# Scarsdale r3

# T

#### Interp – the affirmative may not specify workers.

#### 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.

#### 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.

#### 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

#### No RVIs – illogical – you shouldn’t win for being fair – it’s a litmus test for engaging in substance,

Comeptitng interps – you cnat be reaosnably topical

# K

#### Unions are limited to defending against the system instead of overthrowing it, reinforcing capitalism by making it easier for workers to be productive.

Eidlin, 20 (Barry Eidlin, Barry Eidlin is an assistant professor of sociology at McGill University and the author of Labor and the Class Idea in the United States and Canada., 1-6-2020, accessed on 6-28-2021, Jacobinmag, "Why Unions Are Good — But Not Good Enough", <https://www.jacobinmag.com/2020/01/marxism-trade-unions-socialism-revolutionary-organizing)//st>

Labor unions have long occupied a paradoxical position within Marxist theory. They are an essential expression of the working class taking shape as a collective actor and an essential vehicle for working-class action. When we speak of “the working class” or “working-class activity,” we are often analyzing the actions of workers either organized into unions or trying to organize themselves into unions. At the same time, unions are an imperfect and incomplete vehicle for the working class to achieve one of Marxist theory’s central goals: overthrowing capitalism. **Unions by their very existence affirm and reinforce capitalist class society. As organizations which primarily negotiate wages, benefits, and working conditions with employers, unions only exist in relation to capitalists. This makes them** almost by definition **reformist institutions, designed to mitigate and manage the employment relationship, not transform it.** Many unions have adapted to this conservative, managerial role. Others have played key roles in challenging capital’s power. Some have even played insurgent roles at one moment and managerial roles at others. When unions have organized workplace insurgencies, this has sometimes translated into political pressure that expanded democracy and led to large-scale policy reforms. In the few revolutionary historical moments that we can identify, worker organization, whether called unions or something else, has been essential. Thus, labor unions and movements have long been a central focus of Marxist debate. At its core, the debate centers around the role of unions in class formation, the creation of the revolutionary working-class agent. The debate focuses on four key questions. First, **to what degree do unions simply reflect existing relations of production and class struggle,** or actively shape those relations? Second, **if unions actively shape class struggle, why and under what conditions do they enhance or inhibit it?** Third, **how do unions shape class identities,** and how does this affect unions’ scope of action? Fourth, **what is the relation between unions and politics?** This question is comprised of two sub-questions: to what degree do unions help or hinder struggles in the workplace becoming broader political struggles? And how should unions relate to political parties, the more conventional vehicle for advancing political demands? The following is a chapter from The Oxford Handbook of Karl Marx (Oxford University Press, 2019). It assesses Marxist debates surrounding trade unions, oriented by the four questions mentioned previously. It proceeds historically, first examining how Marx and Engels conceived of the roles and limitations of trade unions, then tracing how others within Marxism have pursued these debates as class relations and politics have changed over time. While the chapter includes some history of labor unions and movements themselves, the central focus is on how Marxist theorists thought of and related to those movements. Marx and Engels wrote extensively about the unions of their time, although never systematically. The majority of their writings on unions responded to concrete labor struggles of their time. From their earliest works, they grasped unions’ necessity and limitations in creating a working-class agent capable of advancing class struggle against the bourgeoisie. This departed from previous variants of socialism, often based in idealized views of rebuilding a rapidly eroding community of artisanal producers, which did not emphasize class organization or class struggle. Writing in The Condition of the Working Class in England about emerging forms of unionism, Engels observed that even though workers’ primary struggles were over material issues such as wages, they pointed to a deeper social and political conflict: What gives these Unions and the strikes arising from them their real importance is this, that they are the first attempt of the workers to abolish competition. They im­ ply the recognition of the fact that **the supremacy of the bourgeoisie is based wholly upon the competition of the workers among themselves**; i.e., upon their want of cohesion. And precisely because the **Unions** direct themselves against the vital nerve of the present social order, however one-sidedly, in however narrow a way, are they so dangerous to this social order. At the same time, Engels saw that, even as union struggles “[kept alive] the opposition of the workers to the … omnipotence of the bourgeoisie,” so too did they “**[compel] the admission that something more is needed than** Trades Unions and **strikes to break the power of the ruling class.”** Here Engels articulates the crux of the problem. First, **unions** are essential for working-class formation, creating a collective actor both opposed to the bourgeoisie and capable of challenging it for power. Second, they **are an insufficient vehicle for creating and mobilizing that collective actor.** Marx and Engels understood that unions are essential to working-class formation because, under capitalism, the system of “free labor,” where individual workers sell their labor power to an employer for a wage, fragments relations between workers and makes them compete with each other. As described in the Communist Manifesto, the bourgeoisie “has left no other nexus between man and man than naked self-interest, than callous ‘cash payment,’” leaving workers “exposed to all the vicissitudes of competition, to all the fluctuations of the market.” While workers organized based on other collective identities, such as race, ethnicity, or religion, only unions could unite them as workers against the source of their exploitation — the bourgeoisie. Unions serve “as organized agencies for superseding the very system of wage labor and capital rule.” But just as unions could allow the proletariat to take shape and challenge the bourgeoisie for power, Marx and Engels also saw that they were a partial, imperfect vehicle for doing so for two reasons. First, **unions’ fundamentally defensive role, protecting workers against employers’ efforts to drive a competitive race to the bottom, meant that they limited themselves “to a guerrilla war against the effects of the existing system, instead of simultaneously trying to change it.”** Thus, **even militant trade unions found themselves struggling** for “a fair day’s work for a fair day’s wage” **without challenging the bourgeoisie’s fundamental power**, particularly the wage labor system. And some layers of the trade union officialdom were content to fight for privileges for their small segment of the working class, leaving most workers behind. Second, **unions’ focus on wages and workplace issues tended to reinforce a division between economic and political struggles.** This division was explicit with the more conservative “old” unions in Britain, which “bar[red] all political action on principle and in their charters.” But even with more progressive formations, such as the early nineteenth century’s Chartists, or the late nineteenth century’s “new” unions, Marx and Engels saw that the transition from workplace struggles to politics was not automatic.

#### Capitalism’s successes necessitate human extinction and destroy the value to life – it’s try or die for alternative organizing

Duzgun 20 Eren Duzgun (teaches Historical Sociology and International Relations at Leiden University, Netherlands), 4-5-2020, "Capitalism, Coronavirus and the Road to Extinction," Socialist Project, https://socialistproject.ca/2020/04/capitalism-coronavirus-and-road-to-extinction/, SJBE

**Covid-19, by contrast, has begun its journey and taken its biggest toll thus far in the most advanced and affluent parts of the world**. This is to say, the contagion is no longer limited to the persistently undernourished, underdeveloped, and war-torn parts of the world; its impact is no longer restricted to a distant wet market or a third world country alone. **Instead, it has emerged and expanded in the very heart of the capitalist world order at a time when capitalism has not only been already firmly established across the globe but has been testing the eco-biological limits of the entire planet. Should things remain the same, Covid-19 and its future cousins are likely to claim the lives of not just ‘some’ people as they did in the past, but of humanity as a whole. In this sense, perhaps for the first time in modern history, the biological blitzkrieg activated by the coronavirus has thrown into sharp relief the immediately existential and undeniably global contradictions and consequences generated by capitalism.** Contradictions on a Global Scale Critical biologists and epidemiologists have put the blame on industrial agriculture as the root cause of the emergence of new pathogens since the 1990s. [According to Rob Wallace](https://climateandcapitalism.com/2020/03/11/capitalist-agriculture-and-covid-19-a-deadly-combination/), giant agribusiness and resource extraction firms have now reached the last virgin forests and smallholder-held farmlands in the world, subordinating them to the logic of capitalist markets. **The loss of the ecological diversity and complexity of these huge tracts of land has increasingly forced wild food operators to hunt in previously untouched parts of the jungle, which, in turn, has increased “the interaction with, and spillover of, previously boxed-in pathogens, including Covid-19.”** Likewise, global warming has forced or allowed pathogens to escape their natural habitat. As a result, new viruses against which we have no immunity “are being sprung free, threatening the whole world.” In short, [as John Vidal writes](https://www.theguardian.com/environment/2020/mar/18/tip-of-the-iceberg-is-our-destruction-of-nature-responsible-for-covid-19-aoe), “we disrupt ecosystems, and we shake viruses loose from their natural hosts. When that happens, they need a new host. Often, we are it.” **That some agribusiness firms have been blatantly risking lives for profit would not come as a surprise to the critical reader**. Even [Bill Gates has been sounding the alarm](https://www.youtube.com/watch?v=6Af6b_wyiwI) about the potentially deadly consequences of irresponsible business practices and new viruses. **Yet, what tends to remain underemphasized in these debates is that the blame belongs neither solely to ‘greedy’ firms that have driven viruses out of their natural habitat, nor to ‘short-sighted’ politicians who have not invested enough in vaccine technology or national health systems. Instead, the problem is rooted in the very structure and rationality of the system as a whole. That is, we may go extinct as a result of the ‘successes’ of the very system ‘we’ created in the first place, i.e., capitalism. How did we end up losing control of an ‘economic’ system of our own making?** This is indeed an anomaly in human history. The conception of the ‘economy’ as an autonomous sphere dictating its own rules over society did not exist in non-capitalist societies. As the economic anthropologist [Karl Polanyi](https://en.wikipedia.org/wiki/Karl_Polanyi#Works) put it, “neither under tribal, nor feudal, nor mercantile conditions was there… a separate economic system in society.” The economy either “remained nameless” or had “no obvious meaning,” for the economic process and prices were instituted through non-market means, such as kinship, marriage, age-groups, status, political patronage, etc. Even “where markets were most highly developed, as under the mercantile system,” the economic system, as a rule, “[was absorbed in the social system](https://books.google.ca/books?id=SgHuxQEACAAJ)” and showed “no tendency to expand at the expense of the rest.” In this sense, the market with a distinctive logic, autonomy, and dynamic of its own was completely unknown to our ancestors, and indeed, the emergence of the idea of ‘self-regulating’ markets represented a complete reversal of the way in which past economies functioned. **In order for ‘self-regulating’ markets to ‘self-regulate’, a variety of political and institutional arrangements had to be initiated to progressively eliminate the non-market survival strategies that humans previously relied upon.** Most notably, the age-old communal systems of social and moral regulation needed to be eradicated, a process that systematically subordinated the ‘natural and human substance of society’, i.e., land and labour, to market relations for the first time in history. Rise of Capitalism **At the heart of the rise of capitalism, therefore, rested a ‘political’, legal, and violent process that led to the historically unprecedented characterization of land and labour as commodities. Without commodifying land and labour, i.e., without treating the planet’s living substance as commodities, it would have been impossible to view the ‘economy’ as an institutionally and motivationally self-regulating sphere of life, an almost robotic creature functioning at the expense of human lives and livelihoods. Capitalism presupposed from the very beginning a radical transformation in the human use of nature as well as in the provision of life’s essential requirements. In this sense, the danger of global extinction which we have been going through is not a temporary hiccup in an otherwise smoothly operating capitalist ecosystem but has always been a possibility built into the very structure of market society.** On the one hand, by treating land and labour as commodities, by subjecting people’s utilization of land and enjoyment of life to their ability to continuously increase market competitiveness and productivity, capitalism has enabled massive technological advancements in all spheres of life. This, in turn, has generated, above all, an unprecedented potential to feed, clothe, and accommodate an ever-increasing world population. **On the other hand, however,** [**as Ellen Wood argues**](https://monthlyreview.org/1998/07/01/the-agrarian-origins-of-capitalism/)**, by subordinating all other considerations to the imperatives of market competition, capitalism has also created poverty, homelessness, environmental destruction and pandemics**. Billions of people who could be fed and housed are subjected to immense doses of insecurity, living their lives under the constant threat of joblessness, homelessness, loss of status and starvation. **In a similar fashion, the environment that could be protected is systematically destroyed for profit, and killer viruses that could be contained are unleashed.** Undoubtedly, Covid-19 has become the archetypal example that lays bare “the destructive impulses of a system in which the very fundamentals of existence are subjected to the requirements of profit.” **Can the ‘positive’ and ‘negative’ outcomes of capitalism be somewhat reconciled? Indeed, for a brief period in the Global North, it seemed they could be**. During the so-called [Golden Age of Capitalism](https://global.oup.com/academic/product/the-golden-age-of-capitalism-9780198287414) (1945-70), massive productivity increases (alongside working-class struggles) allowed for steady increases in wages, job security, expansion of welfare state, improvements in the living conditions of the majority of the labouring masses as well as the expansion of civil and political liberties. **Yet, this brief period of generalized prosperity and stability also facilitated the incorporation of the western working classes into the dominant capitalist ideology, causing them to turn a blind eye to the economically destabilizing, environmentally destructive, and socially degrading impact of global capitalism in the Global South.** The main ‘problem’ with the Global South has been, by and large, a question of ‘timing’. **Once capitalism was established and consolidated in the Global North, it has not only led to the birth of new and more effective forms of imperialist control and neocolonial expansion but has also irrevocably undermined the potentially positive outcomes of capitalist development elsewhere.** For example, the [MIT political economist Alice Amsden](https://global.oup.com/academic/product/the-rise-of-the-rest-9780195170597), a large chunk of whose work in the 1970s and 1980s sought to explain the success of the ‘Asian Tigers’, more recently concluded that the massive technological and infrastructural gap between the North and the South has literally made impossible capitalist ‘development’ of any sort in the vast majority of southern economies since the 1990s. The economic situation in the Global North has gotten progressively worse too. Under the conditions of increased global economic competition wages have been stagnating or declining since the 1970s, while decades of fiscal austerity wiping out most of the economic and social gains of the earlier period. The new reality of high unemployment, stagnant wages, long work hours and precarious jobs has been masked for a while by a debt-driven growth, the unsustainability of which has been bitterly testified by millions of people since the 2008 financial crisis. All in all, market imperatives have been regulating social reproduction almost worldwide for a long time but with no prospect of capitalist ‘development’ for an overwhelming majority of the world’s population in the South and the North alike. **Furthermore, the ecologically disastrous and socially inhumane consequences of capitalism have long outweighed the prospects of material gain in the Global South.** In this respect, what is being painfully realized in the current conjuncture is that the North is no longer able to externalize the worst consequences of such an unsustainable mode of life. The North isn’t and won’t be spared the existential threats posed by global capitalism. **The implication is that any meaningful attempt at solving the present, and future crises needs to take the bull by the horn**. There is literally no choice to be made between ‘capitalism’ and ‘capitalism with a human face’. **As long as the underlying dynamics of our lives remain the same, as long as we keep treating nature and human beings as commodities, no** [**cosmetic surgery**](https://foreignpolicy.com/2018/09/12/why-growth-cant-be-green/) **will do. To the contrary, historical experience suggests that such minimal interventions will sooner or later backfire, re-legitimizing capitalism pure and simple. The only way to ‘re-embed’ our economies and save our lives from ecological collapse is by intervening in the very heart of the beast: land and human beings need to be taken out of the market. The beast is not tameable; it needs to be**[**killed**](https://monthlyreview.org/product/what_every_environmentalist_needs_to_know_about_capitalism/)**.**

#### Vote neg for dual power organizing – only by refusing the 1ac’s opportunistic politics can we produce actual change.

Escalante 18 Alyson Escalante (Marxist-Leninist, Materialist Feminist and Anti-Imperialist activist), 8-24-2018, "Against Electoralism, For Dual Power!," Forge News, https://theforgenews.org/2018/08/24/against-electoralism-for-dual-power/, pat recut sjbe

If we, as socialists, truly fight for a classless world, we must smash the mechanisms which ensure class domination. **We must smash the bourgeois state. This realization led the Bolsheviks to reject the opportunism of the Socialist Revolutionaries and Menshiviks in the Soviets and they chose to overthrow the provisional government themselves. Shockingly, their revolution was successful**. After months of compromise, the workers had grown tired of the opportunist bourgeois socialists. They had seen that the dual power of the soviets and the provisional government was not tenable. One side had to take unitary power. Most importantly, the workers saw that the bourgeois government had done nothing for them: it had smashed their printing presses, it had crushed their demonstrations, it had broken their strikes. Of course, it could do nothing else, the bourgeois state is designed to do precisely this. The events of October, 1917 ought to have concretely proven that the strategy of infiltrating the bourgeois government is untenable. **Lenin and the Bolsheviks proved that the workers are willing to throw the bourgeois state away in favor of a dictatorship of the proletariat. And yet, here we are 111 years later and large factions of the largest socialist organization in the United States echo the cowardly and worthless drivelings of the Menshiviks and Socialist Revolutionaries.** Dual Power Today **I am sure that at this point, the opportunists reading this have already begun to type out their typical objection: the world is different than it was in 1917, and the conditions of the United States in no way echo the conditions which enabled the Bolsheviks to achieve revolutionary success. To this tried and true objection, there is one simple answer: you are entirely correct, and that is why we need to abandon electoralism and working within the bourgeois state. What were the conditions which allowed the Bolsheviks to successfully revolt? The conditions were that of Dual Power. Alongside the capitalist state, there existed a whole set of institutions and councils which met the needs of the workers.** The soviets, a parallel socialist government made up of individual councils, successfully took over many governmental responsibilities in some parts of Petrograd. In the radical Viborg district, the Bolshevik controlled soviets provided government services like mail, alongside programs that could meet the needs of workers. **When a far right coup was attempted against the provisional government, it was troops loyal to the Bolshevik factions within the soviet who repelled the coup plotters, proving concretely to the workers of Petrograd that the socialists could not only provide for their needs, but also for their defense. In short: the Bolsheviks recognized that instead of integrating into the bourgeois state, they could operate outside of it to build dual power. They could establish programs of elected representatives who would serve the workers**. They would not bolster the capitalist state in the name of socialism, they would offer an alternative to it. **And so, when the time came for revolt, the masses were already to loyal to the Bolsheviks. The only party who had never compromised, who had denounced the unpopular imperialist wars, who had rejected the provisional government entirely, was the party who successfully gained the support of the workers.** And so, many of us on the more radical fringes of the socialist movement wonder why it is the the DSA and other socialist opportunists seem to think that we can win by bolstering the capitalist state? **We wonder, given this powerful historical precedent, why they devote their energy to getting more Ocasios elected; what good does one more left democrat who will abandon the workers do for us?** The answer we receive in return is always the same: we want to win small changes that will make life for the workers easier; we want to protect food stamps and healthcare. And do this, we reply: what makes you think reformism is the only way to do this. **When the bourgeois state in California was happy to let black children go to school unfed, the Black Panthers didn’t rally around democratic candidates, they became militant and fed the children themselves. In the 40s and 50s, socialists in New York saw people going without healthcare and instead of rallying behind democratic candidates, they built the IWO to provide healthcare directly. Both these groups took up our pressing revolutionary task: building dual power.** Imagine if all those hours the DSA poured into electing Ocasio were instead used to feed the people of New York, to provide them with medical care, to ensure their needs were met. **Imagine the masses seeing socialism not as a pipe dream we might achieve through electing more imperialists, but as a concrete movement which is currently meeting their needs?** The fact is, we are not nearly ready for revolution. Socialists in the United States have failed to meet the needs of the people, and as long as their only concrete interaction with the masses is handing them a voter registration form, they will continue to fail the people. **Our task now is not to elect representatives to advocate for the people; it is much more gruelingly laborious than that. Our task is to serve the people. Our task is to build dual power.** **The movement to do this is underway**. **Members of the DSA refoundation caucus have begun to move the left of the DSA in this direct, socialist groups like Philly Socialists have begun to build dual power through GED programs and tenants unions, many branches of the Party For Socialism and Liberation have begun to feed the people and provide for their concrete needs, and Red Guard collectives in Los Angeles have built serve the people programs and taken on a stance of militant resistance to gentrification**. The movement is growing, its time is coming, and dual power is achievable within our life time. The opportunists are, in a sense, correct. We are not where we were in 1917, but we can begin to move in that direction and dual power can take us there. **In order to achieve dual power we have to recognize that Lenin was right: there will be no socialist gains by working within state institutions designed to crush socialism. Furthermore, we must recognize that the strategies of the electoral opportunists trade off with dual power. Electing candidates drains resources, time, and energy away from actually serving the people.** **And so, we should commit to undertake the difficult and dangerous task of building dual power**. We must reject opportunism, we must name the democratic party as our enemy, we must rally around power directly in the hands of the socialist movement. **We do not have a parallel system of soviets in the United States. We can change that**. Someday the cry “all power to the soviets” will be heard again. Lets make it happen.

# Cp

#### Counterplan text: A just government should recognize an unconditional right of teachers to strike if teachers agree to make up lost time. Teachers will agree to make up lost time.

#### Empirics prove that anything else justifies putting kids further behind – the net benefits is the case page and preserving education for students.

Matthews 12 – Dylan Matthews is an American journalist. He is currently a correspondent for Vox, an online media venture. He studied at Harvard and won a ton of awards for journalism at the Washington Post; “How teacher strikes hurt student achievement”; September 10, 2012; pdf no link, dm me if you want it but this should be the whole article //advay

This card:

* answers standardized testing indicts,
* uses multiple different studies
* and completes a global and holistic analysis of the problem with striking

Talks between the Chicago Public Schools and the Chicago Teachers Union broke down yesterday, and now the city's teachers are on strike, just as class was about to start for the 2012-13 school year. Labor will insist that the strikes lead to contracts that attract good teachers who promote student learning in the long-run, while Emanuel notes that the teachers are striking over his proposed evaluation system, which he argues will help achievement going forward. Leaving that debate aside, what does the strike itself mean for students?

Nothing good, the best empirical evidence suggests. Two of the best recent studies on the effects of teacher work stoppages and strikes concern labor disputes in Ontario schools in the late '90s and early 2000s. One, by the University of Toronto's Michael Baker, compared how standardized test scores rose between grade 3 and grade 6 for students who lost instructional time because of the Ontario strikes, and for students who were unaffected.

Baker found that if the strike happened when a student was in grade 2 or 3, their scores rose by slightly less. But if the strike happened when the student was in grade 5 or 6, their scores rose by a whole lot less. Scores for strike-affected fifth-graders were a full 3.8 percent lower than those for fifth-graders in schools and grades not affected. If that doesn't seem like much, it's 29 percent of the standard deviation (or the typical amount by which students differ from their class average).

Wilfrid Laurer's David Johnson studied the same Ontario strikes and also found that they hurt student achievement. Like Baker, he found only small effects for students for whom the strike occurred in third grade, but large effects if the student was in sixth grade. In the latter case, the percentage of students getting a passing score on math standardized tests fell by 0.21 percentage points per day, and the percentage getting a non-failing score across all tests fell by 0.10 points per day. The effects were much more dramatic in poorer and more socially disadvantaged school districts, where overall passing scores went down by 0.35 points per day. Given that strikes typically last a week or more, these results can add up. A nine-day strike, for instance, reduces passing rates 3.15 percentage points.

And it's not just Ontario. Michèle Belot and Dinand Webbink, now of the Universities of Edinburgh and Rotterdam, respectively, found that work stoppages hurt student achievement, increased the number of students repeating grades and reduced higher education attainment in Belgium. What's more, studies dealing with teacher absences for reasons other than strikes bolster these findings.

A study (pdf) by Harvard's Raegen Miller, Richard Murnane and John Willett tracked the effects of teacher absences while controlling for teacher experience and skill level. They noted that teachers who are absent more regularly may be less motivated and skilled, and so they isolated absences due to poor weather, the idea being that even highly skilled teachers will be absent if the weather prevents them form getting to work.

The study found that absences lead to statistically significant drops in student math and reading scores. The drops are lower than those found in the Baker and Johnson studies, but then again, the students in the Harvard study received instruction from substitutes, whereas students in strikes get no instruction at all. Studies by Charles Clotfelder, Helen Ladd and Jacob Vigdor at Duke and by Mariesa Herrmann and Jonah Rockoff (pdf) at Columbia found significant drops in student achievement because of absences in North Carolina and New York schools, respectively, with the latter finding that a lengthy absence had the same effect as replacing an average teacher with one at the 30th percentile.

The only recent study (pdf) to find no significant results from teacher strikes was conducted by Harris Zwerling, a researcher at the Pennsylvania State Education Association, the state's largest teacher's union. That study compared Pennsylvania school districts that experienced strikes to those that didn't, and found no difference in outcomes once one controls for demographics and years of teacher service; this is much the same methodology as the Ontario studies. One could argue that because the study focused on U.S. schools rather than Canadian or Belgian ones, it is more directly relevant.

But then again, Pennsylvania requires schools to make up lost time due to teacher strikes at the end of the school year, which Canadian and Belgian schools don't. Illinois schools are required to teach 176 days a year, and the union insists that agreements to make up lost school days are traditional in bargaining agreements. But the 176-day requirement is frequently ignored, with 400,000 Chicago schoolchildren only attending school for 170 days. So there's a real possibility that the Chicago strike will end up like the Canadian and Belgian ones, with real lost instructional time and big effects on student learning as a result, rather than like the Pennsylvania one, with no lost time and no effect on learning.

One last thing — one could protest that all these results rely on standardized testing, which may or may not correlate to real learning. That's fair enough, but there's a bounty of evidence, from Harvard's Raj Chetty (pdf) and Stanford's Eric Hanushek, among others, suggesting that standardized test scores correlate with higher education achievement, lifetime earnings and more. So if the Chicago strike does end up hurting student scores it could affect their lives for lifetime earnings and more.

#### No perm – the counterplan has a condition that teachers must agree to make up lost work but the aff doesn’t so they’re two separate policies.

# Nc

#### Permissibility negates:

#### Logic – Propositions require positive justification before being accepted, otherwise one would be forced to accept the validity of logically contradictory propositions regarding subjects one knows nothing about, i.e if one knew nothing about P one would have to presume that both the “P” and “~P” are true.

#### The metaethic is perspectivism – truth is not absolute but rather created by individuals based on their own individual perspective. Prefer it

#### [1] Opacity – we can never access another person’s perspective because we can never fully understand who someone else is or what they think. Every truth I create cannot be universalized because I can’t guarantee that they will create the same truth because they do what they want.

#### [2] Linguistics – Truth is constructed by language, which is completely arbitrary. Nothing tells me that a chair is a chair; I only assign it that name arbitrarily because I want to. Meaning can’t be contained within language if we make it up ourselves, and truth doesn’t exist absent language.

#### But, the state of nature leads to infinite violence – competing truth claims means conflicts cannot be resolved. Two warrants:

#### [1] Ambiguity – everyone can assert their own claims to be true and refuse contestation – this means we always fight over who is correct. This is irresolvable because there is no mediator to adjudicate the dispute and tell who is correct – we just fight forever

#### [2] Self-Interest – everyone wants their truth claims to be true because it benefits them – this leads to conflict because we can’t divide limited resources and must compete with each other – terminates in death because neither of us want to concede to the other

#### This state of nature is brutish and has no conception of morality because we don’t have any unified truth to guide us, and thus outweighs on magnitude. The solution is the creation of the sovereign to mediate what is true and enforce the law; they are the ultimate ruler and arbitrator. It must eliminate all conflicts to bring peace to our violent natures. Thus, the standard is consistency with the will of the sovereign. Prefer it because it outweighs on bindingness: Only the sovereign can get everyone to follow their rule and enforce the law, it creates motivations for any moral rules we create. Otherwise, the framework collapses and truth becomes impossible.

## Offense

#### Negate –

#### [1] The sovereign has absolute authority; strikes contest the rule of the authority of the sovereign which leads to infinite regress and freezes action. That applies to teachers – any action which could question the sovereign threatens the state of nature.

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Although Hobbes offered some mild pragmatic grounds for preferring monarchy to other forms of government, his main concern was to argue that **effective government—whatever its form—must have absolute authority.** Its powers must be neither divided nor limited. **The powers of legislation, adjudication, enforcement, taxation, war-making (and the less familiar right of control of normative doctrine) are connected in such a way that a loss of one may thwart effective exercise of the rest;** for example, **legislation without interpretation and enforcement will not serve to regulate conduct. Only a government that possesses all of what Hobbes terms the “essential rights of sovereignty” can be reliably effective**, since **where partial sets of these rights are held by different bodies that disagree** in their judgments as to what is to be done, **paralysis of effective government, or degeneration into a civil war to settle their dispute, may occur.** Similarly, **to impose limitation on the authority of the government is to invite irresoluble disputes over whether it has overstepped those limits. If each person is to decide for herself whether the government should be obeyed**, factional disagreement—**and war to settle the issue, or at least paralysis of effective government—are [is] quite possible**. **To refer resolution of the question to some further authority, itself also limited and so open to challenge for overstepping its bounds, would be to initiate an infinite regress of non-authoritative ‘authorities’** (where the buck never stops). To refer it to a further authority itself unlimited, would be just to relocate the seat of absolute sovereignty, a position entirely consistent with Hobbes’s insistence on absolutism. **To avoid the horrible prospect of governmental collapse and return to the state of nature, people should treat their sovereign as having absolute authority.**

#### [2] The sovereign hasn’t granted the unconditional right to strike in the squo - proves that it doesn’t want it. Passing the res blocks the sovereign’s will.