

## Debate

Each student (in conjunction with their team) will participate in a 20-minute debate. The topics we will be debating are taken from *Taking Sides: Clashing Views on Controversial Issues in Physical Anthropology*, ed. Mary Curtis. Guilford, CT: McGraw-Hill/Dushkin, 2005. If you cannot access the background information below, please email me immediately.

*Issue 1: Does Human Cloning and Genetic Engineering Pose Evolutionary Dangers?*

Yes: Team 1      No: Team 2

For background information on the debate, please visit <http://www.pbs.org/newshour/health/cloning.html>.

*Issue 2: Is Culture Responsible for the Spread of Ethnically Related Disease?*

Yes: Team 3      No: Team 4

For background information on the debate, please visit <http://www.cdc.gov/chronicdisease/resources/publications/AAG/reach.htm> and <http://discovermagazine.com/1995/jun/unfortunatedrift527>.

*Issue 4: Does Homosexuality or Bisexuality Have Any Evolutionary Advantage for Primates?*

Yes: Team 5      No: Team 6

For background information on the debate, please visit <http://discovermagazine.com/1992/jun/13-whatslovegottodo56> and [http://www.melvinkonner.com/index.php?option=com\\_content&view=article&id=78:essays-in-the-new-york-times-magazine&catid=40:essays&Itemid=70](http://www.melvinkonner.com/index.php?option=com_content&view=article&id=78:essays-in-the-new-york-times-magazine&catid=40:essays&Itemid=70) (scroll down and look for the essay entitled "Homosexuality: Who and Why?")

### Preparing for the debate:

- Read the appropriate articles as listed above.
- Prepare a list of relevant issues on both sides of the argument.\*
- For each issue, identify both the positions and interests.\*
- Prepare rebuttal for the other side's argument.\*
- Decide on the most persuasive arguments to use in an opening statement.\*
- Prepare opening arguments and key issues.\*
- Good debate prep will include finding other sources to find facts to support your argument. Each team is responsible for turning in a Works Cited documenting additional sources. Use the Chicago Style to format your Works Cited. The easiest way to do this is to divide the arguments among the team members--each team member is responsible for finding the facts to support each particular argument. Upload the Works Cited to ANGEL.
- Bring well-organized notes to class on debate day.
- from Maxwell School of Leadership and Public Affairs. 2007. Project Legal: Student On-Line Debate Instructions, <http://www2.maxwell.syr.edu/plegal/osd3.html>.

### Works Cited

Each team must turn in a works cited. This should be a combination of scholarly and general articles. If using sites from the web, make sure it is appropriate for college-level work.

Debates will be evaluated by the class; however, if I feel the class evaluations do not accurately portray the debates, I reserve the right to modify the grade. Team member participation will be evaluation by team members. FAILURE TO TURN IN A TEAM MEMBER EVALUATION RESULTS IN THE LOSS OF THE INTERACT OUTCOME POINTS. Upload your completed team member evaluation AFTER the debate is concluded.

## Course Outcomes

The following highlighted course outcomes are met by this assignment:

- A. Illustrate their level of cultural literacy by:
  - i. Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space) (1.a)
  - ii. Interrelating individual experiences and societal forces in the context of anthropology (1.a, 1.c)
  - iii. Identifying ethnocentrism through an examination of human variation and cultural diversity (1.c)
  
- B. Demonstrate their critical thinking and problem solving skills by:
  - i. Recognizing key principles of human biology and behavior (2.a)
  - ii. Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective (1.a, 1.b)
  - iii. Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology (2.b, 3.a)
  - iv. Drawing conclusions about human behavior and biology that are consistent with anthropological theory (1.a, 1.b)
  - v. Generalizing from qualitative and quantitative data and assumptions (2.a, 2.b)
  - vi. Navigating the intricacies of team-based discussion, activities, and assignments (3)
  
- C. Illustrate their level of information literacy by:
  - i. Searching scholarly research databases and formulating simple research questions (2.b, 2.c)
  - ii. Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature (2.b)
  - iii. Demonstrating the ability to find and evaluate anthropological information in general and scholarly sources with instructor and librarian support (2.a)
  
- D. Show their communication skills by:
  - i. Conducting fieldwork and observation through the utilization of technology-enhanced simulations or real-world research and presenting their findings through written and/or verbal means (2c, 4)
  - ii. Communicating ideas and information that demonstrates an understanding of connections between biology, paleoanthropology, geology, psychology, etc., both verbally and through the written word (1a, 2b)
  - iii. Working with peers to successfully participate in and/or complete team-based discussion, activities and assignments (3)