

Middle School Public Debate Program



- HOME
- ABOUT US
- CONTACT US
- TOPICS
- RESOURCES
- LEAGUES
- FAQs

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Topic Research Guide

This page archives past and active debate topics, and includes links to resources on the World Wide Web for successful and challenging middle school debate topics. If you are looking for information on topics that will be debated at tournaments this month, look at our "[upcoming topics](#)" page. This page contains research links to information about the following topics:

- [K-12 schools should ban junk food sales.](#)
- [Medical testing on animals does more good than harm.](#)
- [School vouchers should be allowed.](#)
- [The U S Government subsidy of the arts should end.](#)
- [Corporal punishment of children should be illegal.](#)
- [The United States should close its Guantanamo prison.](#)
- [Middle schools should have mandatory drug testing for participation in extracurricular activities.](#)
- [Food aid does more harm than good.](#)
- [Cell phones should be allowed in schools.](#)
- [The United States of America should rely on alternative energy sources instead of fossil fuels.](#)
- [Television is a bad influence on children.](#)
- [All schools should provide students with music and art education.](#)
- [The federal government's response to Hurricane Katrina was appropriate.](#)
- [American intervention in Iraq has done more good than harm.](#)
- [Governor Schwarzenegger has been good for California.](#)
- [Congress should pass the "Clear Skies" initiative .](#)
- [Homework should be banned.](#)
- [California should raise the driving age to 18.](#)
- [The legal system should have the option to charge juveniles as adults in murder cases.](#)
- [The United States should ban the death penalty.](#)
- [Classrooms should have closed-circuit cameras.](#)
- [Russia is more an enemy than an ally of the United States.](#)
- [California should make it mandatory for citizens to vote in elections .](#)



- [In this case, Grand Theft Auto is more responsible than Devin Moore for the crime.](#)
- [The United States should amend the Constitution to allow foreign born citizens to serve as President.](#)
- [The United States should have a draft for military service.](#)
- [California high schools should substantially expand vocational training .](#)
- [Beauty pageants do more harm than good.](#)
- [The United States should expand its use of nuclear power.](#)
- [Stem cell research should be expanded.](#)
- [Fast food restaurants do more harm than good.](#)
- [Schools should provide for single sex instruction.](#)
- [Junior high and high schools should randomly test their athletes for drug use.](#)
- [Physician-assisted suicide should be legalized.](#)
- [The United States should sign and ratify the Kyoto Protocol.](#)
- [The US should eliminate farm subsidies.](#)
- [Zoos do more harm than good.](#)
- [Fried foods should have warning labels.](#)
- [The District of Columbia Curfew law\(The Juvenile Curfew Act of 1995 \(DC Code 6-2181\)\) does more harm than good.](#)
- [Professional athletes should be role models.](#)
- [The French government should permit students to wear visible religious symbols in state schools.](#)
- [The atomic bombing of Hiroshima was justified.](#)
- [Wal-Mart is good for America.](#)
- [Algebra should not be required for high school graduation.](#)
- [Businesses should not place advertisements in schools.](#)
- [It is unethical to eat meat.](#)
- [In the case of student lockers, school safety is more important than student privacy.](#)
- [The No Child Left Behind Act has done more good than harm.](#)
- [Fossil fuels are easily replaced.](#)
- [Single sex schools are better for students than co-ed schools in grades K-12.](#)
- [Repeal the Military Commissions Act.](#)
- [The President of the United States should be elected by the direct vote of the people.](#)
- [The U. S. should end the embargo on Cuba.](#)
- [There should be year-round schooling for students in grades K-12.](#)

School vouchers should be allowed.

- [*School Vouchers: The Wrong Choice for Public Education*](#)
http://www.adl.org/vouchers/vouchers_main.asp
- [*What Would A School Voucher Buy??The Real Cost Of Private Schools*](#)
<http://www.cato.org/pubs/briefs/bp-025.html>

The opposition can use this site to understand arguments against vouchers. The Anti-Defamation League explains their arguments about why vouchers are dangerous.

This paper is useful for the proposition. David Boaz and R. Morris Berrett, of the CATO institute, explain why public schools are failing, how vouchers are cheaper for the government than public education, and how vouchers empower families.

- [School Vouchers](#)

<http://www.asu.edu/educ/eps/EPRU/documents/cerai-00-31.htm>

Both sides will find arguments to create a case in this policy brief. The Center for Education Research, Analysis, and Innovation uses research and statistical information to explain arguments for and against vouchers.

- [Vouchers](#)

<http://www.nea.org/vouchers/index.html>

This is useful to the opposition. The National Education Association presents educational, social, legal, and political arguments against vouchers.

- [School Vouchers](#)

http://www.rdc.udel.edu/policy_briefs/v14_April.pdf

Both sides can use this policy brief. The College of Human Services, Education, and Public Policy of the University of Delaware examines key issues behind the voucher debate using research studies.

The U S Government subsidy of the arts should end.

- [CATO Handbook for Congress](#)

<http://www.cato.org/pubs/handbook/hb105-14.html>

This site provides very specific and detailed arguments for why art subsidies should be eliminated. The site additionally explains why the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH) should be privatized.

- [The Separation of Art and State](#)

<http://www.cato.org/speeches/sp-as53.html>

This article entitled, "The Separation of Art and State" provides a variety of arguments for the proposition. The author bases most of his arguments on constitutional and legal reasoning. Furthermore, the author points to historical examples and the intent of the founding fathers to explain his arguments.

- [Importance of Federal Funding for the Performing Arts](#) http://www.americanartsalliance.org/americanartsalliance/importance_federal_funding_arts.html

The opposition would find this site very informative. This article provides various reasons for why government funding of the arts is crucial and why the NEA is an important organization.

- [Fact Sheet: Benefits of the Arts](#) <http://www.artspresenters.org/advocacy/grassroots/factsheet.cfm>

This fact sheet will help the opposition side. The authors, the Association of Performing Arts Presenters, show the benefits of the arts and how NEA support enables these benefits.

Corporal punishment of children should be illegal.

- [The influence of corporal punishment on crime](#)

http://www.naturalchild.com/research/corporal_punishment.html

The proposition can use this paper to create a case. Adah Maurer, Ph.D. and James S. Wallerstein use research to explain how corporal punishment is linked to violent behavior in children.

- [Experts: Spanking Harms Children, Especially Girls](#)

<http://www.womensenews.org/article.cfm/dyn/aid/662/context/archive>

This article is useful to the proposition. Melinda Rice explains the dangers of corporal punishment to women's rights.

- [Voluntary Corporal Punishment Reduces Suspension Rates](#)

<http://www.secondaryenglish.com/voluntary.html>

The opposition can use this article to prepare arguments. Tim Yancey explains how a voluntary corporal punishment program has reduced tardiness in schools.

- [Banning Corporal Punishment of Children: A Position Paper](#)

<http://www.stophitting.com/disathome/sureshrani.php>

The proposition can use this article to prepare a case. Sureshrani Paintal outlines reasons why corporal punishment does more

harm than good. Alternative modes of punishment are explained.

The United States should close its Guantanamo prison.

- [Close Guantanamo Prison](#)

http://www.truthout.org/docs_2005/052305B.shtml

Law professor Marjorie Cohn argues that the United States should close its Guantanamo prison in this editorial. The article is most useful for the proposition side, as it lays out the basic arguments for closing the prison.

- [Don't Close Guantanamo Without Protecting the Rights of the Detainees](#) <http://www.dukenews.duke.edu/2005/07/guantanamooped.html>

This article, which is primarily for the opposition, argues that it is a bad idea to close the prison because the alternatives for prisoners will be worse. To read the article, it will be helpful to understand what the policy of "rendition" is. To learn more about rendition, visit this link: <http://www.cbsnews.com/stories/2005/03/04/60minutes/main678155.shtml>.

- [Close Camp Delta](#)

<http://www.alternet.org/rights/22185/>

Michael Posner, the executive director of Human Rights First, argues for closing the prison at Guantanamo. The article is mainly useful for the proposition side. The author argues that closing the prison would reduce torture by the United States and other countries.

- [Fact sheet on detainees at Guantanamo](#)

<http://www.whitehouse.gov/news/releases/2002/02/20020207-13.html>

This fact sheet, which will be helpful to both sides in the debate, is provided by the White House to show policies related to treatment of detainees at Guantanamo.

- [Guantanamo regime defended by US](#)

<http://news.bbc.co.uk/2/hi/americas/3487543.stm>

This article, from the British Broadcasting Corporation, will primarily help the opposition. It lays out the case for keeping the prison, and shows what the major arguments are for the necessity of the prison.

Middle schools should have mandatory drug testing for participation in extracurricular activities.

- ["The Effectiveness and Legality of Random Drug Testing Policies"](#)

<http://www.sportsafe.com/IN%20survey.PDF>

This article is for the proposition. Author Joseph R. McKinney discusses the results of a study he conducted that revealed that random drug testing was effective in reducing drug use in schools.

- ["Relationship Between Student Illicit Drug Use and School Drug-Testing Policies"](#)

<http://www.monitoringthefuture.org/pubs/text/ryldjpom03.pdf>

This article is for the opposition. It is a study that shows drug testing does not reduce drug use among students. The study is pretty hard to read, but students can skip the data and examine the introduction and the conclusion carefully.

- ["Why Drug Tests Flunk" by Janelle Brown](#)

http://archive.salon.com/mwt/feature/2002/04/22/drug_testing/

This article is for the opposition. It argues that random drug testing does not keep students from using drugs. It simply causes them to find ways to pass a drug test without actually giving up their drug habit.

- ["Compensating Behavior and the Drug Testing of High School Athletes"](#)

<http://www.cato.org/pubs/journal/cj16n3-5.html>

This article is for the opposition. It explains how only testing student athletes can actually lead to an increase in overall drug use. Robert Taylor, the author, argues that these policies encourage athletes to quit sports for fear of being drug tested. This causes former student athletes to hang around non-athletes who have higher rates of drug use than athletes, making them more likely to use drugs.

- [Drug Free America: Reasons for Student Drug Testing](#)

<http://www.dfaf.org/studentdrugtesting/>

This site supports the proposition side. It outlines some basic advantages of drug testing in schools. It also answers frequently asked questions about this topic. Some of the information here is also available on the Office of National Drug Control Policy's website: http://www.whitehousedrugpolicy.gov/publications/drug_testing/.

Food aid does more harm than good.

- [Can aid do more harm than good?](#)

<http://news.bbc.co.uk/2/hi/africa/4185550.stm>

This article from the BBC (British Broadcasting Corporation) website lays out the basic arguments for the proposition side, including examples from several African countries. Note that "NGO" is an abbreviation for "Non-Governmental Agency," which refers to charities and other agencies distributing aid.

- ["For God's Sake, Please Stop the Aid!"](#)

<http://service.spiegel.de/cache/international/spiegel/0,1518,363663,00.html>

This article, published in the German newspaper Der Spiegel, is an interview with an economist from Kenya. The article is mainly useful for the proposition side, as it details the harms associated with food aid in Kenya and other poor countries.

- [How We Use Food Aid](#)

http://www.wfp.org/food_aid/introduction/index.asp?section=12&sub_section=1

Here the World Food Programme (WFP) details the benefits of the food aid it provides as part of the United Nations. This site will primarily benefit the opposition on this topic. Other parts of the WFP's Web site will also be helpful, as they contain interactive maps and information about different countries.

- [Fifty Years of U.S. Food Aid and Its Role in Reducing World Hunger](#)

<http://www.ers.usda.gov/Amberwaves/September04/Features/usfoodaid.htm>

This article, published in the journal of the United States Department of Agriculture, will help the opposition prepare. In it, the authors argue for the benefits of food aid to many countries over 50 years.

Cell phones should be allowed in schools.

- [Schools Try to Draw the Line for Wired Kids](#)

<http://www.chron.com/cs/CDA/ssistory.mpl/topstory/3308900>

This article, from the Houston Chronicle, is useful for both sides to prepare. It explains the arguments for both sides of the debate about cell phones in schools.

- [Hold the Phone](#)

<http://www.electronic-school.com/2000/09/0900sbot.html>

This article will help both sides. The National School Boards Association weighs both sides in the debate about cell phones in schools and shows examples of different policies in different districts regarding cell phone use in schools.

- [Schools Make Rules for Cell Phone No-Nos](#)

<http://www.foxnews.com/story/0,2933,133208,00.html>

This is another article that will help both sides in the debate. Reporter Catherine Donaldson-Evans shows how schools are reacting to cell phones in schools and what some of the consequences of restricting phones might be. She also shows that regulations may be more effective than a simple ban on phones.

- [High-tech cheating comes to high schools](#)

<http://www.detnews.com/2005/schools/0509/24/0scho-325779.htm>

This article will mostly help the opposition. The author, reporting for The Detroit News, shows that there is a concern that cell phones will allow students to cheat more easily.

The United States of America should rely on alternative energy sources instead of fossil fuels.

- [Fossil Fuels](#)

<http://www.darvill.clara.net/altenerg/fossil.htm>

Both sides will find useful information on this page, designed by a science teacher. The advantages and disadvantages of fossil fuels are explained.

- [Consumer Energy Council of America: Fossil Fuel Facts](#)

<http://www.cecraf.org/Programs/Fuels/Fuelfacts/FossilFuelFacts.html>

This site is useful for the opposition. In a question and answer format, the council explains the pros and cons of different kinds of fossil fuels.

- [North Carolina Sustainable Energy Association: Renewable Energy](#)

http://www.ncsustainableenergy.org/renewable/renewables_index.html

This site is especially helpful for the proposition. Five renewable energy resources are explained and critiqued.

- [Alternative Energy: Problems and Solutions](#)

<http://library.thinkquest.org/15684/main.html>

The proposition can use this site to build a case for renewable energy. Arguments against fossil fuels and information promoting alternative energy are present within the site.

Television is a bad influence on children.

- [BBC News Health: Watching TV 'is Bad for Children'](#)

<http://news.bbc.co.uk/1/hi/health/3603235.stm>

This article is especially helpful to the proposition. The article explains new research that suggests that TV has bad impacts on child development. There are also additional links to other articles about how TV has been positively linked with learning disorders and obesity.

- [Kids Health: How TV Affects Your Child](#)

http://kidshealth.org/parent/positive/family/tv_affects_child.html

This website is helpful to the proposition. This article explains how TV affects development, obesity, and other behaviors in children.

- [University of Michigan: Your Child and Television](#)

<http://www.med.umich.edu/1libr/yourchild/tv.htm>

This University of Michigan site is useful for the proposition. There are research and statistics given about how television impacts the mental, physical, and emotional health of children.

- [Children's Television Shows Have a New Healthy Message for Kids](#)

<http://kidstvmovies.about.com/od/childrenstvnewsinfo/a/tvhealth.htm>

The opposition will find relevant information in this article. Carey Bryson explains how television can help children learn healthy behaviors.

- [Brain Candy](#)

http://www.newyorker.com/critics/books/articles/050516crbo_books

In this article from the New Yorker, author Malcolm Gladwell reviews Steven Johnson's book Everything Bad is Good for You. This article is helpful for the opposition, as it outlines the benefits of watching modern television.

All schools should provide students with music and art education.

[Music Education Facts and Figures](#)

<http://www.menc.org/information/advocate/facts.html>

This site is useful for the proposition. Research and statistics are given to support arguments in favor of music education.

The federal government's response to Hurricane Katrina was appropriate.

- [An Appropriate and Calculated Response to Hurricane Katrina](#)

<http://www.ezinearticles.com/?An-Appropriate-and-Calculated-Response-to-Hurricane-Katrina&id=72134>

Teacher (and firefighter) Ryan Murphy argues that the federal government's response was appropriate to its role, and that local and state governments were mostly responsible for the failed response. This article will primarily help the proposition side.

American intervention in Iraq has done more good than harm.

- [War in Iraq: Not a Humanitarian Intervention](#)

<http://hrw.org/wr2k4/3.htm>

The opposition can use this report to prepare. The Human Rights Watch explains why US military intervention in Iraq is does more harm than good in terms of humanitarian efforts.

- [Balanced Politics: War on Iraq](#)

http://www.balancedpolitics.org/iraq_war.htm

Both sides can use this site. Balancedpolitics.org lists major arguments for and against military intervention in Iraq.

- [ProCon.org: Should the US Attack Iraq With or Without the UN?](#)

<http://www.usiraqprocon.org/>

Both the proposition and opposition will find this site useful. US/Iraq ProCon goes into detail about issues surrounding the war including history, oil, the cost of war, Saddam Hussein, global security, and terrorism.

- [A Necessary War](#)

http://www.aei.org/publications/pubID.14385,filter.foreign/pub_detail.asp

This article is useful to the opposition. Reuel Marc Gerech looks past obvious objections about military intervention and analyzes how intervention make the world safer.

Congress should pass the "Clear Skies" initiative.

- [Clear Skies Initiative Clouds the Issue](#)

<http://www.alternet.org/story/16795>

This article is helpful to the opposition. Kari Lydersen explains why the "Clear Skies" Initiative does not help the environmental problems that it sets out to solve.

- [Clearing the Air on Clear Skies](#)

<http://www.environmentaldefense.org/article.cfm?ContentID=2189>

The opposition will find this useful. Environmental Defense Attorney Vicki Patton exposes shortcomings of the initiative.

- [Partly Sunny: Bush's Clear Skies Initiative Isn't Half Bad](#)

<http://www.washingtonmonthly.com/features/2004/0412.whitman.html>

This article is helpful for the proposition. David Whitman cuts through backlash against the initiative and explains why it is a step in the right direction.

- [Clear Skies, No Lies](#)

<http://www.brook.edu/views/op-ed/easterbrook/20050216.htm>

The proposition can use this article to prepare cases. Gregg Easterbrook explains why the initiative is better than many environmental groups, politicians, and the media would make it seem.

Homework should be banned.

- [The Pros and Cons of Homework](#)

http://www.2enewsletter.com/WO%20hw%20pros%20&%20cons%202_04.htm

Both sides can use this site to prepare. The Twice Exceptional Newsletter presents both sides of the debate on homework in a clear pro and con format.

- [Homework and Its Role in Constructive Pedagogy](#)

<http://lrs.ed.uiuc.edu/students/plato1/constructhome/index.html>

The proposition and opposition can browse this site for information. The site contains research and statistics on both sides of the homework debate.

- [The Homework Ate My Family](#)

<http://www.time.com/time/2003/kids/homework.html>

The proposition can use this article to prepare. Time Magazine explains how homework is ebbing away at student health and family life.

California should raise the driving age to 18.

- [Raise the Driving Age to 18](#)

<http://www.post-gazette.com/pg/05030/449619.stm>

Both sides can use this article to prepare. Teenagers weigh in on the driving age debate.

- [Is 16 too Young to Drive a Car?](#)

http://www.usatoday.com/news/nation/2005-03-02-teens-cars-main-usat_x.htm

The proposition can use this article to prepare. USA Today tries to explain why 16 year olds have a high driving fatality rate.

- [Officials Hope to Curb Accidents by Raising Driving Age](#)

<http://www.ipromiseprogram.com/links/Officials%20hope%20to%20curb%20accidents%20-%20Herald%20-%20SC.htm>

The proposition will find this useful. This brief article explains how South Carolina is dealing with teen driving fatalities.

- [The Centers for Disease Control Factbook: Teens Behind the Wheel](http://www.cdc.gov/ncipc/fact_book/27_Teens_Behind_Wheel.htm)
http://www.cdc.gov/ncipc/fact_book/27_Teens_Behind_Wheel.htm

Both sides can use this site to prepare. The Centers for Disease Control presents statistics about teenage driving.

- [Perplexed, Vexed by Teen Driving](http://www.washingtonpost.com/wp-dyn/articles/A49071-2005Jan5.html)
<http://www.washingtonpost.com/wp-dyn/articles/A49071-2005Jan5.html>

This site is helpful to the opposition. Readers of the Washington Post explain why raising the driving age will increase teen driving fatalities.

The legal system should have the option to charge juveniles as adults in murder cases.

- [Youth Crime/Adult Time: Is Justice Served?](http://www.buildingblocksforyouth.org/ycat/ycat.html)

<http://www.buildingblocksforyouth.org/ycat/ycat.html>

The opposition can use this site to prepare. Jolanta Juskiewicz uses statistics and research to highlight the problems with charging juveniles as adults.

- [The Wrong Answer to Littleton: A Few Teen Criminals Belong in Prison, but Most do Not](http://www.washingtonmonthly.com/features/1999/9906.twohey.littleton.html)
<http://www.washingtonmonthly.com/features/1999/9906.twohey.littleton.html>

This article is useful to the opposition. The Washington Monthly explores why charging juveniles as adults is not the best remedy for juvenile crime.

- [Punishing Teen Criminals Like Criminals](http://www.ncpa.org/~ncpa/hotlines/juvcrm/sol3a.html)
<http://www.ncpa.org/~ncpa/hotlines/juvcrm/sol3a.html>

The proposition can use this site to prepare. The NCPA uses a fact sheet format to explain the current status of the juvenile crime issue.

The United States should ban the death penalty.

- [Death Penalty Information Center: Issues](http://www.deathpenaltyinfo.org/getcat.php?cid=3)

<http://www.deathpenaltyinfo.org/getcat.php?cid=3>

The proposition and opposition can use this site to prepare cases. Many issues concerning the death penalty are explained in depth.

- [Justice For All: Pro - Death Penalty](http://www.prodeathpenalty.com/)
<http://www.prodeathpenalty.com/>

This site would be useful for the opposition. It provides answers to many common arguments against the death penalty, has an extensive database of death penalty cases, and contains statistical data.

- [The American Civil Liberties Union](http://www.aclu.org/DeathPenalty/DeathPenaltyMain.cfm)
<http://www.aclu.org/DeathPenalty/DeathPenaltyMain.cfm>

This site would be useful for the proposition. There are links to several articles and excerpts from anti-death penalty publications.

Classrooms should have closed-circuit cameras.

- [Troxell Helps Closed-Circuit TV Surveillance in Schools](http://www.infocomm.org/Newsnetwork/index.cfm?objectID=0CB098F2-0D63-4384-8D98466A2AC969FC)
<http://www.infocomm.org/Newsnetwork/index.cfm?objectID=0CB098F2-0D63-4384-8D98466A2AC969FC>

An article explaining how Troxell, a company, set up closed-circuit cameras in schools. Mostly for the proposition side, this article is also useful for explaining how such cameras work.

- [Protests Against Surveillance Cameras](http://www.notbored.org/camera-protests.html)
<http://www.notbored.org/camera-protests.html>

Information for the opposition side, including many dozens of articles about protests against surveillance cameras all over the world.

Also links to reports showing that cameras are abused and do not prevent crime.

Russia is more an enemy than an ally of the United States.

- [U.S. - Russian Relations at the Turn of the Century: Report of the Carnegie Endowment for International Peace](#)

<http://www.ceip.org/programs/ruseuras/usrus/usrepteng.htm>

This report is useful for the opposition and proposition. They sections entitled "Overview", "Why Russia Matters", "Strategic and Security Issues", and "Regional Issues" are particularly useful in understanding America's relationship with Russia.

- [The New Russia: Friend or Foe](#)

<http://www.milnet.com/afi/new-russia.htm>

This site is useful to the proposition. MILNET provides an analysis of current Russian domestic and foreign policy in order to gauge if Russia is an ally or foe to the United States.

California should make it mandatory for citizens to vote in elections.

- [Is it Time to Consider Mandatory Voting Laws?](#)

<http://writ.news.findlaw.com/dean/20030228.html>

Former Presidential Counsel John Dean argues that it may be time for mandatory voting. This article is useful and well written, and mostly supports the proposition side of the motion.

- [Voting should be mandatory for all citizens](#)

http://badgerherald.com/oped/2004/11/12/voting_should_be_man.php

In an article in the University of Wisconsin-Madison's student newspaper, an editorial argues for compulsory voting.

In this case, Grand Theft Auto is more responsible than Devin Moore for the crime.

- This last topic deals with a specific case featured on 60 Minutes this past Sunday. A link the story is here: <http://www.cbsnews.com/stories/2005/03/04/60minutes/main678261.shtml>. The story, "Can a video game lead to murder?" is about a lawsuit charging that too much time playing Grand Theft Auto led Devin Moore to kill several police officers in Alabama. The issue for the debate is whether or not this lawsuit is correct in alleging that the game is more responsible than Devin Moore.

- [Video Game Violence and Public Policy](#)

<http://culturalpolicy.uchicago.edu/conf2001/papers/walsh.html>

This research paper sponsored by the National Institute on Media and the Family is useful for the proposition.

Written by Dr. David Walsh, this paper summarizes many studies that have been done over the years about violent behavior and video games.

- [Video Games and Children](#)

<http://www.kidsource.com/kidsource/content2/video.games.html>

Both sides can use this source to prepare for the debate. The article weighs different scientific studies done about video games.

- [Violent Video Games: Myths, Facts, and Unanswered Questions](#)

<http://www.apa.org/science/psa/sb-anderson.html>

This article by Dr. Craig A. Anderson is useful to the proposition. He outlines many myths about children and video games that can be turned into arguments against violent video games.

- [Blame Game: Gamers Say Social Problems, Not Video Games, Cause Violence](#)

<http://www.sfgate.com/cgi-bin/article.cgi?file=/gate/archive/2002/01/14/gameviol.DTL>

The opposition can use this article to prepare their case. Annalee Newitz reacts to the way that people blame video games for violent act of children instead of social problems.

- [Does Playing Violent Video Games Cause Aggressive Behavior?](#)

<http://culturalpolicy.uchicago.edu/conf2001/papers/goldstein.html>

This research paper is useful to the opposition. Dr. Jeffrey Goldstein highlights flaws and

inconsistencies in most studies that identify video games as the cause of aggressive behavior.

The United States should amend the Constitution to allow foreign born citizens to serve as President.

- [USA Today story: Should the Constitution be amended for Arnold?](#)
- [Statement of U.S. Representative John Conyers](#)
- [Information about how the Constitution is amended and has been amended](#)
- [An article in the Washington Times about the issue](#)
- [A professor at Syracuse University weighs in on allowing foreign-born citizens to be President](#)

The United States should have a draft for military service.

- [About the Selective Service System and the draft](#)
- [Some basic information on the draft and some basic issue to consider and discuss](#)
- [Bruce Chapman, writing in the Brookings Review, on the case against universal military service](#)
- [Pro and con on the need for a draft, from the American Enterprise Online](#)
- [The case for a draft, from the Washington Monthly](#)

California high schools should substantially expand vocational training .

- [The web site of the California Regional Occupational Program \(CAROCP\)](#)
- [An article about using vocational education to reduce the dropout rate](#)
- [The argument against emphasizing computer skills in the classroom](#)
- [The case for changing the way we do vocational education](#)

Beauty pageants do more harm than good.

- [The Harvard University Gazette reports on beauty pageants for children.](#)
- [A research paper that is critical of beauty pageants for children.](#)
- [From the Fox News website, a defense of beauty pageants. Make sure to look up the words you don't know!](#)
- [Time magazine explores the world of beauty pageants](#)

The United States should expand its use of nuclear power.

- [From How Stuff Works, information about how nuclear power works.](#)
- [Why France uses a lot of nuclear power.](#)
- [Public Citizen's web page opposing the use of nuclear power.](#)
- [The website of the World Nuclear Association, representing nuclear power companies, on the case for nuclear power.](#)

Stem cell research should be expanded.

- [Stem Cell Research Foundation: http://www.stemcellresearchfoundation.org/](http://www.stemcellresearchfoundation.org/)

This website provides several links that will assist you in preparing for the proposition side. It includes links to important updates about the progress of stem cell research.

- [Do No Harm: The Coalition of Americans for Research Ethics: http://www.stemcellresearch.org/](http://www.stemcellresearch.org/)

This site will greatly assist in opposition preparation. It provides a lot of information about why expanding stem cell research is unethical and unnecessary. It also contains links to many relevant news articles. Below are descriptions and links to specific pages on the site that students might find useful.

- ["Embryonic stem cell therapy 'morally unacceptable'" \(BBC News\) http://news.bbc.co.uk/1/hi/programmes/4038281.stm](http://news.bbc.co.uk/1/hi/programmes/4038281.stm)

This article is useful in preparing for the opposition side. It explains why embryonic stem cell research is unethical and explores some of the alternatives to stem cell research.

- ["Embryonic stem cell therapy 'best route'" \(BBC News\) http://news.bbc.co.uk/1/hi/programmes/4054733.stm](http://news.bbc.co.uk/1/hi/programmes/4054733.stm)

This article can be used to prepare for the proposition side. Professor Harry Moore describes why expanding embryonic stem cell research is important. He argues that embryonic stem cells are the key to fighting many incurable medical conditions and diseases.

- [Life Issues: "Stem Cell Research: Some Pros and Cons" http://www.lifeissues.net/writers/irv/irv_19stemcellprocon.html](http://www.lifeissues.net/writers/irv/irv_19stemcellprocon.html)

This article provides answers to some key questions in the stem cell debate; it strives to be informative, rather than persuasive. It also summarizes the positions of both sides on the various positions (although the author appears to support banning embryonic stem cell research so the article is not entirely balanced).

Fast food restaurants do more harm than good.

- ["Fast-food restaurants face legal grilling" \(Christian Science Monitor \) http://www.csmonitor.com/2002/0808/p14s01-usju.html](http://www.csmonitor.com/2002/0808/p14s01-usju.html)

This article provides information about the law suits that various people have filed against fast food restaurants for contributing to individuals' obesity.

- ["House bans fast-food lawsuits" \(CNN.com\) http://www.cnn.com/2004/LAW/03/10/fat.lawsuits/](http://www.cnn.com/2004/LAW/03/10/fat.lawsuits/)

This article discusses the bill that the House of Representatives passed to ban fast food lawsuits. The representatives who supported the bill consider the piece of legislation an important step in decreasing the nation's "frivolous lawsuits."

- ["Burger King Uncowed" http://www.informedeating.org/docs/burger_king_uncowed.html](http://www.informedeating.org/docs/burger_king_uncowed.html)

This article discusses how, even though Burger King has introduced a new vegetarian burger, this vegetarian burger in addition to the other food is still extremely unhealthy. Additionally, it discusses some of the environmental impacts of this new product and examines issues of animal welfare.

- ["The Super-sizing of America: Are Fast Food Chains to Blame for the Nation's Obesity?" http://speakout.com/activism/issue_briefs/1333b-1.html](http://speakout.com/activism/issue_briefs/1333b-1.html)

This article briefly discusses the growing problem of obesity in America. It also provides reasons both for and against blaming this problem on fast food chains.

Schools should provide for single sex instruction.

- [California Study: Single-sex no cure-all](http://www.womensenews.org/article.cfm/dyn/aid/571/context/cover/)
<http://www.womensenews.org/article.cfm/dyn/aid/571/context/cover/>
 A report on the California project several years ago to test single-sex instruction. The program was ended, and this article explores the reasons for that. A great resource for understanding the opposition side of the topic.
- ["Separate - But Still Short-Changed"](http://www.sadker.org/eq-sep.htm)
<http://www.sadker.org/eq-sep.htm>
 An interesting article, originally published in the Washington Post, that explores the need to further study the costs and benefits of separating girls and boys in the classroom. The authors believe that single-sex instruction can be valuable but also dangerous. Arguments for both sides are in this article.
- ["Single-Sex Schooling 'Benefits Girls'"](http://education.guardian.co.uk/publicschools/story/0,12505,1351850,00.html)
<http://education.guardian.co.uk/publicschools/story/0,12505,1351850,00.html>
 From the British newspaper, the Guardian, a report that single-sex education helps girls do better in math and science.
- ["Single-Sex Classes Give Scores a Boost"](http://www.lasvegassun.com/sunbin/stories/sun/2004/mar/04/516466693.html)
<http://www.lasvegassun.com/sunbin/stories/sun/2004/mar/04/516466693.html>
 An article from the Las Vegas Sun explores the reasons to prefer single-sex education while outlining current policy towards single-sex instruction.

Junior high and high schools should randomly test their athletes for drug use.

- ["The Effectiveness and Legality of Random Drug Testing Policies"](http://www.sportsafe.com/IN%20survey.PDF)
<http://www.sportsafe.com/IN%20survey.PDF>
 This article by Joseph R. McKinney discusses the results of a study he conducted that revealed that random drug testing was effective in reducing drug use in schools.
- ["Why Drug Tests Flunk" by Janelle Brown](http://www.salon.com/mwt/feature/2002/04/22/drug_testing/)
http://www.salon.com/mwt/feature/2002/04/22/drug_testing/
 This article argues that random drug testing does not keep students from using drugs. It simply causes them to find ways to pass a drug test without actually giving up their drug habit.
- [Drug Testing Fails Our Youth: An Action Program for Concerned Parents and Educators](http://www.drugtestingfails.org/)
<http://www.drugtestingfails.org/>
 This site is dedicated to stopping drug testing programs from being implemented. It argues that drug testing does not deter student drug use, is very costly, and only creates a fearful environment for students.
- ["Compensating Behavior and the Drug Testing of High School Athletes"](http://www.cato.org/pubs/journal/cj16n3-5.html)
<http://www.cato.org/pubs/journal/cj16n3-5.html>
 This article explains how only testing student athletes can actually lead to an increase in overall drug use. Robert Taylor, the author, argues that these policies encourage athletes to quit sports for fear of being drug tested. This causes former student athletes to hang around non-athletes who have higher rates of drug use than athletes, making them more likely to use drugs.
- [Drug Free America: Reasons for Student Drug Testing](http://www.dfaf.org/studentdrugtesting/)
<http://www.dfaf.org/studentdrugtesting/>
 This site outlines some basic advantages of drug testing in schools. It also answers frequently asked questions about this topic.

Physician-assisted suicide should be legalized.

- ["Euthanasia and Physician-Assisted Suicide"](#)

<http://www.religioustolerance.org/euthanas.htm>

This site provides a lot of information that supports legalizing physician-assisted suicide. It provides an overview of the issue and provides information about various places that have legalized physician-assisted suicide (such as Oregon).

- ["U.S. Supreme Court Rules on Physician-Assisted Suicide Cases" \(UB Center for Clinical Ethics and Humanities in Health Care\)](#)

<http://wings.buffalo.edu/faculty/research/bioethics/court.html>

This site contains information about Supreme Court cases that are relevant to the issue of physician-assisted suicide. It also discusses links to the Amicus briefs submitted by various people/organizations before the Supreme Court decisions were reached. These various briefs contain several arguments in favor and against physician-assisted suicide. Specifically, the brief submitted by the International Anti-Euthanasia task force has several opposition arguments and the brief submitted by the ACLU.

- ["Practical Issues in Physician-Assisted Suicide"](#)

<http://www.annals.org/cgi/content/full/126/2/146>

Rather than focusing on the ethical debate, this article focuses on what the author refers to as the "practical issues" in physician-assisted suicide. Specifically, the article examines some of the problems currently involved in the application of physician-assisted suicide that need to be considered by policy makers.

- [The American Geriatrics Society: "Physician Assisted Suicide"](#)

<http://www.americangeriatrics.org/products/positionpapers/vae94.shtml>

This site explains the position of the American Geriatrics Society and provides several arguments in favor of physician-assisted suicide.

- ["Pitfalls of Physician-Assisted Suicide" by Hilary Evans](#)

<http://www.physiciansnews.com/commentary/997wp.html>

This article provides information about the Supreme Court decisions regarding physician-assisted suicide. Additionally, it provides several arguments against legalizing physician-assisted suicide.

The United States should sign and ratify the Kyoto Protocol.

- [The Environmental Literacy Council: The Kyoto Protocol](#)

<http://www.enviroliteracy.org/article.php/278.html>

This site provides excellent background information about the Kyoto Protocol. It also discusses what the aims of the Kyoto Protocol are and explains how these goals cannot be achieved without compliance from countries that have not ratified it, such as the U.S.

- ["The Kyoto Protocol and the U.S.: International Politics in the National Setting" by Dan Zinder](#)

<http://inside.bard.edu/politicalstudies/student/PS260Spring03/kyotocol.htm>

This article provides detailed information about the United States' role in the Kyoto Protocol. It describes how Clinton originally threw support to the accord, but faced difficulty in the Senate. It then discusses Bush's rejection of the accord and what this means for Kyoto and the future of international agreements.

- ["The United States and the Kyoto Treaty"](#)

<http://www-pub.naz.edu:9000/~nanatoli/>

This site outlines some of the reasons the United States has not ratified the Kyoto Protocol. Specifically, it argues that the U.S. refuses to sign the treaty because developing countries have refused to participate. The site also provides a list of alternatives that can solve for emissions reduction better than Kyoto.

- ["United States Unilateralism and the Kyoto Protocol, CTBT and ABM Treaties:](#)

[The Implications under International Law" \(Greenpeace\) http://archive.greenpeace.org/](http://archive.greenpeace.org/The Implications under International Law)

climate/climatecountdown/legalsum.htm

This article discusses how U.S. refusal to abide by the stipulations of several international agreements (including Kyoto) undermines international bodies and international law, and decreases the possibility of future international cooperation.

- ["Kyoto Protocol FAQs" \(CBS\)](#)

<http://www.cbc.ca/news/background/kyoto/>

This article provides detailed answers to many frequently asked questions about the Kyoto Protocol. Specifically, it discusses what the accord entails and what happens if countries do not comply. It also discusses the debate over climate change and discusses what factors are likely causing global warming.

The US should eliminate farm subsidies.

- [Teacher's Corner: Paying for Farm Subsidies](#)

<http://www.econlib.org/library/Columns/Teachers/subsidies.html>

In this article, economist Morgan Rose provides a clear and accessible explanation of the basic issues related to farm subsidies. Both sides will benefit from reading this article.

- [Finding the Moral Fiber: Why reform is urgently needed for a fair cotton trade](#)

http://www.oxfam.org.uk/what_we_do/issues/trade/bp69_cotton.htm

This article, by Oxfam, presents the case for eliminating farm subsidies, supporting the proposition side. The authors argue that farm subsidies in rich nations contribute to poverty in the developing world by crowding out farmers there.

- [The Little Food Book](#)

<http://www.littleearth.co.uk/food/subsidies.html>

This article is by an economist and one of the founders of Whole Foods. It is a good explanation of the problems with farm subsidies. It is especially useful for the proposition side.

- [A Five-Point Defense of Farm Subsidies](#)

http://www.alfafarmers.org/issues/farm_programs.phtml

This is a good summary article for the opposition side. Dr. Robert Goodman outlines five major arguments in defense of farm subsidies.

- [Rural America Preservation Act Helps Farmers Here and Abroad](#)

http://www.oxfamamerica.org/whatwedo/campaigns/agriculture/news_publications/rapa/feature_story.2005-02-16.5713333381

A good argument for the opposition side, these websites, both from Oxfam America, an agricultural and human rights non-profit organization, argue that it is better to reform agricultural subsidy programs than to eliminate them. Reform will help needy farmers and save hundreds of millions of dollars. In addition, money will still be available to go to farmers hurt by Hurricane Katrina and other natural disasters.

- [On a Mule-Pulled Wagon, Boyd Protests Bias Against Black Farmers](#)

<http://abcnews.go.com/WNT/PersonOfWeek/story?id=131844&page=1>

Black Farmers Press for Compensation

<http://www.blackfarmers.org/usda/usda05-3-8.htm>

An effective opposition argument, these articles explain that black farmers, who were discriminated against in the past, need and deserve agricultural subsidies to correct unfair treatment toward them.

Zoos do more harm than good.

- [About Zoos](#)

<http://www.goodzoos.com/about.htm>

This website contains useful information for the opposition. This article serves as an introduction. If you go to the bottom of the page, there are also links to articles about how zoos help conservation, research, and recreation. There is also an article about whether zoos are cruel.

- The Facts About Zoos

<http://www.advocatesforanimals.org.uk/resources/captive/zoos.html>

This site is most helpful for the proposition. The site provides background information about the about the conservation of endangered species, alternative ways for children to learn about animals (other than visiting zoos), and facts about how often zoos release animals into the wild.

- Endangered Species

<http://www.endangeredspecie.com/>

This site is useful for both the proposition and the opposition. It provides information about the causes of endangerment, reasons to save endangered species, laws that protect endangered species, and more. This site is a good resource for background information on the topic.

Fried foods should have warning labels.

- [Health news - Fried food chemical is not cancer risk](http://www.bupa.co.uk/health_information/html/health_news/230305acrylamide.html)

http://www.bupa.co.uk/health_information/html/health_news/230305acrylamide.html

The opposition team can use this article to challenge popular claims about acrylamide. The global health information team examines new studies that show that acrylamide, an element of fried foods previously thought to cause breast cancer, does not cause breast cancer.

- [Trans-Fat: What Exactly is it, and Why is it so Dangerous?](http://healinghq.com/Article767.phtml)

<http://healinghq.com/Article767.phtml>

The proposition can use this article to advance a case about why fast foods should have labels. The opposition can examine if the dangerous nature of trans-fats should mandate a ban. Healing headquarters explains why trans-fats, a prevalent element of fried foods, are dangerous.

- [Bread and crisps in cancer scare](http://news.bbc.co.uk/1/hi/health/1949413.stm)

<http://news.bbc.co.uk/1/hi/health/1949413.stm>

Both sides can use this BBC article to learn about the dangers and prevalence of acrylamide. The article uses new research studies to investigate claims about the carcinogenic nature of acrylamide.

- [Food expert says more tests needed before fried foods are tabled](http://news.uns.purdue.edu/UNS/html4ever/021024.Santerre.friedfoods.html)

<http://news.uns.purdue.edu/UNS/html4ever/021024.Santerre.friedfoods.html>

The opposition can use this article from Purdue News to prepare a case explaining why fried foods should not be labeled. The article explains how there is not enough factual information about acrylamide and trans-fats.

- [Alert issued on fried-food chemical](http://www.washingtonpost.com/wp-dyn/articles/A8342-2005Mar4.html)

<http://www.washingtonpost.com/wp-dyn/articles/A8342-2005Mar4.html>

The proposition can use this article to prepare. The Washington Post explains the details of an alert about fried-foods issued by research groups.

The District of Columbia Curfew law(The Juvenile Curfew Act of 1995 (DC Code 6-2181)) does more harm than good.

- [Position Paper on Curfews](http://www.asfar.org/papers/curfews.php?asfarstyle=print)

<http://www.asfar.org/papers/curfews.php?asfarstyle=print>

This paper, published by Americans for a Society Free From Age Restrictions, details the case against curfew laws.

It will be useful for the proposition side.

- [DC's Curfew Law -- Know the Facts](http://mpdc.dc.gov/mpdc/cwp/view,a,1237,Q,547375,mpdcNav_GID,1549,mpdcNav,%7C,)

http://mpdc.dc.gov/mpdc/cwp/view,a,1237,Q,547375,mpdcNav_GID,1549,mpdcNav,%7C,

[asp](#)

Both sides should read this source. It is published by the Metropolitan Police Department, and explains the District of Columbia Curfew Law in detail.

- [Out of Sync: A Curfew is no Answer to Teenage Crime in D.C.](#)

<http://www.nyls.edu/pages/2831.asp>

In this article, Professor Sadiq Reza argues that the D.C. curfew won't solve problems of juvenile crime in D.C.

- [A Status Report on Youth Curfews in America's Cities](#)

<http://www.usmayors.org/uscm/news/publications/curfew.htm>

This article reports on a 347-city survey by the U.S. Council of Mayors. It will help the opposition side, as it

shows that curfews help to reduce crime, gang violence, and other problems.

Professional athletes should be role models.

- [Sports media feeds on controversial athletes.](#)

<http://www.com.edu/intercom/oct2003/news.cfm?newsid=13>

This is an excellent article for the proposition side. The author argues that the majority of professional athletes are hard working and could be role models, but that these athletes are overlooked by the media to focus on athletes in trouble.

K-12 schools should ban junk food sales.

- ["Childhood obesity: Are schools partly to blame?"](#)

<http://www.ssw.com/pledge/images/paper.pdf>

This article, by two professors of health and physical education, will be helpful to both sides in this debate. The authors discuss the causes of childhood obesity and unhealthy eating and propose solutions. Although there are some words that may be a bit advanced, it is worth reading this thorough examination of the problem area.

- ["Junk-food fight on for schools"](#)

<http://www.azcentral.com/arizonarepublic/news/articles/1229junkfood.html>

This article, from the Arizona Republic, will be helpful to both sides in the debate. The author discusses

the arguments for and against a junk food ban.

- ["Another weighty burden"](#)

[http://www.aasa.org/publications/saarticledetail.cfm?](http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3136&snItemNumber=950&tnItemNumber=951)

[ItemNumber=3136&snItemNumber=950&tnItemNumber=951](http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=3136&snItemNumber=950&tnItemNumber=951)

This article, from The School Administrator, will help both sides in the debate. The author, a reporter in San Diego, discusses the issue of junk food sales in school from a school administrator's perspective.

Medical testing on animals does more good than harm.

- ["Animals in scientific research"](#)

http://www.navs.org/site/PageServer?pagename=ain_sci_medicalresearch

This article is from the National Anti-Vivisection Society, an organization devoted to ending experimentation on animals.

It will be useful to the opposition. There are some tough scientific concepts in the article, but most students should be able to figure them out. If you have trouble understanding what parts of the article mean, ask a science teacher at your school. For information about drug testing, follow the link on the left side of the page.

- ["Animals used in experimentation FAQ"](#)

<http://www.peta.org/about/faq-viv.asp>

This article is from People for the Ethical Treatment of Animals (PETA), an organization that opposes animal testing.

It will be helpful for the opposition side of this motion. There is a lot of useful information on this website; however, you should be aware that some of the videos contained on the site may be disturbing.

- ["Myths and Facts"](#)

http://www.rds-online.org.uk/pages/page.asp?i_ToolbarID=2&i_PageID=48

This website is run by RDS (an organization in the United Kingdom) that advocates for the use of animal testing and experimentation in medical research. The site will be very helpful to the proposition side, as there are multiple pages with information and examples. Using the navigation bar at the top of the site, you can look at "animal research facts," "medical" benefits, "animal welfare," "hot topics," and more.

- ["The benefits of animal research"](#)

<http://www.simr.org.uk/pages/research/>

This website will be helpful to the proposition side. The organization Seriously Ill for Medical Research advocates for animal experimentation. This page gives examples of diseases for which animal testing is helpful for research and treatment.

Follow the links at the bottom of the page to get examples for different diseases.

The French government should permit students to wear visible religious symbols in state schools.

- [Q&A: Muslim Headscarves](#)

<http://news.bbc.co.uk/2/hi/europe/3328277.stm>

This article, from the British Broadcasting Service, provides an outstanding introduction to the basic issues surrounding the topic. It will be helpful to both sides.

- [Viewpoints: Europe and the Headscarf](#)

<http://news.bbc.co.uk/2/hi/europe/3459963.stm>

This Web page from the British Broadcasting Corporation (BBC) provides thoughts from eight experts on both sides of the topic. It will be helpful to both sides in forming their arguments to debate this issue.

- [French Law on Secularity and Conspicuous Religious Symbols in Schools](#)

http://en.wikipedia.org/wiki/French_law_on_secularity_and_conspicuous_religious_symbols_in_schools

We don't usually link to Wikipedia entries, as we think they are generally unreliable. However, this entry is worth reading on this issue - it is exhaustive, well-written, and was mostly produced by an expert on the subject who speaks French and translated many of the laws reprinted here.

- [Through the Veil, Darkly](#)

http://writ.news.findlaw.com/commentary/20040216_teitel.html

This article, from a professor of law at New York University, will be very helpful to the proposition side. It is full of arguments against the ban on religious symbols.

- [A Nation in Diversity: France, Muslims, and the Headscarf](#)

<http://www.opendemocracy.net/debates/article-5-57-1811.jsp>

This article will mostly help the opposition side. Patrick Weil, one of the people who wrote the policy on religious symbols, wrote this article to defend the policy in France.

The atomic bombing of Hiroshima was justified.

- [*Hiroshima: Was It Necessary?*](#)

<http://www.doug-long.com/hirosh2.htm>

This is a two-page account of the history of World War II leading up to Truman's decision to use the atomic bomb against Japan. It provides excellent history and concludes that the bombing was probably not justified. Thus, it is primarily helpful for the opposition. For an easier version, try this web site: http://www.socialstudieshelp.com/Lesson_95_Notes.htm.

- [*Would You Have Dropped the Bomb?*](#)

http://www.thebulletin.org/web_only_content/sixty_years_later/

This page is an excerpt from the magazine Bulletin of the Atomic Scientists . On the 60th anniversary of the bombing of Hiroshima and Nagasaki, the magazine asked several authors to say if they would have dropped the bomb. If you scroll down the page, you will see links to three essays that take different positions on the topic. This page will be helpful for both sides.

- [*Atomic Bomb - Truman Press Release*](#)

<http://www.trumanlibrary.org/teacher/abomb.htm>

This Web page is from the Truman Presidential Museum and Library. It will be helpful to both sides, as there is an introduction to the decision to drop the bomb as well as a copy of Truman's press release on the decision. Afterwards, there are some discussion questions that may help you shape your arguments about the topic.

Wal-Mart is good for America.

- [*Frontline: Is Wal-Mart Good for America?*](#)

<http://www.pbs.org/wgbh/pages/frontline/shows/walmart/>

The PBS documentary series Frontline aired a documentary on Wal-Mart in November 2004. On this Web site, you can watch the documentary (with a high-speed connection), read the transcript, and read interviews with experts attempting to address this topic directly. This site will help debaters prepare for both sides of the topic, and contains a lot of helpful resources.

- [*Wal-Mart is Good for America*](#)

<http://www.ncpa.org/edo/bb/2004/20041122bb.htm>

This article, by Bruce Bartlett of the National Center for Policy Analysis, is a criticism of the Frontline documentary listed above. It will be helpful for the proposition side. There are a few terms and concepts that may be hard to understand in the article, but it is useful as a criticism of the views presented in the Frontline Web site.

- [*Wake Up Wal-Mart: The Real Wal-Mart Facts*](#)

<http://www.wakeupwalmart.com/facts/>

This site is maintained by the group Wake Up Wal-Mart, an activist group working to change Wal-Mart. This page will be helpful to the opposition side, as it contains many facts and arguments about Wal-Mart's practices.

- Low Prices at What Cost?
<http://fivestones.sitestream.com/pdf/2005-annual-report.pdf>
This document is saved in PDF form, so you can download it or read it online. The report is by Wal-Mart Watch, a group working to reform Wal-Mart. It will be helpful for the opposition side.
- Wal-Mart: Greedy Villain or a Shopper's Best Friend?
<http://abcnews.go.com/2020/Business/story?id=1303587>
This article is the transcript of a story that aired on ABC News last year. It will be helpful for both sides, but primarily for the proposition side. The authors interview several guests who argue for the benefits of the low prices that Wal-Mart offers to consumers.

Algebra should not be required for high school graduation.

- [A Formula for Failure in L.A. Schools](http://www.latimes.com/news/education/la-me-dropout30jan30,0,405044,full.story?coll=la-news-learning)
<http://www.latimes.com/news/education/la-me-dropout30jan30,0,405044,full.story?coll=la-news-learning>
This story, which was published in the Los Angeles Times in January 2006, is essential reading for all students debating this topic. It will be helpful to both sides, as the authors look at the arguments for and against requiring algebra for graduation in the Los Angeles public schools. It is an outstanding introduction to the issue, and will provoke lots of discussion.
- [Disregard for Law Requiring Algebra Adds Up to Trouble](http://www.sfgate.com/cgi-bin/article.cgi?file=/gate/archive/2004/05/24/jnelson.DTL)
<http://www.sfgate.com/cgi-bin/article.cgi?file=/gate/archive/2004/05/24/jnelson.DTL>
This article is from the San Francisco Chronicle, and will be helpful mostly to the opposition side. Although the author uses some words that students may have to look up ("onerous," and "ratcheting," for example), she makes good arguments in favor of the algebra requirement and provides a few good examples of "real-world" applications of algebra.
- [How Often are You Using Algebra?](http://www.venturacountystar.com/vcs/opinion_columnists/article/0,1375,VCS_223_4513862,00.html) http://www.venturacountystar.com/vcs/opinion_columnists/article/0,1375,VCS_223_4513862,00.html
This is an opinion article that was published in the Ventura County Star. The author, Chuck Thomas, argues that algebra requirements are not necessary, and that they trade off with other essential elements of schooling. It will be most helpful for the proposition side.

*Note: if you are still looking for information on this topic, we suggest that you go and talk to math teachers in your school and interview them about the need for algebra.

Businesses should not place advertisements in schools.

- **[Advertising to Children: Is it Ethical?](http://www.apa.org/monitor/sep00/advertising.html)** <http://www.apa.org/monitor/sep00/advertising.html>

The American Psychology Association explores the ethics of psychologists' involvement in child advertising. The proposition can use this article to learn about the ethics of child advertising.

- **[Marketing to Children:](http://www.uow.edu.au/arts/sts/sbeder/children.html#fn39)** <http://www.uow.edu.au/arts/sts/sbeder/children.html#fn39>

The proposition team should pay attention to the section of this article labeled "concerns". The author summarizes arguments against advertising to children and provides references.

- **[Corporate Classrooms and Commercialism:](http://query.nytimes.com/gst/fullpage.html?res=9D07E4DA1F3EF936A35752C0A961958260&sec=health&pagewanted=print)** <http://query.nytimes.com/gst/fullpage.html?res=9D07E4DA1F3EF936A35752C0A961958260&sec=health&pagewanted=print>

This New York Times article explains the disadvantages of allowing advertising in the classroom.

- **[This Lesson is Brought to You By...](http://www.businessweek.com/1997/26/b35339.htm)** <http://www.businessweek.com/1997/26/b35339.htm>

The opposition can use this Business Week article to explore ways in which businesses provide useful services and materials to classrooms that increase learning.

- **[Advertising in the Schools:](http://www.kidsource.com/kidsource/content4/ads.in.schools.html)** <http://www.kidsource.com/kidsource/content4/ads.in.schools.html>

This paper highlights a few examples of how advertising companies provide important services to classrooms. The opposition can use these examples to talk about the advantages of advertising in the classroom.

It is unethical to eat meat.

- **[The Case Against Meat:](http://www.emagazine.com/view/?142)** <http://www.emagazine.com/view/?142>

This article, from E Magazine, supports the proposition side. It is well researched, and analyzes the health, environmental, and economic disadvantages of the meat industry.

- **[Meat Diet Boosts Kids' Growth:](http://www.nature.com/news/2005/050221/full/050221-5.html)** <http://www.nature.com/news/2005/050221/full/050221-5.html>

[Teaching Children Not to Eat Meat: Healthy or Unethical?](http://www.healthylivingnyc.com/article/117) <http://www.healthylivingnyc.com/article/117>

These articles are mostly helpful for the opposition. The authors explore the claim that it is unethical for parents to withhold meat from their children because of the health benefits associated with meat consumption.

In the case of student lockers, school safety is more important than student privacy.

- **[Surveillance in Schools: Safety vs. Personal Privacy](http://students.ed.uiuc.edu/jkelsey/surveillance/locker.htm)** <http://students.ed.uiuc.edu/jkelsey/surveillance/locker.htm>

This website will help both sides. It explores the locker issue and offers a plan for 'smart lockers'. The proposition team should also pay attention to the information about the legality of lockers and school safety statistics.

- **[Opinion: Privacy and Public Property](http://teenink.com/Past/9899/March/Opinion/privacypublic.html)** <http://teenink.com/Past/9899/March/Opinion/privacypublic.html>

This article gives arguments as to why safety is more important than privacy. The proposition should pay attention to arguments about private and public property.

- **[Do School Children Have Fourth Amendment Rights?](http://forensic-evidence.com/site/Police/school_4th.html)** http://forensic-evidence.com/site/Police/school_4th.html

This site is an overview of how the courts have applied the fourth amendment to schoolchildren. It will help both sides.

The No Child Left Behind Act has done more good than harm.

- No Child Left Behind's Impotence on the Achievement Gap _
<http://www.tcf.org/list.asp?type=NC&pubid=1446>
This is an article that does an analysis of a New York Times article giving evidence that the NCLB does not succeed. An opposition team should use this and look at the Times article that is linked in the article.
- US Department of Education site on No Child Left Behind _
<http://www.ed.gov/nclb/landing.jhtml>
This is a great site for the creation of a proposition case with lots of statistics, including how NCLB is affecting students in each individual state.
- No Child Left Behind Act is Working
<http://www.ed.gov/nclb/overview/importance/nclbworking.html>
This a summary of different studies that support the proposition case. It comes from the Department of Education
- Only the bathwater—or the baby too _
<http://www.tc.columbia.edu/news/article.htm?id=5952>
This is a study of how the No Child Left Behind does not work for all states, and that a national education reform needs to be smaller. This would be a good argument for the opposition team

Fossil fuels are easily replaced.

- Replacing Fossil Fuels: The scale of the problem
http://www.abelard.org/briefings/replacing_fossil_fuels.htm
This is a briefing document that the opposition team could use to argue that the only alternative is nuclear power, which is dangerous and bad for the environment
- Are there alternatives to fossil fuels? _
<http://www.newton.dep.anl.gov/askasci/gen99/gen99773.htm>
This is an answer from a scientist to the question of alternatives to fossil fuels. The opposition could use this to support several of their arguments
- Microorganisms solution to fossil fuels _
<http://www.sciencedaily.com/releases/2006/11/061117023921.htm>
This is an article from *Science Daily*. It argues that fossil fuels can be replaced by microorganisms.
- Alternatives to fossil fuels
http://www.csmonitor.com/2006/0801/csmimg/p12b_popup.gif
This is a great graph from the Christian Science Monitor that shows all the alternatives to fossil fuels. It will be useful for the proposition team.
- Alternative Fuel Data Center _
<http://www.eere.energy.gov/afdc/>
This comes from the department of energy. It has a lot of great facts on alternative energy that can be used for the creation of a proposition case.

Single sex schools are better for students than co-ed schools in grades K-12.

- “Single Gender Classes: Are they better?”

http://www.education-world.com/a_curr/curr215.shtml

This can be used by either side and is a good introduction to the issue

- “Why Gender Matters” <http://privateschool.about.com/gi/dynamic/offsite.htm?zi=1/XJ&sdn=privateschool&zu=http%3A%2F%2Fwww.whygendermatters.com%2F> This is a book review by Leonard Sax, a doctor and supporter of single sex schools. This could be used for the position in a case construction with good arguments and links to other articles.
- “K-12 Single-Sex Education: What Does the Research Say?” <http://www.ericdigests.org/2001-2/sex.html>
This provides good data that shows the beneficial affects of single sex education on girls. This could be used by the proposition team.
- Is Single Gender Schooling Viable in the Public Sector? <http://www.oise.utoronto.ca/depts/tps/adatnow/final.pdf>
This is an excellent resource for the opposition team. This a report that shows that single sex education in a California pilot program hurts gender identity and could not work as a public policy.
- “Single Sex schools fail to make sense” <http://www.mysanantonio.com/opinion/stories/MYSA110206.20.blancocomment.209f56b.html>
This provides the most popular arguments against single sex schools that could be used by the opposition team.

Repeal the Military Commissions Act.

- “Rushing off a Cliff” <http://www.nytimes.com/2006/09/28/opinion/28thu1.html?ex=1317096000&en=3eb3ba3410944ff9&ei=5090&partner=rssuserland&emc=rss> This is an editorial from the NY Times criticizing the Military Commissions act. The proposition team could use this to create a case, since it has a point by point criticism of several parts of the military commission act.
- “Sending a message: congress to courts get out of the war” <http://www.nytimes.com/2006/09/28/opinion/28thu1.html?ex=1317096000&en=3eb3ba3410944ff9&ei=5090&partner=rssuserland&emc=rss> This article is by John Yoo, a former lawyer for the Bush Administration. This article not only gives some arguments for the opposition to answer the predictable proposition arguments, but gives the opposition the idea to argue that the issue is a separation of powers between the federal branches.
- “Military Commissions Act shames the Constitution and weakens America” http://tikkun.org/rabbi_lerner/milcommissions_1007
This article is written by the president of the ACLU of Southern California. This argument focuses on the domestic aspects of the MCA, and would be useful for the proposition to talk about the Constitution or to talk about how the MCA would affect war crimes trials for US soldiers.
- “The Military Commissions Act: Congress Commits to the War on Terror” <http://jurist.law.pitt.edu/forumy/2006/10/military-commissions-act-congress.php>
This article is done by an editor on an online law journal. This article would be a good foundation for an opposition team to make an argument about how the MCA restores democracy and participation to the War on Terror.

The President of the United States should be elected by the direct vote of the people.

- States passing legislation to stop electoral college http://www.votetrustusa.org/index.php?option=com_content&task=blogcategory&id=146&Itemid=1075
This is an news article that a proposition team can use to state that there is a movement already to end the electoral college.
- National Direct Election is good for California http://www.newamerica.net/publications/articles/2006/national_direct_election_of_the_president_is_good_for_california
A news article that the proposition team can use to argue against the electoral college. It provides historical examples explaining how direct election is better for Americans.
- Why keep the electoral college?
<http://usgovinfo.about.com/library/weekly/aa102200a.htm>
This is a U.S. government site that provides several reasons for maintaining the electoral college. An opposition team could use the historical arguments to explain that the current system is key to democracy.
- Electoral benefits misunderstood _
<http://www.today.ucla.edu/2000/001121electoral.html>
This article is from a professor of law at UCLA. She makes several less popular but still powerful arguments that the opposition team can use to explain the benefits of the electoral college.

The U. S. should end the embargo on Cuba.

- *Economic Embargo Timeline*
<http://www.historyofcuba.com/history/funfacts/embargo.htm>
This website serves as a brief introduction to the history of the relationship between the United States and Cuba, with a focus on the embargo of Cuba.
- *Distant Neighbors*
http://www.pbs.org/now/transcript/transcript_cuba.html
This outstanding article, from the program NOW with Bill Moyers, will help both sides understand the major issues related to lifting the Cuban embargo.
- *Why Change U.S. Policy Toward Cuba?*
<http://www.cubafoundation.org/why-2.html>
This page is a summary of arguments that will help the proposition side. The site is maintained by the Cuba Policy Foundation, an organization that advocates for lifting the Cuban embargo.
- *Keep the Cuba Embargo? YES*
http://www.house.gov/mariodiaz-balart/news/columns/071104_nydailynewscuba.htm
This article expresses the opinion of Congressman Mario Diaz-Balart. He supports the embargo of Cuba, and explains why. It will help the opposition side.

There should be year-round schooling for students in grades K-12.

- *Going to School Year-Round*
<http://www.pbs.org/newshour/extra/features/july-dec01/year-round.html>
This article will be helpful to both sides in the debate about year-round schooling. In clear language, the authors explain the pros and cons of year-round schooling.
- *Teaching in Year-Round Schools*
<http://www.kidsource.com/education/teach.year.round.html>
This article, from the U.S. Department of Education, will be useful for both sides. The authors focus on the costs and benefits of year-round school from the perspective of

teachers.

- *Summer Matters*

<http://www.summermatters.com/>

This website, from people who are opposed to year-round school, will be helpful for the opposition side. It contains a variety of links, arguments, and articles.

- *National Association for Year-Round Learning*

<http://www.nayre.org/>

This website will help the proposition side prepare. It is maintained by an organization that advocates for year-round schooling.

Hugo Chavez is not a friend to the United States.

- “*Chavez: Castro’s mini-me*”

<http://www.heritage.org/Press/Commentary/ed040505a.cfm>

This article explains that Chavez is a direct threat to the United States. The article highlights Chavez’s increase in creating Venezuela into a military power, is giving weapons to anti-Government drug selling armies, and uses the nation’s supply of oil as a way to attack the U.S. Government. The proposition could use this article to make several independent arguments how Chavez is actively trying to limit the authority and power of the United States.

- “*Chavez pushes Petro-Diplomacy*”

<http://www.washingtonpost.com/wp-dyn/content/article/2005/11/21/AR2005112101800.html>

This is an article for the opposition side. This article highlights that Chavez gave oil to poor income families in the United States, in states where citizens were having trouble paying increasingly winter heat bills. Chavez was the only individual to offer free oil to these communities. This could be used to generate the argument that Chavez is more of a friend to the United States than many U.S. run corporations, which gave no oil.

- “*Progressive interview with Hugo Chavez*”

http://www.progressive.org/mag_intv0706

Either team could use this argument. The opposition could use this article to make the point that Chavez wants to give the United States cheap oil which we need for numerous reasons, like continued economic expansion, which is important for the United States to prosper. The proposition team could use this article to say that Chavez wants to get the United States addicted to foreign oil, which is terrible because it makes the United States dependent on another nation for energy.

- “*Chavez cast himself as anti-Bush*”

<http://www.washingtonpost.com/wp-dyn/articles/A35193-2005Mar14.html>

This is an article that could be used for the proposition team. The article explains that Hugo Chavez is trying to influence Latin American countries to create an anti-American alliance. The article also states that Chavez will try and use oil to influence American politics within the country and to limit American foreign policy.

- “*Signs of hope in American-Venezuela ties*”

<http://news.bbc.co.uk/1/hi/world/americas/6181785.stm>

This is a news article from the middle of December 2006 that the opposition team could use. It states that the United States and Venezuela have started to negotiate and have consultation and cooperation. The article also states that the United States and Venezuela have moved away from their hostility toward new cooperation

