

Dictionary as bigoted speech attacking or disparaging a social or ethnic group or a member of such a group. The affirmative could suggest that the core value—the best way for colleges to meet their moral obligation—is safety. The standard for determining whether safety has been ensured is to ask what would best provide freedom from harm for students who are members of minority groups.

The negative debater would also state the resolution, this time with the objective of opposing it. The negative debater might offer a definition of hate speech as speech that disparages other individuals based on such factors as race, social status, culture, or sexual orientation. The negative could argue that the core value—the best value for determining a college's moral obligation—is freedom of expression. The negative standard for determining freedom of expression would be the maintenance of academic freedom and free/open inquiry. Forbidding any speech that disparages other individuals could chill free expression. A student might, for example, disparage members of another race or culture by criticizing the Sudanese for engaging in genocide in Darfur. Ensuring academic freedom may well require preserving the right to criticize another race or culture.

ARGUMENTATION

In Lincoln-Douglas debate, logical support usually goes well beyond the mere use of authoritative quotations. Debaters might use authoritative quotations, and when they do so, they are expected to use academically sound and properly cited sources. Yet the Lincoln-Douglas debater often offers logical support using a wide variety of forms: a student's original analysis, application of philosophy, examples, analogies, statistics, narrative, as well as expert testimony. Because Lincoln-Douglas debate specializes in value hierarchies, a premium is placed on the ability to discuss great philosophical concepts such as utilitarianism, relativism, the categorical imperative, rationalism, existentialism, humanism, communitarianism, and objectivism, among others.

CROSS-EXAMINATION

Cross-examination should be used by the debater to clarify, challenge, and/or advance arguments in the round. Chapter 15 provides additional advice concerning the proper use of cross-examination in Lincoln-Douglas debate.

EFFECTIVE COMMUNICATION