

In learning, teaching, and engaging in Karl Popper debate, students and instructors should replace current, self-aggrandizing debate trends with this more ideal and more democratically useful public debate form. They should use solid evidence and rigorous reasoning not only to convince audiences of arguments but also to educate audiences about the topics being debated and the uses of effective methods to accomplish those public, democratic, and educational debates.

IMPORTANT CONCEPTS IN CHAPTER 1



- Debate and argumentation occur in three distinct yet overlapping spheres: the personal, the technical, and the public.
- Important features of debate in the public sphere include audience, evidence, reason, and language.
- Karl Popper debate seeks to emulate the ideal of debate in the public sphere.

NOTES

1. Chaïm Perelman and Lucie Olbrechts-Tyteca, *The New Rhetoric: A Treatise on Argumentation*, trans. John Wilkinson and Purcell Weaver (Notre Dame, Ind.: University of Notre Dame Press, 1969), 31–35.

2. Some debate forums, particularly in schools and colleges in the United States, have become so technical that they have developed their own idiosyncratic language. Although this language is neither as precise nor as technical as that used in some scientific fields, it employs certain terms that have meaning only within the confines of cross-examination debate. Austin J. Freely and David L. Steinberg's popular debate textbook includes a "Glossary of Terms in Argumentation and Debate." Many of the terms included in the glossary, especially those related to cross-examination debate, have little meaning to the general public, while others have meanings different from those the general public would share. See, for instance, their definitions of *attitudinal inherency*, *blurb*, *card*, *case turn*, *extension*, *fiat*, *off-case*, *permutation*, *solvency*, *tabula rasa*, *time suck*, *topicality*, and *utopian counterplan*. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, 10th ed. (Belmont, Calif.: Wadsworth, 2000), 456–464.