**“Don’t raise your voice.**

**Improve your argument.”**

**- Desmond Tutu**

**Workbook #1**

**A Workbook for**

**GHHU 2901**

**Argument & Debate in Politics**

**Fall 2019**

**NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Instructions**

A. Bring this workbook to class every day.

B. Write (take notes) in the workbook as noted in the spaces provided.

C. Answer questions and come up with examples as requested in the spaces provided.

D. Use the workbook to write down (and remember for later) tactics during argument and debate.

E. Use the workbook to prepare for the debates and completion of the exit platform.

**DO NOT LOSE THIS WORKBOOK**

**Pre-Tests**

**1. Pew Research Center Political Typology Test**

Complete the test at http://www.people-press.org/quiz/political-typology/

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What was your result? Do you agree with that result? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**2. Entry Political Platform**

Using the list of issues from class, select one position for each issue and enter it in the spaces below. Choose the position *closest* to your position on each issue, acknowledging that there might be an “if,” “and,” or “but” that you add to that statement. Also, come up with some alternate issues you are more interested in the class spending a week on.

Issue #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Suggested Alternate Issues:

Issue #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #6: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #7: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #8: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #9: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issue #10: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Critical Political Literacy**

Critical political literacy is an awareness of the political landscape, the rhetorical nature of its communicative norms, and the influence that such things have on policy, politicians, and the news about them.

*Unpack each of these terms and phrases in class*.

**Political landscape**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Rhetorical nature of communicative norms**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Influence on policy:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Influence on politicians**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Influence on news:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Requirements for Credibility**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Solving Problems**

**When is a problem a worthy problem?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**When is my solution the best solution? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Debate sign-up.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Issue / Position** | **Working with me** | **Opponents** |
| **1** |  |  |  |
| **2** |  |  |  |

**Technical Argument**

**Model of an Argument**:

**Basic argument structure**: grounds, since warrant, therefore claim

**Basic argument sentences**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Rebuttals**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**Antiphon and Tetralogies** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
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**MY Tetralogy:**   
  
Issue:   
  
First piece supporting the issue stance

First piece opposing the issue stance

Second piece supporting the issue stance and responding to the opposition

Second piece opposing the issue stance and responding to the support

***Writing both sides of an argument helps you understand both positions better.***

**Persuasive Appeals**

**Persuasive "Artistic" Proofs:** Aristotle’s four means of persuading others in an artful way.

You might use these as warrants or grounds in your argument structure.

A. Logos - making a logical point in support of a claim.

GR. “Our national debt and our national deficit are at historic levels”

WR. “Governments should not spend more than they can bring in”

CL. “Therefore, we must support both spending cuts and tax increases.”

B. Pathos - stirring an emotion to create support for a claim.

GR. “9 million kids - young, defenseless, innocent children, starve every year”

WR. “You wouldn’t allow your kids to starve, and you shouldn’t allow this”

CL. “So vote yes on this program to extend food aid by $10 billion.”

C. Ethos - using personal trustworthiness as support for a claim.

GR. “Over 30 years in Congress, I served on 11 committees and 26 subcommittees”

WR. “On every vote, every day, I stood for conservative principles”

CL. “So I ask once again for your support; reelect me on Tuesday!”

D. Mythos - using broadly shared cultural knowledge to support a claim.

GR. “LGBT Americans have achieved cultural salience but not equal legal protection”

WR. “In the first civil rights movement Dr. King worked toward racial equality”

CL. “We must march in this new civil rights movement and support same-sex marriage.”

Further examples:

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**Labels and Connotation**: The connotative meaning of terms is individualized and personalized, often difficult to identify for others, and almost never the denotative (dictionary) definition of a term or idea. We can use these to our advantage by selecting certain terms based on likely connotations that might prove useful to our cause.

Example 1: “Climate Change”

You will hear different groups use “climate change” or “global warming” to refer to the same set of phenomena, but such word choice is intentional. Advocates that believe the planet is getting hotter overall and that such will create unpredictable weather patterns and major storm events use “climate change” to encompass all of these phenomena. They used to use “global warming” but switched. A republican strategist and rhetorician named Frank Lutz (in a book called *Words that Work*) advised those that think these weather phenomena are overblown or that humans have not directly influenced the climate to continue to use “global warming.” Every time there is a heavy snowfall, this enabled you to roll your eyes and say “global warming at work” with a wink to your viewers and voters - the term itself is debunked every cold day of the year, allowing such advocates to de facto debunk the phenomena and any funding to combat it.

Example 2: “Welfare Queens”

In service of his attack on entitlement programs, Reagan and his advisors created the “welfare queen,” a likely fictionalized version of a woman who kept having children in order to increase her government assistance level to the point that she lived in a mansion, bought designer clothing, etc. Variations of this are still in use in the debate over entitlement programs today, although with more labeling variety. For example, a politician opposed to food stamps might tell a story about a mother on food stamps in line for the latest iphone. Politicians that support entitlement programs will instead label those that survive due to said programs with terms that carry positive connotations such as “working mother.”

How might we label the following things depending on our position?

**Opposed? Then say: Supporter? Then say:**

Immigrants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Abortion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Same-sex marriage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recreational drugs \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Drone strikes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Death penalty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Weaver’s Ultimate Terms:** The rhetorician Richard Weaver described “ultimate terms” that have a certain power when used in conversation. Of these, “God terms” are those we embrace, things one cannot disagree with or stand against. “Devil terms,” on the other hand, are those we reject, things one cannot agree with or stand for. When deployed in conversation, argument, or debate, God terms have the effect of praise and of inviting agreement while Devil terms have the effect of blame and of creating distance.

It is also important to note that ultimate terms are, to a certain extent, most relevant to a particular time, place, culture, and circumstance. For example, “communist” might be a Devil term in contemporary American politics but it certainly does not have the same meaning in contemporary Asia, nor is it as powerful as it was at the height of the Cold War.

Examples (in contemporary American politics):

**God Terms Devil Terms**

Progress Terrorist

Family values Communist

American Socialist

Liberty Amnesty

Justice Government control

Freedom Slavery

Opportunity Fascist

Technology Trafficking

Order Nazi

Success Stagnation

Virtue Servitude

Provide some other examples below:

**God Terms Devil Terms**

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**Godwin’s Law**: perhaps the worst Devil Term is “Hitler,” as comparing anything to things that Hitler did is about as devastating an analogy as one could make. Still, comparing things to Hitler is surprisingly common, especially in political argument/debate or online. Godwin’s Law states that the longer a discussion goes on the more likely someone will compare something to Hitler. A common extension of Godwin’s Law states that as soon as one does so, one has effectively shut down the conversation (what can you say after a comparison to Hitler?) and therefore *lost* the argument. It is in your best interest to never compare things to Hitler. It doesn’t match up, no matter what you are talking about. “Hitler” is powerful because nothing compares, so don’t try.

**Association/Dissociation:** Although comparing things to Hitler is poor form and always inaccurate, sometimes it can be highly effective to use association or dissociation in an argument or a debate. The trick is to find *accurate* and *persuasive* associations or dissociations.

**Association - connecting X with a desired person, object, event, or idea**

“Clinton’s policies are Obama’s policies. A vote for Clinton is vote for a third Obama term.”

“Trump refuses to denounce David Duke, the former leader of the KKK.”

Further examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Dissociation - distancing X from a person, object, event, or idea**

“I fought Bush on immigration, Afghanistan, and medical care. I am not George Bush.”

“My former pastor has no influence on my political views or my governance style.”

Further examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What are the ethical implications of association and dissociation?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Stylistic Devices:** Often, certain stylistic devices can make lines more memorable or persuasive.

Repetition & Rhyme

Repetition of words/phrases/sentences

“Yes, We Can.” “Change you can believe in.” “Pass this jobs bill.”

Alliteration - a series of words that begin with the same consonant sound

“Rain down fire and fury on them"

Consonance - a series of words with a common consonant in the middle or at the end

“The Pail of Nails Prevails”

Assonance - a series of words with a common vowel sound

“Here I lie by the side of my bride.”

Figures of Speech

Antithesis - An inverted repetition of a clause

"Let us never negotiate out of fear, but let us never fear to negotiate"

Ellipsis - an “etc.” that invites audience imagination

"We will do this... and more"

Hyperbole - exaggeration for a point

"We will pay any price, bear any burden, meet any threat."

Oxymoron - paired opposites

“sweet sorrow” “dark victory”

Tropes

Metaphor - one subject borrows something from another, making them equal in a sense

“The ship of state,” “lipstick on a pit-bull”

Archetypal Metaphor - certain fundamental metaphors that pervade our discourse

Up/Down, Light/Dark, such as in “We must struggle ever upward into the light”

Simile - a comparison of multiple subjects

“Float like a butterfly, sting like a bee”

Synecdoche - when a part of something stands in for the whole and vice versa.

Referring to Planned Parenthood clinics as “Abortion mills”

Further examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**What Did I Just Hear?**

In class, identify some of the persuasive appeals you heard in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Debate.

|  |  |
| --- | --- |
| Logos |  |
| Ethos |  |
| Pathos |  |
| Mythos |  |
| Labels & Connotation |  |
| God Terms |  |
| Devil Terms |  |
| Association |  |
| Dissociation |  |
| Stylistic Devices |  |

**Problematic Appeals**

**Fallacies:** fallacies are statements that are not necessarily true/correct, but appear to be. People often deploy fallacies without realizing they are doing so. You should avoid using them yourself and pay attention for others using them, responding as indicated below.

False Cause: two things in proximity appear related (cause/effect) but are not necessarily related

e.g. “Shootings have dropped in the 3 years since we made it easier to legally get guns.”

*If they use this fallacy, reply with:* Propose an alternate explanation for the cause or effect

Appeal to Tradition: something is correct because we have always done it that way

e.g. “Marriage has always been defined as between one man and one woman.”

*If they use this fallacy, reply with:* Bad traditions (slavery) or “progress means change”

Appeal to authority: something is correct because X authority said it was correct

e.g. “President Obama has repeatedly said Benghazi was an unfortunate terrorist attack.”

*If they use this fallacy, reply with:* challenge credibility/omniscience of authority figure

Appeal to Popularity: something is correct because it is popular

e.g. “Public opinion is shifting in favor of legalizing recreational marijuana.”

*If they use this fallacy, reply with:* challenge popularity #s or use “friends & bridge”

False Dichotomy: the speaker presents only two options, and we are forced to choose one

e.g. “You are either with us or you are with the terrorists.”

*If they use this fallacy, reply with:* Present a third alternative

False Equivalency: the speaker presents two very different sides as if they are the same  
 e.g. "egregious display of hatred, bigotry, and violence... on many sides. on many sides."  
 *Force a clarification*: "So chanting is the same as fists and ramming a car at speed?"   
  
Slippery Slope: small steps now lead to inevitable cause-effect cascade and horrible end result

e.g. “If we legalize marijuana, we will eventually have to legalize cocaine and heroin.”

*If they use this fallacy, reply with:* challenge cause-effect links in the chain

Nirvana: it is possible to achieve a perfect result, so anything less than perfect is unacceptable

e.g. “Banning assault weapons won’t stop school shootings. You can reload a handgun.”

*If they use this fallacy, reply with:* Small steps/ imperfect solutions are better than none

No True Scotsman: claiming that a bad actor in a group is not one of us, so not our responsibility

e.g. “No American would terrorize Americans, so Anwar al-Awlaki wasn’t one of us”

*If they use this fallacy, reply with:* challenge the category or the defining characteristics

What-about-ism (appeal to hypocrisy): pointing to perceived hypocrisy as an excuse for action

e.g. “The Alt-Right group didn’t plan violence. And what about the last BLM protest?”

*If they use this fallacy, reply with:* just because they were wrong does not make you right.   
  
Further examples: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**What Did I Just Hear?**

In class, identify some of the problematic appeals you heard in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Debate.

|  |  |
| --- | --- |
| False Cause |  |
| Appeal to Tradition |  |
| Appeal to Authority |  |
| Appeal to Popularity |  |
| False Dichotomy |  |
| Slippery Slope |  |
| Nirvana |  |
| No True Scotsman |  |

**Formal Debate**

**Formal Debate Structure**

1. Team A opening statement (3 minutes)

2. Team B opening statement (3 minutes)

3. Team A rebuttal (2 minutes)

4. Team B rebuttal (2 minutes)

5. Team A asks Team B a question and allows them to answer (3 minutes)

6. Team B asks Team A a question and allows them to answer (3 minutes)

7. Moderator asks a question and allows both teams to answer (1 minute each = 2min)

8. Audience asks a question and allows both teams to answer (1 minute each = 2min)

8. Team A closing statement (2 minutes)

9. Team B closing statement (2 minutes)

**Opening Statements**

1. Hook that grabs audience attention (powerful stat, quote, rhetorical question)

2. Statement of position

3. First supporting argument (grounds, warrant, claim) and relevant evidence

4. Second supporting argument (grounds, warrant, claim) and relevant evidence

5. Third supporting argument (grounds, warrant, claim) and relevant evidence

6. Concluding sentence

**Rebuttals**

1. Try to anticipate the arguments your opponent will make

2. Prepare a response for each possible argument (see page 6 & 13)

**Asking Questions**

1. Prepare at least two possible questions to ask the opposition

2. Your questions should be designed to show the weaknesses in the opposite position

**Answering Questions**

1. Try to anticipate the questions your opponent will ask

2. Prepare an answer that demonstrates the strength of your position

**Closing Statements**

1. Restate your three initial arguments

2. Remind the audience of the flaws in your opponent’s position

3. Connect to a bigger picture or a future vision

4. Close with a call for action

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**What Did I Just Hear?**

The structure of this debate is not exactly the same as what we will use for class but it is roughly the same. Comment below on how speakers handled structure in the single-issue Nye-Hamm. (Video at https://www.youtube.com/watch?v=z6kgvhG3AkI if you missed class.)

**Nye**

|  |  |
| --- | --- |
| Opening Statement |  |
| Rebuttal |  |
| Asking Questions |  |
| Answering Questions |  |
| Closing Statement |  |

**Hamm**

|  |  |
| --- | --- |
| Opening Statement |  |
| Rebuttal |  |
| Asking Questions |  |
| Answering Questions |  |
| Closing Statement |  |