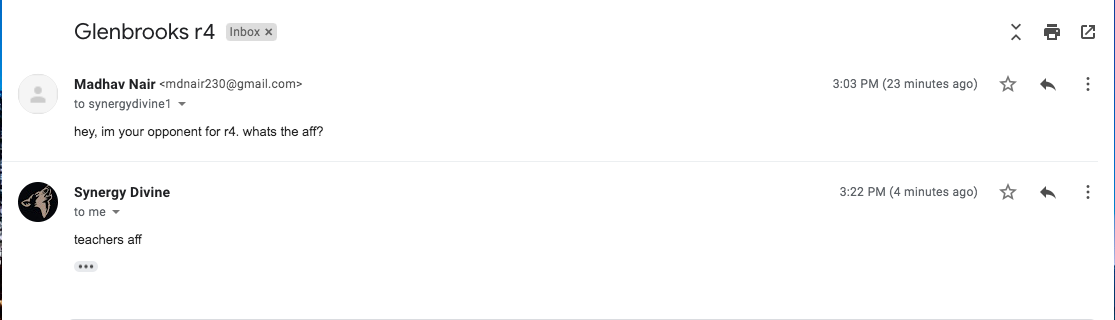
# 1NC

### 1



### 2

#### Interp – the affirmative may not specify what workers they ought to protect the unconditional right to strike for.

#### Workers is a generic bare plural.

**Nebel 20** [Jake Nebel is an assistant professor of philosophy at the University of Southern California and executive director of Victory Briefs. He writes a lot of this stuff lol – duh.] “Indefinite Singular Generics in Debate” Victory Briefs, 19 August 2020. no url AG

I agree that if “a democracy” in the resolution just meant “one or more democracy,” then a country-specific affirmative could be topical. But, as I will explain in this topic analysis, that isn’t what “a democracy” means in the resolution. To see why, we first need to back up a bit and review (or learn) the idea of generic generalizations.

The most common way of expressing a generic in English is through a *bare plural*. **A bare plural is a plural noun phrase, like “dogs” and “cats,” that lacks an overt determiner**. (A determiner is **a word that tells us which or how many**: determiners include quantifier words like “all,” “some,” and “most,” demonstratives like “this” and “those,” posses- sives like “mine” and “its,” and so on.) LD resolutions often contain bare plurals, and **that is the most common clue to their genericity**.

We have already seen some examples of generics that are not bare plurals: “A whale is a mammal,” “A beaver builds dams,” and “The woolly mammoth is extinct.” The first two examples use indefinite singulars—singular nouns preceded by the indefinite article “a”—and the third is a definite singular since it is preceded by the definite article “the.” Generics can also be expressed with bare singulars (“Syrup is viscous”) and even verbs (as we’ll see later on). The resolution’s “a democracy” is an indefinite singular, and so it very well might be—and, as we’ll soon see, is—generic.

But it is also important to keep in mind that, just as not all generics are bare plurals, not all bare plurals are generic. “Dogs are barking” is true as long as some dogs are barking. Bare plurals can be used in particular ways to express existential statements. The key question for any given debate resolution that contains a bare plural is whether that occurrence of the bare plural is generic or existential.

The same is true of indefinite singulars. As debaters will be quick to point out, some uses of the indefinite singular really do mean “some” or “one or more”: “A cat is on the mat” is clearly not a generic generalization about cats; it’s true as long as some cat is on the mat. The question is whether the indefinite singular “a democracy” is existential or generic in the resolution.

Now, my own view is that, if we understand the difference between existential and generic statements, and if we approach the question impartially, without any invest- ment in one side of the debate, we can almost always just tell which reading is correct just by thinking about it. **It is clear that “In a democracy, voting ought to be compul- sory” doesn’t mean “There is one or more democracy in which voting ought to be com- pulsory.”** I don’t think a fancy argument should be required to show this any more than a fancy argument should be required to show that “A duck doesn’t lay eggs” is a generic—a false one because ducks do lay eggs, even though some ducks (namely males) don’t. And if a debater contests this by insisting that “a democracy” is existen- tial, the judge should be willing to resolve competing claims by, well, judging—that is, by using her judgment. Contesting a claim by insisting on its negation or demanding justification doesn’t put any obligation on the judge to be neutral about it. (Otherwise the negative could make every debate irresolvable by just insisting on the negation of every statement in the affirmative speeches.) Even if the insistence is backed by some sort of argument, we can reasonably reject an argument if we know its conclusion to be false, even if we are not in a position to know exactly where the argument goes wrong. Particularly in matters of logic and language, speakers have more direct knowledge of particular cases (e.g., that some specific inference is invalid or some specific sentence is infelicitious) than of the underlying explanations.

But that is just my view, and not every judge agrees with me, so it will be helpful to consider some arguments for the conclusion that we already know to be true: that, even if the United States is a democracy and ought to have compulsory voting, that doesn’t suffice to show that, in a democracy, voting ought to be compulsory—in other words, that “a democracy” in the resolution is generic, not existential.

Second, **existential uses of the indefinite, such as “A cat is on the mat,” are upward- entailing.3 This means that if you replace the noun with a more general one, such as “An animal is on the mat,” the sentence will still be true. So let’s do that with “a democracy.” Does the resolution entail “In a society, voting ought to be compulsory”? Intuitively no**t, because you could think that voting ought to be compulsory in democracies but not in other sorts of societies. This suggests that “**a democracy” in the resolution is not existential**.

#### Violation – they spec teachers

#### It applies to this topic – democracy was the subject of SeptOct that year the same way workers are the subject of NovDec because “A just government ought to recognize the rights of teachers – therefore, a just government ought to recognize the rights of all workers” is illogical.

#### 1] Limits – there’s so many different types of workers they could specify, coupled with various types of countries. Kills neg burdens – it’s impossible for me to research every possible type of job position AND different permutations of those job positions.

#### 2] TVA – read your aff as an advantage to a whole rez aff. We aren’t stopping them from reading new frameworks, mechanisms, or advantages. PICs don’t solve – it’s ridiculous to say that neg potential abuse justifies the aff making it impossible for me to win.

#### Fairness and education are voters – debate’s a game that needs rules to evaluate it and education gives us portable skills for life like research and thinking.

#### Drop the debater – T indicts their entire advocacy so drop the arg is the same thing

#### No RVIs – a) illogical – you shouldn’t win for being fair – it’s a litmus test for engaging in substance, b) norming – I can’t concede the counterinterp if I realize I’m wrong which forces me to argue for bad norms, c) chilling effect – forces you to split your 2AR so you can’t collapse and misconstrue the 2NR, d) topic ed – prevents 1AR blipstorm scripts and allows us to get back to substance after resolving theory

### UV

#### No 1ar theory

#### 1] Time skew--I can respond to new 1AR positions only once with the 2NR and none of my first speech matters, encouraging the aff to always introduce new 1AR layers since they get 2 speeches on the new issue they introduce and that issue comes first in the decision calculus and they can sit on it for 3 minutes in the 2ar, meaning they got the last say on all impact weighing.

#### 2] Judge intervention – it’s difficult to objectively resolve debates that only have 3 speeches since arguments aren’t fully fleshed out. Biggest link to fairness because its irreversible, debaters can still win rounds skewed against them, but not debates where the judge intervenes.

#### 3] Clash – 1AR is incentivized to restart the debate and avoid the 1N. You are the empirical proof—you go for 1ar theory all the time. Clash has strongest link into unique and transferable education. Without it the vast majority of the debate is scripted and skewed towards topic-independent meta-debates.

## Case

#### Police unions wield massive political influence – that spills over, empirically shoring up Trumpism.

DiSalvo 20, DiSalvo, Daniel, [Daniel DiSalvo is a professor of political science at the City College of New York and a senior fellow at the Manhattan Institute.], Glenn Hubbard, and Eli Lehrer. “The Trouble with Police Unions.” National Affairs, 2020. https://www.nationalaffairs.com/publications/detail/the-trouble-with-police-unions. //AS

Bestowing or withholding endorsement of political candidates is another way police unions wield political influence. Few candidates want to be labeled "soft on crime," and a police-local endorsement is often helpful in shoring up a candidate's law-and-order bona fides. Not only does the endorsement carry signaling value to voters, it can also serve as a seal of approval in the eyes of other potential endorsers or donors. As with campaign contributions, police endorsements tend to be more bipartisan than, say, the endorsements of the teachers' unions. The FOP, for instance, refused to endorse Mitt Romney for president in 2012 but endorsed Donald Trump in 2016. Michael Zoorob of Harvard University found that FOP support "contributed to a significant swing in vote share from **Romney to Trump**" in key states.

#### Teacher strikes are fundamentally divisive and hurt students the most.

**Finne 15** [Liv Finne, 9-1-2015, "Teacher strikes hurt students and divide the community," Seattle Times, <https://www.seattletimes.com/opinion/teachers-please-dont-strike-again/>] //DD PT

Families across our state are getting kids ready to go back to school. Yet too many families have to prepare for a different ritual — when a teacher strike hits their local school. **Teacher strikes close schools in Washington with depressing regularity**. Reporting by the Bureau of Labor Statistics shows **that a child in Washington is at proportionately greater risk of missing school due to a union walkout** here than in any other state. A number of **teacher strikes are looming** now, on top of those called by union executives in just the last few years. **Union executives in Seattle say they want to call a strike to get a 21 percent pay raise over three years**. In Pasco, **union leaders say they plan to close schools unless they receive a 9 percent pay increase**. In April and May, **union leaders around the state called rolling one-day strikes across the state**, **affecting 65 districts and closing the schools of 573,000 children**, affecting **more than half of all Washington students.** In recent years, **union strikes in Tacoma** temporarily **closed schools to 30,000 students**, closed schools in **Bellingham to 10,000 students**, closed schools in **Kent to 26,000 students**, and in **Bellevue** closed schools **to 16,000 students**. **As union executives call for new strikes** to close schools, **it is helpful to know how much teachers make** now. On average, public-school **teachers in Washington receive just over $83,000 in pay** and benefits for a 10-month work year. **This** amount **is scheduled to increase**. This year, the **Legislature increased school spending by 19 percent**. It also provided full funding for two teacher pay raises over the next two years — a 3 percent cost-of-living raise to K-12 employees over the next two years, plus an additional temporary 1.8 percent increase that expires in 2017. By comparison, **the average worker pay with benefits in our state is about $68,300** for a 12-month work year. Most working families do not know whether they will receive a raise this year, let alone what they might receive over two years. **The relatively high level of average teacher pay is good news**, both for the public and for children. **Most teachers work hard and should be well paid**. **The work they do is essential to building bright futures for Washington’s children. This is why strikes are so hurtful to communities, families and children**. **People work hard to pay their taxes and support local schools**. **When union executives continually ask for more and seek leverage in contract talks by shutting kids out of school, it weakens the bonds of community that should draw people together.** The community is already working to boost teacher pay, even as many teachers make more than the average family income in their area.” **Strikes divide parents from teachers**, **and teachers from administrators**. **Strikes damage the social fabric of school communities**, **especially when families are returning to school with high hopes for a successful year of learning.** The community is already working to boost teacher pay, even as many teachers make more than the average family income in their area. **The public money is already there**. **Union executives do not need to disrupt the lives of thousands of students and their families to get teacher pay increases.**

#### Robust empirical analyses conclude that teachers’ strikes decreases the future real wages of students.

**Willén and Jaume 19** [Willén, A., & Jaume, D. (2019). The Long-run Effects of Teacher Strikes: Evidence from Argentina. Journal of Labor Economics. doi:10.1086/703134] //DD PT

The main assumptions underlying our estimation strategy are that there are no shocks (or other policies) contemporaneous with teacher strikes that differentially affect the various cohorts and that the timing of teacher strikes is uncorrelated with prior trends in outcomes across birth cohorts within each province. We show **extensive evidence that our data are consistent with these assumptions**. In particular, **our results are robust to controlling for local labor market conditions**, **including province-specific linear time trends**, **accounting for crossprovince mobility**, **excluding regions with persistently high frequencies of teacher strikes**, **and controlling for province-specific non-teacher strikes**. We also show that the effects we identify disappear when reassigning treatment to cohorts that have just graduated from – or have not yet started - primary school, indicating that the timing of teacher strikes is uncorrelated with trends in outcomes across birth cohorts within each province. We find **robust evidence in support of adverse labor market effects when the students are between 30 and 40 years old**: **being exposed to the average incidence of teacher strikes during primary school reduces wages for males and females by 3.2 and 1.9 percent**, respectively. We find **some suggestive evidence that exposure to strikes in early grades have larger effects than exposure in later grades**, though these differences are often not statistically significantly different from zero. The prevalence of teacher strikes in Argentina means that **the effect on the economy as a whole is substantial**: **A back-of-the-envelope calculation suggests an aggregate annual earnings loss of $2.34 billion**. **This is equivalent to the cost of raising the average employment income of all primary school teachers in Argentina by 62.4%.**