**I affirm the resolution resolved**

**The Value is Morality due to ought implying a moral obligation**

**The criterion is mitigating structural violence. Prefer because:**

**1] Our framework is a prerequisite to other ethical theories. When people are structurally oppressed, their agency is stripped away from them. This means oppressed individuals are not included into moral calculi and lack the moral agency to act under any other framework.**

**2] Color blind ideologies will always fail, they neglect the needs of marginalized groups and render people disposable.**

**Povinelli 13** Elizabeth A. Povinelli, 2013

Povinelli is Franz Boas Professor of Anthropology and Gender Studies, Director of the Institute for Research on Women and Gender and the Co-Director of the Centre for the Study of Law and Culture at Columbia University. “Necropolitics”; The Anthropology of Biopolitics; February 23, 2013; https://anthrobiopolitics.wordpress.com/2013/02/23/necropolitics/”

In what might be seen as biopolitical ‘social disposability’ rather than ‘social death’, the work of critical educational theorist Henry Giroux, in “Reading Hurricane Katrina” (2006), makes an assumption about biopower similar to Mbembe’s regarding the late-modern era of perpetual terror and insecurity. However, in focusing on the United States, he is drawn more to what he sees as the ‘politics of disposability’ as the particular form of necropower, rather than emphasizing the power of death in relation to projects of sovereignty. For Giroux, the hyper-neoliberal racial state, since Reagan, has silently governed in the interests of Corporate America at the expense of human lives, by utilizing the repressive power of **color-blind ideology** to implement policy reforms which increasingly **silently neglect disadvantaged populations further into the margins**, thereby permitting their disposability (letting them die). To demonstrate that the governmentality of the racial state has changed in form from prior eras, Giroux compares the 1955 murder of Emmett Till (which helped spark civil rights movement activity) with the deaths of over one thousand racial minorities caused (superficially, he would argue) by hurricane Katrina in 2005, to show the difference in what these cases revealed about the racial state: “Till’s body allowed the racism that destroyed it to be made visible, to speak to the systemic character of American racial injustice. The bodies of the Katrina victims could not speak with the same directness to the state of American racist violence but they did reveal and shatter the conservative fiction of living in a color-blind society” (p.174). Of course, I have to wonder whether Giroux would still maintain his belief expressed here, that Katrina shattered the imaginary reality of U.S. color-blindness- to which an abundance of evidence to support this ideology’s heightening continuation today continues to surface at an ongoing rate. Nevertheless, the importance of the Katrina example, for Giroux, is to highlight how the informed decision-making of the Bush administration’s actions leading up to and after Katrina hit reveal the racial state’s knowing involvement in an **anti-democratic project of sustaining insecurity** in a particular fashion. That is, by **knowingly** rendering already-marginalized groups vulnerable to natural disasters like Katrina, which were expected to hit and devastate the gulf region of the U.S., the neoliberal state proved its complicity in the biopolitical project of not only letting die, but of actively disposing what it had redlined as value-less portions of the U.S. population. In effect, by implementing a politics of disposability in the era of neoliberal insecurity, the U.S. government was reducing its populace to a politics of “bare life”.

**3] Prioritize structural impacts – worst-case scenario predictions are based on threat exaggeration – this distorts rational decision-making and justify preemptive warfare**

**Mueller 11** [John, Woody Hayes National Security Studies and Professor of Political Science @ Ohio State University, Mark, Professor of Civil Engineering and Director of the Centre for Infrastructure Performance and Reliability at the University of Newcastle in Australia, “Terror, Security, and Money”, page numbers below]

**Focusing on Worst-Case Scenarios** Cass Sunstein, who seems to have invented the phrase "probability neglect," assesses the version of the phenomenon that comes into being when "emotions are intensely engaged." Under that circumstance, he argues, "people’s attention is focused on the bad outcome itself and they are inattentive to the fact that it is **unlikely to occur**." Moreover, they are inclined to "demand a substantial governmental response-even if **the magnitude of the risk does not warrant** the response." It may be this phenomenon that Treverton experienced. Playing to this demand, government officials are inclined to focus on worst-case scenarios, presumably in the knowledge, following Sunstein's insight, that this can emotionally justify just about any expenditure, no matter how unlikely the prospect the dire event will actually take place. Accordingly; there is a preoccupation with "low probability/ high consequence" events, such as the detonation of a sizable nuclear device in midtown Manhattan. The process could be seen in action in an article published in 2008 by Secretary of Homeland Security (DHS) Michael Chertoff. He felt called upon to respond to the observation that the number of people who die each year from international terrorism, while tragic, is actually exceedingly small. "This fails to consider," he pointed out, "the much greater loss of life that Weapons of mass destruction could wreak on the American people." That is, he was justifying his entire budget-only a limited portion of which is concerned with Weapons of mass destruction by the WMD threat, even while avoiding assessing its likelihood. It is sometimes argued that conventional **risk analysis breaks down** under extreme conditions because the risk is now a very large number (losses) multiplied by a very small number (attack probability). But it is not the risk analysis methodology that is at fault here, but our ability to use the information obtained from the analysis for decision making. A "high consequence" event has been defined to be a "disaster" or "catastrophe" resulting in "great human costs in life, property environmental damage, and future economic activity" However, depending on how one weighs the words in that definition, **there may have been only one terrorist event in all of history that qualifies for inclusion**. Moreover, the vast bulk of homeland security expenditures is not focused on events that fit a definition like that, but rather on comparatively low-consequence ones, like explosions set off by individual amateur jihadists. Analyst Bruce Schneier has written penetratingly of worst-case thinking. He points out that it , involves imagining the worst possible outcome and then acting as if it were a certainty. It substitutes imagination for thinking, speculation for risk analysis, and fear for reason.

4. Structural Violence accounts for power relations better that abstract theories that ignore oppression

**Winter and Leighton 99** Winter, D. D., & Leighton, D. C. (1999). Structural violence. In D. J. Christie, R. V. Wagner, & D. D. Winter (Eds.), Peace, conflict, and violence: Peace psychology in the 21st century. New York: Prentice-Hall.<http://sites.saumag.edu/danaleighton/wp-content/uploads/sites/11/2015/09/SVintro-2.pdf>

Finally, to recognize the operation of structural violence forces us to ask questions about how and why we tolerate it, questions which often have painful answers for the privi-leged elite who unconsciously support it. A final question of this section is how and why we allow ourselves to be so oblivious to structural violence. Susan Opotow offers an intriguing set of answers, in her article Social Injustice. She argues that our normal perceptual/cognitive processes divide people into in-groups and out-groups. Those outside our group lie outside our scope of justice. Injustice that would be instantaneously confronted if it occurred to someone we love or know is barely noticed if it occurs to strangers or those who are invisible or irrelevant. We do not seem to be able to open our minds and our hearts to everyone, so we draw conceptual lines between those who are in and out of our moral circle. Those who fall outside [they] are morally excluded, and become either invisible, or demeaned in some way so that we do not have to acknowledge the injustice they suffer. Moral exclusion is a human failing, but Opotow argues convincingly that it is an outcome of everyday social cognition. To reduce its nefarious effects, we must be vigilant in noticing and listening to oppressed, invisible, outsiders. Inclusionary thinking can be fostered by relationships, communication, and appreciation of diversity. Like Opotow, all the authors in this section point out that structural violence is not inevitable if we become aware of its operation, and build systematic ways to mitigate its effects. Learning about structural violence may be discouraging, overwhelming, or maddening, but these papers encourage us to step beyond guilt and anger, and begin to think about how to reduce structural violence. All the authors in this section note that the same structures (such as global communication and normal social cognition) which feed structural violence, can also be used to empower citizens to reduce it. In the long run, reducing structural violence by reclaiming neighborhoods, demanding social justice and living wages, providing prenatal care, alleviating sexism, and celebrating local cultures, will be our most surefooted path to building lasting peace.

**Contention 1- Teacher Strikes**

#### **Teachers will outright quit if not given the opportunity to strike as a bargaining tool**

**Carpenter 21** Jennifer Carpenter., 05-17-21, "Opinion: Protect local control for schools," Burlington Free Press, https://www.burlingtonfreepress.com/story/opinion/my-turn/2017/05/17/opinion-protect-local-control-schools/101726614/

The most crucial part of the proposal put forward by House Speaker Mitzi Johnson and President Pro Tem Tim Ashe is that it protects local control of schools. Statewide health insurance negotiations for teachers is the first step towards a statewide teachers’ contract, kneecapping school boards and paving the way towards a single, statewide school district. That is unacceptable, but it is the hill Gov. Scott and his Republican allies have decided to make their stand on. It is telling that Sen. Degree, one of Gov. Scott’s strongest supporters, included in his proposed amendment a clause that would have removed teachers’ right to strike. That shows their true intentions. When teachers’ needs are not met, students’ needs will not be met, and we will be unable to retain and attract a workforce of young families which is critical to the revitalization of our state’s economy. There will be no incentive for the teaching profession to attract and retain new teachers to the field if our state government teaches our community that teachers have no say over their working conditions and therefore are not valued. Schools need teachers and we need enrollment of students. Teachers and families of school age children will simply uproot and go elsewhere to have their needs met, jeopardizing our educational system, our school-age population and workforce. A “one-size-fits-all” approach from our state government cannot possibly work across the board for every school. Having worked in four different school districts in the state, I have been exposed to potential consequences of centralized control. I recall an emergency meeting at one of those districts in 2016 between administration and teachers where there were very tense discussions on what the initial proposal of Act 46 per-pupil spending cap would have meant for the school. Had the administration and teachers not pulled together to discuss and demand more for their programs and allowed a reckless centralized decision to go forth, to paraphrase one of the teachers present at this meeting, the initial Act 46 proposal would have destroyed the institution, as it would have meant dismantling most aspects of the curriculum that would render the students to be competitive for college and in the workforce, as the cuts were too severe of an impact on the school programs to justify sending anyone there. As a result, several teachers said they would have been prepared to pull their own children from the school and move out of the area. This is only one example of how allowing the state to have centralized control, which has proved to be an approach lacking in carefully frontloaded research and detailed examination of impact on programs and teachers, would have devastating consequences on local communities.

#### **Teacher shortage threatens quality of education**

**Boyce 19** Paul Boyce, 9-17-2019, "The Teacher Shortage Is Real and about to Get Much Worse. Here's Why," No Publication, https://fee.org/articles/the-teacher-shortage-is-real-and-about-to-get-much-worse-heres-why/

Teacher Shortage According to research by the Economic Policy Institute (EPI), the teacher shortage could reach 200,000 by 2025, up from 110,000 in 2018. This shortage of workers is due to a number of factors. Among them are pay, working conditions, lack of support, lack of autonomy, and the changing curriculum. The shortage of teachers will inevitably cause a decline in educational standards. The shortage is crucially important to educational outcomes. Class sizes are rising, causing a detrimental effect on these outcomes. As the number of available teachers declines, class sizes have to increase to compensate. Having more kids in a class can also affect teacher performance—more books to mark, more children to monitor, more children's behavior that needs managing. The pressure on teachers to obtain high test scores amps up stress further. It creates a vicious cycle, and it is starting to snowball. The shortage is only set to increase unless something changes. Impact on Quality The shortage of teachers will inevitably cause a decline in educational standards. Principals face a shortage of highly qualified teachers. The natural response for them is to hire less qualified teachers, hire teachers trained in another field or grade, or make use of unqualified substitute teachers. This means students are being taught by teachers who lack sufficient skills and knowledge. According to the National Commission on Teaching and America's Future: Studies discover again and again that teacher expertise is one of the most important factors in determining student achievement, followed by the smaller but generally positive influences of small schools and small class sizes. That is, teachers who know a lot about teaching and learning who work in environments that allow them to know students well are the critical elements of successful learning. Teachers matter more to student achievement than any other factor. In fact, research by Chlotfelter, Ladd, & Vigdor states that teacher qualifications predict more of the difference in educational gains than race and parent education combined.

**Education helps lift people out of poverty**

**Kullid 11** Villa Kulild, Director General of Norad, 11-11-2014, “Role of education in ending extreme poverty -Taking a global lead, Norwegian Agency for Development Cooperation, https://www.norad.no/en/front/about-norad/news/role-of-education-in-ending-extreme-poverty--taking-a-global-lead/

Let us start by looking at the situation that motivates the renewed focus on education: Nine out of ten children in the world now go to school. This is an unprecedented percentage and a major achievement resulting from joint efforts since 2000. But the progress has stalled and the remaining out-of-school children are harder to reach. Many of them live in conflict-affected areas as brutally demonstrated by yesterday’s attack on a school in Nigeria where 47 children were killed.

Marginalized families are in the lowest income bracket, they have lower rates of life expectancy, a higher incidence of health problems, including high maternal mortality rates, and they are more poorly nourished than the rest of the population. But despite all their struggles, parents in the poorest societies in the world wish to invest in their children’s education. That is their first priority when they are asked what it most important to them. We therefore owe them a school that responds to their expectations – and to the opportunities that comes after completed education.

Education that targets marginalized and poor populations will bring change to many of the systemic factors that have contributed to the delay in poor communities’ development. Education can prevent the transmission of poverty between generations. Education also has documented effect on health, nutrition, economic development and on environmental protection (UNESCO 2104: Sustainable development begins with education).  Norway is among the four largest donors to the Global Partnership for Education and has contributed more than 1,4 billion NOK to the partnership since  2002. Their goal is to reach marginalized groups, and 28 out of 59 countries receiving support through the partnership are fragile states. 20 per cent of the total aid budget to education goes to civil society organisations, many of whom focus on inclusive education.

**Contention 2- Strikes are emancipatory in nature**

**Strikes cause bargaining**

**Trade Union Futures 16** 11-16, Strikes – Why are they so important?, WordPress, https://tradeunionfutures.files.wordpress.com/2016/11/what-are-strikes-and-why-are-they-important.pdf

Strikes come in many shapes and sizes. They can be official or unofficial depending on support from Union executives. They can be constitutional or unconstitutional depending on the nature of the relevant disputes procedures. They can be lawful or not depending on the ballot, and the cause (it has to be a genuine trade dispute with your own employer). They can be of various durations and involve a range of workers. Some last for a few hours while others go on for weeks, months, and even years. Some involve huge numbers (thousands) while others can be very localised with a handful of workers on strike. The main causes include pay related, conditions of service (hours, holidays, pensions), redundancies, victimisation, discrimination, health and safety bullying, and union recognition. These vary over time and by industrial sector with pay demands more common in times of higher inflation, and working hours more likely in private sector services. The conduct of disputes also varies according to circumstance. Some involve picketing, demonstrations, mass meetings, and even sit-ins. They can be continuous or intermittent, all out or limited action with emergency cover, noisy, violent, or just quietly peaceful. In most cases the purpose is to ‘win’ as quickly as possible by forcing the employer back to the negotiating table to make more concessions. All of these tactical considerations will be based on the nature of the occupation and sector, the views of the strikers, the line taken by the employer, and possibly in the public sector by citizen reactions. The consequences for the employers include loss of business, loss of reputation, worsening relations with their own workforce, and increased costs. For the strikers there can be loss of wages, loss of jobs, loss of job security, and victimisation on return to work. In all of this, therefore, there are pressures to settle disputes through bargaining systems within the industry and/or company, or recourse to ACAS for external conciliation, mediation, and arbitration.

**Strikes give power back to the workforce**

**Bahn 19** 8/29/19, Kate Bahn, director of labor market policy and interim chief economist at the Washington Center for Equitable Growth, former executive vice president and secretary for the International Association for Feminist Economics, and Ph.D. in economics, The once and future roles of strikes in ensuring U.S. worker power, Washington Center for Equitable Growth, <https://equitablegrowth.org/the-once-and-future-role-of-strikes-in-ensuring-u-s-worker-power/>

Monopsony power is a situation in the labor market where individual employers exercise effective control over wage setting rather than wages being set by competitive forces (akin to monopoly power, where a limited number of firms exercise pricing power over their customers.) In a new Equitable Growth working paper by Mark Paul of New College of Florida and Mark Stelzner of Connecticut College, the role of collective action in offsetting employer monopsony power is examined in the context of institutional support for labor. Paul and Stelzner construct an abstract model with the assumption of monopsonistic markets and follow the originator of monopsony theory Joan Robinson’s insight that unions can serve as a countervailing power against employer power.

Their model shows that institutional support for unions, such as legislation protecting the right to organize, is necessary for this dynamic process of balancing employers’ monopsony power. In an accompanying column, the two researchers write that they “find that a lack of institutional support will devastate unions’ ability to function as a balance to firms’ monopsony power, potentially with major consequences … In turn, labor market outcomes will be less socially efficient.”

In short, policies and enforcement that support collective action such as strikes not only creates benefits for workers directly but also addresses a larger problem of concentrated market power.