit is a **competitive retirement package**.

DISTRICT STANDINGS *(as of April 1, 2013)*

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	246	Blue Valley North High School	856
2	--	Florida Manatee	243	Nova High School	809
2	3	Calif. Coast (CA)	243	Leland High School	1,009
4	-1	Northwest Indiana	233	Munster High School	568
5	-1	East Los Angeles (CA)	215	Gabrielino High School	857
6	--	East Kansas	213	Olathe Northwet High School	439
7	1	Kansas Flint-Hills	204	Emporia High School	402
8	-1	Rushmore (SD)	201	Sioux Falls Lincoln High School	478
9	--	Northern South Dakota	194	Aberdeen Central High School	375
10	--	Show Me (MO)	193	Blue Springs South High School	446
11	--	New York City	184	The Bronx High School of Science	1,024
12	1	Eastern Ohio	180	Perry High School	385
13	-1	San Fran Bay (CA)	178	James Logan High School	667
14	1	Nebraska	169	Millard North High School	497
15	-1	Illini (IL)	160	Downers Grove South High School	464
16	3	Rocky Mountain-South (CO)	159	George Washington High School	493
17	2	Sunflower (KS)	158	Valley Center High School	439
18	--	Ozark (MO)	155	Central High School - Springfield	623
18	1	Northern Ohio	155	Canfield High School	348
20	4	Southern Minnesota	152	Eagan High School	597
21	5	Sierra (CA)	149	Sanger High School	593
21	-5	New Jersey	149	Ridge High School	482
21	-4	Montana	149	Glacier High School	346
24	-2	Southern California	148	Claremont High School	393
24	-2	Heart Of America (MO)	148	Liberty Sr. High School	681
26	3	West Kansas	146	Salina High Central	390
27	-1	Utah-Wasatch	144	Sky View High School	377
28	9	Golden Desert (NV)	142	Green Valley High School	380
29	-1	South Texas	141	Bellaire High School	546
30	-6	Northern Illinois	140	Glenbrook North High School	493
31	1	Central Minnesota	138	Eastview High School	486
32	3	New England (MA & NH)	135	Newton South High School	324
32	-2	Carver-Truman (MO)	135	Neosho High School	395
34	11	New Mexico	134	East Mountain High School	239
35	-4	Sundance (UT)	133	Bingham High School	407
36	-3	Western Ohio	132	Centerville High School	265
37	5	West Iowa	129	Dowling Catholic High School	412
38	-5	South Carolina	127	Southside High School	441
39	4	Idaho Gem of the Mountain	124	Mountain Home High School	310
40	-1	Florida Panther	123	Lake Highland Preparatory	369
40	-2	East Texas	123	William P. Clements High School	428
42	-7	Idaho Mountain River	122	Highland High School	360
42	-3	Deep South (AL)	122	The Montgomery Academy	305
44	--	Colorado	120	Cherry Creek High School	520
45	1	South Kansas	119	Fort Scott High School	269
45	1	North Coast (OH)	119	Solon High School	255
47	7	Northeast Indiana	118	Chesterton High School	430
48	-9	Central Texas	116	Winston Churchill High School	316
48	1	Arizona	116	Desert Vista High School	387
50	1	Wind River (WY)	114	Green River High School	327
50	6	Pittsburgh (PA)	114	North Allegheny Sr. High School	567
52	2	North Texas Longhorns	113	Coppell High School	221
52	5	Great Salt Lake (UT)	113	Skyline High School	322
54	-5	Lone Star (TX)	112	Plano Sr. High School	308
54	3	Colorado Grande	112	Pueblo West High School	221

*(as of April 1, 2013)***DISTRICT STANDINGS**

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
56	-3	Tarheel East (NC)	111	Cary Academy	369
56	-10	Greater Illinois	111	University High School	174
56	-5	Eastern Missouri	111	Pattonville High School	264
59	3	Northern Lights (MN)	109	Moorhead High School	285
59	--	Hole In The Wall (WY)	109	Cheyenne East High School	252
61	-1	Heart Of Texas	107	Hendrickson High School	416
62	-2	Big Valley (CA)	106	Turlock High School	196
63	6	Southern Wisconsin	105	Brookfield East High School	265
64	1	West Los Angeles (CA)	103	Fullerton Joint Union High School	264
64	4	South Florida	103	Ransom Everglades Upper School	242
64	1	Hoosier Heartland (IN)	103	Fishers High School	252
64	-1	Georgia Northern Mountain	103	Alpharetta High School	331
68	-5	Valley Forge (PA)	100	Truman High School	173
68	-3	Space City (TX)	100	Cypress Woods High School	311
70	-1	Northern Wisconsin	98	Appleton East High School	375
71	2	Carolina West (NC)	96	Ardey Kell High School	244
72	-1	Puget Sound (WA)	95	Snohomish High School	235
73	-1	Nebraska South	94	Lincoln East High School	237
74	-1	Inland Empire (WA)	92	Coeur D'Alene High School	217
75	1	North Oregon	90	Westview High School	306
76	--	Tennessee	89	Morristown West High School	257
76	-1	Mississippi	89	Oak Grove High School	177
76	4	East Oklahoma	89	Jenks High School	279
79	-1	New York State	87	Scarsdale High School	254
79	4	Kentucky	87	Rowan County Sr. High School	249
81	-2	Western Washington	86	Gig Harbor High School	288
82	-2	UIL	86	Whitehouse High School	187
83	7	Chesapeake (MD)	84	Baltimore City College High School	162
84	-2	Georgia Southern Peach	83	Carrollton High School	211
84	4	Arkansas	83	Bentonville High School	141
86	-2	Tall Cotton (TX)	82	Central High School - San Angelo	159
86	-2	Florida Sunshine	82	Pine View School	343
88	1	Western Slope (CO)	81	Central of Grand Junction High School	143
89	-5	West Oklahoma	80	Norman North High School	249
89	-5	Rocky Mountain-North (CO)	80	Rocky Mountain High School	208
91	--	North Dakota Roughrider	79	Fargo Shanley High School	157
92	4	West Virginia	76	Wheeling Park High School	139
92	2	Capitol Valley (CA)	76	Granite Bay High School	213
94	-3	LBJ (TX)	75	Richardson High School	202
95	--	Hoosier Crossroads (IN)	74	Warren Central High School	147
96	-3	East Iowa	72	West High School - Iowa City	177
97	2	Louisiana	69	Lafayette High School	157
98	--	Maine	68	Cape Elizabeth High School	154
98	-1	Gulf Coast (TX)	68	Gregory Portland High School	210
100	--	Virginia	67	Broad Run High School	235
101	2	Michigan	64	Portage Northern High School	144
102	-1	Yellow Rose (TX)	63	Princeton High School	203
103	2	Hawaii	61	Kamehameha Schools	120
104	1	Pacific Islands	60	CheongShim Int'l Academy	152
105	2	Sagebrush (NV)	58	Reno High School	169
106	-2	West Texas	57	El Paso Coronado High School	138
106	-4	South Oregon	57	Ashland High School	107
108	--	Pennsylvania	51	Bellwood-Antis High School	131
109	--	Iroquois (NY)	40	Towanda Jr. - Sr. High School	110

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► **Interpretation Events**

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Instructor: Karen Wilbanks

(three-diamond coach, Plano Sr. HS, TX)

► **Policy Debate**

JULY 8 - 12

Instructor: Tara Tate

(two-diamond coach, Glenbrook HS, IL)

► **Original Oratory**

JULY 15 - 19

Instructor: Ashley Mack

(experienced coach; collegiate instructor; former National Tournament finalist)

► **Congressional Debate**

JULY 29 - AUGUST 2

Instructor: Adam J. Jacobi

(two-diamond coach; member of League staff; coach of 2005 and 2006 National Champions)

► **Extemporaneous Speaking**

AUGUST 7 - 11

Instructor: Christopher McDonald

(three-diamond coach, Eagan HS, MN; coach of 2003, 2005, and 2007 National Champions)

► **Public Forum Debate**

AUGUST 14 - 18

Instructor: Carol Green Dennis

(one-diamond coach, The Harker School, CA; coach of the 2012 National Champions)

Please contact us if you wish to participate in more than one session.

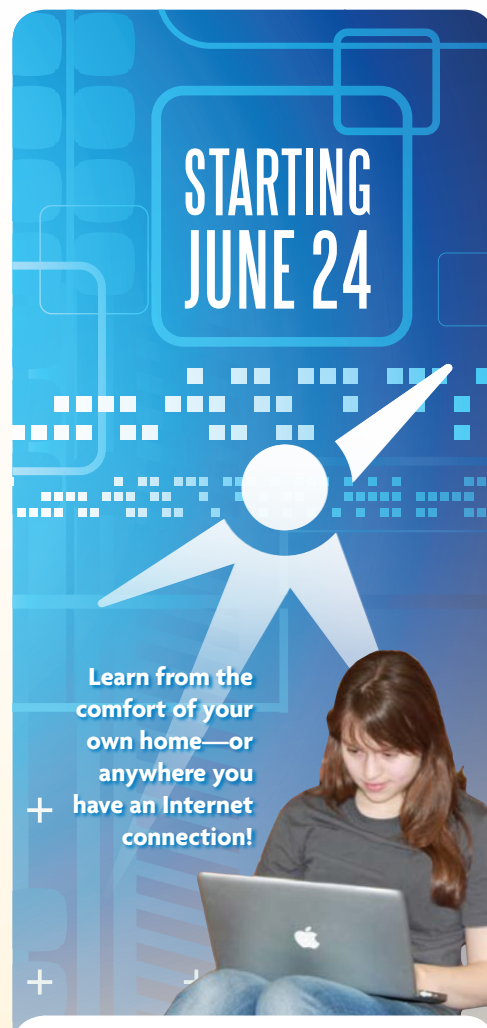
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Instructor: Cindi Timmons

(three-diamond coach, Greenhill School, TX)

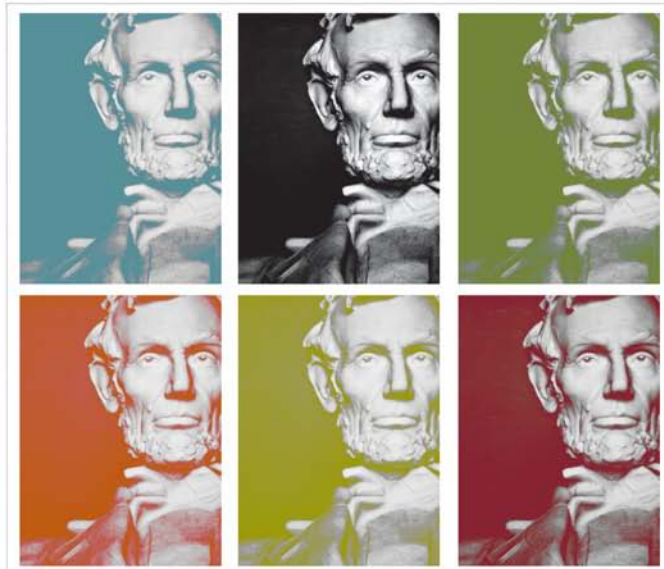
If you are a coach who will be starting a program in the fall or adding additional events, this is the workshop for you! This weeklong course will provide participants with strategies for recruiting students, team management, registering for tournaments, and getting the most out of League resources. Large and small group workshops will be conducted.

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