

**NATIONAL FORENSIC ASSOCIATION
NEWSLETTER, JANUARY 23, 2007**

Dear Colleagues:

This will be the first Newsletter during the next several weeks that will deal with various announcements and information related to the NFA and our upcoming nationals at Berry College in Rome, Georgia.

Contained within this Newsletter is information related to the selection of the Lincoln Douglas Debate topic for the academic year 2007-2008. Please read the briefs carefully, discuss them with your debaters, and then return the ballot accordingly to Professor Mark Hickman at West Chester University.

Yours truly,

**Larry Schnoor, President
NFA**

LINCOLN DOUGLAS DEBATE BRIEFS: 2007-2008

NFA LINCOLN DOUGLAS DEBATE RESOLUTION SELECTION PROCESS

IDENTIFICATION OF INTENT:

All member school were asked to indicate their intent to participate in the LD debate and those with interest are requested to participate in the process of selecting the topic area and resolution for LD debate for the year 2007-2008.

CALL FOR TOPICS:

A CALL FOR TOPICS was included in the NFA Fall mailing requesting each school that has an interest in and an intent to participate in LD Debate in the following academic year to submit a topic area for consideration to the Chair of the NFA Lincoln-Douglas Committee (Prof. Mark Hickman) and that deadline has passed. **In order to be accepted for consideration, the topic area should have been be in the form of a 1-2 page brief which includes:**

1. A statement of the **significance** of the topic area in current events;
2. A statement of **why** the topic is **interesting, challenging, and/or provocative;**
3. A statement of the perceived **educational** value of the topic area for debaters;
4. A brief bibliography of **selected readings (5-10)** that capture the nature of the controversy surrounding the area; and,
5. Contact information should the committee need further clarification.

Remember, in order for a brief to be accepted, it had to meet all of the above qualifications.
All briefs that were submitted were confirmed by the Chair of the LD Committee.

NARROWING PROCEDURES:

There were nine briefs submitted, all of them were accepted by the committee and sent out for your consideration. **The ballot follows in this Newsletter. Because of the increased number of briefs, the voting procedure has been revised so that you must rank order your top five choices. Please remember, only one ballot per school will be accepted. Ballots are to be returned by February 15th.** The topic area selected for Lincoln Douglas debate for the academic year 2007-2008 will be announced once the ballots are tabulated.

The LD Committee will work on resolutions, asking for feedback from the community over the IE-L and other methods of communication, during February and March. A ballot will be sent out on **March 15th** with five (5) resolutions for consideration. In order for the a ballot to be counted, all five resolutions must be rank ordered. **The ballots must be returned to the NFA President and received by Thursday, March 31st prior to the National Tournament.** A weighted preferential voting system with 1st= 5 points, 2nd= 4 points, 3rd = 3 points, 4th = 2 points, and 5th = 1 point will be used. Ties will be broken by the President of the NFA, who may at his or her discretion consult with the LD Debate Committee.

RESOLUTION ANNOUNCEMENT:

The winning resolution will be known only to the President of the NFA until it is announced on AUGUST 1st.

The Lincoln Douglas Committee will be waiting to hear from you. If your school is involved with Lincoln Douglas Debate, this is your opportunity to become active in the selection of the debate resolution for 2007-2008. Prof. Mark Hickman is waiting to hear from you. The only way the system will work is if you become involved in the process. There are definite deadline dates that have been established. On behalf of the L/D Committee and the NFA tournament staff, please take time to participate in this process during this academic year.

Also remember, your students that are engaged in Lincoln Douglas Debate wish to be considered in this process of topic and resolution selection. Please take time to include them in your consideration of topic areas and resolution selections.

The Lincoln Douglas Committee for this year is as follows:

Chair: Mark Hickman, Executive Council	West Chester University
Vicki Karns, Tournament Director	Suffolk University
Marty Birkholt, Elected Member	Creighton University
John Boyer, Elected Member	Lafayette College
Curt Gilstrap, Elected Member	Drury University
Joelle Perry, Student Member	Western Kentucky University

1. Africa Topic Paper

Statement of significance:

The millennium declaration of September 8, 2000 lists development of Africa as one of the key 8 goals of the global community. The aim was to consolidate democracy and assist Africans in their struggle for lasting peace, poverty eradication and sustainable development, thereby bringing Africa into the mainstream of the world economy. Yet Africa suffers – from AIDS, from genocide, from instable governments, from shattered economies and from ruthless dictatorships.

The topic is interesting, provocative and challenging because:

Africa is one of the greatest challenges to the world community today. Africa presents itself as a ground for political, economic, social, medical, historical, anthropologic and diplomatic challenge. Africa bears its own cultural significance and issues of peace, poverty, terrorism and political stability must be dealt with for the sustaining those cultures that lend a new color to the globe. The 53 countries in the form of the African Union (AU) also play a major role in international talks and UN resolutions.

The topic is educational because:

Africa presents so much to learn from. Be it the diverse history, geography or physiology of the continent or the multiplicity in cultures and peoples, Africa is a haven for education. Because Africa is a new market, debating US economic and diplomatic foreign policy towards Africa is important in terms of both education and experience for debaters. Resolutions of energy policy, human rights violation, medicine etc. have been debated before, but Africa lets you debate all of this together.

Ways to limit the topic:

Africa is such a big topic, it is important that the resolutions provide some limit on the topic. There are a few ways to limit the resolution. First, you could limit the topic by region or countries (ie, Horn of Africa, Sub-Saharan Africa, North Africa, etc). Second, you could limit the topic by restricting US action towards Africa (ie. financial, developmental, human rights, medical, etc). Limiting the topic is important to keep the debates and research burden manageable for negative debaters. We might want to consider using BOTH limits.

SOURCES:

Africa Action: <http://www.africaaction.org/index.php>

Center for strategic and international studies: <http://www.csis.org/africa/>

UNESCO: www.unesco.org

Africa Bridge: www.africabridge.org

Problems in Africa: www.youthlinks.org

Council for Foreign Relations: <http://www.cfr.org/region/143/africa.html>

POSSIBLE ARGUMENTS:

Cases

1. AIDS
2. Poverty eradication programs
3. Natural Resource and food programs
4. Education
5. Economic development

Negative Arguments

1. China DA
2. Exploitation/dependence
3. Hegemony
4. Neo-colonialism
5. UN CP
6. African Union CP

RESOLUTIONS:

1. Resolved: The USFG should substantially improve health care in sub-Saharan Africa.
2. Resolved: The USFG should substantially increase access to education in Africa
3. Resolved: The USFG should substantially alter its foreign policy towards the Horn of Africa
4. Resolved: The USFG should substantially increase human development in North Africa.
5. Resolved: The USFG should substantially increase the promotion of democracy in Africa.

2. Education Topic Paper

1. Statement of significance of the topic area in current events.

Education is the foundation of living in a Democracy. In a time where America is spreading the principles of Democracy around the globe we are neglecting education on the domestic front. Since the 1940's the standards of the American Education system continually evolved, while proficiency standards are continually lowered to allow achievement by all. Educational achievement depends greatly on an individual's capacity to learn, willingness to learn, and home environment and encouragement. Instead of educating the individual to be a better citizen, we are educating the individual to be able to take and pass tests. Tests are only one way to gauge academic achievement, and they are far from the most reliable. The passage of the No Child Left Behind legislation marked the embrace of the minimum proficiency standards, and thus institutionalized them into the American education system. While other countries around the world develop and evolve their educational systems to meet current demands, America continues to encourage a minimum level of achievement that does not even have a clear definition. The value of the High School Diploma was once high, as was the worth of a baccalaureate degree. Now most employers now prefer at least a Master's level degree. Research on this topic could answer the question: 'Has the *expectation* of the degree changed or has the actual *educational* level of the degree changed'.

2. Statement of why the topic is interesting, challenging, and/or provocative

Many countries around the globe have educational systems that are surpassing America's education system especially in areas such as engineering, mathematics, science, and technology. Concerning foreign language, most school districts still consider foreign language courses as electives. In a global economy Americans must emerge from our educational systems prepared to conduct business on the global level, or at the very least fully aware of the global market. Education is the foundation of life and enlightenment. It is the key to success and the door to the future. Technology is not being incorporated into the educational system at a fast enough rate to keep up with job field demands, and many graduate from high school without basic proficiency in computer skills. Now is the time to change the educational system to better fit the needs of our society and our world. While the cost of education continues to soar, more and more Americans are being excluded from receiving educational funding, and more and more graduates are saddled with tremendous debt due to the cost of education.

3. State of the perceived educational value

Where to begin? Education is the root to all understanding, and education is the only option that will bring lasting peace. Americans generally see the United States as the greatest country in the world, but if that were true we would place a higher value on our educational systems, from the bricks and mortar on up. Education is one of the largest expenditures in our Federal budget, so when it comes time to trim budgets, education suffers because it is operating at budgets that allow only for necessary updates. When education budget cuts are made, the future is undermined. Investing in education today is not an option, it is a necessity. America cannot continue to on its current path. No Child Left Behind is a game of numbers, and states can play with those numbers to manipulate

reports and extract only that data of the top performers in each class. Changes must be made in the system, and these changes must have their focus on maximizing education for all Americans. We cannot continue to be satisfied with “satisfactory” performance.

4. Bibliography

Marketing Fear in America's Public Schools: The Real War On Literacy. Poynor, Leslie.; Wolfe, Paula M. Mahwah, N.J Lawrence Erlbaum Associates, Inc., 2005. “Growing unrest over NCLB”. American School Board Journal, Oct2005, Vol. 192 Issue 10, p10, 1/2p

“Should K-12 Students Be Required to Complete State-Sanctioned Minimum Skills Tests?” Messerli, Joe. 02 October 2003.
http://www.balancedpolitics.org/school_testing.htm

“No Child Left Behind”. United States Department of Education. 8 January 2002.
Retrieved on 9 December 2005 <http://www.ed.gov/nclb/landing.jhtml?src=pb>

No Child Left Behind?: The Politics and Practice of School Accountability. Peterson, Paul E.; West, Martin R. Brookings Institution Press November 2003.

Many Children Left Behind : How the No Child Left Behind Act Is Damaging Our Children and Our Schools. Meier, Deborah; Wood, George. Beacon Press 29 September 2004.

Education Association Services

http://www.easnetwork.com/eas/Value_of_Education.asp

The Value of Educational Technology; Apple Computers Inc.

<http://www.apple.com/it/education/pdfs/IDC.pdf#search='Educational%20Value'>

Possible Case Areas

Change/ Abolish No Child Left Behind

USFG should Define Adequate Yearly Progress

Educational Policy standards should be controlled at the state level.

Eliminate minimum proficiency standards

Allow/Encourage Charter School Development

Allow more \$\$\$ to be spent on school vouchers

USFG should fund private schools at public school levels

Change funding policies that directly effect educational spending

All Students be required to take a Civic Education Course

Allow federally funded home schooling through the internet

Mandatory Implementation of High School Exit Exams

Mandate the creation of Magnet Schools within school districts

Students must complete civic aptitude test before graduation.

Shift Focus on Vocational rather than the three R's.

Possible resolutions:

Resolved: That the United States Federal Government should significantly change it's Education Policies.

Resolved: That the United States Federal Government should alter the goal of it's Education Policy.

Resolved: That the United States Federal Government should alter it's approach on it's Education Policies.

Resolved: That the United States Education Policy should be significantly changed.

Resolved: That the USFG's Public Educational policy should be changed.

Resolved: That the USFG should relinquish control over educational policy back to the states.

Resolved: That the USFG should grant greater control over educational policy and funding to the individual states.

Resolved: That the USFG should alter it's Educational Policies.

Resolved: That the USFG should adopt a policy raise student achievement standards.

Resolved: That the USFG should adopt a policy to change the American Education System.

Resolved: That the USFG should change its Educational Policies to better prepare it's citizens for Work, Life and Citizenship.

Resolved: That the USFG should better define it's educational objectives through the adoption of philosophy instead of a policy.

Resolved: That the USFG should significantly alter it's fundamental principles of Education.

3. Electoral Reform Topic Paper:

Significance and Problem Area(s):

The presidential election of 2000 reminding the nation that our electoral system still needs correction and the passage of McCain-Feingold was supposed to help change the campaigning process as limits on contributions were change, but the process has not changed. The problems with the electoral system permeates throughout the entire nation and the entire process and we must address these flaws or continue to allow under half of the population decide the future of the nation based on only two choices.

The first concern is the process used to elect the President. We still us the Electoral College. While it might have once had its purpose, it now is used to alienate voters. In most states Electoral College members are not required to follow the outcome of the popular election and some states will split their votes based on the election results in different districts (Nebraska). The Electoral College system has also focused the election in only a few states (Ohio and Missouri, for example). Since we “know” the outcome in some states or they offer so few votes to “matter” to the outcome the election comes down to these few states and other states are rendered politically meaningless.

Our choices for president are also limited by two important factors that also work to alienate others. First, the Constitution says that only a person born in the US is allowed to be President. At the state level, foreign-born Americans are allowed to hold office and even foreign-born individuals can serve in the cabinet (Albright) but they are excluded from holding the office of the President. Second, the 22nd Amendment, written in response to Roosevelt’s four terms as President, limits a President to two terms or no longer than ten years in office. These two instances decrease the applicant pool for those who would be able to be President and ensure that truly effective Presidents have a truly limited time in the office.

In the Congress other concerns exist in the electoral process. First, incumbents have the greatest advantage over their challenges since they are able to fund raise more due to their position in the Congress. Second, many incumbents have spent 20 or more years in the Congress, which further cements the status quo. While the President is term-limited, the Congress is not. Third, there is the cynical view of partisanship in the Congress. For example, party loyalty is more valued than crafting those laws that might actually be best for the nation (Sen. Chaffe from RI knows this well). Forth, there is the problem that in the US House once the candidate is elected, he or she is ready to campaign again for the next election as the primary election season has been expanded to almost 2 years ahead of the election (look at the 2008 campaign already with Clinton, Obama, and Edwards to name only three possible candidates). Finally, the repeated calls for campaign finance reform by challenger, by incumbents, and by the public is also a sign that we need to reform the political campaign process in Washington.

However, our reforms of the political campaigning should not stop only at the Federal level, the state level needs change also. At all levels the Democrats and the Republicans

have a stranglehold on the political realm and agenda. The end result is that there is no viable third party in the nation. While we have had the occasional interest in a third party, few have an impact on the political scene. In some instances the third parties are effectively prevented from the political system so that they cannot become viable and threaten the status quo. In some states (such as Alabama) offer different standards for any third party candidate to make it on the ballot and many candidates are even excluded from the campaigning process. In political debates, many states require that a candidate have a 5% showing in the polls before they are invited to participate in the debates. There is a second problem with this 5% standard is that it puts the polls in a higher place of importance. The importance of the polls turns the media's attention to the horse race of the election and not the issues of an election. We must not also forget concerns of voting irregularities and poorly constructed ballots. One final topic area centers around the voters themselves. As a nation, our electoral turn out has decreased year after year. Those 18 to 21 year olds, who were granted the right to vote recently, make up the lowest voting age group in the nation. Many people have difficulty voting and many states have different voting rules and regulations. No matter the reason(s) something must be done since it is a minority of people who vote and an even smaller minority that selects our elected officials. At the state level there are many concerns that need to be addressed, but maybe what is most needed is a uniform standard for all states to follow.

In the end there are many issues that need to be addressed in our electoral process. Longer campaigns, lobbyists, no third party, and term limits all impact the electoral process. We must not forget that the Constitution is a living document and living things change and adapt with time if they want to survive. We need to change the electoral process so that it can adapt with the changing times.

Interesting, Challenging, and/or Provocative:

For all of the reasons stated above, investigating, analyzing and debating our campaign practices poses an interesting area for us to consider. For many debates they will be voting in their first election and this will help them come to understand the process and also provides a deeper understanding of the process. This subject is challenging because it demands the investigation, evaluation, and consideration of complex sociological, economic, historical, philosophical, and political issues. There are no simple answers to our political problems, but we must find a means to create greater participation in the political process. Debating an appropriate course of action, since that is what the politicians will do themselves and this topic would make for some very provocative analysis and argumentation.

Educational:

The extent that many people have with our electoral process is casting a ballot in November every four years. Many of us do better and vote in every election, but our ballot is as far as we may go. There are some who do have bumper stickers or they put a sign up but few people go beyond those token actions. What makes them token is that most of us have not bothered to understand why we support a particular candidate. Sure there are some who maybe know one or two polices from a candidate and that might be enough to give support. It is our non-critical view of candidates that needs to change and

by evaluating the electoral process we can begin to be more critical of the candidates we support. We should feel the effects of these policies at the personal level in a very real way every day. This topic area would promote a thoroughgoing investigation of this area of policy-making that profoundly affects us all collectively as well as individually. As a consequence of this inquiry, we might better understand the interplay between our own ideology and the policies that shape them.

Sample Sources:

Canon, D. T. (1999). *Race, Redistricting, and Representation: The Unintended Consequences of Black Majority Districts*. Chicago: University of Chicago Press.

Davis, S., Elin, L., & Reeher, G. (2004). *Click on Democracy: The Internet's Power to Change Political Apathy into Civic Action*. Westview Press.

Farrell, D. (2002). *Do Political Campaigns Matter?: Campaign Effects in Elections and Referendums*. London: Routledge.

Heidotting, P. (2001). *Presidential Mandates: How Elections Shape the National Agenda*. Chicago: University of Chicago Press.

Rush, M. E. (1998). *Voting Rights and Redistricting in the United States*. Greenwood Press.

Schantz, H. L. (1996). *American Presidential Elections: Process, Policy, and Political Change*. State University of New York Press.

Smith, M. A. (2000). *American Business and Political Power: Public Opinion, Elections, and Democracy*. Chicago: University of Chicago Press.

4. First Amendment Topic Paper:

Significance:

As Time Magazine's choice for person of the year in 2006 highlights, user generated content, from Myspace to YouTube is revolutionizing the way in which our world communicates. One of the most significant issues developing in tandem with this technology is the way in which it challenges the boundaries of current First Amendment jurisprudence. Additionally, with the Supreme Court beginning to take shape under Chief Justice Roberts, areas once considered to be "already decided" by the court (campaign finance, etc) are up for re-interpretation. For both new and old first amendment issues, the time for change has arrived.

Interesting, Challenging, Provocative:

The diversity of clauses contained within the First Amendment demonstrates the variety of issues that could be discussed during this debate, forcing debaters to be prepared for a multiplicity of arguments. Legal-based debate allows debaters to explore arguments that appeal to their interests, from technical issues to critical theory. Discussion of the first amendment is particularly well suited to competitive debate considering much of it is dependent upon balancing competing interests, allowing for every area to be up for contention, rather than favoring one side or the other.

Educational Value:

The educational value of debating first amendment issues is perhaps most significant in giving participants practical knowledge concerning their own freedoms. Most if not all debaters will have experience with the types of expression and technology that are testing the limits of first amendment law, and therefore have a vested interest in knowledge of where protections do and do not exist. Moreover, discussion of freedom of expression applies to everyday participation in academia for all participants. This information would be advantageous for those seeking to pursue careers in the legal field, or perhaps reveal a new career option for those who had not previously been interested in the law. Regardless of what part of the first amendment is discussed, it provides necessary information that allows individuals to protect their rights, be it in the classroom, on the web, or in their communities.

Sample Sources:

Anastaplo, George (2007). Reflections on Freedom of Speech and the First Amendment..

Campbell, James (2006). Newdow Calls for a New Day in Establishment Clause Jurisprudence: Justice Thomas's "Actual Legal Coercion" Standard Provides the Necessary Renovation. *Akron Law Review*.

Chung, Cecilia (2006). Preservation of First Amendment Rights: Finding the Proper Balance Between Expression and Exploitation in Works of Art. *Santa Clara Law Review*.

Detroy, Kevin (2006). A Coherent Standard, If You Please: The Supreme Court's Failure to Adhere to a Consistent Standard in Establishment Clause Cases and Why a Revision of

Justice O'Connor's Endorsement Test may be Just What is Needed. *Northern Kentucky Law Review*.

Farber, Daniel (2006). Access and Exclusion Rights in Electronic Media: Complex Rules for a Complex World. *Northern Kentucky Law Review*.

5. Israel Topic Paper:

Statement of Significance

One of the greatest long-term sources of controversy for the United States in the Middle East is its policy towards Israel. The U.S.-Israeli relationship has broad implications, ranging from Palestinian issues to Iranian nuclear weapons. The election of Hamas, the war with Hezbollah, and recent overtures toward Syria make Israel at the center of major U.S. policy objectives in the region. Further, U.S. policy towards Israel is of great significance. Israel remains a major recipient of U.S. military and economic assistance and is one of the largest importers of U.S. arms. In fact, on average, about 17% of all U.S. foreign aid is dedicated to Israel.

Statement on Interest, Provocativeness, & Challenge

While the U.S. has a rather steady record of supporting Israel, this doesn't make the decision to do so a simple one. Rather, the issue is a complex balancing act between supporting a strong U.S.-ally and hurting the U.S. image throughout the Middle East. Striking the right balance makes the topic an interesting debate. In addition, the debate will be a stimulating one. There is no shortage of opinions regarding Israel. Former President Jimmy Carter's new book, *Palestine: Peace Not Apartheid* and Alan Dershowitz's *Why Terrorism Works* provide two great examples of valid, but incredibly divergent opinions on modern-day Israel, ensuring a provocative debate. Finally, this topic would provide a challenging debate. Israel's role in current events is a dynamic one, ensuring new and fresh debate throughout the year.

Statement of the Educational Value

A discussion of the U.S. policies towards Israel would certainly be educational. The topic would force in-depth debate by focusing on a single country of importance, in contrast to the 2005-2006 Asia topic. Students would need to follow the politics of a country other than the U.S. with a different political system and social dynamics.

Sample Resolutions

Resolved: The United States Federal Government should significantly alter its foreign policy towards Israel.

Resolved: The United States Federal Government should substantially decrease its military and/or economic support of Israel.

Resolved: The United States Federal Government should adopt a policy significantly increasing its support for the establishment a Palestinian state.

Resolved: The United States Federal Government should substantially reform its policy towards Israel in one or more of the following areas: arms sales, economic assistance, terrorism, and/or the Roadmap for Peace.

Possible Affirmative Case Areas

Economic Assistance for Palestinian Refugees
Restricting Arms Sales
Conditioning Military Assistance on Foreign Policy Changes
Israeli Nuclear Assistance
Reestablish/Reform the Roadmap for Peace

Negative Areas

United Nations CP
EU CP
Funding Tradeoff DA
U.S.-Israel Relations DA
U.S. Soft Power DA
Politics DA

Sample Bibliography

1. Carter, Jimmy (2006) *Palestine: Peace Not Apartheid*, Simon and Schuster
2. Pappé, Ilan (2006) *The Ethnic Cleansing of Palestine*, Oneworld Publications
3. Khalidi, Rashid (2006) *The Iron Cage: The Story of the Palestinian Struggle for Statehood*, Beacon Press
4. Petras, James (2006) *The Power of Israel in the United States*, Clarity Press Inc.
5. Dershowitz, Alan (2004) *The Case for Israel*, John Wiley & Sons
6. Dershowitz, Alan (2005) *The Case for Peace*, Wiley
7. Schiff, Ze'ev (November/December 2006) "Israel's War With Iran", Foreign Affairs
8. Hulsman, John and Gardiner, Niles (January 24, 2006) "Confounding the Mullahs of Iran: It's Time for Israel to Join NATO", The Heritage Foundation
9. Phillips, James A. (December 19, 2006) "Iraq Study Group is Wrong to Link Iraq to Israel", The Heritage Foundation
10. Judis, John (August 2, 2006) "Apocalypse Now: Bush's Failed Israel Strategy", The New Republic Online

6. Topic Paper: Mexico

Significance:

As both a neighbor and major trading partner of the United States, Mexico has a great deal of influence on issues of national consequence. Domestic discussions of and policies concerning illegal immigration, the socialist movement among Latin American nations as well as bilateral and multilateral trade issues are often dependent upon interaction with our southern neighbor. With the national elections in 2006 bringing about new leadership in both the United States and Mexico, the foreign policy agenda is ripe for change. In an era of globalization and growing regional alliances such as the European Union and ASEAN makes examination of our relationship with Mexico of the utmost importance.

Interesting, Challenging, Provocative:

The role Mexico plays in determining the course of the domestic and international issues listed above make it particularly interesting. Moreover, having to examine the process and effects of foreign policymaking in a country with different political, sociological, economic and cultural influences makes this topic both provocative, yet quite challenging as debaters are forced to take an alternative perspective. The potential for argumentation concerning the reaction to and efficacy of policies among citizens in both countries allows for diversity of positions and hence a more interesting discussion.

Educational Value:

As noted above, Mexico plays a significant role in a wide range of domestic and international issues US policymakers are forced to deal with on a daily basis. While many debaters may never take part in real policy discussions within Congress, knowledge of these interactions give participants a greater understanding of how effective local policies in border cities/states will be. As North American businesses continue to expand cross-border operations, it is not a stretch to say that many competitors will at some point work for or with a corporation that at operates in Mexico, making their knowledge of cultural and political forces a valuable tool in future endeavors.

Sample Sources:

Carpenter, Ted Galen (2006). Mexico is Becoming the Next Colombia.

http://www.cato.org/pub_cat_display.php?pub_cat=16

Crandall, Russell, et al (2004). Mexico's Democracy at Work: Political and Economic Dynamics.

Payan, Tony (2006). The Three US-Mexico Border Wars: Drugs, Immigration, and Homeland Security.

Starr, Pamela (2006). Challenges for a Postelection Mexico Issues for U.S. Policy. *Council on Foreign Relations Press.*

Starr, Pamela (2006). Calderón Administration Offers “Fresh Start” for Damaged U.S.-
Mexican Relationship. *Council on Foreign Relations Press*.
http://www.fpa.org/topics_info2414/topics_info_show.htm?doc_id=417614

7. Topic Paper Nanotechnology:

A statement of the significance of the topic area in current events:

Nanotechnology has the potential to truly revolutionize the way that humans experience and impact the world, even the universe, around them. The Nobel Prize winning physicist Richard Feynman first introduced the physical possibility of molecular manipulation in his talk, "There's Plenty of Room at the Bottom". The United States has not, by any means, had a monopoly on this research. In fact, a senior Department of Commerce official stated lately that China was set to catch up with the United States in terms of advancements in this field. Additionally, there have been talks recently of the lack of regulatory oversight in this area due to overlapping jurisdictions of the FDA, EPA, USDA, and other agencies. The fastest growing applications have been medical, as researchers begin to scratch the surface of the healing powers of molecular pit-crews for the human body.

A statement of why the topic is interesting, challenging, and/or provocative:

Nanotechnology is quite controversial because for all of its potential benefits to humankind (limitless energy, the end of starvation, cures for cancer, etc...) there are matching dangers (super weapons, genetic engineering, runaway replicators, etc...). It is difficult, if not impossible, to separate the benefits from unfortunate consequences, which makes nanotechnology a complex, but rewarding, issue to evaluate for policy-makers. In addition, the scientific nature of nanotechnology adds a challenge to the traditional demographic of poli-sci/philosophy/history/communication major debaters. The central question concerning nanotechnology is not whether it will revolutionize the world, but when and how we will react to it.

A statement of the perceived educational value of the topic area for debaters:

The educational value of debating nanotechnology is clear when one considers the multifaceted nature of the issue. The first obvious benefit will be knowledge gained on the technological issues surrounding the topic. But beyond the technology itself, the global implications of USFG action on nanotechnology would surely be immense. There's the potential for either global cooperation or a global arms race. Limiting the topic to nanotechnology will ensure depth of knowledge gained in the area while the scope of impact for this technology will make for a fresh discussion at each tournament. One of the most appealing things about nanotechnology as a subject for research is that much of the serious literature on the topic is available via the Internet, making this topic accessible to all who wish to join in the dialogue.

Possible Resolutions:

Resolved: that the United States Federal Government should significantly increase the regulation of molecular nanotechnology.

Resolved: that the United States Federal Government should significantly increase its support for molecular nanotechnology.

Resolved: the United States Federal Government should significantly reform its policy on molecular nanotechnology.

This is, obviously, not an exhaustive list. I highly recommend utilizing the services of (and becoming one of!) the bright people at <http://www.debatecooperative.net>, who, almost assuredly, will craft infinitely better resolutions for submission.

A brief bibliography of selected readings (5-10) that capture the nature of the controversy surrounding the area:

Websites:

National Nanotechnology Initiative: <http://www.nano.gov/>

Nanotechnology Now: <http://www.nanotech-now.com/>

Foresight Nanotech Institute: <http://www.foresight.org/>

Nanotechnology.com: <http://www.nanotechnology.com/>

Books:

[Nanotechnology: Risk, Ethics and Law](#) Edited by: Geoffrey Hunt and Michael Mehta

[The Next Big Thing Is Really Small](#): How Nanotechnology Will Change the Future of Your Business. Jack Uldrich & Deb Newberry. March 2003

[Engines of Creation: The coming era of nanotechnology.](#) K. Eric Drexler

[Our Molecular Future](#): How Nanotechnology, Robotics, Genetics, and Artificial Intelligence Will Transform Our World. Douglas Mulhall, March 2002

8. United States Trade Policy Topic Paper:

Significance:

For a few decades free trade has been the norm for the United States, but since the 2006 election – with major victories by 'fair-trade' and protectionist democrats, the views on trade in the US are changing. It appears that Bush's free trade agenda is dying, evidenced by the killing of a US-Vietnam free trade agreement in congress as well as the Trade Promotion Authority – a key component of US trade policy – most likely coming to an end at the end of this year. Moreover, problems in the World Trade Organization continue, the Doha Round of trade talks (which aimed greatly increase free trade around the world) face a great deal of roadblocks, and many critics have considered US free trade policy as one of the root causes of global terrorism. All of these things make trade policy prime for great changes in the next few years.

Interesting, Challenging and Provocative:

For all the reasons above, plus the fact that the great majority of debaters seem to take for granted that “free trade is bad”, researching and debating all sides of trade policy will challenge debaters to question their own views on the world and its interactions. Moreover, trade policy is a hot issue in current events and therefore it offers debaters the real chance to see how their policies will interact with the political climate. Finally, trade – in the end – effects everything the US does, from military engagement and US foreign policy overall to US unemployment, wages and domestic subsidies. Therefore, trade policy offers a great gateway to many big issues.

Educational:

Debaters often just get one side of an issue until it becomes the main debate topic, and trade is no different. Economy disadvantages and trade issues always take the form of 'free trade bad', but to truly garner an education on any topic/issue one should learn about, and defend, both sides. Therefore, a trade policy topic offers up the best chance to understand how free trade may be good, how fair trade may be bad, and what effects trade in general really has on the US, instead of just a few pieces of evidence for one disadvantage. Moreover, learning about where trade policy is heading gives clear insight into where the US economy – domestically and internationally – is heading in the future, including what career paths are opening up and what someone needs to do to stay afloat in a fast changing world.

Sample Sources:

Lawrence, Robert Z. (2006). A US-Middle East Trade Agreement: A Circle of Opportunity?
ISBN paper 0-88132-396-9

Elliott, Kimberly Ann. (2006). Delivering on Doha: Farm Trade and the Poor.
ISBN paper 0-88132-392-6 | 978-0-88132-392-4

Griswold, Daniel T. (2004). Trading Tyranny for Freedom: How Open Markets Till the Soil for Democracy.

<http://www.freetrade.org/node/37>

Brown, Sherrod. (2006). Myths of Free Trade: Why American Trade Policy Has Failed, Revised and Updated Edition.

ISBN 1595581243

Scase, Richard (2007). Global Remix: The Fight for Competitive Advantage.

ISBN 0749448717

Ikenson, Daniel J. (2006). Leading the Way: How US Trade Policy can Overcome Doha's Failings.

<http://www.freetrade.org/node/28>

Lindsey, Brink (2003). The Trade Front: Combating Terrorism with Open Markets.

<http://www.freetrade.org/node/39>

Chomsky, Noam (1999). Profit over People: Neoliberalism and Global Order.

ISBN 1888363827

9. United Nations Reform Topic Paper

Statement of significance:

The UN is the apostle of diplomacy, a means to peace and a measure of global harmony. In 1945 it was supposed to be that perfect organization that would bring the world out of two world wars and into a new age of brotherhood, universal progress and healthy relationships. Yet the UN today is plagued by its own problems and the world's problems - rising nuclear demons in Iran and North Korea, a hemorrhaging wound in Darfur, unending violence in the Middle East, looming environmental disaster, escalating international terrorism, the proliferation of weapons of mass destruction, the spread of HIV/AIDS. Yet none of these problems can be solved unless the UN changes itself.

The topic is interesting, provocative and challenging because:

The UN through its six principal organs as well as through its subsidiary organizations such as the UNESCO, UNICEF etc. performs important political, economic, social and humanitarian work around the world. Over the years, especially during the Iraq war, it was seen how UN resolutions were flouted by member nations primarily due to a lack of consensus within the UN. The world has changed but the UN has not and that's most important.

The topic is educational because:

It is not as if attempts to reform the UN are not on going. However, most of these attempts are crafted in a way that would appeal to the permanent five, for any amendment to the charter requires their consent. Using fiat in debate, we will be able to debate and learn what truly will be the best solution for the organizational crisis that the UN face – and not necessarily what is most appealing to the P5.

SOURCES:

UN Website: www.un.org/reform

Reform of UN: www.globalpolicy.org/reform/index.htm

UN-Reform: www.un-reform.org

US Institute of Peace: www.usip.org/un/report/index.html

Center for UN reform: www.centerforunreform.org

POSSIBLE ARGUMENTS:

Cases

India, Japan, Germany, Brazil to the SC.

Financial management.

Ban membership for over due payments.

Abolish Veto.

Make GA resolutions binding.

Africa to SC.

Negative Arguments

UN SC stagnation.

Decrease in US Hegemony.

Middle East nuclear conflict due to lack of consensus in SC

RESOLUTIONS:

Resolved: The UN should substantially alter membership to the Security Council.

Resolved: The UN should substantially reform its structure, organization and/or management.

Resolved: The UN should reform the operation, deployment and organization of it's military forces.

Resolved: The UN should significantly increase developmental assistance to developing nations.

BIDS FOR HOSTING NFA 2008, 2009, 2010

Please consider putting in a bid to host the NFA national tournament for 2008, 2009, or 2010. Bids should contain information related to the following:

1. Tournament Hotel/Motel: Host should provide information as to possible choices of a hotel/motel to serve as the general tournament headquarters. The prep team is usually housed at this facility.
2. Competition Rooms: Approximately 75-85 rooms are needed. The rooms need to be available on Thursday, Friday, Saturday and Sunday. On Monday the number of rooms drop to approximately 15 for semi final and final rounds. The more central the competition rooms can be, the more it will help the tournament to remain on time.
3. Tabulation Rooms: This should be a central location, near the area that will be used for Ballot Pickup and Drop. This can be one large room or several smaller rooms that are located next to each other. Access to computers is needed.
4. Extemp Draw and Prep room: This needs to be located near the rooms that will be used for competition. It needs to be large enough so that a total of 125 plus extempers will have room to prepare.
5. Ballot Sorting/Stuffing: An area needs to be available for the ballots to be sorted and after tabulation, stuffed into school packets. This area should also be located near the tabulation room.

Anyone interested in submitting a bid for hosting, is urged to contact the President for more detailed information and specifics. It would be advantageous for the Association if we could line up host sites for the next three years.

BALLOT FOR SELECTING THE TOP FIVE TOPIC AREAS TO BE CONSIDERED FOR THE 2007-2008 LINCOLN DOUGLAS FOLLOWS ON THE NEXT PAGE.

NFA LINCOLN DOUGLAS BALLOT FOR TOPIC AREA SELECTION.

School: _____

There are 9 topics for selection. PLEASE RANK ORDER (1st through 5th) you top five choices.

This ballot should be returned to Prof. Mark Hickman at West Chester University by February 15th. (Mhickman@wcupa.edu)

TOPIC AREAS FOR CONSIDERATION: rank order your top five choices (1st through 5th).

- _____ **1. AFRICA**
- _____ **2. EDUCATION**
- _____ **3. ELECTORAL REFORM**
- _____ **4. FIRST AMENDMENT**
- _____ **5. ISRAEL**
- _____ **6. MEXICO**
- _____ **7. NANOTECH**
- _____ **8. U.S. TRADE POLICY**
- _____ **9. UNITED NATIONS**

AGAIN, make sure you have selected your top five choices (1st through 5th).

Return this ballot by February 15 to Mhickman@wcupa.edu