# Cypress R2 v Heights AW

# 1

#### Counterplan: A just government ought to recognize an unconditional right of workers, except for healthcare workers, to strike.

#### Nurse strikes devastates hospitals

Wright 10 Sarah H. Wright July 2010 "Evidence on the Effects of Nurses' Strikes" <https://www.nber.org/digest/jul10/evidence-effects-nurses-strikes> (Researcher at National Bureau of Economic Research)

U.S. hospitals were excluded from collective bargaining laws for three decades longer than other sectors because of fears **that strikes by nurses might imperil patients' health**. Today, while unionization has been declining in general, it is growing rapidly in hospitals, with the number of unionized workers rising from 679,000 in 1990 to nearly one million in 2008. In Do Strikes Kill? Evidence from New York State (NBER Working Paper No. 15855), co-authors Jonathan Gruber and Samuel Kleiner carefully examine the effects of nursing strikes on patient care and outcomes. The researchers match data on nurses' strikes in New York State from 1984 to 2004 to data on hospital discharges, including information on treatment intensity, patient mortality, and hospital readmission. They conclude that nurses' strikes were **costly to hospital patients**: in-hospital mortality **increased by 19.4 percent** and hospital readmissions **increased by 6.5 percen**t for patients admitted during a strike. Among their sample of 38,228 such patients, an estimated **138 more individuals died than would have without a stri**ke, and 344 more patients were readmitted to the hospital than if there had been no strike. "Hospitals functioning during nurses' strikes **do so at a lower quality of patient care,"** they write. Still, at hospitals experiencing strikes, the measures of treatment intensity -- that is, the length of hospital stay and the number of procedures performed during the patient's stay -- show no significant differences between striking and non-striking periods. Patients appear to receive the same intensity of care during union work stoppages as during normal hospital operations. Thus, the poor outcomes associated with strikes suggest that they might reduce hospital productivity. These poor health outcomes increased for both emergency and non-emergency hospital patients, even as admissions of both groups decreased by about 28 percent at hospitals with strikes. The poor health outcomes were not apparent either before or after the strike in the striking hospitals, suggesting that they are attributable to the strike itself. And, the poor health outcomes do not appear to do be due to different types of patients being admitted during strike periods, because patients admitted during a strike are very similar to those admitted during other periods. Hiring replacement workers apparently does not help: hospitals that hired replacement workers **performed no better** during strikes than those that did not hire substitute employees. In each case, patients with conditions that required intensive nursing were more likely to fare worse in the presence of nurses' strikes.

#### Hospitals are the critical internal link for pandemic preparedness.

Al Thobaity 20, Abdullelah, and Farhan Alshammari. "Nurses on the frontline against the COVID-19 pandemic: an Integrative review." Dubai Medical Journal 3.3 (2020): 87-92. (Associate Professor of Nursing at Taif University)

The majority of infected or symptomatic people seek medical treatment in medical facilities, particularly hospitals, as a high number of cases, especially those in critical condition, will have an impact on hospitals [4]. The concept of hospital resilience in disaster situations is defined as the ability to recover from the damage caused by huge disturbances quickly [2]. The resilience of hospitals to pandemic cases depends on the preparedness of the institutions, and not all hospitals have the same resilience. A lower resilience will affect the **sustainability of the health services**. This also affects healthcare providers such as doctors, nurses, and allied health professionals [5, 6]. Despite the impact on healthcare providers, excellent management of a pandemic depends on the level of **preparedness of healthcare providers, including nurses**. This means that if it was impossible to be ready before a crisis or disaster, responsible people will do all but the impossible to save lives.

#### New Pandemics are deadlier and faster are coming – COVID is just the beginning

Antonelli 20 Ashley Fuoco Antonelli 5-15-2020 <https://www.advisory.com/daily-briefing/2020/05/15/weekly-line> "Weekly line: Why deadly disease outbreaks could become more common—even after Covid-19" (Associate Editor — American Health Line)

While the new coronavirus pandemic suddenly took the world by storm, the truth is public health experts for years have warned that a virus similar to the new coronavirus would cause the next pandemic—and they say **deadly infectious disease outbreaks could become more common**. Infectious disease experts are always on the lookout for the next pandemic, and in a report published two years ago, researchers from the Johns Hopkins Bloomberg School of Public Health **predicted that the pathogen most likely to cause the next pandemic would be a virus similar to the common cold**. Specifically, the researchers predicted that the pathogen at fault for the next pandemic would be: A microbe for which people have not yet **developed immunities**, meaning that a large portion of the human population would be susceptible to infection; Contagious during the so-called "incubation period"—the time when people are infected with a pathogen but are not yet showing symptoms of the infection or are showing only mild symptoms; and Resistant to any known prevention or treatment methods. The researchers also concluded that such a pathogen would have a "low but significant" fatality rate, meaning the pathogen wouldn't kill human hosts fast enough to inhibit its spread. As **Amesh Adalja**—a senior scholar at the Johns Hopkins Center for Health Security, who led the report—told Live Science's Rachael Rettner at the time, "**It just has to make a lot of people sick" to disrupt society**. The researchers said RNA viruses—which include the common cold, influenza, and severe acute respiratory syndrome (or SARS, which is caused by a type of coronavirus)—fit that bill. And even though we had a good bit of experience dealing with common RNA viruses like the flu, Adalja at the time told Rettner that there were "a whole host of viral families that get very little attention when it comes to pandemic preparedness." Not even two years later, the new coronavirus, which causes Covid-19, emerged and quickly spread throughout the world, reaching pandemic status in just a few months. To date, officials have reported more than 4.4 million cases of Covid-19 and 302,160 deaths tied to the new coronavirus globally. In the United States, the number of reported Covid-19 cases has reached more than 1.4 million and the number of reported deaths tied to the new coronavirus has risen to nearly 86,000 in just over three months. Although public health experts had warned about the likelihood of a respiratory-borne RNA virus causing the next global pandemic, many say the world was largely unprepared to handle this type of infectious disease outbreak. And as concerning as that revelation may be on its own, **perhaps even more worrisome is that public health experts predict life-threatening infectious disease outbreaks are likely to become more common—meaning we could be susceptible to another pandemic in the future**. Why experts think deadly infectious disease outbreaks could become more common As the Los Angeles Times's Joshua Emerson Smith notes, infectious disease experts for more than ten years now have noted that "[o]utbreaks of dangerous new diseases with the potential to become pandemics have been on the rise—from HIV to swine flu to SARS to Ebola." For instance, a report published in Nature in 2008 found that **the number of emerging infectious disease events that occurred in the 1990s was more than three times higher than it was in the 1940s**. Many experts believe the recent increase in infectious disease outbreaks is tied to human behaviors that disrupt the environment, "such as **deforestation and poaching**," which have led "to increased contact between highly mobile, urbanized human populations and wild animals," Emerson Smith writes. In the 2008 report, for example, researchers noted that about 60% of 355 emerging infectious disease events that occurred over a 50-year period could be largely linked to wild animals, livestock, and, to a lesser extent, pets. Now, researchers believe the new coronavirus first jumped to humans from animals at a wildlife market in Wuhan, China. Along those same lines, some experts have argued that global climate change has driven an increase in infectious diseases—and could continue to do so. A federally mandated report released by the U.S. Global Change Research Program in 2018 warned that warmer temperatures could expand the geographic range covered by disease-carrying insects and pests, which could result in more Americans being exposed to ticks carrying Lyme disease and mosquitos carrying the dengue, West Nile, and Zika viruses. And experts now say continued warming in global temperatures, deforestation, and other environmentally disruptive behaviors have broadened that risk by bringing more people into contact with disease-carrying animals. Further, experts note that infectious diseases today are able to spread much faster and farther than they could decades ago because of increasing globalization and travel. While some have suggested the Covid-19 pandemic could stifle that trend, others argue globalization is likely to continue—meaning so could infectious diseases' far spread.

#### Future pandemics will cause extinction – it only takes one ‘super-spreader’ – US prevention is key

Bar-Yam 16 Yaneer Bar-Yam 7-3-2016 “Transition to extinction: Pandemics in a connected world” <http://necsi.edu/research/social/pandemics/transition> (Professor and President, New England Complex System Institute; PhD in Physics, MIT)

Watch as one of the more aggressive—brighter red — strains rapidly expands. After a time it goes extinct leaving a black region. Why does it go extinct? The answer is that it spreads so rapidly that it kills the hosts around it. Without new hosts to infect it then dies out itself. That the rapidly spreading pathogens die out has important implications for evolutionary research which we have talked about elsewhere [1–7]. In the research I want to discuss here, what we were interested in is the effect of adding long range transportation [8]. This includes natural means of dispersal as well as unintentional dispersal by humans, like adding airplane routes, which is being done by real world airlines (Figure 2). When we introduce long range transportation into the model, the success of more aggressive strains changes. They can use the long range transportation to find new hosts and escape local extinction. Figure 3 shows that the more transportation routes introduced into the model, the more higher aggressive pathogens are able to survive and spread. As we add more long range transportation, there is a critical point at which pathogens become so aggressive that the entire host population dies. The pathogens die at the same time, but that is not exactly a consolation to the hosts. We call this the phase transition to extinction (Figure 4). With increasing levels of global transportation, human civilization may be approaching such a critical threshold. In the paper we wrote in 2006 about the dangers of global transportation for pathogen evolution and pandemics [8], we mentioned the risk from Ebola. Ebola is a horrendous disease that was present only in isolated villages in Africa. It was far away from the rest of the world only because of that isolation. Since Africa was developing, it was only a matter of time before it reached population centers and airports. While the model is about evolution, it is really about which pathogens will be found in a system that is highly connected, and Ebola can spread in a highly connected world. The traditional approach to public health uses historical evidence analyzed statistically to assess the potential impacts of a disease. As a result, many were surprised by the spread of Ebola through West Africa in 2014. As the connectivity of the world increases, past experience is not a good guide to future events. A key point about the phase transition to extinction is its suddenness. Even a system that seems stable, can be destabilized by a few more long-range connections, and connectivity is continuing to increase. So how close are we to the tipping point? We don’t know but it would be good to find out before it happens. While Ebola ravaged three countries in West Africa, it only resulted in a handful of cases outside that region. One possible reason is that many of the airlines that fly to west Africa stopped or reduced flights during the epidemic [9]. In the absence of a clear connection, public health authorities who downplayed the dangers of the epidemic spreading to the West might seem to be vindicated. As with the choice of airlines to stop flying to west Africa, our analysis didn’t take into consideration how people respond to epidemics. It does tell us what the outcome will be unless we respond fast enough and well enough to stop the spread of future diseases, which may not be the same as the ones we saw in the past. As the world becomes more connected, the dangers increase. Are people in western countries safe because of higher quality health systems? Countries like the U.S. have highly skewed networks of social interactions with some very highly connected individuals that can be “superspreaders.” The chances of such an individual becoming infected may be low but events like a mass outbreak pose a much greater risk if they do happen. If a sick food service worker in an airport infects 100 passengers, or a contagion event happens in mass transportation, an outbreak could very well prove unstoppable.

# CASE

## Adv teachers

#### 1] Teacher strikes can be disastrous and hurt student growth‑ prefer to their Will20 evidence on author qualifications, my authors hold leadership in business federations.

**Norton and Hernandez 18** [Hilary and Tracy. *Hilary Norton is BizFed chair and executive director of FAST (Fixing Angelenos Stuck in Traffic).* *Tracy Hernandez is the founding CEO of the Los Angeles County Business Federation (*[*BizFed*](http://www.bizfedlacounty.org/)*) and president of IMPOWER Inc.*. “Commentary: A teachers strike is bad for our students, families and economy ”. 10-10-2018. No Publication. http://laschoolreport.com/commentary-a-teachers-strike-is-bad-for-our-students-families-and-economy/.] SJ//VM

While a strike looms within our nation’s second-largest school district, the business community of Los Angeles urges the Los Angeles Unified School District and United Teachers Los Angeles to resolve their differences in a way that doesn’t put students at risk. As the organized, grassroots voice of the business community in Greater Los Angeles, BizFed works to support the public institutions that serve our community and the families that work to build our region’s economy. BizFed represents 390,000 businesses that employ nearly 4 million people throughout Los Angeles County. The majority of these employees are working to support their families, many of which include LAUSD students. It is important that the needs of students are placed first in the negotiations. Last week, BizFed wrote a letter to the LAUSD board and the UTLA executive officers urging them to do everything possible to avoid a strike. We received appreciative and positive feedback from LAUSD Board President Mónica García and Superintendent Austin Beutner as well as UTLA President Alex Caputo-Pearl. When schools are closed due to strikes, students miss learning opportunities, parents must take days off from work and our region is disrupted. Beyond hurting families, this strike will hurt our businesses and their ability to sustain and create new jobs. This potential strike by LAUSD teachers will be the first in nearly three decades. The strike in 1989 lasted nine days; the most recent teachers strike in West Virginia lasted seven days. For a family living paycheck to paycheck, over a week of unpaid time off to watch their children should not be the deciding factor between paying the rent and putting food on the table; the entire family’s livelihood is threatened. Imagine a single mom who is a nurse and has no one to watch her children. She must choose between leaving her children at home or missing a shift. That money cannot be paid back. Every day that a student is not in the classroom, they lose learning opportunities. Students fall behind the content standards set by the California State Board of Education, and teachers have to add those lost days into their curriculum. Students lose daily social interactions with their peers, which helps build character and good citizenship. Think of a student who has the dream of being a doctor. They miss school and now are discouraged and lose the aspiration of being a doctor. At-risk youth are the most vulnerable when there are school closures. If parents don’t have the ability to skip work during a teacher strike, can’t afford childcare or don’t have family that can help out, that means students are left unsupervised. Anyone who has children knows that the course of their lives can change in an instant. We must avoid putting our children’s health and safety at risk. In LAUSD, over 84 percent of the students qualify for free or reduced-price meals; the district serves over 700,000 meals each day. For many of these students, this is their only chance to eat a healthy breakfast, lunch and supper after school. A child’s nutrition should not be compromised at the hands of this potential strike. As business leaders, we value the importance of treating teachers fairly while maintaining fiscal solvency. We urge LAUSD and UTLA to find a resolution that accomplishes both. Employers care deeply for the strength and effectiveness of our K-12 educational systems. These students will also become the workforce that will grow our economy into the future. We understand that LAUSD needs more resources and support from the state, but they do not need to exacerbate the problem by cutting off the current stream of per-pupil state funding each day the strike occurs. The business community is ready to stand with its school district and teachers to support our public education system. We implore LAUSD and UTLA to avoid public fights, come to a resolution and work with the larger community to improve our city’s education system for all. Keep our future leaders learning!

#### 2] Strikes hurt working conditions in the long term.

**Lovenheim and Bio 20** Lovenheim, M. F., & Bio, A. W. A. (2020, August 5). *A Bad Bargain*. Education Next. https://www.educationnext.org/bad-bargain-teacher-collective-bargaining-employment-earnings/. SJ//VM

These data enable us to examine the effects of teacher collective-bargaining policies on multiple indicators of students’ labor-market success. Taken as a whole, our results clearly indicate that laws supporting collective bargaining for teachers have adverse long-term consequences for students.

Earnings. We find strong evidence that teacher collective bargaining has a negative effect on students’ earnings as adults. Attending school in a state with a duty-to-bargain law for all 12 years of schooling reduces later earnings by $795 dollars per year (see Figure 3). This represents a decline in earnings of 1.9 percent relative to the average. Although the individual effect is modest, it translates into a large overall loss of earnings for the nation as a whole. In particular, our results suggest a total loss of $196 billion per year accruing to those who were educated in the 34 states with duty-to-bargain policies on the books.

Hours worked. Consistent with this reduction in earnings, we also find that exposure to a duty-to-bargain law throughout one’s school years is associated with a decline of 0.49 hours worked per week. This is a 1.4 percent decline relative to the average, and it suggests that a reduction in hours worked is a main driver of the lower earnings.  
Wages. The reduced earnings caused by unionization could also reflect lower wages, and the evidence suggests a negative relationship between collective-bargaining exposure and wages. While this relationship is not statistically significant, it is consistent with our other results and suggests that teacher collective bargaining may also have a modest adverse effect on average wages.

Employment. The fact that teacher collective bargaining reduces working hours suggests that duty-to-bargain laws may also affect employment levels. In fact, when we use the share of individuals who are employed as the outcome variable, we find that duty-to-bargain laws reduce employment. Specifically, exposure to a duty-to-bargain law for all 12 years of schooling lowers the likelihood that a worker is employed by 0.9 percentage points. Duty-to-bargain laws have no impact on unemployment rates, however, suggesting that they reduce employment by leading some individuals to drop out of the labor force altogether.

Occupational skill level. Finally, we analyze the effects of collective bargaining on the skill level of a student’s selected occupation, as measured by the share of workers in that occupation who have any education beyond a high school diploma. The results suggest yet another negative effect: being exposed to a duty-to-bargain law for all 12 years of schooling decreases the proportion of such workers in an occupation by almost half of a percentage point (or 0.6 percent relative to the average). This effect is modest in size, but it implies that teacher collective bargaining leads students to work in occupations requiring lower levels of skill.

Educational attainment. The reduced earnings and labor force participation associated with teacher collective bargaining raise the possibility that affected students may have completed less education. Our analysis, however, finds little evidence of bargaining power having a significant effect on how much schooling students completed. This finding is surprising in light of the substantial labor-market effects we document, but it comports with prior research that has found no effect of duty-to-bargain law passage on high-school dropout rates.

Additionally, educational attainment is but one measure of the amount of human capital students accumulate. Even if students do not complete fewer years of education, they may be acquiring fewer skills while they are in school. We believe that our results concerning earnings and employment are driven by other aspects of school quality that are not reflected in educational attainment, and they reinforce the importance of studying labor-market outcomes directly in order to understand how major reforms such as the enactment of teacher collective-bargaining laws affect students’ life outcomes.

#### 4] Even if they win strikes are good, Wildcats better for movement building – that turns the aff – Barrington 21:

Barrington, A. (2021). *From the Ashes of the Old: A Critical Analysis of American Labor, Social Movements, and Cooptation* (Doctoral dissertation). (123-126)

The aftermath of the *Janus v. AFSCME* case has been, to the chagrin of institutional antiunion forces and elites, a renewed enthusiasm for industrial union tactics, worker militancy, and coordinated disruption. **Workers have taken the task of confronting capital upon themselves, collectively rejecting the restrictions placed upon them by bosses, the state, and business-unionism.** **This was clearly the case** in **the** 2018-19 **wave of** teacher **strikes**. Notably, **many of the** strikes took the form of a wildcat strike, a tactic most commonly associated with syndicalist and industrial unions defined by workers striking without the approval of employers, the state, or union bosses. The wildcat strike is likely named after the black cat symbol of the Industrial Workers of the World, the ‘sabocat’ (‘sabo’ being short for ‘sabotage,’ another form of militant worker action), depicted fiercely with arched back, fangs bared – an omen of bad luck for the bosses of the world. The power **of the wildcat** is **in its** radicalism, militancy, and refusal **of compromise.** The noticeable resurgence of militant worker tactics arguably began “with a dramatic wildcat strike in West Virginia in February 2018,” which was followed by “a wave of teacher strikes that swept the nation, moving from red states like Arizona and Oklahoma to blue California and Colorado” (French 2019:1). The wave of strikes “centered antiracist class-struggle demands that unite teachers and school communities,” contrasting them with the American teacher strikes of the 1970s which had the unfortunate consequence of exacerbating “tensions between the mostly white teachers and the communities of color they served” (p. 1). The striking teachers in the wildcat wave “also made clear that public education must be funded by reappropriating the wealth of corporations and the ultrarich, not by higher taxes or benefit cuts to working people” (p. 1). The teacher strikes, therefore, had an undeniable aura of class-based worker militancy unseen in the institutionalized American labor movement for decades. The demands made by the striking teachers are significant, as their orientation is openly class-based: “smaller class sizes, more support staff for students, and ends to school closures and charter school expansion” (p. 1). The demands **listed here are not simply teacher-centered (higher pay, etc.) – they are** founded in the concept ofcommunity, shared experiences, and common strength and vulnerability**. Because of this,** teachers “won widespread public support for their cause**” as they** presented “demands on behalf of the entire working class**,” and established “**solidarity against a common enemy**: the billionaires hoarding obscene wealth and trying to destroy public education” (p. 1).** The community- and class-based disposition of the teacher strikes “united parents and students” with the striking teachers, thus making the strikes more than just a battle between the teachers and their employers (p. 5). The teachers in West Virginia “demanded that public education be funded by reversing corporate tax cuts and raising taxes on the state’s highly profitable natural gas industry” while teachers in Arizona “beat back a budget proposal that would have taken additional education funding from Medicaid and other social programs, instead putting forward a ballot initiative to fund schools by taxing the rich” (p. 5). In Los Angeles, “teachers were clear that their fight is a fight for students and the community against privatizing billionaires” (p. 5). The striking teachers in Oakland were able to achieve “historic gains” by framing their strike as an “antiracist class struggle” uniting “parents, students, and other community members against billionaire privatizers, their front groups, and a bought-off school board” (p. 6). By conducting themselves as a militant, unified front within the frame of the greater struggle between classes, Oakland teachers were able to achieve “class-size reductions; reduced caseloads for counselors, nurses, and other support staff; and significant pay raises for teachers” (p. 6). Perhaps most significantly, however, “they won a promise from the Board of Education president to introduce a resolution calling for a five-month pause on school closures and a promise from the Board of Ed to vote on a resolution calling for an end to charter school growth in the Oakland Unified School District” (p. 6). The strike that ignited the brushfire of militant worker activism, the West Virginia wildcat, deserves considerable attention, especially from social movement activists hoping to understand the dynamic between the power structure and movements seeking to challenge it. **The teachers initially conducted a “walkout over rising health insurance costs and stagnant pay**” in February 2018, and by mid-February a settlement seemed to have been reached “with promises from Gov. Jim Justice of a 5 percent pay raise for teachers” (Richman 2018:2). **While union leadership “initially accepted the deal in good faith,” the “rank-and-file teachers refused to end the walkout”** (p. 2). Every public school in West Virginia “remained closed for nine days due to the strike, until the West Virginia legislature voted to approve a 5 percent pay increase for *all* state workers as well as a formal labor-management committee to deal with the healthcare problem” (p. 2). **The action taken by the rank-and-file West Virginia teachers starkly resembled militant worker activity prior to the National Labor Relations Act.**

## Adv democracy

#### Their long term data over-relies on the cold war and no longer applies, Jenke and Gelpi 16’

Jenke and Gelpi 16 Elizabeth Jenke (Duke) and Christopher Gelpi (Duke). “Theme and Variations: Historical Contingencies in the Causal Model of Inter‐State Conflict.” Journal of Conflict Resolution. 2016. JDN. http://politicalscience.osu.edu/faculty/gelpi.10/JenkeGelpiCOWForecast.pdf

**Perhaps most importantly, our results show that the impact of joint democracy seems to vary substantially across historical eras.** Bennett and Stam have an unusual and complex specification of the impact of democracy on conflict that involves multiple interaction terms. But two coefficients appear to be most appropriate for evaluating their claim that joint democracy has a strong impact on conflict. First, they include a regime similarity measure that calculates the absolute value of the difference between the polity regime scores for the two states in the dyad. This variable simultaneously tests (and conflates) arguments both about the democratic peace and the so-called “dictatorial peace” (Peceny, Beer, and Sanchez- Terry 2002). Second, Bennett and Stam include the polity scores of the initiator and target states along with their interaction and the square of their interaction. The core proposition of the democratic peace is that increases in democracy within the potential initiator will reduce the probability that the state will initiate a dispute when the polity score of the potential target state is high (Rousseau et. al. 1996). So we also examine the robustness of the democratic peace by estimating the coefficient for the initiator’s polity regime score when the target state’s polity score is at its maximum. This effect is the central prediction from the democratic peace literature (Maoz and Russett 1993; Bueno de Mesquita and Siverson 1995; Rousseau et. al. 1996; Ray 1998). Figure 6 displays the estimated coefficients for these two measures of the impact of joint democracy. **The regime similarity measure is negative and statistically significant in the post-WWII era. However, the coefficient is positive and does not approach statistical significance in the inter-war and pre-WWI eras. Consequently, both of these coefficients fall outside the 95% confidence interval for the post-WWII era. This result is consistent with those who have argued that the democratic peace phenomenon is limited to the Cold War era** (Farber and Gowa 1995). Our analysis of the impact of the initiator’s democracy level also reveals inconsistent effects, although its pattern is somewhat different. In this case, **we find that democracy has essentially no effect on conflict in the post-WWII and pre-WWI eras but has a negative and statistically significant impact on conflict during the inter-war period.** This latter coefficient is outside the 95% confidence interval for the Cold War era.

## Adv Climate

#### Err against Specktor – it makes a lot of claims without good warranted evidence

#### Extinction from warming requires 12 degrees, far greater than their internal link, and intervening actors will solve before then

Sebastian Farquhar 17, master’s degree in Physics from the University of Oxford, leads the Global Priorities Project (GPP) at the Centre for Effective Altruism, et al., 2017, “Existential Risk: Diplomacy and Governance,” https://www.fhi.ox.ac.uk/wp-content/uploads/Existential-Risks-2017-01-23.pdf

The most likely levels of global warming are very unlikely to cause human extinction.15 The existential risks of climate change instead stem from tail risk climate change – the low probability of extreme levels of warming – and interaction with other sources of risk. It is impossible to say with confidence at what point global warming would become severe enough to pose an existential threat. Research has suggested that warming of 11-12°C would render most of the planet uninhabitable,16 and would completely devastate agriculture.17 This would pose an extreme threat to human civilisation as we know it.18 Warming of around 7°C or more could potentially produce conflict and instability on such a scale that the indirect effects could be an existential risk, although it is extremely uncertain how likely such scenarios are.19 Moreover, the timescales over which such changes might happen could mean that humanity is able to adapt enough to avoid extinction in even very extreme scenarios.