

**LINCOLN-DOUGLAS
DEBATE:
VALUES IN CONFLICT**
Second Edition

by Jeffrey Wiese
and
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Lincoln-Douglas Debate—Hardcover Student Edition sampler

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Foreword

Welcome to Lincoln-Douglas debate! While the “game” of Lincoln-Douglas may be foreign and a bit scary, you will soon find all of the excitement and challenge that accompanies one of the most noble of all high school competitions. Intimidation is normal at first, but do not let it discourage you. Once you break the ice, you will find an event that can take you places to which you had previously only dreamed!

This book is designed to help you become familiar with the event of Lincoln-Douglas debate. As you progress through the text, you will become more and more involved in the event, and you will begin to see the excitement that accompanies its rounds. What you may not see, however, are the benefits Lincoln-Douglas will give after your days of competition. While you will undoubtedly take away memories of your competitive days, you will also leave with many practical skills.

Initially, debate will teach research. In this day and age, the ability to draw upon other people’s research and ideas is critical. The individual who can effectively sort through the multitude of written information on file in libraries and on the Internet will have an advantage over most of the competition. Lincoln-Douglas will teach research skills in a way that will last a lifetime.

In addition to finding information, society now demands that its leaders be able to present that information to others. Lincoln-Douglas will provide the skills to stand up confidently in front of people and make a persuasive presentation. Throughout the countless number of rounds experienced, you will become well-versed in the techniques of effective communication.

By the nature of its content, L-D teaches the ins and outs of many academic disciplines. You will become trained in philosophy, political science, social science, and history. Through the many topics with which you will struggle, you will learn the process of solving ethical dilemmas, which will be a lifetime skill.

Lincoln-Douglas teaches how to organize thoughts and ideas in a coherent form. Learning organization skills allows you to be more efficient and persuasive, and will be a determining factor in your success in college and the larger world.

Finally, Lincoln-Douglas will allow you to learn from others. Through your experience as a debater, you will acquire the skill of taking notes while listening to a speaker. Not only will you be able to record what is being said, but you will also be able to critically assess what is being said as the speaker talks.

These skills combine to make the successful L-D debater a successful person. While you learn these great skills, you will also be afforded the opportunity to have fun with a head-to-head competitive activity that tests skill, courage, and dedication.

Unit 1

**VALUE ARGUMENTATION:
HISTORY, RULES AND THEORY**

Unit I is designed to introduce the novice as well as the experienced debater to the use of value argumentation in Lincoln-Douglas debate. Since its inception as an NFL event, the rules and stock issues have evolved into some generally accepted standards. This unit identifies the components of value argumentation and discusses the variety of judging paradigms that may be used.

Chapter 1 examines the history and nature of debate in society and introduces value debate by comparing and contrasting it with policy debate. The chapter looks at the formats, resolutions and speaking styles used in both debate events.

Chapter 2 provides the debater with a brief history of the event and discusses both the philosophical and pragmatic approaches to Lincoln-Douglas debate.

Chapter 3 examines the nature of values defining them by category, characteristic, and function. Four observations concerning the nature of value hierarchies are presented.

Chapter 4 identifies what are accepted as the basic rules of Lincoln-Douglas debate and the basic components of value argumentation.

Chapter 5 examines in detail the three major components of value argumentation: the value premise, the criteria and application of the value/criteria to the resolution.



Chapter 1

The Nature of Lincoln-Douglas Debate



Learning Objectives

This chapter teaches the general nature of Lincoln-Douglas (L-D) debate. By contrasting L-D debate with policy debate the general boundaries, parameters, and principles upon which L-D is founded are better understood.

After completing this chapter, you should be able to:

- 1. Define Lincoln-Douglas debate and identify the characteristics it shares with all debate events.**
- 2. Explain how the formats for Lincoln-Douglas and policy debate differ.**
- 3. Explain how the resolutorial requirements for Lincoln-Douglas and policy debate differ.**
- 4. Explain how the debating styles used in Lincoln-Douglas and policy debate differ.**
- 5. Discuss the unique benefits of participating in Lincoln-Douglas debate.**

New Terms

Affirmative	Lincoln-Douglas debate
Burden of rejoinder	Negative
Case	Persuasion
Constructive	Policy debate
Cross-examination	Preparation time
Forensic progression	Rebuttal
Format	Resolution

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What is Debate?

Debate is more than an organized argument. Debate usually takes place within a structured setting such as a law-making body—ranging from a student government to the U.S. Congress or a parliament—a courtroom, or a club that uses parliamentary rules to make decisions about policies, procedures, and activities. Debate, by its nature, is a formal way to ensure that both sides of an issue are given equal consideration. Debate usually occurs when other methods for settling a disagreement either don't work or provide the foundation for formal argument. In a forensic progression, we attempt to settle issues through discussion. If that fails, then we move to more formal persuasion such as a persuasive speech. If that does not result in agreement, then we move to formalized debate complete with rules and a third party to make a decision.

Debate differs from an argument in that there clearly are two sides, and there are rules. Each side is given an equal amount of time to make an argument. A speaker usually cannot be interrupted unless the rules, such as those used in parliamentary debate, permit. Once all of the arguments in the debate are presented, whether it be with closing arguments in a courtroom or the final speech in an academic debate, a vote of some type is taken and a decision rendered. With legislation, each legislator votes yes, no, or abstain.

Discussion is less structured than debate and can appear on a continuum with debate in that discussion may precede formal debate. For example, legislative bodies often screen legislation in a preliminary fashion through committees. Individuals testify and present information that aids lawmakers in deciding if a piece of legislation should be submitted to the entire body for debate. Committee hearings have more give and take as well as formal presentations. Structured discussions such as a panel or symposium may have formal speeches and present a multitude of issues, but they usually allow for interaction among panelists and questions from the audience. In competitive discussion (which occurs infrequently as a competitive event), a decision is rendered. In real world settings, discussions are intended to generate interest in a topic and help individuals understand the complexity of an issue.

Debate forms the basis for preservation of democracy. It is through debate in legislative chambers and among citizens that democratic freedoms are protected. Debate, as it is practiced in political, social and religious contexts, can trace its beginnings to ancient Greece and Rome. In those early civilizations, citizens participated in the democratic process and defended themselves in courts of law. The term “forensics” which is used to describe competitive speaking activities, including debate, comes from Aristotle's classification of legal oratory.

As a field of academic study and competition, debate's history is shorter. In the United States, the first organized debate took place at the collegiate level between Harvard and Yale in 1892. The early debates in the 19th and beginning of the 20th centuries had three-speaker teams and lasted two hours. These debates had a judge but were also argued before an audience.

Debate in secondary schools began in the early part of the 20th century, and the National Forensic League was formed in 1925 to foster the growth of interscholastic debate and speech competitions.

In addition to its roots in ancient Greece and Rome, today's interscholastic debate competition is also influenced by contemporary real-world counterparts. Much language in debate, especially policy debate is drawn from the courtroom. The topics that are being discussed in political, social, and religious circles such as capital punishment, growth versus protection of the environment, the sanctity of human life, and privacy are common topics for academic debate, especially Lincoln-Douglas debate.

What is Lincoln-Douglas Debate?

Lincoln-Douglas debate, or L-D, is an interscholastic forensic event. Like all competitive debate events, L-D begins with an agreed-upon topic, or resolution, to debate. The affirmative speaker must present a case in support of the resolution.



Lincoln-Douglas debate has one person per team.

A case is a listing of the reasons why the topic should or should not be supported. The negative, meanwhile, has the burden of rejoinder or the responsibility to clash with the affirmative case and show that the resolution is invalid. The unique aspect of L-D is that the resolution focuses on a value dilemma. In all societies and

cultures our values often come into conflict, and a method for prioritizing is necessary. This is the challenge for the L-D debater. To debate successfully in the arena of values, the debater must first develop an understanding of the values that people believe in and act upon. And second, since values can be tricky concepts that are difficult to understand and explain, the L-D debater needs to develop effective communication skills.

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To better understand the nature of L-D, this chapter compares and contrasts L-D or individual debate with policy debate which is also called team debate. We examine how the debate formats, the resolutorial requirements, and the speaking styles differ in both events. It is important to keep in mind that while there are major differences between the two events, they also have much in common.

Debate Formats

The debate formats for both events are as follows. A format is the sequence and time limits for speeches. You will notice that each event has constructive and rebuttal speeches as well as cross-examination periods. After all of the speeches are presented one round of debate is completed.

Lincoln-Douglas Debate Format

Affirmative Constructive Speech	6 minutes
Negative Cross-examination of the Affirmative	3 minutes
Negative Constructive Speech	7 minutes
Affirmative Cross-examination of the Negative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes

Policy Debate Format

First Affirmative Constructive	8 minutes
Cross-examination	3 minutes
First Negative Constructive	8 minutes
Cross-examination	3 minutes
Second Affirmative Constructive	8 minutes
Cross-examination	3 minutes
Second Negative Constructive	8 minutes
First Negative Rebuttal	5 minutes
First Affirmative Rebuttal	5 minutes
Second Negative Rebuttal	5 minutes
Second Affirmative Rebuttal	5 minutes
Total	64 minutes

You immediately noticed, no doubt, that there are striking similarities and differences in the formats. Both formats alternate affirmative and negative speeches. Each debater has one speech—a constructive—to make a case, or arguments, for the position being adopted (see Chapter 8). After the constructive speech, the opposing debater has an opportunity to ask questions of clarification or make initial confrontations. This period is the cross-examination period (see Chapter 15). Following the cross-examination periods, debaters rebuild their cases and make attacks upon their opponent's case.

Appropriately, these periods are termed rebuttals (see Chapters 12-14). Each debater speaks for a total of 13 minutes. It is traditional for the affirmative to have the advantage of beginning and ending the debate because the affirmative sets the boundaries



Policy debate has two debaters per team.

for the debate. The negative has the advantage of a larger block of time in the middle of the round. It may look as if one side has the advantage in the round, but don't worry. The statistical odds of winning are about 50-50, and you debate multiple rounds at a tournament alternating sides.

All debaters are given the opportunity to construct arguments, attack their opponent's case and rebuild their own.

At first inspection, it appears that the L-D affirmative not only has the advantage of the last word, but also an extra rebuttal. Structurally, this is true, but functionally, it is not. Note that the negative constructive is seven minutes long. This extended time is used in Lincoln-Douglas for presenting both the negative case (supporting the negative position to contest the resolution) and the first negative rebuttal (refuting the affirmative's arguments). As a result, the negative debater has the same number of rebuttal speeches as the affirmative debater and the same amount of total speaking time.

If the thought of having to develop ideas in response to an opponent's attacks frightens you, you are not alone. With practice, you will come to anticipate what an opponent will say, and you can have arguments prepared in advance. Additionally, throughout the round, you are given three minutes to collect your thoughts, prepare for the next speech, and relax. These three minutes are collectively called preparation time, and they can be used between speeches (see Chapter 18).

A common question among debaters is "How will I know whether I am going to be affirmative or negative in the debate?" The answer is that you will debate both sides. As mentioned previously, you will participate in multiple rounds at a tournament, usually four to six preliminary rounds. After the preliminary rounds, the top teams follow a single elimination tournament bracket similar to that used in a sporting event to determine the winner. Whether you begin negative or affirmative at a tournament varies.

However, you will alternate from round to round. Thus, in each tournament you will be asked to support the negative position as well as the affirmative position of the same resolution. For this reason, the Lincoln-Douglas debater must be prepared to defend both positions.

Resolutional Requirements

The topic for debate is called a resolution. Traditionally, there are three types of resolutions or propositions: fact, value, and policy. In discussion, a fourth type of proposition, that of problem, is used. A proposition of fact states something that can be proven as correct or incorrect. Some claims of fact—Japan exports more cars to the U.S. than does Germany—are easily proven. Others are less clear such as Mark McGwire, not Babe Ruth or Joe DiMaggio, was the best baseball player in the 20th century. Criteria would need to be established and nominees matched against the criteria. To decide the criteria, values would come into play to determine what is important in defining the overall attributes of the best baseball player.

Propositions of fact are usually not the basis for debate resolutions used by competitive debaters. Propositions of fact are common in courtrooms, however, where the “facts of the case” are debated. In academic debate propositions of fact are used to support arguments made in defense of policy and value resolutions. For example, to help support the need for the resolution “That the federal government should adopt a program to reduce the number of medically uninsured,” a team would have to supply facts to prove that current policies are causing increasing numbers of people to be uninsured and that other attempts to reduce the numbers, short of federal action, won’t work. The unwritten resolution of fact being debated would be the validity of the statistics—are they accurate or were they determined in an unbiased fashion.

Values represent judgments and preferences about what is important. Value resolutions suggest that one thing is preferable to another such as Patrick Henry’s unstated value proposition that liberty is more valuable than life when he said, “Give me liberty or give me death.” Value resolutions provide many bases for debate. Matters of ethics, religion, and even law are based on values, and the debates on issues in these arenas are endless. Policy resolutions state what should or should not be done. We typically think of policies as laws, rules, or regulations. Policy resolutions form the basis for decisions made by governing bodies such as a school board, city council or legislature. The types of policies a body passes are governed by a society’s values. Thus, a democratic society will have a different type of policy regarding free speech than a totalitarian one because the former values personal freedom and the latter doesn’t.

In formal discussions, as was discussed in a previous section, there is a statement of a problem to be resolved. Propositions that are problem statements are usually more policy oriented, but they usually do not have a specific policy to defend. Instead they ask a question such as: What should be the United States' role in world peacekeeping operations? This type of proposition allows for an examination of multiple options rather than suggesting that there are two alternatives as is suggested by the other types of resolutions.

How the topic is written is extremely important. A policy debate topic requires a change in a current policy. A Lincoln-Douglas or value debate topic is written to compare and prioritize values. Although both types of resolution begin with the phrase "Resolved: That" or "Resolved" the similarities end there. Policy questions contain an agent of change to oversee the policy, a target group, and they may or may not call for the direction that the new policy should take such as making a law stricter. Here are three policy topics there were debated nationally:

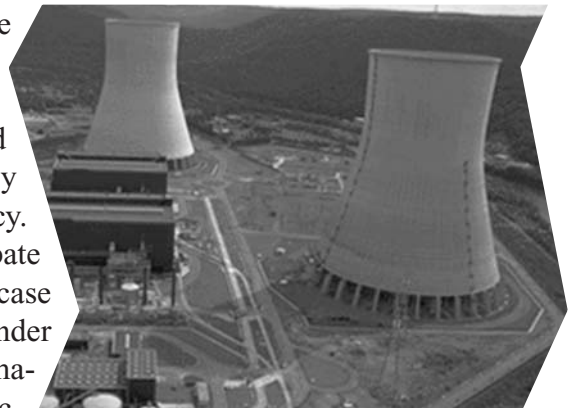
Resolved: That the United States should substantially change its foreign policy towards Russia.

Resolved: That the federal government should substantially increase the use of renewable energy in the United States.

Resolved: That the federal government should establish a program to substantially reduce juvenile crime in the United States.

These resolutions differ greatly in terms of the topic areas, but the requirements placed on the debaters are the same.

The affirmative team must first prove there is a reason to change our current policy. Secondly, they must present a plan that specifies the new policy, and third, they must show that the new policy is more desirable than the current policy. It is important to note that in policy debate the affirmative is allowed to limit their case to a specific example of the topic. Under the first resolution, for example, affirmative cases focused on changing a specific military, economic, humanitarian or even environmental policy towards Russia.



Policy topics suggest a need to make a major change in regulations such as those affecting energy sources.

The negative, then, was prepared to debate whatever area of the topic the affirmative chose. This burden on the negative makes policy debate more research intensive, and is why such a premium is placed on evidence, organization and structure. A policy topic is used for the entire school year, and debaters have extensive time to research.

The Lincoln-Douglas resolution identifies a value dilemma. Therefore, resolutorial requirements for the L-D debater are very different. The major difference is that a value resolution must be upheld as a whole. Values are considered universal. Therefore, the affirmative is not allowed to focus only on one specific example of the value. Examples may be used, but their purpose is to clarify and support the resolution. They are not the entire focus of the debate as the case examples of the resolution are in policy debate. The negative is not required to clash with each affirmative example supporting a value, but the negative may offer counter examples that support rejection of the resolution. A value resolution contains an object to be evaluated, an evaluative term, and possibly a context within which to compare the values.

The following three value resolutions demonstrate:

Resolved: That in a just society liberty is more valuable than equality.

Resolved: Capital punishment is morally justified.

Resolved: That in the United States justice system, due process ought to be valued above the pursuit of the truth when they are in conflict.

Notice that in each of the examples, the topic asks a question about our values. Exploring the answer is the most fundamental lesson in Lincoln-Douglas. Lincoln-Douglas is first and foremost a structured discussion about a given topic that evaluates the relative worth of two values. In the examples, the resolutions suggest which part of the dilemma is preferable. In the first resolution liberty and equality are the objects of evaluation. The evaluative term is “more valuable.” With the dilemma “solved” by the framers of the resolution, the debaters argue whether or not the resolution is valid. The affirmative debater upholds the value of



Lincoln-Douglas topics consider ethical issues such as genetic engineering which has been in the headlines due to recent cloning of sheep.

liberty. The negative debater upholds equality as more valuable. In the second resolution, the object of evaluation is capital punishment, and the evaluative term is morally justified.

Although the values are not assigned, as in the first resolution, they are easily inferred. The affirmative might uphold justice, and the negative might counter with the value of life. Debate then proceeds on the underlying values that lead to acceptance or rejection of capital punishment. The third resolution evaluates the concepts of due process and pursuit of the truth within the context of the U.S. justice system.

There is a wide range of resolutional options in L-D debate. They range from the more abstract (resolution #1) to the more contextual (resolution #3). The type of resolution affects the debate style and the type of research that is used. The L-D topic changes every two months during the school year, so it is important to know what kind of resolution you are debating to maximize your research and preparation time.

Speaking Style

The speaking styles of policy and value debate can differ dramatically. L-D emphasizes not only the development and delivery of ideas, but also the refutation and defense of ideas. It is rooted in planned, persuasive speech, but it is also built upon spontaneous, unrehearsed speech. It is oratory, and it is debate. This component of Lincoln-Douglas is the focus of this section. The continuum below shows how style can differ in the two events:

Lincoln-Douglas Approach	Policy Debate Approach
Slower rate of speaking	More rapid rate of speaking
Philosophical	Information processing
Logic \ Analysis emphasized	Pragmatic strategic choices
Less structured	Highly structured
Abstract	Concrete

Lincoln-Douglas blends debate and oratory and is not completely different from policy debate. L-D debaters must research, use evidence, and keep track of important arguments. However, the pace should be more conversational. L-D, from the judge's standpoint, should be user friendly. This means fewer and better-developed arguments. The refutation, structure, and techniques of policy debate should be joined with the delivery, analogies, and persuasion of oratory.

The Unique Benefits of Lincoln-Douglas Debate

Debate is an activity from which you can derive many benefits. The organization, research, and speaking skills are applicable to any career you may choose. However, L-D debate offers some unique benefits to its contestants. First is the subject matter. You will immerse yourself in the wisdom of the greatest thinkers in human history. Your research will range from the worlds' greatest philosophers and poets to our own Supreme Court justices. The knowledge you gain from analyzing value conflicts will give you insights into a wide range of issues and how decisions about them are made. Remember, philosophy changes the world! Second, as a speaker you gain an understanding of your audience. People act on their values. Understanding values and how they interact, will help you relate to others. It has been said that most people don't need a psychiatrist; what they really need is a good philosopher. Philosophy and values help us make sense of the world. And last, Lincoln-Douglas debate is a manageable activity. You can have an outstanding debate experience in about half the time it takes to prepare for policy debate. This will leave more time for involvement in other forensic events or school activities. Don't be misled, L-D does demand a real commitment of time and effort. But it may better fit your schedule and needs than does policy debate. Lincoln-Douglas debate is a very popular event and is growing more so every year. Many students actively participate in both policy and value debate. There is much to gain from each event. If possible, take full advantage of both.

SUMMARY

Lincoln-Douglas debate is a forensic activity that requires participants to debate a value topic. Unlike policy debate, only one person debates on each side of a resolution or topic statement that the affirmative supports and the negative disputes. Lincoln-Douglas debate follows many of the same principles as policy debate in terms of the types and order of speeches. (For a more complete explanation of rules and procedures for policy debate, see Appendix C.)

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Lincoln-Douglas Debate: Values in Conflict

The major differences in the two forms of debate are in the types of resolutions debated and their requirements, the types and amounts of evidence needed to support arguments, and the approach to delivery. Since values underlie human action, Lincoln-Douglas debate provides an opportunity for students to gain an understanding of the impact values play in our lives and in decision making. The next chapter discusses the origins of Lincoln-Douglas debate and the primary approaches to the activity.

ACTIVITIES

1. Look at the following values and concepts and write two resolutions for each. Write one abstract resolution and one that places values within a contextual framework.

- | | | |
|------------------------|---------------|---------------|
| a. Genetic engineering | d. Privacy | g. Justice |
| b. Equality | e. Censorship | h. Fair trial |
| c. Drug testing | f. Life | i. Security |

2. Write both a policy and value resolution for each of the nine areas listed above.

3. Using the current topic or one listed in this chapter, choose the affirmative or negative position and develop a one-minute speech explaining why you support or negate the resolution. Prepare a one-minute speech giving the arguments you would expect to hear against your position.

4. Write a short essay describing a decision you had to make that involved a value and how you decided it.

5. Using the sample L-D and policy debates in Appendixes D and E, write a short paper, 1-2 pages, in which you compare and contrast the two activities. Consider such things as evidence, structure, and types of arguments.

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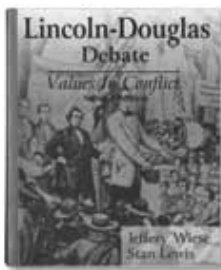
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**Lincoln-Douglas Debate:
Values in Conflict**

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Jeffrey Wiese and Stan Lewis

**The basics of Lincoln-Douglas debate
for novice and intermediate debaters**

This is the most complete introductory text available on preparing for and participating in the highly popular Lincoln-Douglas debate format. Short and well-designed chapters move students through the steps in L-D analysis, case construction, and case defense procedures. The unique features of L-D debate and policy are compared throughout the book.

The book objectives include

- understanding L-D theory
- understanding the differences between L-D debate and policy debate
- understanding values
- choosing the values to debate
- researching value topics
- preparing cases
- developing rebuttal strategies
- improving delivery skills

The Teacher's Manual features

- chapter objectives
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Learning objectives and new terms aid comprehension

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