

Debate

Each student (in conjunction with their team) will participate in an online 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 (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.

Conducting the Debate

- The debate will take place on the Debate Discussion Forum. All posts are due by 11:59pm.
- On Monday of the week of the scheduled debate, each team will post their opening statement and argument.
- On Tuesday, each team will post their rebuttal.
- On Wednesday, each team will post questions to the opposing team. Students are allowed to post questions to other teams as well.
- On Thursday, answers to questions must be posted and closing argument posted.
- On Friday, each student must turn in a team member evaluation and a reflection on EACH of the debates, addressing the strengths and weaknesses of the arguments (Including an explanation of why you think the way you do) and who you think won the debate.
- Failure to turn in a team member evaluation results in the loss of 25% of your grade for the assignment.

Course Outcomes

The following highlighted course outcomes are met by this assignment:

- A. Illustrate their level of cultural literacy by:
- Demonstrating a working knowledge of holism (the multiple aspects of humankind across time and space) (1.a)
 - Interrelating individual experiences and societal forces in the context of anthropology (1.a, 1.c)
 - Identifying ethnocentrism through an examination of human variation and cultural diversity (1.c)
- B. Demonstrate their critical thinking and problem solving skills by:
- Recognizing key principles of human biology and behavior (2.a)
 - Synthesizing and critically assessing anthropological scholarship and claims about humankind and the natural world from an anthropological perspective (1.a, 1.b)
 - Recognizing, identifying and addressing possible multiple perspectives on issues related to biological anthropology (2.b, 3.a)
 - Drawing conclusions about human behavior and biology that are consistent with anthropological theory (1.a, 1.b)
 - Generalizing from qualitative and quantitative data and assumptions (2.a, 2.b)
 - Navigating the intricacies of team-based discussion, activities, and assignments (3)
- C. Illustrate their level of information literacy by:
- Searching scholarly research databases and formulating simple research questions (2.b, 2.c)
 - Recognizing differences in the quality of information presented in the popular press from that of the scholarly literature (2.b)
 - 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:
- 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)
 - 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)