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NUMBER 3

NOVEMBER 1998



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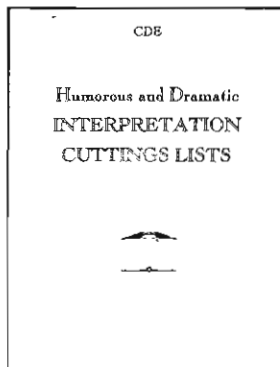
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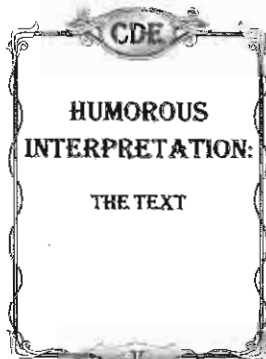
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GATEWAY NATIONALS HIGHS AND LOWS

by M. Donna Ross
Host Tournament Manager



Weather Summary

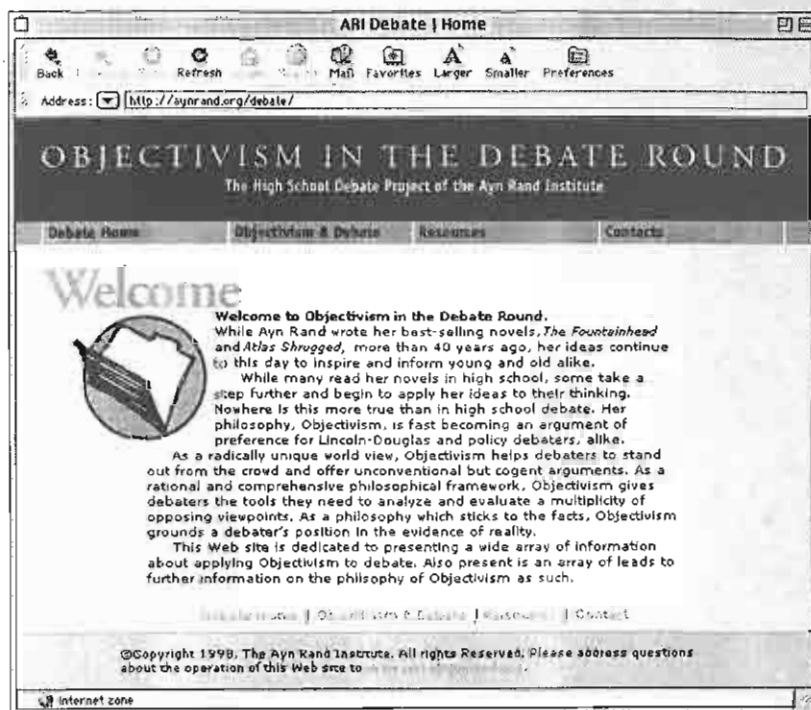
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| Dirt Devils - | Latrine duty at Grace Church |
| El Nino - | The hot air in the main gym at Pattonville as the tournament started (6-15-98) |
| Lunar Eclipse - | Trophy duty in the wee hours of the night (6-16-98) |
| Mistral - | The hot air in the main gym at Pattonville HS on the second day (6-16-98) |
| Rainbow - | Larger than life videos of the Awards Assembly at Grace Church (6-19-98) |
| Santa Ana - | The hot air in the main gym at Pattonville HS during postings (6-17-98) |
| Shooting Stars - | The stellar performances of the finalists (6-19-98) |
| Sirocco - | The hot air in the main gym at Pattonville HS during final postings (6-18-98) |
| Thunder & Lightning - | Ragtime music and electronic games (6-14-98) |
| Wet Chinook - | The hot air lingering in the main gym at Pattonville HS (6-19-98) |
| Whirlwind - | Inspiring speech by Stone Phillips of NBC's <u>Dateline</u> (6-14-98) |

Lately, I have been telling people who ask about the St. Louis National High School Speech and Debate tournament. "I'm glad of it, and I'm glad it's over."

I suppose those are the same sentiments all people feel when they're exposed to a change in the weather, whether created by mother nature or precipitated by people. High's and low's go with tournament atmosphere just as surely as they do with isobars on a weather map. To illustrate, let me define the highest highs and the lowest lows in the progress of the Gateway tornado as it now blows off into NFL history.

Announcing a new online resource for debaters: <http://www.aynrand.org/debate>

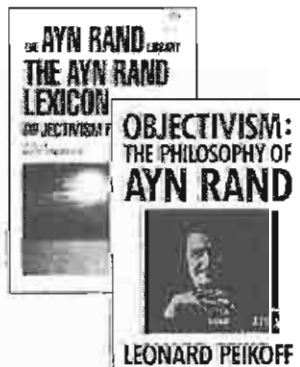
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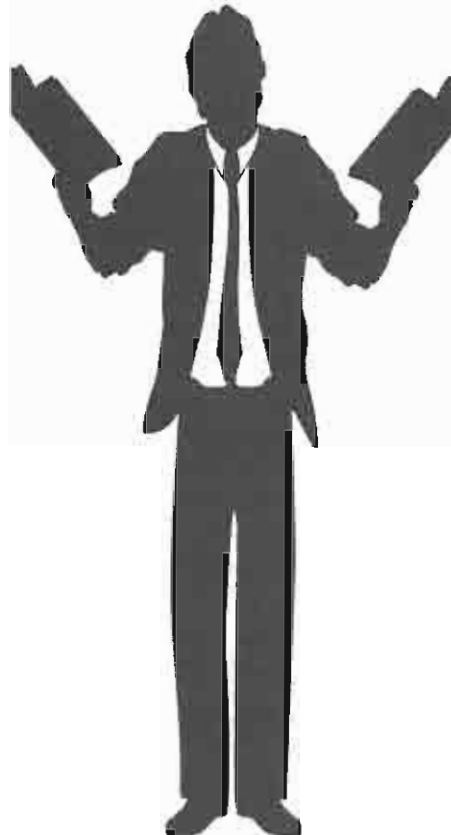
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ISSUES

- 5 MINUTE 1AR'S
- RESOLUTIONS WRITTEN WITH MINIMAL CASE GROUND
- THE ABANDONMENT OF PRESUMPTION
- THE PRESUMPTION AGAINST GENERIC ARGUMENTATION
- THE TEACHING AT SUMMER INSTITUTES
- NO NEGATIVE DIVISION OF CONSTRUCTIVE LABOR
- THE TREND TOWARD NEGATIVE DISCLOSURE



Is it just my imagination or are negative teams increasingly losing higher and higher percentages of debate rounds. It could be my Southeastern perspective, but given the fact that in my part of the country, teams in break rounds almost always opt to debate on the affirmative side of the resolution, something must be up. This seems true even of last year's energy topic, though perhaps a bit less so. Those teams who do opt to debate break rounds on the negative are invariably those who intend the offer a Kritik position, and have the Kritik as the only meaningfully extended argument in the 2NR argument... In other words, those teams that desire to debate on the negative in a policy debate round are those that have an essentially non-policy position to offer. I would venture to guess if those teams knew that the judge was averse to a negative position that dealt with philosophy and assumptions, or didn't evaluate claims of in-round abuse, those same teams would much prefer to debate on the affirmative. But this article is not a condemnation of the Kritik. I'll leave that important responsibility to those more articulate than myself on this question. This modest article presents both an evaluation of the negative decline, and some suggestions of how that decline can be reversed.

If the Southeastern experience is indeed indicative of the rest of the nation, then the critical question is: what has happened to negative debating? What is responsible for the increasing preference for the affirmative in the minds of debaters and critics? Seven reasons present themselves; the first three had an earlier ancestry than the final four, but they are all perhaps of equal importance.

First, 5 Minute 1AR's.

When I started my debate coaching career, the four minute rebuttals were the rule. Negative teams won many rounds, in my experience, because the overburdened 1AR would fail to answer an important issue. The extended time uniquely assisted the affirmative, as the negative hardly needed five minutes in the 1NR, and only needed a little more in the final negative rebuttal. The law of unintended consequences really presented itself here, with a clearly detrimental impact on the negative.

BY
KENNETH P. GRODD

DIRECTOR OF DEBATE
ST. PIUS X CATHOLIC HS. (GA)

Secondly, Resolutions With Minimal Case Ground.

This is perhaps not so true this year, and the Kritik has offered a non-policy extension of negative turf. But in days of yore, the resolution represented a controversy, not necessarily a problem. The negative could actually win a round with a solid harms argument or a reasonable inherency position since there didn't exist a public consensus regarding the issue under consideration. Not so much in recent years. Additionally, judges don't require a 'reasonable threshold' for the affirmative case side positions. Existential levels of inherency are enough, minimum present or even future harms are enough. Mitigation of the affirmative case significance helps the weighing process at times, but can't hope to win many rounds by itself. In short, resolutions don't provide much area for case debate, and judges seem to have raised the bar above which a case argument is worth making.

Thirdly, The Abandonment of Presumption.

What happened to the affirmative burden of proof? An entire debate can be fought on negative ground, with only negative issues being argued. Affirmatives, in the eyes of many critics, never need to extend the case advantages. If the affirmative defeats the DA's, demonstrates the moronic nature of the Heidegger Kritik, and is topical, they probably win! As a consequence, plans that are offered represent a handwritten sentence devoid of any additional information such as mechanics and methods of implementation. They are very poorly constructed, probably because there is little requirement that they be well-constructed. Affirmatives simply don't expect to get attacked. The round is about defeating the negative by reducing risk probability, demonstrating topicality, and minimizing the Kritik. It is rarely about the affirmative proposal as contained in the plan, which does little more than mandating solvency and providing spikes to the off-case arguments. A reasonable burden of proof, or evaluating the prima facie nature of the affirmative appears to no longer be required.

Fourth, The Presumption Against Generic Argumentation.

It's sort of a chicken or egg question. Do negatives lose generic arguments because they are so ridiculous and far-fetched, or because they are offered so thoughtlessly

and introduced and advocated so poorly? Do negatives obligatorily read the pre-designed Clinton shell at light speed without even attempting to bring life or relevance to the issue because they know it's a bad issue? Or does it not win because they run it so poorly? Logic dictates that the more generic the argument is, the more intelligently it should be presented in order to compensate for its weaknesses. Negatives seem in a awful hurry to make bad arguments badly. But how can they make good arguments when the 1NC is simply a reader, taking no preptime, and simply spewing what they are told to spew? They can't. How many lost rounds before negatives realize that it's hard to vote on generic arguments made so poorly?

Fifth, The Teaching At Summer Institutes.

Don't get me wrong, summer institutes provide an important service to the debate community... But for what they cost, students should get a lot more than just the resolution all links to the Clinton DA and the other perfunctory generic arguments, updated but rarely reevaluated. It would be nice if every summer institute went about the business of developing in the participant an intellectual understanding of the resolution prior to worrying about debating it. Bring in experts to deliver the substantive lectures on issues like energy. College students or even college debate coaches are seldom intellectually qualified to familiarize the student with the concepts underlying the problem area. Invariably, their lectures focus on how you use the resolution to win debate rounds. Any wonder negatives can't argue case. They know almost nothing about it. Debate institutes have an educational not just a forensic obligation to the participant. Largely, I think, they fail to meet that obligation.

Sixth, No Negative Division of Constructive Labor.

When exactly did it start? Where is it written? Why is it that all frontline negative positions need to be advanced in the 1NC? It was always theoretically justifiable to insist that counterplans and topicality be advanced in the 1NC, but DA's and case? What is the theoretical defense of placing these arguments in the 1NC? Particularly in light of five minute 1AR's? Constructives are for constructing arguments, presumably well-developed arguments, some of which

need time during the round to prepare. These days, affirmatives will scream abuse to the gods if negatives dare run a new argument during that second constructive speech. More and more, judges seem to feel that new 2N positions violate some ethic. What ethic? And from where did it emerge? Whatever its origin, its effect is clearly averse to the interests of the negative.

Seventh, The Trend Toward Negative Disclosure.

This never ceases to amaze and irritate me! An always prompt judge, I am invariably sitting in the room when the affirmative strolls in and announces the plan. This announcement is a relatively new phenomenon but probably contributes to the search for truth. At least affirmative plan disclosure is theoretically justified, given the other affirmative advantages and the fact that they go first. It's not as though they have to listen to any arguments before deciding on the affirmative 1AC. But then strangely, the affirmative will ask the negative what they are running, and negatives will tell them! Beam me up Scotty! Doesn't the negative have to actually listen to the 1AC and thoughtfully consider which arguments are best? Negatives seem to have their listless and lifeless canned arguments ready upon the affirmative announcing 'biomass'? Does this somehow make for good debate? This year I had the misfortune of hearing a round where the negative argued a definition of topicality in the 1NC which I suspect they argue every round. It was a bizarre definition that suggested that you had to have multiple specific types of renewable forms of energy advanced in plan. What was weird was that the negative ran this against the only case on the circuit that met the objection. The affirmative, an inexperienced but talented duo, read six minutes of plan which, as I remember, advanced 12 specific renewable energy types. The negative, blissfully uninterested in the 1AC, never picked up on what seemed an obvious disqualifier to that specific topicality argument. They extended the argument throughout the debate, blissfully unaware that they were offering an argument that, tactfully speaking, lacked intellectual or forensic credibility, as any non-debater listening to it would immediately conclude. Could anyone from the public sit in on this kind of debate and enjoy it? Perhaps that should provide a test. Nevertheless in my role as a critic of high school debate, I am constantly forced to listen to the worst eight

minutes of negative debating possible, the contemporary 1NC. I hope teams don't mind if I don't flow much or take their arguments too seriously. It's amazing that no matter how bad and generic the presentation of 1NC's arguments are, the 2N still feels they have to answer the cross-examination questions, further devaluing the 1N, the substance of the speech and the individual who gave it.

Faced with the new axiom that instructs us that all negative positions, at least in part, need to be advanced in the 1NC (an axiom worthy of significant challenge), what can be done absent changes in resolutional construction or alterations in rebuttal times, to promote the interest of the negative? Of the two changes proposed here, one is relatively minor, though I might suggest significant, whereas the other involves a major reevaluation of negative duties. They are complimentary proposals though either can be adopted to the benefit of negative teams.

FIRST PROPOSAL

The first proposal is simply not to reveal the negative argumentation before the round. It's even better if the negative keeps an open mind, listens to the 1AC for the true nature of the affirmative proposal for change, any alteration in the proposal if heard before, or any nuance that could impact on the negative argumentation. No doubt that prior to the round, the negative should have a philosophy or a general approach to the affirmative, but to lock themselves into hard core, inevitably generic positions prior to a thoughtful listening for the 1AC is counterproductive to the point of being ludicrous.

Additionally the critic is forced to listen to the 1AC and the 1NC without any hope of spontaneity, without the prospect of any life being brought to the issues presented. I just can't decide whether this style of debate is more boring or more offensive.

As a corollary, consider the devaluation of the cross-examination of the 1AC. Where the cross-examination should be interesting, it often becomes tedious and perfunctory. The judge is clearly tipped off to the fact that the cross-ex is nothing more than an attempt to allow the 1NC, presumably the slower, more mentally deficient debater, to find the necessary files. But how about those times when the cross-ex of the weak 1AC is penetrating, when concessions are elicited, when the affirmative proposal is clearly indicted or minimized. Alas, it matters not. Such substantive, thoughtful in-

spection is quickly forgotten as the 1NC is going to read what the 1NC is going to read, regardless of whatever the 2N obtains from the 1AC. And why should it be otherwise considering that the 1NC is regarded so often by the partner as a stooge, a chump, an ineffectual reader, who merely reads what the ever-wise 2N decided before the round he or she will read. Of course we know that the 1NR will never be allowed to extend a substantive, potentially winning issue in the block. The 2N probably will not even flow it, proclaiming to the judge that his or her partner, in case there was doubt, is indeed the junior member of the partnership, if partnership is too strong a word. The job of the 1N is to read, any thinking will be done by the 2N, and don't count on much of that.

Before the second proposal, a situation report. The wise actor in the negative drama, the 2N has put the negative side of the resolution in a uniquely tough position. Having the 1N merely read lifeless generic, scripted, and non-adapted arguments, the 2N is forced to pick the best of a group of bad arguments in the block. The 2AC has undoubtedly damaged the lifeless negative arguments, since beyond the perhaps obligatory extension of case advantages, the main goal they need to meet is the minimization of negative arguments. And goodness knows, they have had time to prepare responses, given that they knew the arguments the negative was going to offer before the round. So by the time the stronger negative speaker stands to present the 2NC, the negative is devoid of momentum and perhaps the good will of the person adjudicating the dispute. Additionally, they had to endure what is probably a meaningful cross-examination, weakening them further.

Now just before the second, and crucial proposal, a moment of reflection. It is forensically and educationally appropriate, and strategically beneficial, that all debaters in the round are significant and empowered. Very good teams are true partnerships. Good 1A's read well and answer questions thoughtfully, and in the 1AR, they cover issues articulately and thoroughly. They are part of the decision-making process throughout and between rounds. Good negative teams should be the same. There should be no assumption that one negative speaker is the real debater, whereas the other, invariably the 1N, is less. This weakens the negative, diminishes the potential contribution of one-half of the team, demoralizes a student participant in the activity. This mindset will carry over to when that team is

debating on the affirmative, hurting them there but perhaps not as much. Empowering the partnership is critical, ethically and competitively.

SECOND PROPOSAL

Now for the much awaited second proposal. It's really very simple and logical. Given the current debate reality, the most important negative speech in the round must be the 1NC. How many rounds must negative teams lose before they see that their doom began with the thoughtlessly read 1NC? The 1N should be the experienced debater, prepared to confront and assail the affirmative's search for truth. The first negative should take prep time, consider the affirmative proposal, construct meaningful case arguments, thoughtfully link the affirmative to DA's with logic, analysis, and perhaps rhetoric and humor explain why the affirmative violates the standards of the Kritik, and articulate just why the affirmative really is non-topical. Suddenly the generic, if they exist, don't sound generic. They sound thoughtful. And the non-generic are interesting to listen to, and to consider and evaluate. Additionally, the cross-examination of the 1AC, a crucial opportunity to rob the affirmative of momentum could actually be incorporated into the now attentive 1N, empowering both negative debaters and enhancing the negative side of the struggle. The negative, under this scenario, is thoughtfully attacking the affirmative early in debate, indicting them immediately rather than waiting for the 2N to hopefully say something meaningful nearly an hour into the round. This forces the judge to take notice and allows him or her to take an intellectual interest in the negative arguments.

In this scenario, the job of the 2AC is made infinitely more difficult. Not knowing what to expect was bad enough. Now they are faced with arguments that cut to the essence of what they propose. No generic sounding DA's. Now the DA's are thoughtfully linked and carefully explained. The solvency arguments have sinew and substance. They are really indictments of the specific solvency, not just a bunch of generic solvency cards. Given prep time, along with a careful listening to the 1AC and communications with the partner, the experienced negative debater in the 1NC can make the quality of arguments worthy of the activity. The 2AC will be required to think and not just read blocks. Odds are they will be unable to make this adjustment well. As a consequence, the affirmative replaces the negative as the bor-

ing and tedious team to listen to and evaluate.

Consider also that the 1N will be cross-examining the bewildered 2AC. Conceding that the 1N is the more experienced of the two, or at least an equal partner in the new scenario, would this not be a particularly important cross-examination? In fact, both negative cross-examination periods should become more significant and penetrating, and elicit admissions which can be incorporated. Before, even if the cross-ex of the 1AC was good, it was ignored. Now both cross-examinations by the negative become meaningful and relevant. Judges will be distinctly more inclined to pay attention and consider the information that flow from it.

Now that the affirmative, in the 2AC was not provided an easy opportunity to dismantle the 1NC's generic, lets examine what should happen in the block. Presuming the negative followed current debate convention that all arguments are initially presented in the 1N, the 2NC in concert with the partner, chooses out of a variety of solid negative positions. Even if the 2N is less experienced than the 1N, they should be able to rebuild certain negative positions that were probably not well indicted by the 2AC. This mindless 1N debater is now a thoughtful 2N, making argument extensions that may or may not be the real issue the negative is going for. Just as important, the 1NR becomes a crucial speech, made by the more experienced debater. No longer can this

speech be ignored. It could possibly, perhaps, probably, contain the most important negative issue(s). The critical nature of the first affirmative rebuttal, offered by the affirmative 'reader', becomes even more critical since the tactical choices available to the negative, approaching the 2NR, have been enhanced and can not be so easily assumed. Suddenly that 23 minutes of negative time in the block has a compelling impact, in sharp contrast to the situation today.

Consider most judges today, particularly the college judges but also to an extent the adults. In many circuits, the round is decided on the flow with some consideration for quality of explanation. Good arguments appear on the flow along with mindless ones, though they must psychologically have greater weight due to the explanations provided. The very thoughtful arguments advanced in the new 1N are not rhetoric, they are substantive. They will be evaluated as the judge examines the flow. Pure rhetorical arguments and gushing oratory are not evaluated seriously, at least in most circuits. Podium banging may have its place, but is considerably less compelling than what appears on the flow. So I offer the following proposition. The negative victories are attained in the block, they are no longer attained in the 2NR, that more oratorical and persuasive speech, at least not as often as they used to be. The idea that the 2NR has to inoculate the judge against the affirmative's last lie, matters less since the

arguments are on the flow. The 2NR has value, but the block has more. The 2NR, even if less experienced has time to collude with their partner, and assess what negative positions need to be extended, and decide how they will be extended on the flow with explanation. If rhetoric and compelling oratory can be included, so much the better. The main job of the 2NR can be done by the less experienced debater, whose final negative positions find their way on the flow to be evaluated. In states where rhetoric and oratory matter more, the 2NR will have to adapt. But the more experienced partner would have to adapt as well. Undeniably it would be better if the more experienced negative speaker gave every speech. But choices must be made.

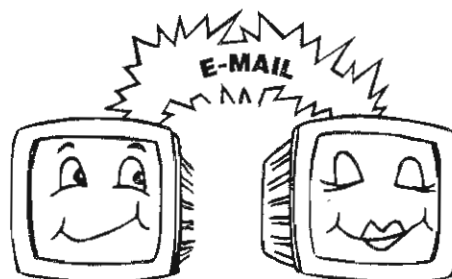
Debate will be enhanced by these proposals. As debate people, we hear the same complaints about the activity time and time again. We must reach out to a larger audience while retaining our basic analytical focus. We are an activity about argumentation. We will be a better activity if we are about good argumentation. The affirmative has all sorts of obligations to assist in the improvement of our endeavor. Poorly constructed and underdeveloped plans, nearly absent solvency, and ridiculous advantage scenarios are a big problem. But these will be addressed by stronger and less generic-sounding arguments on the negative, forcing the affirmative to join in a thoughtful search for truth.

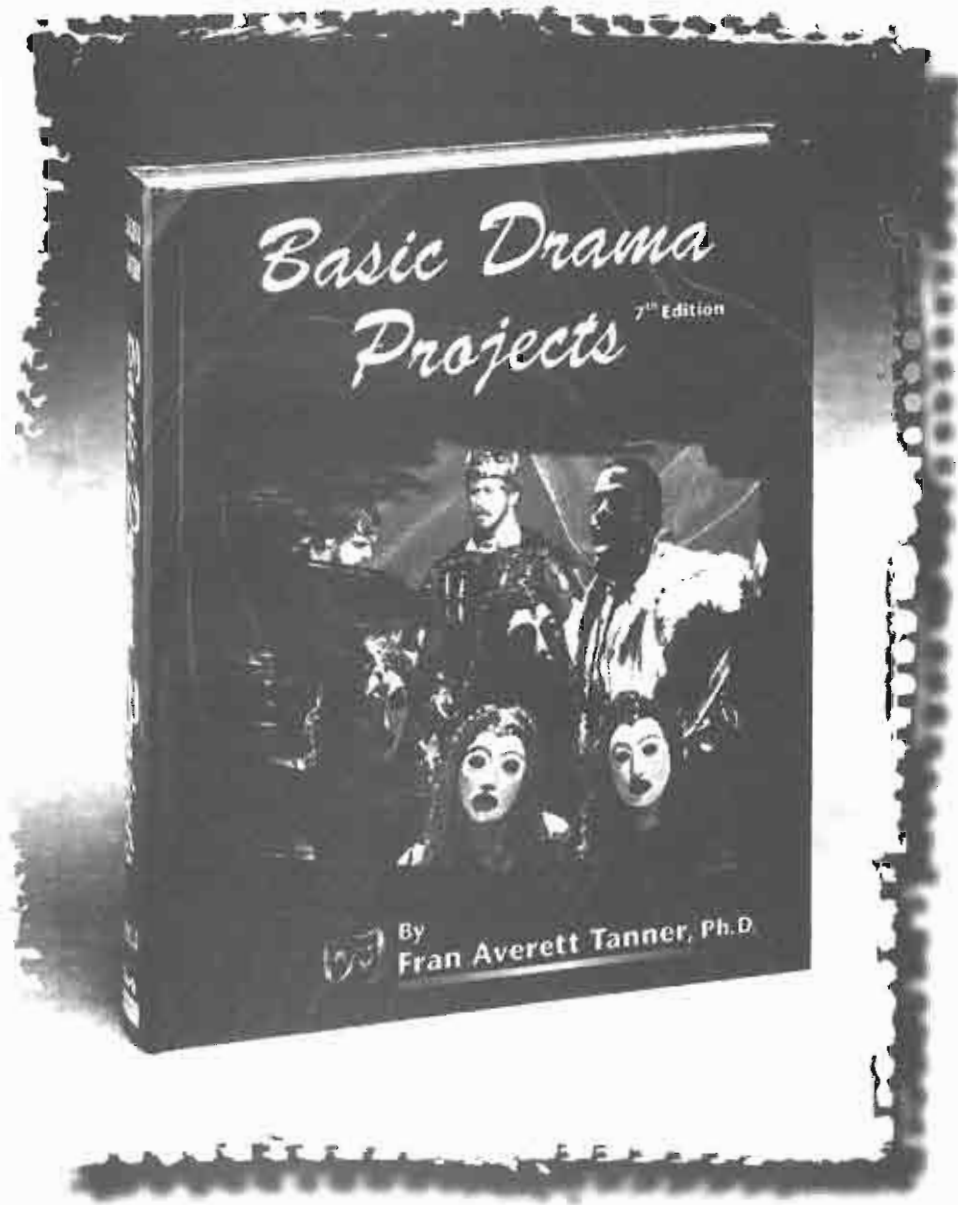
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THE D G E

DEBATING RUSSIAN FIAT

by David M. Cheshier

Had policy debate students been arguing the Russia resolution ten years ago, I'm not sure anyone would have seriously advocated a counterplan to have Russia fix its own problems. But the gradually increasing acceptance of topical, international, and plan-inclusive counterplans has softened opposition that once would have resulted in out-of-hand dismissal. While such counterplans will likely become the specialty argument of choice for just a handful of widely traveling teams, the strategy raises interesting theoretical issues.

Whether the plan requires the United States to clean up Russia's Lake Baikal, increase assistance under Nunn-Lugar fissile material cleanup programs, organize regional Caspian Sea oil arrangements, give cash to speed development of GT-MHR nuclear reactors, or any of the other hundreds of debatable policy alterations, some negatives will counterplan by having Russia do the plan on its own. The tactical benefits to such a strategy are considerable, if the negative can defend it on theoretical grounds. Negatives can defend American leadership or political net benefit arguments (such as the Clinton popularity/impeachment and hegemony positions so much in vogue recently), and those net benefits are likely unachievable by any permutation including American action. Negatives may even evade the normal Russian reaction arguments (after all, how could nationalists backlash against a policy passed in the Duma which they control?). And, of course, the counterplan often fully captures the case advantages, so winning any disadvantage risk will win the debate for the negative.

This summer, students who first heard the idea often reacted by sputtering, and I don't really blame them given my own visceral opposition. It just seems unfair to give the negative such a position and let them get away with it. One criticism I frequently heard is that this approach allows negatives to counterplan to have soldiers lay down their guns, dictators refrain from genocide, criminals refrain from crime, and so on. It's just a short step further to conclude such counterplans obliterate affirmative ground. That's an objection to which we'll return. But try coming up with other defensible arguments against it, and you'll see why the Russia counterplan may survive despite the instinctively hostile reaction many express when hearing it presented.

Here are some arguments for the Russia counterplan. Some argue it no more abuses fiat than any other international counterplan, a claim obviously more or less powerful depending on how widely accepted international actor counterplans are in your area. Is it any less realistic to think Russia will clean up its own pollution than to imagine that Japan, for example, will spontaneously choose to throw cash at a former enemy in the midst of their own worst depression in fifty years? Or, for that matter, is it any less abusive to think Russia will beef up its own spending on fissile material security than will the American Congress? You'd probably find it easier to persuade Duma members to allocate money for warhead cleanup than House Republicans who despise foreign aid and see modern-day Russia as an aid rathole.

Others will argue the counterplan redresses the uphill battle still faced by negative teams (at major tournaments affirmatives still win well more than half of the debates). Still others will claim the Russia counterplan is well grounded in the topic literature, and justified for that reason. Affirmatives ought to have evidence pertinent to Russia's self-help ability ready at hand: after all, it's an obvious and real world objection to most American assistance proposals ("Why do they need money from us? Why can't they fix this on their own?").

The best argument for the Russia counterplan is pretty commonsensical: it forces affirmatives to justify American action, as opposed

DEBATING RUSSIAN FIAT

to the most likely alternative action (action undertaken by Russia). Lest you think justification arguments died when David Zarefsky ceased active coaching, we could phrase the claim in today's more popular jargon: "Russia counterplans test the plan." It's the same logic used to successfully defend plan-inclusive counterplans and others that manipulate the implementation process (such as the veto counterplan).

Skeptics will rightly ask whether any affirmative can survive such a test (wouldn't it always be better to have Russians solve their own problems?). But the answer isn't so clear. Arguably, the Russia counterplan forces affirmatives to defend only those proposals where American action is required, where Russian self-help either cannot fix the problem (such as cases where only American technical knowledge can work) or where the Russians can't afford the best solution (they are, after all, broke). The counterplan limits out the large number of affirmatives simply proposing to do good things for Russians, and forces a genuine case for American action.

And the affirmative is not without substantive answers as well. It isn't difficult to research a "Russian spending" disadvantage, given the fragile state of the ruble, or a "Yeltsin credibility" argument, given the precariousness of the government.

A common objection to the Russia counterplan is to assert a "subject-object" decision rule. Advocates of this argument mean simply that debaters are not entitled to fiat through the "object" of the resolution (Russian); they must be limited only to fiat against the general "subject." This brings us full circle to the "fiat Hitler" concern, since the subject-object standard would prevent students from fiat that Hitler constrain himself on a topic where affirmatives must defend a "change in American foreign policy toward Nazi Germany."

But I must confess I find this distinction a little hard to sustain, since on so many of our domestic topics "subject-object" rules would kill very widely accepted counterplans. In fact, a good many of our topics require affirmatives to fiat through the very agent (say, the U.S. Federal Government) identified in inherency evidence as the source of the problem.

A thought experiment: Imagine

BY DAVID M. CHESHIER

the topic required plans to have "the Russian government change its domestic environmental policy." Would we categorically vote against affirmatives who read inherency evidence proving ecological damage was the product of Russian governmental malice or neglect? Of course not. A good solvency argument (that the plan can't overcome inherent barriers to action)? Yes. But a theoretical reason to categorically reject it and all other plans? No. It's arguably no different in the counterplan case: the fact that negatives are fiat through the resolitional object may impose heightened solvency scrutiny, but doesn't seem to justify outright dismissal of the argument category.

And there's a potential fairness problem with the "subject-object" distinction. Imagine a topic that "the Federal Government should force Georgia to more speedily clean up Chattahoochee River pollution." The perverse outcome of the theoretical decision rule would be to outlaw very real world "Georgia cleans up its own waste" counterplans, leaving affirmatives free to defend plans requiring conservative members of Congress, more sensitive about federalism that ecocide, to issue marching orders to the Speaker of the House's home state.

It's not my purpose to persuade you of the Russia counterplan's legitimacy, only to provoke your thinking. So I'll close by mentioning the still considerable arguments available to affirmatives in answering it. One can make the substantive arguments (Russian spending; diverts attention from more important IMF reforms, etc.) or the "international fiat bad" arguments mentioned earlier. Affirmatives should strenuously push their solvency objections to the counterplan. Such arguments are easy to evidence given the present and apparently chaotic situation in Russia, and the pervasiveness of aid diversion and corruption, although teams must be careful not to run solvency attacks against themselves.

Or, of course, you could avoid the whole problem by defending a plan only the United States can implement - good luck finding one!

(David M. Cheshier is Assistant Professor of Communications and Director of Debate at Georgia State University, Atlanta, GA. He teaches at the Dartmouth Institute and is a popular "national circuit" final round debate judge.)

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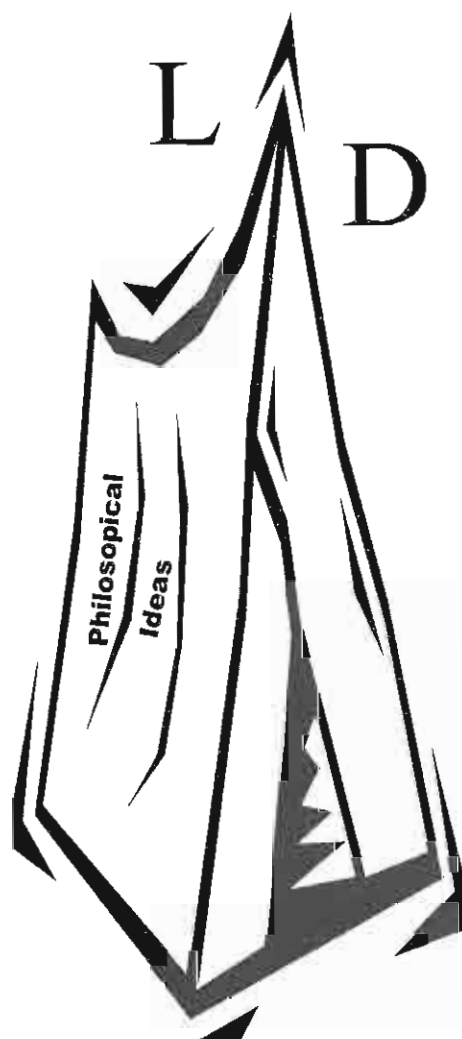
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A BIG TENT FOR LINCOLN-DOUGLAS DEBATE

Brother Michael Tidd FSC, debated for LaSalle College H.S. (PA). He now coaches at Calvert Hall College H.S., Baltimore, (MD).

by Brother Michael Tidd FSC



"A 'big tent' approach to value analysis would avoid problems, and allow for a wide range of paradigms to emerge within the event...."

Few could deny the phenomenal popularity and growth of Lincoln-Douglas Debate since its NFL debut in 1979. As the event approaches its 20th anniversary, it seems appropriate to reflect on its evolution, and to assess whether that evolution has been an entirely positive one. I believe that Lincoln-Douglas Debate has begun to develop both theory and practice which needlessly narrows the range of debate. LD theory (as I have read it expressed in this journal, in other reference works, and from coaches and students at various levels of local and national competition) now defines a set of limiting implied assumptions about appropriate philosophical paradigms and strategies. This development has had two major effects. First, it limits the intellectual scope of research and topic analysis. Second, and more importantly, implied, but very real, burdens of proof now exist in LD.

To remedy these deficiencies, I propose that LD develop into a "big tent" (to borrow a phrase from the GOP), where multiple philosophical schools and decision rules contend. Let this tent not be a circus, where chaos and confusion dominate, but rather a true marketplace of ideas, in which the voices of the past and modernity can make their case.

Coaches and judges frequently groan about "how many times must I hear 'social contract' in one round?" The concept is perhaps the most used philosophical paradigm in LD debate. Sometimes it is used adequately with erudition and insight, and sometimes it is employed poorly with little genuine understanding. It is not that social contractarianism, Lockean rights theory, or the Enlightenment liberal tradition is inappropriate for LD. Our national creed embodies such principles. The language of rights and liberties is one easily understood by

student and coaches alike. The question is: Is the Enlightenment sufficient in LD?

When was the last time you, as a judge or coach, heard a thoroughly Platonic explanation of the ends of the state, and the role of the individual in the state. What has been the real effect of Aristotelian ethics and political theory on LD? The Romans were among the greatest lawgivers in Western history, yet Justinian or any of the Byzantine or medieval commentators on Roman law (and its concomitant concept of the state and the individual) are invisible in modern LD. Thomistic philosophy (which, contrary to what some debaters I have heard claim, is not the same as Thomistic theology) is trotted out when just war or the right to rebellion is debated, but otherwise the great scholastic and Renaissance political theorists are left to the side.

It almost goes without saying, lest I be thought to be solely a winsome antiquarian, that feminist, socialist or (gasp!) Marxist analysis is out of the question. One simply doesn't get to final rounds marching with a class-conscious proletariat! Post-modern thinkers like Derrida and existentialists like Sartre are similarly non-starters. The Enlightenment, liberal tradition of a contractarian society (rooted in 17th century English commerce as much as high ideals of English liberty) and the adjudication of rights claims is the usual bill of fare in LD. Competing notions, when they are introduced, as like exotic desserts, which one eats only sparingly, at risk of indigestion.

It is a commonplace of historians that (as Herbert Butterfield argued in *The Whig Interpretation of History*) history viewed as an endlessly rising tide of progress towards the sunlit uplands of the present is a fallacy to be urgently avoided. Current LD theory and practice is, unfortunately, unaware of its own positivist folly.

LD should have larger scope than the most recent 30 years (actually the period between 1650 and 1900). Even contemporary thinkers most frequently used in LD (John Rawls, Robert Nozick, Michael Walzer, Ronald Dworkin) are still encompassed within the Enlightenment, liberal concept of modernity. They are highly original variations on a theme first played when Charles II reigned in England. As a result of this intellectual narrowness, LD rounds frequently becomes sterile and irresolvable rights conflicts.

An alternative underlying anthropology, an idea of what it means to be human, is what is needed to break out of these tail-chasing scenarios. The authors of antiquity, Marx, and post-modernism offer us just that. Welcome these ideas and their creators into this big tent. Don't allow the Enlightenment to win by default. If the classical liberal's anthropology (and consequent political and social, political, and economic theory) is true, let it be shown through clear analysis. Far more fruitful and rewarding debate will result when we dethrone Locke, Kant, and Rawls, and make them compete for pre-eminence with Aristotle, Plato, Marx, and Sartre. If nothing else, we will demonstrate to our students the extraordinary power of the Enlightenment liberal tradition, inasmuch as it has successfully weathered the critiques of such alternative schools of thought.

The second significant difficulty of contemporary LD theory is the emergence of implied burdens of proof and decision rules. When I debated over 10 years ago, there were a multiplicity of methods by which both sides could establish a link between the resolution (or its negation) and one or several values, whose worth it was seen as necessary to establish as a part of one's case. Today, the value premise/value criterion paradigm is the reified mode of value analysis in case development. This approach is a powerful analytical tool, one that has advanced the quality of LD greatly.

However, as with the virtually unquestioned dominance of Enlightenment political theory, this creative advance paradoxically inhibits creativity in the development of alternatives. If a debater doesn't have a clearly labeled value premise/criteria, and instead attempts to prove the resolution true by upholding two, three, or four independent values, that debater is often disadvantaged immediately. One can have brilliant analysis within such a framework, yet easily lost to an inferior debater, because the latter can claim that "my oppo-

nent has no value premise." Yes, but that doesn't mean that the opponent in question doesn't sustain values in his or her case. The two are not synonymous, but they are usually taken as such.

A "big tent" approach to value analysis would avoid such problems, and allow for a wider range of paradigms to emerge within the event, and to have credibility in competition. Some might argue that such discontinuities between debaters would make reasonable debate and adjudication impossible. Far from it; it would compel each side to justify its methodology, which requires far more careful thought and research that simply recycling the same value or values endlessly because it is felt that no alternative approach can succeed. If the value premise/criteria approach, or some other method, is superior, then the debater who runs that approach should be able to demonstrate as much, and make that a decision rule for the round.

The issue of decision rules is the most important area where LD theory needs some reevaluation. The NFL's rather brief rules on LD, and its instructions to judges printed on its ballots, make it clear on a plain reading that burdens of proof are not pre-determined in LD, and that the standards by which the round is to be judged are fair game in the debate. Many debaters and coaches interpret this as applying only to voting issues, usually reserved for the end of the 1NR or the 2AR. I believe that this goes much deeper than voting issues, and again, current practice has excluded all but a narrow range of options. Moreover, it has imposed an implicit set of burdens of proof, particularly for the negative.

Most resolutions fall into one of two categories. The first makes the proposition that "A ought to be more valuable than B, when they are in conflict." The second proposes that "A is justified/good/moral." In either case, the basic task of the affirmative is to prove the resolution true, and for the negative to prove it false. The problem lies in the fact that only some approaches to negating the resolution seem to be prudent, while others are excluded *a priori* as "creating an unreasonable ground for debate." This creates an implied burden for the negative, which is patently unfair and which degrades the nature of the event.

The due process/pursuit of truth topic used at the 1998 Gateway Nationals is a good example to analyze. It falls into the first category of resolutions I

noted above. Grammatical analysis of the resolution yields the following: there are no qualifying terms in the resolution, and the use of the word *ought* implies some kind of moral obligation to valorize due process above the pursuit of truth when they conflict. Simply put, one's moral duty to make the affirmative value choice is unlimited, and by extension, absolute, in all circumstances. This is an admittedly difficult, but not impossible task. It is not, *a priori*, an unreasonable interpretation of the resolution.

The negative has a number of options. One could argue the contrapositive (B ought to be valued above A, within the same constraints noted above), or one could argue that the statement as written is false because some of its essential parts are unsustainable. Possible versions of the negative position are: A ought to be more valuable than B in certain circumstances, but not absolutely; it is impossible to make such a value hierarchy claim outside of circumstances in particular cases; both values have equal philosophical weight and a hierarchy is impossible in any circumstances. This last option is the dreaded and scorned "balance negative": the values in question cannot be ordered in the way the affirmative claims. This approach is derided as unfair to the affirmative, for not providing grounds for reasonable debate.

Sherlock Holmes noted in *The Hound of the Baskervilles* that the important thing in solving the crime was not that the hound barked, but that it didn't. The key flaw in the critique of the balance negative is a similar silence. There has simply been no sustained and persuasive explanation of exactly why such a negative position is unreasonable. Its alternative, the currently reigning paradigm of the negative burden of proving the contrapositive, leads to as much irrationality in debate as the alternative it edges out, and, to this author, perhaps more than its alternative.

The irrationality of forcing both sides to prove the contrapositive of the resolution is exposed in the endless debates over extremes of the resolution. In the due process resolution, affirmatives showed how untrammelled policy state terrorists are only checked by protecting due process. Negatives retorted that murderers and thieves go free because Officer Krupke misfiled his petition for a warrant. Neither position is terribly reasonable, both are extreme interpretations of the resolution, and yet both are the ineluctable result of the

grammatical fundamentalism of the reigning interpretive theory.

Debaters search in vain for some means of excluding these extreme cases, and many simply resort to running an observation at the top of case that such positions are not reasonable grounds for debate. Affirmatives frequently argue that the resolution is a general principle, in order to exclude bizarre or extreme cases where the simple device of *reductio ad absurdum* shows the resolution untenable. If the affirmative can do so by abstracting from the text, and asking a meaningful question about the resolution's meaning for a reasonable person, then the negative should be given equal liberty in interpreting the resolution in a way that gives him or her the widest possible range of strategies to prove

the resolution false. Just as with the call for a "big tent" of philosophical ideas discussed earlier, such a liberality of method would require each interpretation of the resolution to justify itself as valid. It does not grant an imprimatur to any one scheme of interpretation, and thus avoids creating implicit burdens of proof.

Anything else creates prescribed burdens, however informal that may be. Such burdens do LD a great disservice. LD debaters and coaches would do well, in this sense, to learn from our policy debate colleagues. A multiplicity of strategies for negating the resolution is the norm in team debate. Paradoxically, the event which tried to distinguish itself by prohibiting prescribed burdens and a large body of theory has become much less innovative

and far more tracked into a single paradigm than policy debate is.

LD is at its best when it is a liberating intellectual experience, when the fullest possible range of ideas and strategies can have play in a round. For LD to remain bound by the self-imposed constraints of the Enlightenment consensus and a set of implied decision rules, is for the event to grow increasingly barren as a field of genuine inquiry, discovery, and free and full debate. An expansive notion of acceptable philosophical categories, and of overall affirmative and negative strategy, will be the best way for LD to preserve the vitality and freshness which has made it so popular and meaningful as a forensic art form.



.....NAEGELIN AWARD PRESENTED BY TRINITY UNIVERSITY



Joseph Johnson, director of forensics and instructor of speech and debate at James Madison High School, was named the recipient of the prestigious Lanny Naegelin Service Award

during the 8th Annual Trinity University High School Tournament. The honor, named after the late Fine Arts coordinator for the Northeast Independent School District in San Antonio, was presented at the awards ceremony. The plaque will hang in the lobby of the Ruth Taylor Theater at Trinity University.

This was the first year the service award was named in memory of Lanny Naegelin, who passed away earlier this year. Lanny was well known throughout Texas and the nation for his work in drama, speech and debate events. In 1997, he was elected President of the National Forensic League.

The award has been given with deep appreciation annually to individuals who have made significant contributions to high school forensics and to the Trinity tournament.

"Over the years we have been giving this award to recognize the people who have guided and supported the forensics community," said Frank Harrison, director of forensics at Trinity University. "When Lanny Naegelin died we needed to remember his legacy. Johnson is a young man who is following Lanny's tradition of commitment and dedication to his students and service to the forensics community."

B. J. Naegelin, Lanny's widow, presented the award.



The National Forensic Library



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VOLUME I

• CX 101 Developing the Negative Position in Policy Debate Cross Examination

Instructor: Diana Prentice Carlin, University of Kansas

Addresses several key points in The Negative Position—reasons for use, ways to construct, how to use in a round, risks involved. *Length: 53:00*

• CX 102 Constructing Affirmative Positions

Instructor: Greg Varley, Lakeland High School, NY

Winning suggestions for novice debaters in the basics of affirmative case construction by exploring these two issues: evaluation of the resolution, building a successful affirmative case. *Length: 45:00*

• CX 103 A. Speaker Duties: The Conventions of Debate

Instructor: Bill Davis, Blue Valley, High School, KS

For novice debaters—outlines the responsibilities of each speaker from 1AC to 2NR and the only three rules of debate.

B. Stock Issues in Policy Debate

Instructor: Glenda Ferguson, Heritage Hall School, OK

For novice debaters—gives background and applications of significance, inherency, solvency, and topicality. (Both topics on one tape) *Length: 61:00*

• CX 104 Cross Examination—Theory and Techniques

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

An in-depth study of the finer points of cross-examination: asking factual questions, using directed questions of clarification, using questions based on tests of evidence and reasoning, and preparing stock questions. *Length: 48:00*

• CX 105 Advocacy—How to Improve Your Communication in the Context of Debate

Instructor: Dr. George Ziegelmüller, Wayne State University, MI

Recommendations for improving your speaking style. *Length: 56:00*

• CX 106 "Unger and Company," Chapter 1

Moderator: Dr. James Unger, Georgetown University, Washington D.C.

Top collegiate debate coaches "debate about debate" in a McLaughlin group format. Topics include Experts in Debate, Topicality, Judging, and Impact Evaluation. *Length: 60:00*

• LD 101 Debating Affirmative Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include designing affirmative strategy—considering the type of resolution, introductions and conclusions, establishing a value premise, rules for justifications, and duties of 1AR and 2AR. *Length: 56:00*

• LD 102 Debating Negative in Lincoln / Douglas Debate

Instructor: Pat Bailey, Homewood High School, AL

Marilee Dukes, Vestavia Hills High School, AL

Topics include organizing the negative constructive and strategies and rules governing the negative rebuttal. *Length: 58:00*

• LD 103 Cross Examination in Lincoln / Douglas Debate

Instructor: Aaron Timmons, Newman-Smith High School, TX

Tips in conducting successful cross examination with student demonstrations and critique. *Length: 48:00*

• LD 104 What are Values? and Applying Value Standards to Lincoln/ Douglas Debate

Instructor: Dale McCall, Wellington High School, FL

Detailed examination of value standards as they apply to L / D Debate. *Length: 52:00*

• INT 101 An Overview of Interpretation and The Qualities of an Effective Selection

Instructor: Ron Krikac, Bradley University, IL

Issues explored are definitions of interpretation and discussion of the characteristics of a winning national cutting. *Length: 49:00*

• INT 102 Script Analysis

Instructor: Ron Krikac, Bradley University, IL

Script analysis including reading aloud, finding details, determining specific relationships and creating a sub-text. Many helpful suggestions and illustrations. *Length: 35:00*

• OO 101 Coaching Original Oratory: A Roundtable Discussion 1

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss various oratory strategies: appropriate topics, use of humor, involvement of the coach, reliance on personal experience. *Length: 49:45*

• OO 102 Coaching Original Oratory: A Roundtable Discussion 2

Moderator: Donovan Cummings, Edison High School, CA

Five outstanding coaches discuss delivery techniques and strategies: importance of delivery, coaching delivery and gestures, improvement of diction. *Length: 35:00*

• OO 103 Oratory Overview

Instructor: L. D. Naeglin, San Antonio, TX

Examines elements in winning orations that listeners and judges want to hear and see. Based on empirical data, an excellent look at judge analysis. *Length: 1:25:00*

• OO 104 Oratory Introductions and Conclusions

Instructor: L. D. Naeglin, San Antonio, TX

A continuation of OO103. By understanding judge and listener analysis, speakers can use information to create winning intros and conclusions. *Length: 59:25*

• OO 105 Oratory Content

Instructor: L. D. Naeglin, San Antonio, TX

From examples of national competition, tips on how to support ideas successfully in oratory with humor, personal example, analogy, etc. *Length: 56:20*

• EXT 101 Issues in Extemp: A Roundtable Discussion 1

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Outstanding extemp coaches discuss getting students involved in extemp, organizing an extemp file, using note cards and applying successful practice techniques. *Length: 43:00*

• EXT 102 Issues in Extemp: A Roundtable Discussion 2

Moderator: Randy McCutcheon, Albuquerque Academy, NM

Continuation of EXT 102. Topics covered include organizing the speech body, use of sources, humor, use of canned or generic introductions. *Length: 48:00*

• EXT 103 Championship Extemp: Part 1—U.S. Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two U.S. Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

• EXT 104 Championship Extemp: Part 2—Foreign Extemp

Moderator: Randy McCutcheon, Albuquerque Academy, NM

A critique of two Foreign Extemp national finalists by a roundtable of outstanding extemp coaches. *Length: 41:00*

NEW! Volume II

VOLUME II

• CX 107 "Unger and Company," Chapter 2

Moderator: James J. Unger, The American University

The Unger-led panel of distinguished collegiate debate coaches clash over the following areas: Inherency, Structure, Generics, Counterplans, Real World Arguments. *Length: 59:00*

• CX 108 "Unger and Company," Chapter 3

Moderator: James J. Unger, The American University

This third chapter of "Unger and Company" contains several differing opinions about Presentation, Intrinsicness, Institutes, and Direction. *Length: 58:00*

• CX 109 Introduction to Debate Analysis: Affirmative

Instructor: James Copeland, Executive Secretary, NFL

A clear and precise introduction to affirmative case and plan writing for novice debaters. *Length: 1 hour 12 min.*

MORE TAPES, NEXT PAGE

Tapes sold only to NFL member schools!

VOLUME II (Continued from previous page)

• CX 110 Paradigms

Instructor: Dr. David Zarefsky, Northwestern University

Nationally renowned debate coach and theorist David Zarefsky presents his ideas on paradigms in argumentation. This lecture is required viewing for all serious students of debate. *Length: 54:10*

• CX 111 Demonstration Debate and Analysis

Instructor: Greg Varley, Lakeland High School, NY

Provides detailed explanation of each step of a cross examination debate, from opening arguments to closing rebuttals. Using as his model the final round debate from the 1992 National Tournament in Fargo, Coach Varley has produced a "winning" tape for both novices and experienced debaters. *Length: 2 hours*

• CX 112 Flowing a Debate

Instructor: Greg Varley, Lakeland High School, NY

Students will find a number of strategies in the proper flowing of a debate in this excellent presentation by nationally prominent coach Greg Varley. A sample flow sheet is included with each tape. *Length: 35:25*

• CX 113 Recruiting Roundtable

Moderator: Greg Varley, Lakeland High School, NY

Three outstanding coaches with very different debate programs offer insight and suggestions on recruiting new members. The discussion follows an excellent film that can be used as a recruiting tool. *Length: 53:10*

• LD 105 How to Prepare for your L / D Rounds

Instructor: Dale McCall, Wellington High School, FL

A comprehensive discussion about the preparation steps students need to undertake to compete confidently in Lincoln-Douglas Debate. *Length: 35:00*

• LD 106 Value Analysis in L / D Debate

Instructor: Diana Prentice Carlin, University of Kansas

An examination of value analysis by an outstanding debate coach. *Length: 35*

• LD 107 L / D Debate: The Moderate Style

Instructor: Pam Cady, Apple Valley High School, MN

Coach Cady provides invaluable advice on developing a moderate debate style. Her points are demonstrated by two outstanding student debaters. *Length: 53:00*

• LD 108 Rebuttal Preparation

Instructor: Carol Biel, Chesterton High School, IN

Coach Biel moderates a group discussion with outstanding young high school debaters in this examination of rebuttal preparation. *Length: 55:00*

• INT 103 Interpretation of Poetry and Prose

Instructor: Ruby Krider, Professor Emeritus, Murray State University, KY

Imagery, narration, and believability are but a few of the areas Professor Krider covers in this colorful and insightful exploration of the role of the interpreter of poetry and prose. Her lecture is divided into three parts: Catch That Image, Chat Chat Chat, and Make Us Believe You. *Length: 1 hour 25 min.*

• INT 104 Critique of Interpretation

Moderator: Ron Krikac, Bradley University, IL

What works and what doesn't work in dramatic and humorous interpretation? Three esteemed coaches analyze and critique performances in humorous and dramatic using examples drawn from national final rounds. *Length: 59:25*

• INT 105 Introduction to Poetry Interpretation

Instructor: Barbara Funke, Chesterton High School, IN

One of the nation's best interpretation coaches teaches a detailed and honest approach to poetry. Coach Funke provides insight into how to choose a poem and how to establish commitments as a performer. A practical and enlightening tape for all participants in individual events. *Length: 56:20*

• INT 106 Characterization in Interpretation

Instructors: Pam Cady, Apple Valley High School, MN

Joe Wycoff, Chesterton High School, IN

Outstanding national coaches Cady and Wycoff team up to share their expertise in the area of characterization. Cady takes on vocal characterization while Wycoff engages in a discussion on physicalization. Students who competed at the 1993 National Tournament are used throughout the presentation. *Length: 54 min.*

• INT 107 Breaking the Ice

Instructor: Rosella Blunk, Sioux Falls, IA

A terrific tape for beginning and advanced classes in drama and speech. How does one go about putting students at ease in a performance environment? Coach Blunk and her students provide several fun and easy activities that will make your students glad to be in class. *Length: 34:25*

• GEN 101 Ethics in Competition

Instructor: Joe Wycoff, Chesterton High School, IN

Hall-of-Fame Coach Joe Wycoff speaks about ethics in forensic competition and other related topics in this entertaining and candid presentation. *Length: 40 min.*

• EXT 105 First Experiences

Moderator: L.D. Naegelin, San Antonio, TX

Members of this panel of former high school extemp speakers discuss how they got started in extemp and share advice they found invaluable. *Length: 42*

• EXT 106 Expert Extemp: Advanced Techniques

Moderator: L.D. Naegelin, San Antonio, TX

On this program the panelists detail the skills and techniques they've learned on their way to becoming advanced extempers and champions. *Length: 44:30*

• EXT 107 Expert Extemp: Speech and Critique

Moderator: L.D. Naegelin, San Antonio, TX

The panelists listen to an extemp speech delivered by Jeremy Mallory of Swarthmore College and provide an in-depth critique of his presentation. *Length: 42:30*

• EXT 108 Advanced Extempore Speaking

Instructor: James M. Copeland, Executive Secretary, NFL

A practical tape for competitors which covers the basics of research, file building, and outlining as well as advanced concepts: the rule of the 4 sevens, topic selection, and attention factors. *Length: 1 hour 23 min.*

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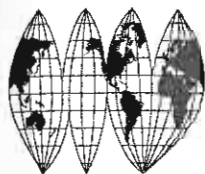
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ARRANGEMENTS WILL BE MADE TO PICK UP TEAMS FROM THE SALT LAKE CITY INTERNATIONAL AIRPORT

1998 TEAM DEBATE TOPIC

A TOPIC THAT CRIES OUT FOR COUNTERPLANS

by Marty Ludlum



In this article we will discuss the major types of counterplans on the Russia topic for 1998-

1999. The simplest way to think of counterplans was the way it was taught to me, via a child's rhyme: "Anything you can do, I can do better." Counterplans would be a reason to vote against the affirmative plan, since there are other options more desirable, more effective, less expensive than the affirmative plan while accomplishing the same goals. Counterplans can take many forms, but the counterplans I envision on this topic would modify the agent of change from the United States (as mandated by the topic) and instead include a group of nations, always known by their acronyms, such as NATO (North Atlantic Treaty Organization), EEU (European Economic Union) or the UN (United Nations).

Presently, American foreign policy is largely defined by Presidential leadership styles. President Clinton favors a style of foreign policy called Neo-Internationalism, which is also known as "assertive multilateralism." It has been highly promoted by Madeleine Albright, the Clinton Administration's Secretary of State and former U.S. representative to the United Nations. Neo-Internationalism seeks to build institutions that are more than the sum of their constituent parts. It argues that the United States should remain involved but at a substantially reduced cost. One assumption of this ideology is the potential for international cooperation. If they are cooperative, we should work with formal alliances and international organizations in almost all instances. Clearly, this ideology would favor a strong United Nations.

Examples of Neo-Internationalism abound in recent history. In the Gulf War, President Bush sought an alliance of our allies prior to taking a direct military action against Iraq. Even though many of the countries of the alliance gave little monetary or military support for the alliance, their consent was deemed to be vital to prevent the conflict from spreading. President Clinton has done the same type of diplomacy in regards to Bosnia (NATO involvement) and Somalia (UN involvement), always seeking alliances whenever possible prior to the use of military force.

The policy debate topic for 1998-1999 does not advocate Neo-Internationalism,

since a policy topic could never advocate the status quo. Instead, the policy resolution advocates a foreign policy ideology of Unilateralism, America acting first, acting alone in matters of foreign affairs.

A proponent of Unilateralism minimizes (and when possible excludes) the participation of other governments and organizations. Unilateralists are uncomfortable with alliances. They are strictly opposed to any transfer of sovereign authority to international organizations. In this way, unilateralists share the views of isolationists and minimalists in being critical of the United Nations, and similar organizations.

Unilateralism maximizes freedom of decision-making and implementation since one would not consult with any other country prior to acting. This allows for rapid decisions and improves the chances for secrecy. This would be a strategic advantage of unilateralism over any policy involving multiple nations.

Unilateralism is a unique ideology, since it is facially neutral. It does not imply what should or should not be done with our relations with Russia. Russia may be our best friend or our worst enemy. It only argues that any actions should be done by America alone, and not by the permission or consent of our allies.

Unilateralism eliminates problems of guessing the intentions of others, since the intentions of others are irrelevant. It is the best option when narrow interests at stake and the involvement of others is not necessary. However, as the energy topic showed, America acting alone cannot solve all problems. America's use of fossil fuels is but one cause. Other nations using fossil fuels must follow suit, or the actions will be ineffective. The same can be said for many potential areas of this topic. Conventional arms sales, nuclear weapons/technology transfers, nuclear waste disposal, bans on landmines, importing/exporting of cigarettes-alcohol-drugs, and many others are problems for all nations, not just Russia & America. In other words, if America and Russia agree not to transfer nuclear technology, that is fine. However, if China and India transfer that information to all the willing buyers, there is no advantage to an American and Russian agreement to prohibit transfers.

Another analogy can be seen in American/Cuban relations. America has an import prohibition on Cuban goods, largely

to bankrupt the Cuban regime. However, while America will not import Cuban goods, and this hurts Cuba greatly, Cuba has other options. Cuban cigars are readily available in Canada. Cuban sugar is easily sold in South America and Africa. Cuba sells their goods, perhaps with additional transportation costs, but they are sold. The only people denied Cuban products are American citizens. America's foreign policy, intent on bankrupting the Cuban regime, is a complete failure.

Like the prohibition on nuclear technology, and the prohibition of Cuban exports, such policies only work if they are world-wide or least fairly widespread. Dealing with international relations, several actors exist to help make uniform policies. NATO and the EEU are perfect choice for most problems specific to Europe. For world-wide implementation, the only possible alternative is the United Nations.

Many in politics, and many debate coaches put little faith in the United Nations, scoffing at it both in the real world and in applying it to debate topics. I think, however, in many areas of foreign policy the United Nations is a very viable alternative. I will briefly address the three major criticisms of the United Nations and explain why, under a fair assessment, we are far better by having the United Nations than being without it.

First, minimalists will argue that for all the peacekeeping efforts of the United Nations, wars have not stopped. True enough, but this misses the point. While wars have occurred since the founding of the United Nations following World War II, such as Korea, Vietnam, Desert Storm, and a host of others not involving America, this is not a proper tool for measuring success. We cannot measure the number of wars that were PREVENTED because of diplomacy and negotiations at the United Nations. Those cannot be counted, but they are certainly important.

We would not call police force a failure because crimes still occur. Prevented crimes cannot be measured, but they obviously exist, as the presence of the police seem to suppress anti-social behavior by their presence, and they also serve a function of catching those who do wrong (obviously after the fact) so that they can be punished by society. By analogy, the United Nations serves a similar purpose, preventing conflict when possible through (negotiation and diplomacy), trying to prevent con-

flict by more drastic means when imminent (use of peacekeeping forces), and when force is involved, trying to localize the conflict (by alliances) and trying to end the conflict (through negotiations).

While the Korean War was tragic, the events would have been much worse had the UN not existed, since many in the American political scene wanted a military confrontation with the Soviet Union, including if necessary a nuclear attack. Negotiations at the United Nations (then in its infancy) helped prevent a potential nuclear exchange between the superpowers which would have cost millions of lives, far greater than the losses from the entire conflict.

Had the United Nations not been pressuring the Bush regime into a quick end the Gulf War, how many casualties would have occurred? What other parties might have gotten involved? What if Iraq (sensing the overwhelming military might of America) thought that their only means of continuing the conflict was through terrorism on American soil? Would that have been better? When we compare the relative benefits of political schemes such as the UN, the faults are obvious, and the benefits are more difficult to see. However, that does not mean that the benefits do not exist.

Second, minimalists will argue that the United Nations is a social policy sinkhole. There is always a problem to be solved, and always a UN bureaucrat wanting to set up a program to solve it. True enough, I suppose. There are plenty of problems out there, and many of the

problems are easily within the means of those outside the area to solve. Would the world really be a better place if we turned our backs to problems that are within our ability to solve?

The United Nations has vaccinated millions from disease, preventable diseases which save countless lives and a great deal of suffering. The UN has kept millions more from starvation due to droughts, floods, civil unrest, and a host of other problems. Does the constant need for humanitarian relief really indicate a failure for those offering relief? Would we be prepared to call the International Red Cross a failure, since it still responds to disasters. We would not. But the UN gets criticized for the same actions done for the same purposes. Obviously this is a problem of image, not a real problem of the UN and its behavior.

Third, isolationists will argue that the United Nations is "spending my hard earned money" or other such language. Not quite. While the United States does pay a disproportionate share of the UN expenses, we do not pay all of them. In fact, unless I have missed something, Ted Turner is personally giving more to the United Nations than the U.S. government. In fact, we (America) are over a billion dollars behind in our dues to the United Nations. If this were any other club, we would be thrown out. Of course, we are not thrown out, because we constantly make claims that "we are about to" pay off that debt.

The United Nations does a great deal of good. It is not perfect by any means, but it is

better than the alternative, no international action. It is important to realize that the reason we need and therefore have a United Nations is because of a failure of individual states to take action and effectively deal with these problems.

Question?

Would Peru have stepped in to stop Saddam Hussein?

Question?

Would Greece have paid for foodstuffs for the starving in Somalia?

Question?

Would Panama send its troops to stop the fighting in former Yugoslavia?

The answer to all of these is "no." They represent a failure of individual states to act in matters that do not directly concern them. Eventually, however, the conflicts cross state lines, and the starving masses move to areas outside the drought or flee from areas of civil unrest. If life tells us anything it is that our neighbor's problems, if ignored, may grow into being our problems. Best to deal with them while they are small problems.

The United Nations is a benefit both to the real world, and to our analysis in debate.

Best of luck on the Russia topic for 1998-1999!

(Marty Ludlum is owner of Power Punch Publications, Inc. He can be reached at DebateKing@aol.com. The Power Punch website is www.PowerPunch.com)

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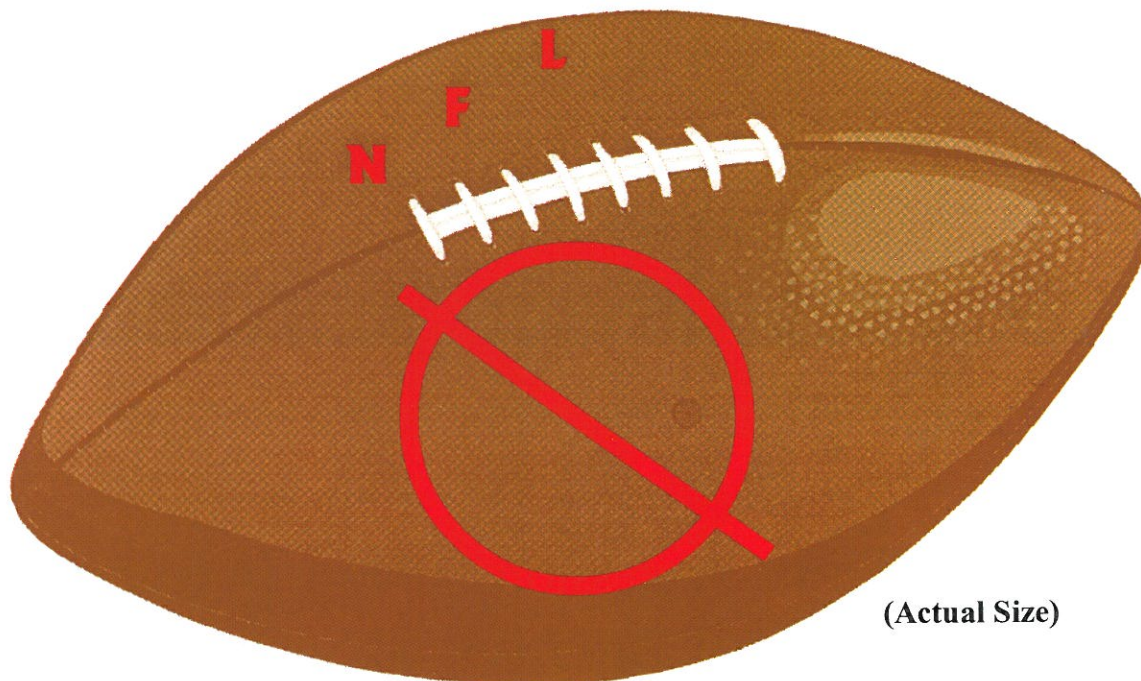
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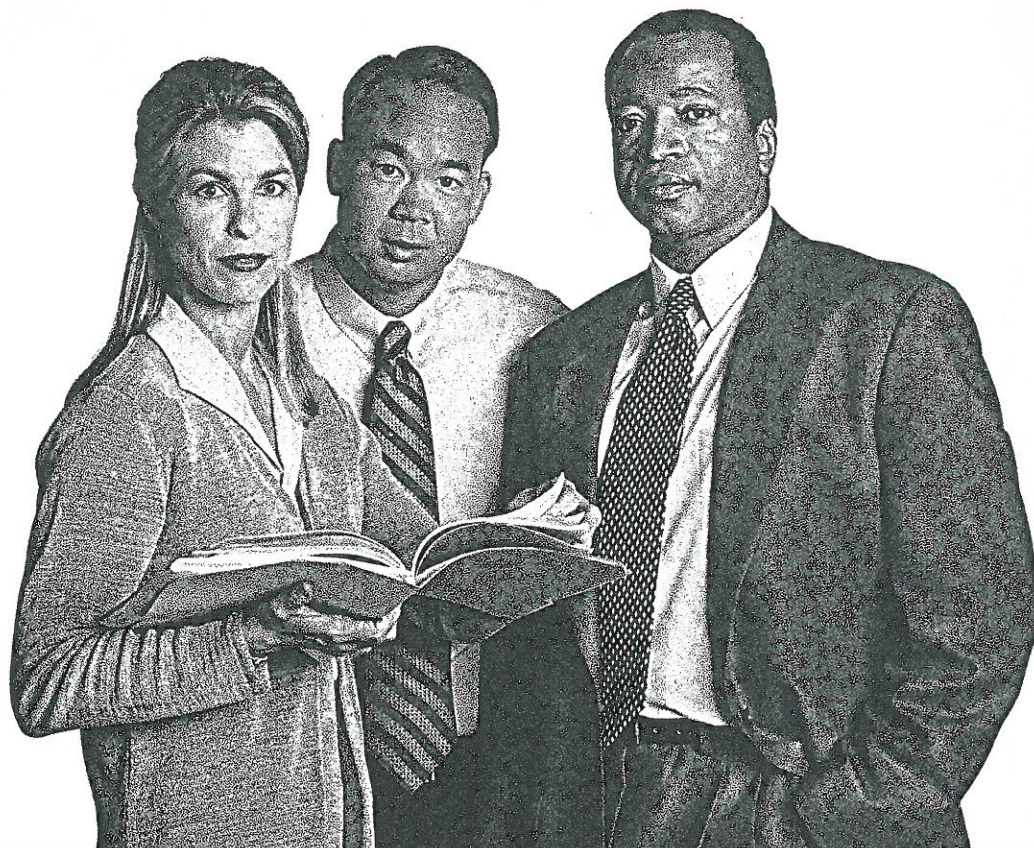
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