### Util

#### Pleasure is an intrinsic good.

**Moen ’16** – (Ole Martin, PhD, Research Fellow in Philosophy @ University of Oslo, "An Argument for Hedonism." Journal of Value Inquiry 50.2 (2016): 267). Modified for glang

Let us start by observing, empirically, that a widely shared judgment about intrinsic value and disvalue is that pleasure is intrinsically valuable and pain is intrinsically disvaluable. On virtually any proposed list of intrinsic values and disvalues (we will look at some of them below), pleasure is included among the intrinsic values and pain among the intrinsic disvalues**.** This inclusion makes intuitive sense, moreover, for **there is something undeniably good about the way pleasure feels and something undeniably bad about the way pain feels,** and neither the goodness of pleasure nor the badness of pain seems to be exhausted by the further effects that these experiences might have. “Pleasure” and “pain” are here understood inclusively, as encompassing anything hedonically positive and anything hedonically negative. 2 The special value statuses of pleasure and pain are manifested in how we treat these experiences in our everyday reasoning about values. If you tell me that you are heading for the convenience store, I might ask: “What for?” This is a reasonable question, for when you go to the convenience store you usually do so, not merely for the sake of going to the convenience store, but for the sake of achieving something further that you deem to be valuable. You might answer, for example: “To buy soda.” This answer makes sense, for soda is a nice thing and you can get it at the convenience store. I might further inquire, however: “What is buying the soda good for?” This further question can also be a reasonable one, for it need not be obvious why you want the soda. You might answer: “Well, I want it for the pleasure of drinking it.” If I then proceed by asking “But what is the pleasure of drinking the soda good for?” the discussion is likely to reach an awkward end. The reason is that the pleasure is not good for anything further; it is simply that for which going to the convenience store and buying the soda is good. 3 As Aristotle observes: “**We never ask what hear**~~is~~ **end is in being pleased, because we assume that pleasure is choice worthy in itself.**”4 Presumably, a similar story can be told in the case of pains, for if someone says “This is painful!” we never respond by asking: “And why is that a problem?” We take for granted that if something is painful, we have a sufficient explanation of why it is bad. If we are onto something in our everyday reasoning about values, it seems that pleasure and pain are both places where we reach the end of the line in matters of value. Although pleasure and pain thus seem to be good candidates for intrinsic value and disvalue, several objections have been raised against this suggestion: (1) that pleasure and pain have instrumental but not intrinsic value/disvalue; (2) that pleasure and pain gain their value/disvalue derivatively, in virtue of satisfying/frustrating our desires; (3) that there is a subset of pleasures that are not intrinsically valuable (so-called “evil pleasures”) and a subset of pains that are not intrinsically disvaluable (so-called “noble pains”), and (4) that pain asymbolia, masochism, and practices such as wiggling a loose tooth render it implausible that pain is intrinsically disvaluable. I shall argue that these objections fail.

**Consequentialism is true—**

**A] All actions are forward-looking, so intentions are constituted by foreseen consequences. If I throw my hand towards your face, I intend to punch you.**

**B] Moral substitutability—if I ought to mow the lawn, then I ought to turn on the lawnmower. Thus, an obligation requires all of its necessary enablers.**

**Thus, the standard is *maximizing pleasure and minimizing pain*. Pefer --**

**1 – Death first – most quantifiable way to measure pain + pleasure because comparing sufferings is immoral.****2 – Actor-Spec – Governments are institutions with pragmatic purposes and not agents with intentions so non-consequentialist impacts are incoherent—outweighs since different agents have different obligations. Takes out calc indicts—   
  
3 – A just government refers to one that acts utilitarian meaning that a utilitarian framework is key to understand the perspective of the actor in the res  
MVO 18’** What does a just government mean? [https://www.mvorganizing.org/what-does-a-just-government-mean/]

**A just government is fair to ALL people that it governs**. This includes not only the governed, but also the governors. Subjecting the governors **to** the same laws as the governed will help to **ensure that no one group’s interests are served at the expense of others**.

### Whole Res

#### Plan text: A just government ought to recognize an unconditional right of workers to strike. I am whole res – CX checks theory interps to avoid frivolous debates – otherwise I get an I meet.

#### Definition of unconditional right to strike:

**NLRB 85** [National Labor Relations Board; “Legislative History of the Labor Management Relations Act, 1947: Volume 1,” Jan 1985; <https://play.google.com/store/books/details?id=7o1tA__v4xwC&rdid=book-7o1tA__v4xwC&rdot=1>]

\*\*Edited for gendered language

As for the so-called absolute or **unconditional** right to strike—there are no absolute rights that do not have their **corresponding** **responsibilities**. Under our American Anglo-Saxon system, each individual is **entitled** to the maximum of freedom, provided however (and this provision is of first importance), his [their] freedom has **due** **regard** for the **rights** and **freedoms** of **others**. The very **safeguard** of our freedoms is the recognition of this fundamental principle. I take **issue** very definitely with the suggestion that there is an absolute and **unconditional** **right** to concerted action (which after all is what the **strike** is) which **endangers** the **health** and **welfare** of our people in order to attain a **selfish** **end**.

### Climate Advantage

#### Climate strike participants get arrested now. AFS 20’ [Cornell Alliance For Science, “Ugandan police arrest activists demanding climate action” / <https://allianceforscience.cornell.edu/blog/2020/09/ugandan-police-arrest-activists-demanding-climate-action/>]

Over 20 young Ugandan climate change activists were arrested while demanding their government take action on climate change, which they said is harming the country’s rainfed agricultural sector. The activists, who were participating in a global climate strike last week, were stopped in their tracks by police for ostensibly failing to secure permission to hold their protest. Their placards were confiscated, and they were later subjected to interrogation sessions that lasted close to two hours. “Uganda and other countries in East Africa are highly susceptible to the harsh effects of climate change and it has shown forth in hazard-related disasters such as rainfall deficits, floods, erosions, landslides, droughts, etc.,” said activist Leah Namugerwa. “In the last few years, the rains have been inconsistent, yet 85 percent of Uganda’s population and others around the region depend on rain-fed agriculture.” Uganda is currently in a political tinder box of sorts, as the ruling party and opposition politicians preparing for next year’s parliamentary and presidential elections measure swords. The net effect has been frequent clampdowns of any form of protests, as the activists found out. The Ugandan climate strike, which was inspired by Swedish activist Greta Thunberg, took place in the boisterous Kampala suburb of Ggaba, where the village of Katoogo was submerged by flood waters from Lake Victoria, Africa’s largest lake. The village was home to some 6,000 people. Some of Uganda’s leading environmentalists said the flooding was caused by the extreme effects of climate change.

#### Strikes incentivize companies to take climate action seriously Ivanova 19 [Irin. Work, tech, climate and data for [@CBSNews](https://twitter.com/CBSNews). Priors: [@HuffPost](https://twitter.com/HuffPost), [@CrainsNewYork](https://twitter.com/CrainsNewYork), [@newmarkjschool](https://twitter.com/newmarkjschool). “These businesses are closing for Friday's climate strike”. 9-20-2019. No Publication. https://www.cbsnews.com/news/global-climate-strike-businesses-close-their-doors-in-time-for-climate-strike-2019/.]

**Thousands of people are planning to walk out of work or school on Friday to press global leaders for solutions to rapidly escalating climate change. And while it was students who started the movement, more and more workers—and even companies—are joining them in support.** Some businesses are letting workers take the day off to protest, while others plan to close their doors outright. They tend to be small or mid-sized businesses — most of the country's largest corporations have yet to weigh in on the strike, although plenty of people who work at them might yet participate when walkouts are set to start Friday afternoon. Here are the ways workers and companies are supporting the strike. **Walkouts Amazon is expected to see more than 1,500 employees walk out, with the largest contingent exiting its Seattle headquarters, as they push the company to cut ties with fossil-fuel companies and stop funding groups that deny climate science. The company on Thursday announced it would make its operations carbon-neutral by 2040 and run entirely on renewable energy within a decade.** More than 900 **Google** workers and unknown numbers of workers from **Facebook, Atlassian, Cobot, Ecosia, Microsoft** and **Twitter** are vowing walkouts. The strikers have details at [Tech Workers Coalition.](https://techworkerscoalition.org/climate-strike/) Some smaller companies are giving workers paid time off to participate in the walkouts. These include **Atlassian, Sustain Natural, Grove Collaborative** and others. **Closures Ben & Jerry's corporate offices in South Burlington, Vermont, will be closed during the strike** on Friday, while shops worldwide will either be closed or open later than usual. The company is also stopping production at its manufacturing plants in Vermont and the Netherlands, according to [Adweek](https://www.adweek.com/brand-marketing/brands-are-closing-their-doors-in-support-of-the-global-climate-strike/). **"We recognize that climate change is an existential threat to our planet and all its inhabitants, and therefore we are proud standing with the youth-led movement demanding bold action in response to the climate emergency," a spokesperson said.** **Patagonia** is closing its retail stores for 24 hours on Friday. "For decades, many corporations have single-mindedly pursued profits at the expense of everything else — employees, communities and the air, land and water we all share," CEO Rose Marcario wrote on [LinkedIn](https://www.linkedin.com/pulse/enough-join-climate-strikes-demand-action-rose-marcario/?sf219300827=1). "[C]apitalism needs to evolve if humanity is going to survive." **Lush Cosmetics will close its manufacturing facilities and retail outlets on September 20 in the U.S. and on September 27 in Canada.** It's also halting online sales on Friday. **Badger Balm** is closing for the day and giving workers paid time off to demonstrate or volunteer. The company is also donating 5% of online sales from September 16 to 27 to AmazonWatch.org to aid in preserving the shrinking Amazon's ecological systems, it said. **Burton**, the outdoor retailer, is closing its offices and owned retail stores on September 20th or 27th (depending on their country of location). It also won't make any online sales for 24 hours on Friday. **SodaStream**, the seltzer maker owned by PepsiCo, is shuttering its headquarters and closing e-commerce on Friday. **Digital doings and more The heart of the strike will be in the streets, but that doesn't mean the action stops there. More than 7,000** [**companies**](https://digital.globalclimatestrike.net/) **have pledged to draw attention to the protest by either donating ad space or putting banners on their sites.** Participants include **Tumblr, WordPress, Imgur, Kickstarter, BitTorrent,** **Tor, BoingBoing**, **Greenpeace, Change.org**, among many others.

#### Companies’ influence is the key internal link to passing important Climate Policy while also boosting the economy WRL 19’ [WRI develops practical solutions that improve people’s lives and protect nature. Our more than 1,200 staff have deep expertise in policy, research, data analysis, economics, political dynamics and more. We work with partners in more than 50 countries and currently have offices in 12 countries: Brazil, China, Colombia, Ethiopia, India, Indonesia, Kenya, Mexico, the Netherlands, Turkey, the United Kingdom and the United States. https://www.wri.org/insights/3-ways-business-must-use-political-influence-champion-climate-ambition]

#### Reducing your "carbon footprint" may have qualified your company as a leader on climate change 10 years ago. But today you must do more than that. The definition of leadership has changed—and it increasingly includes responsible, proactive lobbying for climate action that reduces emissions. More than 500 companies have committed to emissions reductions targets based in science, and more than 150 have committed to powering their operations entirely with renewable energy by 2030. Businesses are disclosing their emissions and evaluating their supply chains for climate risks. But checking even these boxes won't be enough to be considered a corporate leader on climate in 2019, and it certainly won't be enough to stop a changing climate's worst impacts. A new report from EDF highlights how most corporate climate leadership rankings overlook policy advocacy, and argues that this is a huge "blind spot" for any true measure of a company's contribution to climate change solutions. They are correct. Companies can and must reduce emissions, but only public policy can elevate these efforts to the scale and pace of emissions reductions needed to mitigate climate change. The political influence of climate-forward businesses with long histories of successful lobbying on other industry-specific issues can lend climate policies the credibility they need to achieve lasting impact. For aspiring firms looking to start real impact at the state and national level, here are 3 important starting points for responsible climate policy advocacy. This is your 2019 corporate climate lobbying checklist: 1. Share Your "Climate Story" Companies have an authentic and credible perspective to share on the long-term threat from climate change to their operations. This perspective is your climate story; crafting an honest, persuasive one is the first step in engaging elected officials. Corporate government affairs teams need to know and show how climate connects to the company's interest areas. Climate change poses real business risks that affect the economy, jobs and the private sector's ability to provide goods and services. The person who knows the company's climate story best and the person who relays it to policymakers may not be the same. Do those who interface with policymakers in your company know what your firm is doing on climate? When sustainability and policy don't interact internally, the result is that most businesses are not getting the credit they deserve for their science-based targets and emissions reduction measures within the halls of government or having influence. When companies can share their "climate story" using data points and anecdotes, it gives policymakers the credibility and confidence to then go and advocate for ambitious policy. When elected officials can be informed by business, it gives them the confidence to speak to climate issues with authority. 2. Meet Policymakers "Where They Are" Most of us want a safe, stable climate, but engaging policymakers while lobbying isn't a conversation that starts with "I want." Government Affairs staff know this, but sustainability practitioners helping to draft talking points for interaction with policymakers may not. Recognizing that elected officials represent constituents with certain needs is an important baseline for drawing a Venn diagram between what responsible business wants and what policymakers want. Understand the local context in order to make compelling cases about whatever your issue is, whether that's procuring renewable energy or buying fleets of electric vehicles. Tailor your advocacy to issues at the core of a district or state's interests, and you are more likely to generate buy-in from elected officials. 3. Push Government to Be Bolder When businesses advocate for climate ambition and send governments clear signals of commitment, this enables governments to be bolder in their own commitments. Likewise, when government sends the private sector clear, long-term signals about climate policy, business can act with the confidence it needs to make low-carbon investments. The Ambition Loop, a paper produced by WRI with We Mean Business and the UN Global Compact, highlights instances where business and government have sent one another these clear signals, which created the enabling conditions for more confident climate action. A few market leaders have begun to harness their influence and engage in thoughtful climate advocacy. Danone North America, Nestle USA, Unilever United States and Mars, Incorporated formed the Sustainable Food Policy Alliance to advocate for public policy in the United States in five key areas, one of which is the environment and climate change. The group focuses on communicating to policymakers their support of policies such as putting a price on carbon, and recently released a set of principles advocating for ambitious action on climate. Time to Lobby Firms on the leading edge must harness their political influence and recognize that climate policy is urgently needed to protect their customers, employees, suppliers and their own business interests. The Global Commission on the Economy and Climate found that bold climate action could deliver at least $26 trillion in economic benefits and generate over 65 million new low-carbon jobs in 2030. One of the most compelling narratives a business can tell comes from the private sector harnessing the potential trillions in economic growth to be had when they do well by doing good. The pressure is on companies to put their lobbying where their climate leadership is, with investors, NGOs, and US consumers increasingly expecting companies to act. Policymakers will need to listen, but companies first must step up with authentic, credible narratives and demonstrate that they are willing to spend their political capital to further climate objectives.

#### Marginalized Groups are Disproportionately Affected by Climate Change Yip 7/21 Why Marginalized Groups are Disproportionately Affected by Climate Change<https://earth.org/marginalised-groups-are-disproportionately-affected-by-climate-change/>

**Environmental racism refers to the injustices suffered by marginalized communities in terms of unequal distribution of environmental resources and hazards, and discrimination in environmental support and policy-making.** In essence, the burdens of pollution, natural disasters, and poisoned resources are distributed unequally in society, with marginalised communities being hit disproportionately harder.When it comes to severing climate change, this means that racial minorities will be bearing the brunt of the environmental impacts. One such case of environmental racism can be observed **in the United States**, where **people of color suffer from a multitude of environmental injustices. In the US, air pollution is distributed unevenly among the different racial groups, with people of color being hit the hardest**. An important ratio to consider when assessing the distribution of adverse impacts of pollution is the ratio of how much pollution one is responsible for relative to how much pollution one is exposed to. **Scientists have found that Hispanics and African-Americans breathe in** [**63% and 56%**](https://apnews.com/article/f6bf2f47c81c4958811dc4e99d526197) **more pollution than they make respectively. On the other hand, Caucasians are exposed to 17% less air pollution than they make. This means that relative to their contribution to pollution, people of color in the US are disproportionately exposed to pollutants.** Across the country, people of colour on average are also exposed to [far higher levels of air pollutants](https://www.scientificamerican.com/article/people-of-color-breathe-more-unhealthy-air-from-nearly-all-polluting-sources/) (PM2.5), regardless of region or household income. In short, people of colour in the United States are disproportionately impacted by an increasingly polluted climate, both in relative and absolute terms. **Inequality also exists on the global scale, where there exist large disparities in emissions and climate impacts from country to country.** There is a large asymmetry when it comes to the proportion of CO2 emissions from region to region. For example, **North America is home to only 5% of the world’s population, but it emits 18% of the world’s total CO2. Conversely, Africa is home to 16% of the world’s population, but emits only 4% of total CO2**. In other words, different continents hold different amounts of responsibility when it comes to climate change, and some regions should bear more of the blame. Moreover, in terms of aggregate income, **86% of global CO2 emissions are emitted by the richest half of countries in the world, whilst the bottom half only emits 14%.** This inequality in global emissions renders the issue of international climate change responsibility very delicate and contentious. In light of this, the countries hit hardest by climate change are coincidentally the countries with less relative responsibility for climate change. **For example, the Philippines** consists of 1.41% of the total world population, but it only **produces** [**0.35% of total world’s emissions of CO2**](https://www.worldometers.info/co2-emissions/philippines-co2-emissions/)**. Yet, it has been hit disproportionately hard from climate change; every year it suffers numerous casualties and damage from typhoons, floods, and landslides of increasing frequency and intensity.**

#### Climate Change leads to extinction

**Spratt and Dunlop, 19** David Spratt is a Research Director for Breakthrough National Centre for Climate Restoration, Melbourne, and co-author of Climate Code Red: The case for emergency action. Ian T. Dunlop is a member of the Club of Rome. Formerly an international oil, gas and coal industry executive, chairman of the Australian Coal Association, chief executive of the Australian Institute of Company Directors, and chair of the Australian Greenhouse Office Experts Group on Emissions Trading 1998-2000. “Existential climate-related security risk: A Scenario Approach” Breakthrough - National Centre for Climate Restoration May 2019 https://docs.wixstatic.com/ugd/148cb0\_b2c0c79dc4344b279bcf2365336ff23b.pdf

An existential risk to civilisation is one posing permanent large negative consequences to humanity which may never be undone, either annihilating intelligent life or permanently and drastically curtailing its potential. With the commitments by nations to the 2015 Paris Agreement, the current path of warming is 3°C or more by 2100. But this figure does not include “long-term” carbon-cycle feedbacks, which are materially relevant now and in the near future due to the unprecedented rate at which human activity is perturbing the climate system. Taking these into account, the Paris path would lead to around 5°C of warming by 2100. 7 Scientists warn that warming of 4°C is incompatible with an organised global community, is devastating to the majority of ecosystems, and has a high probability of not being stable. The World Bank says it may be “beyond adaptation”. But an existential threat may 8 also exist for many peoples and regions at a significantly lower level of warming. In 2017, 3°C of warming was categorised as “catastrophic” with a warning that, on a path of unchecked emissions, low-probability, high-impact warming could be catastrophic by 2050. 9 The Emeritus Director of the Potsdam Institute, Prof. Hans Joachim Schellnhuber, warns that “climate change is now reaching the end-game, where very soon humanity must choose between taking unprecedented action, or accepting that it has been left too late and bear the consequences.” He says 10 that if we continue down the present path “there is a very big risk that we will just end our civilisation. The human species will survive somehow but we will destroy almost everything we have built up over the last two thousand years.” 11

### Education Adv

#### Education is on the decline, the aff is key to solve Pantuso 20

Phillip Pantuso, 1-8-2020, "Why Is American Education Declining?," River, <https://therivernewsroom.com/why-is-american-education-declining/> // Lex AM

But a decade later, in an era of divided politics, one of the rare things the right and left have agreed on is the failure of Common Core. In December 2019, the latest results came out from the Program for International Student Assessment (PISA), which compares the United States’ ranking to other countries every three years. It showed that despite billions of dollars being spent, academic performance by American 15-year-olds was stagnant overall: slightly above students from peer nations in reading, but below the middle of the pack in math, according to [The New York Times](https://www.nytimes.com/2019/12/03/us/us-students-international-test-scores.html), with a widening achievement gap between high and low performers. About 20 percent of American 15-year-olds could not read at the level expected of a 10-year-old, according to Andreas Schleicher, director of education and skills at the Organization for Economic Cooperation and Development, which administers the PISA test. That was on the heels of **the** [**latest results**](https://www.nytimes.com/2019/10/30/us/reading-scores-national-exam.html) **of the National Assessment of Educational Progress**, a US test that showed that two-thirds of children are not proficient readers. Compared to the last time the test was given, in 2017, the average eighth-grade reading score declined in more than half of all 50 states, and the average score in fourth-grade reading declined in 17 states. Math scores remained relatively flat overall.

#### Strikes lead to teaching reform but legal restrictions hinder success, Bradford 21

Derrell Bradford, February 11, 2021, "A Rolling National Teacher Strike Is Why Schools Are Closed," Education Next, <https://www.educationnext.org/rolling-national-teacher-strike-is-why-schools-are-closed/> // Lex AM

To better understand what is happening today, it is worth examining the activism of teachers unions in recent years as they confronted state and local governments. In 2018, we saw a series of teacher strikes and job actions that captured the nation’s attention. What we now know as Red for Ed—marked both by the red t-shirts that became the uniform of teachers-union activism and, perhaps also, the Republican political leanings of states in which the strikes happened (Kentucky, Arizona, Oklahoma, and West Virginia)—were teacher protests at a scale perhaps not seen since those in Wisconsin opposing then-Governor Scott Walker’s Act 10 reforms, which, among others things, made it more difficult for unions to maintain their representation of public-school teachers. The protests in 2018 provide compelling context for escalating teachers-union activism in the years that follow. But first, they highlighted the issues that ostensibly matter to teachers unions and, perhaps by proxy, teachers themselves. At the root of the Kentucky protests were public-employee pensions, an unpopular incumbent trying to change them, and, to a lesser extent, tax-credit scholarship legislation that would have helped private schools. Kentucky’s state-employee pension plan is one of the nation’s worst funded, with approximately 16 percent of the assets it needed to meet expected liabilities. The state’s Republican governor at the time, Matt Bevin, along with the legislature, passed pension-reform legislation that the Kentucky Education Association and other public-employee unions opposed through a series of [sickouts](https://apnews.com/article/8ccdc06911434dc6ba40dc3a813aaad6) and days of action at the Capitol that essentially shut down many of the state’s school districts. With Kentucky teachers engaged, Governor Bevin was summarily defeated by the state’s attorney general, Andy Beshear, a Democrat who opposed the pension plan and who benefitted from substantial teacher and teachers-union activism. As [Vox](https://www.vox.com/identities/2019/11/6/20951459/kentucky-democrat-beshear-bevin-teachers) reported at the time, Kentucky Education Association president Eddie Campbell asserted that he’d never seen teachers so engaged in the political process. He also stated that “the case they made to their communities changed the course of this election and the course of public education in this state.” In Oklahoma, West Virginia, and Arizona, the issue was more straightforward: teacher pay. And the teacher strikes, sickouts, rallies, and activism overall were effective in achieving the goal of increasing teacher pay. Oklahoma legislators increased teacher pay by on average $6,000 (approximately 16 percent). West Virginia’s teachers won a 5-percent increase, while Arizona’s protests saw [Governor Doug Ducey increase teacher pay](https://education.azgovernor.gov/edu/increasing-teacher-pay) by 20 percent preemptively. While the fight over public-employee pensions is incredibly complicated, there were winning arguments to be made for increasing teacher compensation in these states. Ultimately, those arguments carried the day. But the pay increases were not the most important achievements of these efforts. Instead, as a series of advocacy actions, teachers unions were able to test a range of important theories about what was possible and, more importantly, what was tolerable to the citizens in their respective states. When teachers strike, local economies are affected. Working parents may need to stay home and watch their children, and the education of children is disrupted in proportion to the length of the strike. If there was any lesson to be learned from these early efforts, it was that teachers unions, now emboldened, could cause massive disruption to daily life and emerge better off for it economically. But the strategy had only been tested in red states. To understand whether it could work across the country, it would need to be successful in one of the nation’s large urban districts, as well. In 2019, strikes in Los Angeles and Chicago provided just this opportunity. Hooray for Hollywood United Teachers of Los Angeles’s weeklong strike in January of 2019 disrupted the city, its politics, and relationships between teachers, families, and over 630,000 students and their schools. It was a tension-rich affair exhaustively covered by the national media. And it featured a cast of characters right out of a Hollywood film. Alex Caputo-Pearl, the leader of United Teachers of Los Angeles, appeared in the role of champion of the common man, economic justice, and worker rights. Austin Beutner, the district superintendent and Caputo-Pearl’s ostensible foil, had been a highly successful businessman. And the city’s mayor, Eric Garcetti, rounded out the production as the charismatic dealmaker with higher political aspirations. The tilt was watched in living rooms across America. Democratic presidential candidates chimed in in support of the striking teachers. In contrast to the Oklahoma, West Virginia, and Arizona cases, in Los Angles, the union failed to achieve a clear financial win. Beutner, who had taken to the editorial pages of the [Wall Street Journal](https://www.wsj.com/articles/l-a-schools-have-a-math-problem-11547509576?mod=searchresults_pos12&page=1) to explain the district’s dire fiscal straits, exacerbated by pension commitments many described as unsustainable, had put a deal on the table before the strike. That was the deal that was largely accepted after the strike. The mayor committed to putting a tax increase on the ballot for schools. The initiative wound up getting rejected by voters. But United Teachers of Los Angeles claimed victory anyway. They’d stopped the city for the better part of the week. Soon after, raising teacher pay became a key element of the platforms of several of the Democratic presidential candidates, including California’s own Senator Kamala Harris. The union had also opposed charter schools in the city and recommended a moratorium as a policy plank in its list of demands. The [school board voted 5-1](https://www.utla.net/news/school-board-approves-moratorium-charters) in support of a resolution doing just that. If the Los Angeles strike was about how to get to yes, the Chicago strike was about one word: “no.” Newly elected mayor Lori Lightfoot, a progressive’s progressive in a state where unions are an essential fixture of daily political life, offered the Chicago Teachers Union a 14-percent raise over five years at the start of their negotiations. The union refused. On October 17, 2019, the CTU began a 15-day strike that disrupted the lives and learning of 300,000 students. The mayor and the CTU eventually reached an agreement. Los Angeles and Chicago answered the question the initial Red for Ed efforts posed: could broadscale teacher activism in the form of job actions and outright strikes result in financial or policy wins for those same unions? The answer was clearly yes. These large-scale disruptions could extract policy victories from elected officials on both sides of the political aisle. Covid-19 and the Rolling National Teacher Strike While the efficacy of strikes and job actions in the era of labor solidarity seems to have been more than proven, it is still difficult, both logistically and legally, for teachers unions to strike in many parts of the country. In New York, for instance, the state’s Taylor Law prohibits public employees from striking. Disregarding this law can have serious consequences (as the Transport Workers Union once discovered) such as fines and the suspension of automatic dues collection. As labor watchdog Mike Antonucci has noted, a national teacher strike would rapidly deplete the strike funds of both national teachers unions. In normal times, such a sweeping action would be unworkable.

#### Higher wages increases student performance, Evans 19

David Evans, 5-3-2019, "Does Raising Teacher Salaries Improve Performance?," Pacific Standard, <https://psmag.com/education/what-do-teacher-salaries-do-to-teacher-performance> // Lex AM

RAISING SALARIES ATTRACTS AND KEEPS GOOD TEACHERS In Texas, increasing teacher pay [reduced turnover](https://www.sciencedirect.com/science/article/abs/pii/S0047272713002119), which in turn increased student performance. Likewise, national studies from [the United States](https://www.mitpressjournals.org/doi/abs/10.1162/003465300558894) and [the United Kingdom](https://www.sciencedirect.com/science/article/pii/S004727271500208X#bb0130) also find that students do better when teachers have relatively better wages. Studies from Latin America have looked specifically at the pull factor of higher wages for civil servants—of which teachers are a subset. In Brazil, higher wages for civil servants [drew more educated candidates](https://eml.berkeley.edu/~ffinan/Finan_MPoliticians.pdf) into the service. In Mexico, higher salaries for civil servants attracted more candidates who were [more conscientious and who had higher IQs](http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.295.2587). But higher salaries also attract less qualified candidates. In education, one challenge is selecting those candidates who will go on to be great teachers, which brings us to the topic of higher standards for teachers. REFORMS BEYOND JUST SALARY INCREASES ARE NEEDED What countries that have made large gains in learning have shown is that combining salary increases with other critical reforms is the way to success. Setting higher standards to enter the teaching profession is a way to both pay teachers what they're worth while making sure the very best candidates are teaching. Finland and Singapore, two countries known for high performance on international tests, have [highly competitive entry](https://openknowledge.worldbank.org/bitstream/handle/10986/20488/9781464801518.pdf#page=167) into the teaching profession. In both countries, a small fraction of applicants to teacher training schools are accepted, allowing teacher training schools to only accept those applicants with excellent academic credentials. By contrast, a recent study of teacher preparation graduate programs in the U.S. found that [fewer than half required a 3.0 grade point average](https://www.nctq.org/publications/2018-Teacher-Prep-Review). Ecuador provides a clear example of how [increasing teacher selectivity can lead to gains](https://www.journals.uchicago.edu/doi/abs/10.1086/702609). Ecuador doubled teachers' starting salaries in 2009. At around the same time, it introduced a national hiring exam and teacher evaluation systems, and it made getting into teacher training colleges and subsequently getting a job as a teacher more selective. The country also instituted incentives for high performing teachers. Ecuador went on to register the [highest student literacy gains](https://www.journals.uchicago.edu/doi/abs/10.1086/702609?af=R&amp=&) of any country in Latin America on regional tests conducted between 2006 and 2013. In other countries, the key reforms may be different. [Brazil registered large learning gains](https://openknowledge.worldbank.org/bitstream/handle/10986/2383/656590REPLACEM0hieving0World0Class0.pdf?sequence=1&isAllowed=y) in the first decade of this century after a [series of reforms in the 1990s](https://www.oecd-ilibrary.org/education/lessons-from-pisa-for-the-united-states/brazil-encouraging-lessons-from-a-large-federal-system_9789264096660-9-en). These reforms increased teacher salaries while also increasing the educational requirements to become a teacher, expanding in-service support for teachers, ensuring more financing for rural schools, and, later, introducing better measurement and publicity around student learning results. Kenya recently saw [student learning rise](https://link.springer.com/article/10.1007%2Fs10833-018-9325-4) with a nationwide program that included detailed teachers' guides, professional development, and coaching for teachers. THE OPTIMAL EDUCATION SYSTEM In a recent study, the World Bank highlighted how many education systems seem to be [stuck in a low-learning trap](https://openknowledge.worldbank.org/bitstream/handle/10986/28340/211096ov.pdf), where teachers and schools lack both the support and the motivation to give students what they need. Low teacher salaries, together with inadequate support for teachers and little selectivity in teacher preparation, can keep U.S. schools far below their potential. But increased pay is not enough. As experiences from around the world show, higher pay must be accompanied by an array of other reforms–ranging from increased selectivity into the field to more mentoring and coaching to help teachers already in the field give their best to our students.

#### Educational innovation solves extinction.

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Introduction Education, being a social institution serving the needs of society, is **indispensable for society to survive** and thrive. It should be not only comprehensive, sustainable, and superb, but must **continuously evolve** to meet the **challenges** of the **fast-changing** and **unpredictable globalized world.** This evolution must be **systemic**, **consistent**, and **scalable**; therefore, school teachers, college professors, administrators, researchers, and **policy makers** are expected to innovate the **theory and practice** of **teaching and learning**, as well as all other aspects of this complex organization to ensure **quality preparation** of all students to life and work. Here we present a systemic discussion of educational innovations, identify the barriers to innovation, and outline potential directions for effective innovations. We discuss the current status of innovations in US education, what educational innovation is, how innovations are being integrated in schools and colleges, why innovations do not always produce the desired effect, and what should be done to increase the scale and rate of innovation-based transformations in our education system. We then offer recommendations for the growth of educational innovations. As examples of innovations in education, we will highlight online learning and time efficiency of learning using accelerated and intensive approaches. Innovations in US education For an individual, a nation, and **humankind** to **survive and progress**, **innovation** and **evolution** are **essential**. Innovations in **education** are of **particular importance** because education plays a **crucial role** in creating a **sustainable future**. “Innovation resembles mutation, the biological process that keeps species evolving so they can **better compete for survival**” (Hoffman and Holzhuter, 2012, p. 3). Innovation, therefore, is to be regarded as an instrument of necessary and positive change. **Any human activity** (e.g. industrial, business, or educational) needs constant innovation to remain **sustainable**. The need for educational innovations has become **acute**. “It is widely believed that countries’ **social and economic well-being** will **depend** to an ever greater extent on the quality of their citizens’ education: the emergence of the so-called ‘knowledge society’, the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge. Today’s education systems are required to be **both effective and efficient**, or in other words, to reach the goals set for them while making the best use of available resources” (Cornali, 2012, p. 255). According to an Organization for Economic Cooperation and Development (OECD) report, “the pressure to increase equity and improve educational outcomes for students is growing around the world” (Vieluf et al., 2012, p. 3). In the USA, underlying pressure to innovate comes from political, economic, demographic, and technological forces from both inside and outside the nation. Many in the USA seem to recognize that education at all levels **critically needs renewal**: “Higher education has to change. It needs more innovation” (Wildavsky et al., 2012, p. 1). This message, however, is not new – in the foreword to the 1964 book entitled Innovation in Education, Arthur Foshay, Executive Officer of The Horace Mann-Lincoln Institute of School Experimentation, wrote, “It has become platitudinous to speak of the winds of change in education, to remind those interested in the educational enterprise that a revolution is in progress. Trite or not, however, it is true to say that changes appear wherever one turns in education” (Matthew, 1964, p. v).