

Barbie Teaches the Criteria



10:30 am – 11:45 am | WEDNESDAY, June 27

For novice and veteran coaches.

The criteria is the most difficult element for debaters to understand. This is a fun and simple way to teach how a criteria functions in an LD debate round.

Tim Cook | Salado High School | tim.cook@saladoisd.org

Attention All Attendees:



Thank you for registering your attendance for **EACH SESSION:**

<http://www.uiltexas.org/academic/s/capital-conference/online>



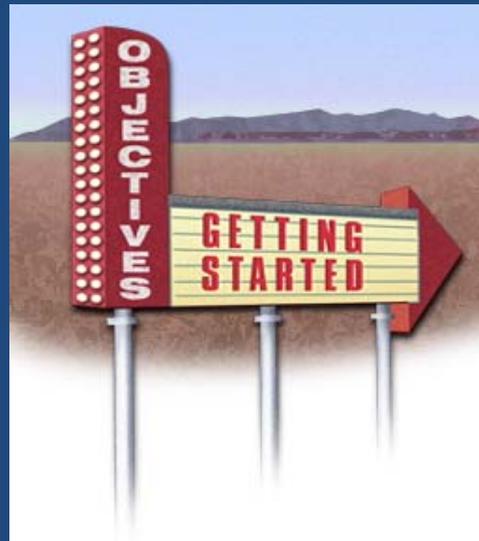
Electronic handouts are available there too.

Starting point for this project...



OBJECTIVES

- Define LD debate vocabulary
- Understand how the standard/criterion functions in a LD debate





How does Barbie help us understand LD debate?

It is estimated that over a billion Barbie dolls have been sold worldwide in over 150 countries, with Mattel claiming that three Barbie dolls are sold every second.

The image shows the word "Barbie" in its signature pink, cursive script font, centered within a white rectangular box.

Barbie apparently has value!

Which Barbie do you prefer? Why?



What qualities did you
use to make your
decision for the
Barbie?

What ever you decided
became your criterion....



V = Wealth

C = Collectible

Contention 1: Box says collectable

Contention 2: Depicts Barbie as a character – Little Debbie

Contention 3: Blue Tier - In 2004 Mattel introduced the Color Tier system for its collector's edition, ranging through pink, blue, silver, gold and platinum depending on how many of the dolls are produced.



Barbie Criterion

C = Fun to play with

C = Educational



Identify the offense in these pictures



And for the boys.....

VOCABULARY

Resolution

Evaluative term

Object of evaluation

Framework

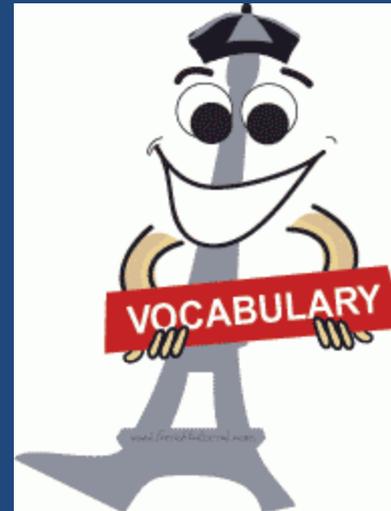
Value

Criteria

Contentions

Offense

Defense



PART ONE



Resolution : The sentence that states the topic or issue to be debated. The Affirmative should defend the resolution.

Object of evaluation : Term(s) or phrase(s) that should be judged or evaluated by the debaters.

Evaluative term : Term or phrase that forces debaters to *judge or make an evaluation* in the debate.

EXAMPLES

- Resolved: Compulsory inclusion of non-felons' DNA in any government database is unjust. (2010 NFL Nationals)
- Resolved: Judicial activism is unjust in a democracy. (NCFL Grand Nationals 2007)
- Resolved: When forced to choose, a just government ought to prioritize universal human rights over its national interest.
- Resolved: Justice requires the recognition of animal rights.

PART TWO

Framework: The framework generally consists of definitions, a value, a criterion, spikes, burdens and other competitive elements. In the past, the framework, which appears at the beginning of the case, was a short portion playing a smaller role than the contentions. However, many contemporary debaters choose to top-load the framework in the hope of the negative dropping arguments.

One minute on :

value

criterion

each contention.

(5 minutes)

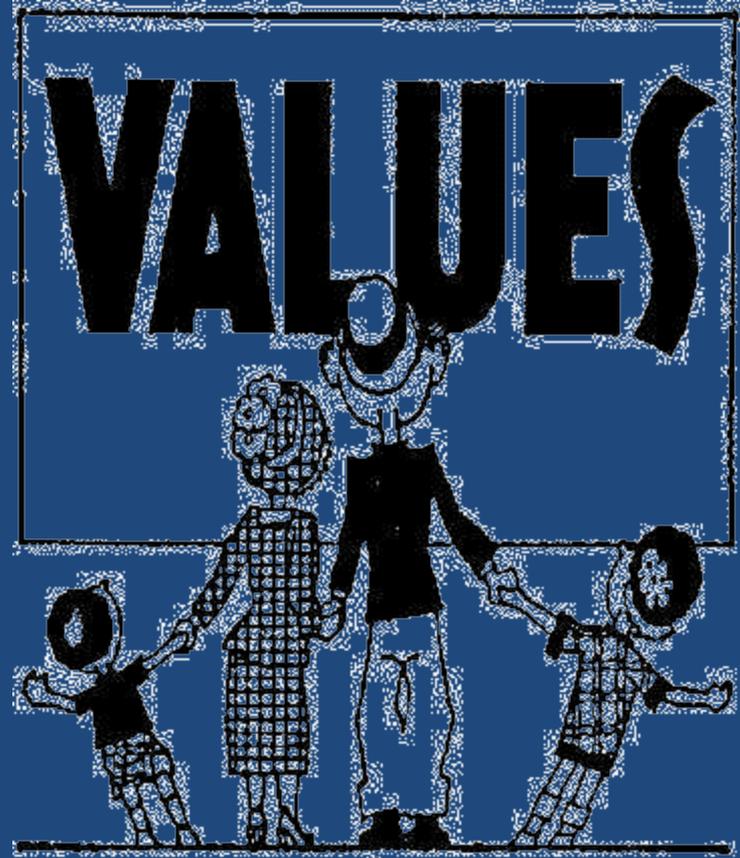
Value: anything of worth. What is the goal of the resolution? What value does the resolution care about? The value is an ideal held by individuals or societies as the highest goal to be protected, respected, maximized, advanced or achieved. (Also called core value or value premise.)

“Values, by definition, will be broad and perhaps vague...Although the criterion clarifies the value by being more specific, it is still difficult to completely define every aspect of the value. Philosophers have tried to do that for more than two thousand years; it seems unlikely that debaters will succeed in half-an hour.”

(SEEKING CLARITY THROUGH THE FOG: ON THE USE OF VALUES AND CRITERION IN LINCOLN-DOUGLAS DEBATE, Courtney J. Balentine and Minh A. Luong, NFL Rostrum)

COMMON VALUES

- Justice
- Morality
- Legitimate Government
- Freedom/ Liberty
- Life
- Quality of Life
- Rights
- Democracy
- Equality
- Societal Welfare
- National Interest / National Security
- Progress



Criterion: *“In general, each debater will present a value criterion (a standard) which the debater will use to:*

- *explain how the value should be protected*
- *measure whether a given side or argument protects, respects, maximizes, advances, or achieves the value.”*

Introduction to Debate, Seth Halvorson and Cherian Koshy, 2006,
http://www.forensiconline.net/forum/local_links.php?action=jump&catid=7&id=40

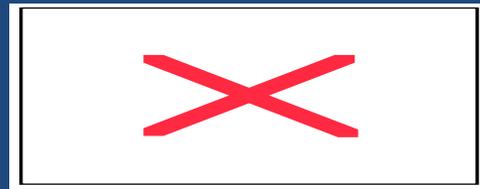


Value

Abstract

Criterion

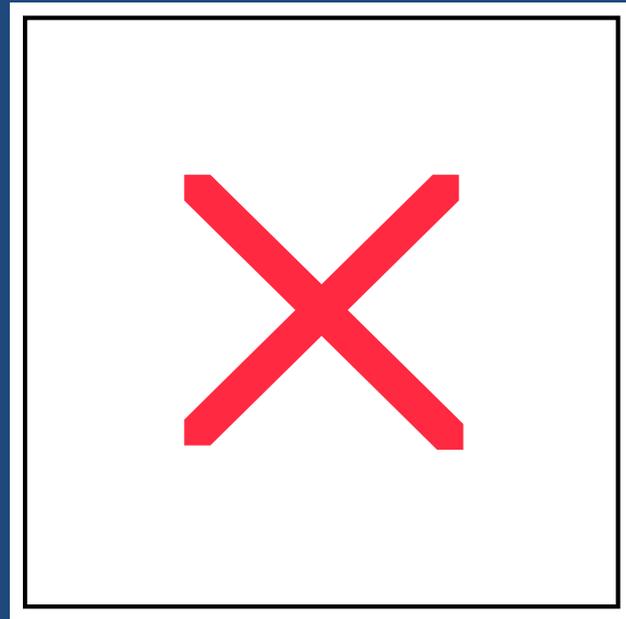
Concrete



Your criterion should not

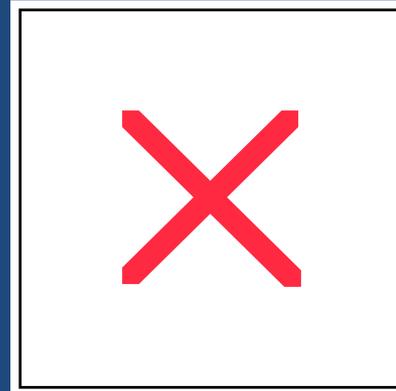
be the definition of the value

be part of the resolution



MISCELLANEOUS

- Insufficient
- Necessary
- Begs
- Brightline
- Comparative



The criterion completes the **link story**.

Resolution

Value ($V = ET$)

Criterion ($C = V$)

Contentions (OE does $X = C$)

Link story: $OE = C = V = R$



Resolved: Compulsory military conscription is just.

Value: justice

Giving each their due

Criterion: promote egalitarianism

A social philosophy advocating the *removal of inequalities* among people

Contention: AVF relies on poor, uneducated and minorities

Contention: Draft draws from all elements of society

Contention: Draft solves for overstretch, more soldiers



EXAMPLES

(v) justice

(c) promote individual rights

(c) accommodates individual autonomy

(v) legitimate gov't

(c) consistent with the social contract

(c) provides for security

PART THREE



Contentions: Main arguments in constructive speeches

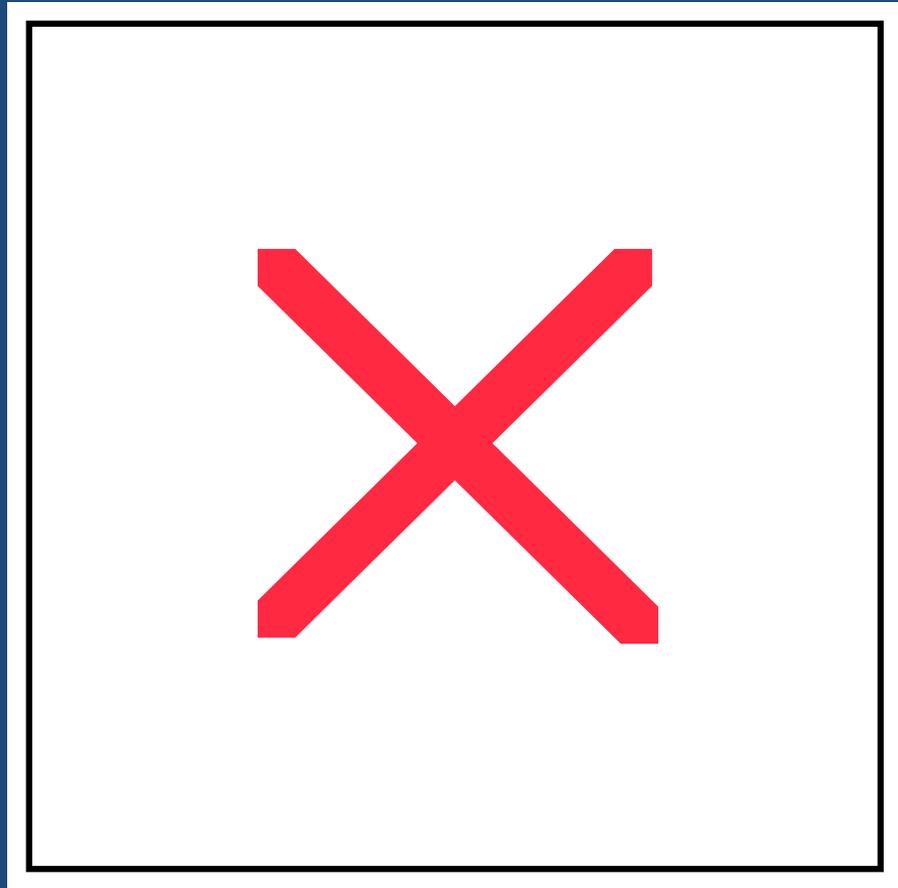
The purpose of the contention is to show the judge and other debater why the resolution is true while impacting to the affirmative framework.

This is where you will generate your offense; arguments that serve as direct reasons to vote for you.

You should identify the attributes, qualities, characteristics or traits of the object of evaluation that result in the criterion.

Arguments must link to the criterion.

Resolved: the death penalty is just.



The death penalty deters murders

Dudley Sharp explains,

(Sharp, Dudley. Justice for All. “Death penalty and sentencing information.” 1997.

<http://www.prodeathpenalty.com/DP.html>)

“The most conclusive evidence that criminals fear the death penalty more than life without parole is provided by convicted capital murderers and their attorneys. 99.9% of all convicted capital murderers and their attorneys argue for life, not death, in the punishment phase of their trial. When the death penalty becomes real, murderers fear it the most. While it is obvious that the fear of execution did not deter those murderers from committing a capital crime, it is also clear that such fear is reduced because executions are neither swift nor sure in the U.S. However, as the probability of that punishment rises for those murderers, even they show a great fear of the death penalty. Although you will never deter all murderers, the effect of deterrence will rise as the probability of executions rise. Because, as the probability of executions rises, the fear of that punishment will also rise. And, that which we fear the most deters the most. Indeed, prisoners rate the death penalty as the most feared punishment, much more so than life without parole.”

The death penalty is the most efficient alternative to prevent further murders

**David Anderson explains,

“Not even the most fanatical enemy of the death penalty can deny this obvious statement that a carried out death penalty means a definite stop of new crimes committed by the convict. A dead violent criminal can do no more harm to any other human being. No more murders or violent crimes, rapes or robberies or any other devilish act in this world. And if every murderer would be arrested after the first murder and be sentenced to death, there would no longer be any serial killers. No country will of course get there. But if a country introduces the capital punishment and applies it fairly and consequently, serial killers and violent criminals will be fewer. This is unavoidable fact. Someone may object and say that this is also the case with lifetime in prison. But this is wrong by the following reasons: In most countries lifetime never really is lifetime, but a certain number of years in prison. And relapse into crime after being released is common. If there is an escape it usually leads to new crimes. Sometimes crimes take place during leaves. Acts of violence and murder sometimes take place in prison. Besides the fact that lifetime in prison isn't a just punishment for a violent criminal or a murderer, one could ask if there should be the slightest possibility for such a person to have the ability to commit new crimes? We think not. And there is no more efficient solution for such a problem than the death penalty if we wish to keep him from committing further crimes.”

On average inmates serving life in prison in the U.S. are paroled within eight years. Once paroled, they murder again.

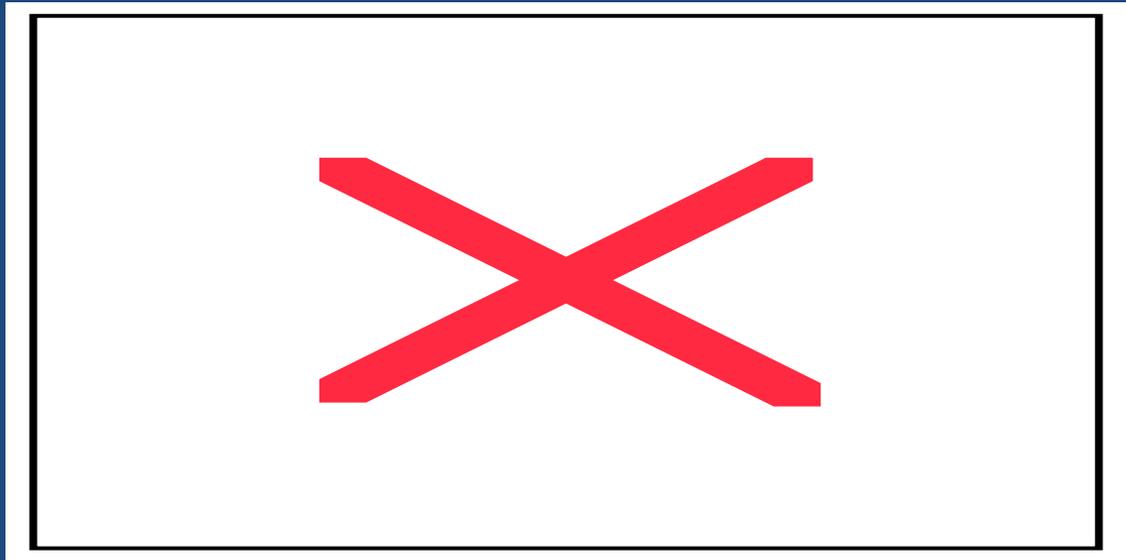
Dudley Sharp further explains,

(Sharp, Dudley. Justice for All. "Death penalty and sentencing information." 1997.

<http://www.prodeathpenalty.com/DP.html>)

"The argument that murderers are the least likely of all criminals to repeat their crimes is not only irrelevant, but also increasingly false. 6% of young adults paroled in 1978 after having been convicted of murder were arrested for murder again within 6 years of release. Murderers have so violated the human rights of their victims and of society that it should be a moral imperative that they never again have that opportunity. Obviously, those executed can't murder again. "Of the roughly 52,000 state prison inmates serving time for murder in 1984, an estimated 810 had previously been convicted of murder and had killed 821 persons following their previous murder convictions. Executing each of these inmates would have saved 821 lives."

Protecting life



I affirm the resolution:

Resolved: the death penalty is just.

Because capital punishment deters and prevents murderers, I affirm.

The **value** prescribed by the resolution is **Justice**, defined as “giving each their due.”

Life is the basis for all values and thus a precondition of justice.

Therefore, the criterion for justice is, **The Protection of Life** as each is due their own life.

Framework needs more work, develop

- **Conference Evaluation Survey:** Remind attendees to complete the **online evaluation survey**, as their feedback is very important. The survey web address is in the program and will be emailed to attendees following the conference.



Conclusion

Question and Comments