## 1

**Permissibility negates- Lack of obligation proves the resolution false- the res specifically says you have to prove obligation because ought is defined as a moral obligation, you cannot be obligated and lack an obligation simultaneously.**

**Presume neg- A. We assume statements to be false until proven true takes out all of there presumption and permissibility claims. That is why we don’t believe in alternate realities or conspiracy theories. The lack of a reason something is false does not me it is assumed to be true. B. Statements are more often false then true . If I say this pen is red, I can only prove it true in one way by demonstrating that it is indeed red, where I can prove it false in an infinite amount of ways.**

## 2

#### 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.

#### In the State of Nature, every action is considered a threat. The brutality of the State of nature is a result of our own egoistic desires to be the dominate meaning creator

Parrish 3, Rick. "Derrida's Economy of Violence in Hobbes' Social Contract." Theory & Event, vol. 7 no. 4, 2005. Project MUSE muse.jhu.edu/article/244119.

Elaborating on this, Hobbes writes that “the nature, disposition, and interest of the speaker, such as are the names of virtues and vices; for one man calleth wisdom, what another calleth fear; and one cruelty what another justice.”29 A more simplistic understanding of the brutality of the state of nature, which David Gauthier calls the “simple rationality account,”30 has it that mere materialistic competition for goods is the cause of the war of all against all, but such rivalry is a secondary manifestation of the more fundamental competition among all persons to be the dominant creator of meaning. Certainly, Hobbes writes that persons most frequently “desire to hurt each other” because “many men at the same time have an appetite to the same thing; which yet very often they can neither enjoy in common, nor yet divide it; whence it follows that **the strongest must have it, and who is strongest must be decided by the sword**.”31 But this competition for goods only arises as the result of the more primary struggle that is inherent in the nature of persons of meaning creators. **In the state of nature, “where every man is his own judge**,”32 persons will “mete good and evil by diverse measures,”33 creating labels for things as they see fit, based on individual appetites. One of the most significant objects that receives diverse labels in the state of nature is ‘threat’. Even if most people happen to construe threat similarly, there will be serious disagreement regarding whether or not a specific situation fits a commonly-held definition. This is of course the key to the famous Security Dilemma that international relations theorists spend so much time trying to overcome34 — certain perfectly **innocent actions by one person**(or state) can easily be construed, and rationally **must be construed, as a threat**. Furthermore, any attempt by one person to allay another’s fears about the threatening nature of actions must be taken as strategic disinformation, rather than as genuine explanation. Even if “I agree with you in principle about your right to preserve yourself,” this agreement is useless “if I disagree about whether this is the moment for you to implement that right.”35 Given that **persons “are individual in experience**, they are individual in **their conceptions and in their speech**. Their power of reasoning with words . . . dissociates them and provokes violent competition”36 specifically because concepts that seem simple invoke very different interpretations. **If there were some universally objective** and knowable set of circumstances that constituted Threat as such, **the rationally self-interested persons** of the state of nature **would not have to seek control** over all things **for their own protection**. **All persons could both avoid actions** that would be defined as threat **and shed the overbearing suspicion that**, taken **together**, **make the** Hobbesian **state of nature so** unbearably **brutish**.

#### Only the sovereign can create moral truths; our ethical obligation is to the state. Otherwise, morality is infinitely regressive and impossible to determine.– Absent the sovereign, ethics fail, since everyone has competing conceptions of the good.

Parrish 4 (Rick Parrish. "Derrida's Economy of Violence in Hobbes' Social Contract." Theory & Event 7, no. 4 (2005) <https://muse.jhu.edu/>)

All of the foregoing points to the conclusion that in the commonwealth the sovereign's first and most fundamental job is to be the ultimate definer. Several other commentators have also reached this conclusion. By way of elaborating upon the importance of the moderation of individuality in Hobbes' theory of government, Richard Flathman claims that peace "is possible only if the ambiguity and disagreement that pervade general thinking and acting are eliminated by the stipulations of a sovereign. Pursuant to debunking the perennial misinterpretation of Hobbes' mention of people as wolves, PaulJohnson argues that "one of the primary functions of the sovereign is to provide the necessary unity of meaning and reference for the primary terms in which men try to conduct their social lives." 58 "The whole raison d'être of sovereign helmsmanship lies squarely in the chronic defusing of interpretive clashes," 59 without which humans would "fly off in all directions" 60 and fall inevitably into the violence of the natural condition. 26. It is not surprising that so many noted students of Hobbes have reached this conclusion, given how prominently he himself makes this claim. According to Hobbes, "in the state of nature, where every man is his own judge, and differeth from others concerning the names and appellations of things, and from those differences arise quarrels and breach of peace, it was necessary there should be a common measure of all things, that might fall in controversy." 61 The main categories of the sovereign's tasks are "to make and abrogate laws, to determine war and peace, [and] to know and judge of all controversies," 62 but each of these duties is a subspecies of its ultimate duty to be the sole and ultimate definer in matters of public importance. It is only through the sovereign's effective continued accomplishment of this duty that the people of a commonwealth avoid the definitional problems that typify the state of nature. 27. Judging controversies, which Hobbes lists as the third main task of the sovereign, is the duty most obviously about being the ultimate definer. In fact, Hobbes declares it a law of nature that "in every controversy, the parties thereto ought mutually to agree upon an arbitrator, whom they both trust; and mutually to covenant to stand to the sentence he shall give therein." 63 As I repeatedly alluded to above, this agreement to abide by the decision of a third party arbitrator, a sovereign in the commonwealth, is necessary because of the fundamentally perspectival and relative nature of persons' imputations of meaning and value into the situations they construct. Hobbes understands this problem, as evidenced by his claim that "seeing right reason is not existent, the reason ofsome man or men must supply the place thereof; and that man or men, is he or they, that have the sovereign power" 64 to dictate meanings that will be followed by all. The sovereign is even protected from potential democratic impulses, by which a 'true' meaning would be that agreed upon by the greatest number of people. Because "no one man's reason, nor the reason of any one number of men, makes the certainty," they willstill "come to blows . . . for want of a right reason constituted by nature" 65 unless both the majority and the minority agree to abide by the meanings promulgated by the sovereign. 28. These meanings are usually created and promulgated by the sovereign in the form of laws, another of the tasks with which 7/29/13 RickParrish | Derrida's Economyof Violence in Hobbes' Social Contract | Theory& Event 7:4 https://muse.jhu.edu/journals/theory\_and\_event/v007/7.4parrish.html 13/42 Hobbes charges it. In one of his clearest explanations of the law, Hobbes writes that "it belongs to the same chief power to make some common rules for all men, and to declare them publicly, by which every man may know what may be called his, what another's, what just, what unjust, what honest, what dishonest, what good, what evil; that is summarily, what is to be done, what to be avoided in our common course of life." 66 The civil law is the set of the sovereign's definitions for ownership, justice, good, evil, and all other concepts that are important for the maintenance of peace in the commonwealth. When everyone follows the law (that is, when everyone follows the sovereign's definitions) there are far fewer conflicts among persons because everyone appeals to the same meanings. This means that people know what meanings others will use to evaluate the actions of themselves and others, so the state of nature's security dilemmas and attempts to force one's own meanings upon others are overcome.

#### Thus, the standard is consistency with the will of the sovereign. Prefer it because it outweighs on bindingness: Only the sovereign is able to get everyone to follow their rule and enforce the law, it creates motivations for any moral rules we create. Impact Calc: Only evaluate impacts to structural purpose –what you justify through doing the action. We can control what we justify but we can’t control what we cause.

#### Prefer additionally:

#### [1] Moral Discourse- outside of the state there is no regulative authority to ensure that individuals are capable of engaging in the same moral language. For example, one party can think good means x and another thinks that good means y. The state clarifies this dispute by being an ultimate arbiter and declaring what is good and bad. This means that absent my standard, moral language makes no sense.

#### [2] Infinite Regress- other moral theories inevitably fail because individuals can question why they follow them, but state based morality escapes this because individuals consent to the state by virtue of engaging in it.

#### [3] Constitutivism– other moral theories might matter in the abstract but obligations differ based on the nature of agency. For example, a janitor has different obligations than teachers, in the same vein the state has unique obligations that might be inconsistent with morality in general.

#### Now, I negate the resolution: A just government ought to recognize an unconditional right of workers to strike:

#### Now negate:

#### [1] Necessities- the right to strike is not a basic necessity, thus the government does not have an obligation to provide the unconditional right.

Natural Rights, <https://courses.lumenlearning.com/suny-hccc-worldhistory2/chapter/natural-rights/>

Thomas Hobbes’ conception of natural rights extended from his conception of man in a “state of nature.” He argued that the essential natural (human) right was “to use his own power, as he will himself, for the preservation of his own Nature; that is to say, of his own Life.” Hobbes sharply distinguished this natural “liberty” from natural “laws.” In his natural state, according to Hobbes, man’s life consisted entirely of liberties, and not at all of laws. He objected to the attempt to derive rights from “natural law,” arguing that law (“lex”) and right (“jus”) though often confused, signify opposites, with law referring to obligations, while rights refer to the absence of obligations. Since by our (human) nature, we seek to maximize our well being, rights are prior to law, natural or institutional, and people will not follow the laws of nature without first being subjected to a sovereign power, without which all ideas of right and wrong are meaningless.

#### [2] the unconditional right would allow government workers to go on strike. However, them government workers strikes are a contradiction to upholding the power of the government. For example, the military or police going on strike removes capabilities of the sovereign. Since the sovereign would never limit its power, its impossible to affirm

#### [3] The aff obligates states to act – this is incoherent because it implies an authority higher than the state to constrain the sovereign. Only sovereign entities can create moral obligations, so the state can’t have an obligation to act.

## 3

#### Interp: the aff debater cannot both specify a government and a type of worker. To clarify, either is fine in isolation

#### Violation: they specify both the US and teachers.

#### 1] Limits – this topic is already super broad with 200 countries and infinite kinds of workers – the only functional limit is not specing both because at least the other area then becomes a generic I can read – their interp forces no generics – hold the line on limits on this topic because it’s super broad – leads to cherry picking and 0 neg research that destroys the negative.

#### 2] Ground – specing both allows unique and specific effects of one country’s specific form of worker to make neg offense nonspecific – that’s the basis for any negative response.

#### TVA – you can only spec one

#### Fairness is a voter because a) gateway issue- the judge needs to evaluate the better debater b) controls internal link to other voters

#### Drop the debater to deter future abuse, dta is incoherent

#### No RVIs 1) its illogical you don’t win by proving that you’re fair – logic is a litmus test for args 2) encourages theory baiting where good theory debaters bait the RVI to win 3) creates a chilling effect – aff is uniquely dangerous on theory because they get to read a long counterinterp in the 1ar and then get the 2ar collapse: negs would always be disincentives from reading theory which leads to infinite abuse

#### Use competing interps it creates a race to the top where we set the best norms

## 4

#### **Biden made education a core priority in his post covid recovery plan and is investing billions of dollars-education is on the rise**

USDE 4/29 Pandemic,, 4-29-2021, "100 Days of the Biden Administration: How the Department of Education Has Helped More Schools Safely Reopen and Meet Students Needs," No Publication, https://www.ed.gov/news/press-releases/100-days-biden-administration-how-department-education-has-helped-more-schools-safely-reopen-and-meet-students-needs//SJ//VM

During the first 100 days of the Biden Administration, the Department of Education's (ED) top priority has been to ensure students can return to schools safely, and has taken significant actions to help schools safely reopen for in-person instruction, address inequities exacerbated by the pandemic, and support the needs of all students, teachers, and staff. In less than three months, the Biden Administration has provided unprecedented resources to states and districts to achieve President Biden's goal of safely reopening the majority of K-8 schools for in-person learning and support students, families, teachers, and staff, and institutions of higher education during this challenging time. The Biden Administration has also proposed historic investments to education through the American Jobs Plan, the discretionary budget, and the American Families Plan, all to lead the country not just through recovery, but to transform our education system so students of all ages and backgrounds can access opportunities to receive a high-quality education and achieve their highest potential. The Biden Administration remains committed to accelerating this critical progress in the nation's reopening efforts.

#### Teacher strikes can be disastrous and hurt student growth.

**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!

#### Education is needed to solve extinction.

Peter **Serdyukov 17**. National University, La Jolla, California. 03/27/2017. “Innovation in Education: What Works, What Doesn’t, and What to Do about It?” Journal of Research in Innovative Teaching & Learning, vol. 10, no. 1, pp. 4–33.

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

## Case