# 1ac

#### I affirm the resolution *“Resolved: A just government ought to recognize an unconditional right of workers to strike.”*

#### I value morality per the usage of the word ought in the resolution

**Thus, the value criterion is maximizing expected wellbeing.**

**Pleasure and pain are intrinsically valuable – they’re where we reach the end of the line in matters of value**

**Moen 16** [Ole Martin Moen, Research Fellow in Philosophy at University of Oslo “An Argument for Hedonism” Journal of Value Inquiry (Springer), 50 (2) 2016: 267–281]

Let us start by observing, empirically, that a widely shared judgment about intrinsic value and disvalue is that pleasure is intrinsically valuable and pain is intrinsically disvaluable. On virtually any proposed list of intrinsic values and disvalues (we will look at some of them below), pleasure is included among the intrinsic values and pain among the intrinsic disvalues. This inclusion makes intuitive sense, moreover, for there is something undeniably good about the way pleasure feels and something undeniably bad about the way pain feels, and neither the goodness of pleasure nor the badness of pain seems to be exhausted by the further effects that these experiences might have. “Pleasure” and “pain” are here understood inclusively, as encompassing anything hedonically positive and anything hedonically negative.2 The special value statuses of pleasure and pain are manifested in how we treat these experiences in our everyday reasoning about values. If you tell me that you are heading for the convenience store, I might ask: “What for?” This is a reasonable question, for when you go to the convenience store you usually do so, not merely for the sake of going to the convenience store, but for the sake of achieving something further that you deem to be valuable. You might answer, for example: “To buy soda.” This answer makes sense, for soda is a nice thing and you can get it at the convenience store. I might further inquire, however: “What is buying the soda good for?” This further question can also be a reasonable one, for it need not be obvious why you want the soda. You might answer: “Well, I want it for the pleasure of drinking it.” If I then proceed by asking “But what is the pleasure of drinking the soda good for?” the discussion is likely to reach an awkward end. The reason is that the pleasure is not good for anything further; it is simply that for which going to the convenience store and buying the soda is good.3 As Aristotle observes: “We never ask [a man] what his end is in being pleased, because we assume that pleasure is choice worthy in itself.”4 Presumably, a similar story can be told in the case of pains, for if someone says “This is painful!” we never respond by asking: “And why is that a problem?” We take for granted that if something is painful, we have a sufficient explanation of why it is bad. If we are onto something in our everyday reasoning about values, it seems that pleasure and pain are both places where we reach the end of the line in matters of value.

#### Prefer additionally -- Governments have to use util since collective actions necessarily benefit some people while hurting others either due to resource tradeoffs or scope of effect.

## Contention 1 is teachers

#### Status Quo policies make the opportunity cost for teacher strikes too high

**Casey 20** Leo Casey, 12-2-2020, "The Teacher Strike: Conditions for Success," Dissent Magazine, <https://www.dissentmagazine.org/online_articles/the-teacher-strike-conditions-for-success>

The most essential organizational task is winning and keeping the allegiance of teachers to the strike. Teachers are knowledgeable and discerning political actors. They understand full well that strikes are a high-intensity and high-risk tactic, with the potential both to deliver advances and victories that could not be otherwise obtained and to end in major setbacks and defeats. The risk side of this equation is particularly acute in the three-quarters of all states where teacher strikes are illegal; in these states, striking becomes an act of civil disobedience and can result in severe penalties to teachers and their unions. To be willing to go on strike and stay out until a settlement is won, therefore, teachers need to be convinced on a number of different counts: first, that they are fighting for important, worthwhile objectives; second, that those objectives cannot be achieved through other means that are not as high-intensity and high-risk as a strike; third, that the strike has reasonable prospects of success; fourth, that the strike objectives have strong support in the community; and fifth, that the solidarity among teachers, which is essential to a strike’s success, is strong and will hold. In significant measure, the last of these points is dependent not simply on the organization and mobilization of the strike, but also on the four antecedent conditions. If teachers become doubtful on any of these points, it will become difficult to mount or sustain a successful strike.

#### Strikes empower unions and are successful achieving bargaining power, which keeps them in education.

**LawInfo 20** [Peter Serdyukov, National University, La Jolla, California. 05/18/20, Teachers Unions & Collective Bargaining. <https://www.lawinfo.com/resources/labor-law/teachers-unions-collective-bargaining.html>] // SC SD

A **teachers' union** is a special type of labor union designed to fight for the rights of educators. With roots dating back more than 150 years in the U.S., these organizations **play critical roles not only in securing benefits for teachers but also shaping the way education works. For instance, thanks to lobbying by the National Education Association, or NEA, in the late 1860s, Congress created the Department of Education.**

What Teachers' Unions Bargain For

**Like other types of**[**trade unions**](https://www.lawinfo.com/resources/employment-law-employee/unions/)**, teachers' unions use collective bargaining agreements, or CBAs, to protect their members. Over the years, collective bargaining has helped educators gain many rights, such as:**

**Fair working conditions, compensation, and pay equality**

**Tenure mechanisms that prevented qualified educators from being punished for their personal biases, political beliefs, or other unfair reasons**

**Access to various benefits**

When it comes to education policy, teachers' unions also work to ensure that educators can fulfill their job duties in the face of tough odds. For instance, the NEA played a critical role in shifting the focus from federal policies like the Elementary and Secondary Education Act, which included 2001's No Child Left Behind Act, towards alternatives like the Every Student Succeeds Act of 2015. At the same time, education policy is a very politicized issue, and not every lawmaker is onboard with the kinds of changes that teachers seek. These differences of opinion mean that individual educators may be subject to a variety of laws depending on where they are in their careers.

State Laws and the NLRA

**Some states prohibit certain types of collective bargaining for certain workers. For teachers, such restrictions usually come into effect in public schools, where educators are classified as public employees.**

**In Texas, Georgia, North Carolina, Virginia, and South Carolina, collective bargaining was entirely prohibited for public employees as of 2014. Only 11 states explicitly give teachers the right to do things like going on strike, and many states make it completely illegal for public employees to strike. In some right-to-work states, these employees may be allowed to strike, but the power of unions to compel them to join is often significantly limited**. As major walkouts and strikes over low pay have shown, these rules aren't always successful at stopping collective action, and public opinion may be evolving about educators' rights as employees.

How are states allowed to prohibit teachers from doing something that many workers view as a fundamental freedom? **The right to form unions, strike, bargain collectively, and take other actions are laid out in the National Labor Relations Act of 1935, or NLRA. This federal legislation also prohibits actions like unions trying to force people to join and stops employers from retaliating against workers who exercise their union rights. Although the NLRA can take precedence over many state laws, its protections exclude employees in the public sector, such as teachers.**

Teachers' Unions and the U.S. Constitution

Labor unions aren't mentioned anywhere in the U.S. Constitution. At the same time, however, **Article I of the Constitution grants Congress the power to regulate various forms of commerce among the states. The Constitution also protects people's right to assemble and speak freely, both of which are critical to common union activities, such as meeting, discussing employment conditions, promoting union membership, and collective bargaining.**

Bargaining Units

Bargaining units are groups of workers who are represented by a common labor union when it comes to collective bargaining and negotiation. Employers or official bodies, such as the Indiana Education Employment Relations Board, recognize bargaining unit groups as being represented by labor unions. **States that allow teachers to participate in collective bargaining may also mandate that schools clearly specify to which bargaining units they belong so that employees can take advantage of their rights.**

**Bargaining unit positions are jobs that receive labor union representation. Although all employees can hold these jobs regardless of their union membership status, only those who hold bargaining unit jobs gain the full benefits of being in unions.**

Being in a bargaining unit position generally makes it easier to file complaints and appeals because unions outline specific grievance procedures. At the same time, all teachers can exercise non-union complaint rights and appeals. For example, the Equal Employment Opportunity Commission protects current employees and would-be workers from discrimination based on certain protected classes, such as race, sexual orientation, gender identity, age, national origin, or religion.

Teachers' Unions and Charter Schools

As in many other labor fields, unions sometimes clash with employers, such as schools. Notably, these disputes have come into the public eye as certain states move towards voucher and charter school education models.

One key distinction in such battles is the fact that although charter schools receive funds from the government, they're often treated and operated as independent entities. According to the Emory Law Journal, charter school efforts to secure funding while retaining their independence has led to significant uncertainty. For instance, almost half of all states exempt charter schools from the collective bargaining agreements that public schools in the same districts must follow, and only around an eighth of charter schools have labor unions. Some charter schools have even argued that as “political subdivisions,” they don't count as employers under the NLRA.

Other Teachers’ Union Benefits

**Joining a union might give certain teachers more control over their futures. Since the benefits they receive go above and beyond what many school districts would provide of their own accord, these teachers may enjoy heightened access to vital resources that make it easier to focus on their career development**. Union members may receive:

Prescription medication benefits

Consumer discounts

Dental and vision health benefits

Pension plans

For teachers, the decision whether to join a union is a personal matter. Those who want to keep their options open, however, may benefit from learning about what kinds of allowances they enjoy in different states and distinct employment positions.

#### Only strikes have proven successful in raising wages.

**Richards 19**, [[Erin Richards](https://www.usatoday.com/staff/2647805001/erin-richards/), 6-18-19, “Strikes, pay raises & charter protests: America's teachers' exhausting, exhilarating year” <https://www.usatoday.com/story/news/education/2019/06/18/teacher-pay-raises-strike-last-day-of-school-summer/1437210001/>] // SC SD

"Oh, the places you'll go!" the popular Dr. Seuss book promises to new graduates.

And, this past year, to their teachers.

America's educators have survived a rollicking year in the public spotlight — and no slowdown is in sight.

In the last 18 months, we've seen **teachers striking for higher pay**, teachers running for political office, teachers protesting charter schools, teachers organizing insurgent groups within their unions and teachers broadcasting the state of their under-resourced classrooms.

USA TODAY tracked the pressures on America's teachers with a school-year-long series of stories, capped by a [nationwide analysis of teacher pay and housing costs](https://www.usatoday.com/in-depth/news/education/2019/06/05/teachers-pay-cost-of-living-teaching-jobs/3449428002/).

Here's what happened.

**It's working: Teachers are pushing policy changes**

Starting last summer, it was front-line teachers rather than policymakers driving the national discussion over how best to educate children and compensate educators.

**How the movement started:** [‘Any talks of striking?’ A West Virginia teacher’s Facebook post started a national wave](https://www.usatoday.com/story/news/education/2019/02/20/teacher-strike-west-virginia-school-closings-education-bill/2848476002/)

Their actions are helping to change the narrative. Red-state governors who cracked down on teachers unions a decade ago and trimmed education budgets are now adding money to education efforts. In Texas, state Gov. Greg Abbott, a Republican, just signed into law [a $5 billion school finance package](https://bit.ly/2Y3pFuk), with much of the money slated for teacher raises.

In Oklahoma, home to [one of the first statewide teacher strikes](https://www.usatoday.com/story/news/nation/2018/04/02/teacher-strikes-shut-down-schools-across-oklahoma-kentucky/478102002/) in 2018, Republicans passed a budget that offers about $200 million in new education spending, partly to fund teacher raises.

On the Democratic side, presidential candidates Kamala Harris, a senator from California, and Joe Biden, former vice president, have both made pay raises for teachers part of their platforms.

In general, the public has backed the idea.

In a national poll from USA TODAY and Ipsos Public Affairs, a majority of people said teachers [had the right to strike](https://www.usatoday.com/story/news/2018/09/12/teachers-union-strike-pay/1227089002/), a view held even by the parents whose lives were most disrupted when teachers walked off the job.

#### The teacher activism movement is a nation-wide force for social change. It’s successfully deconstructing privatization, inequality, and charter schools.

Will 19 (Madeline, 3-5-2019, "How Teacher Strikes Are Changing," Education Week, <https://www.edweek.org/teaching-learning/how-teacher-strikes-are-changing/2019/03>) AG

But this time, teachers’ demands were different, a reflection of the changing flavor of strikes nationwide. While last year’s teacher walkouts were focused primarily on stagnant wages and crumbling classrooms, the strike demands now are more far-reaching. Teachers are pushing back against education reform policies such as charter schools and performance-based pay. They’re also fighting for social-justice initiatives like sanctuary protections for undocumented students. Although some experts say there’s a risk of losing public support as teachers become more political in their demands, the strikes so far have retained community involvement and have all been relatively successful. Even as the protests move from red states to blue cities, there is still a coherent narrative in place: Teachers are underpaid, asked to do more with less, and fed up. These strikes are not independent and isolated efforts, said Rebecca Tarlau, an assistant professor of education and labor and employment relations at Pennsylvania State University’s College of Education. “It’s a wave of different activists who are in conversation and connection and trying to transform their unions in really interesting and important ways,” she said. So far this year, teachers in Los Angeles went on a six-day strike that ended with a host of union victories, including smaller class sizes, more support staff, and other socially minded initiatives, like legal support for immigrant students. Teachers in Denver went on a three-day strike last month over the district’s performance-based compensation model. Then, West Virginia teachers walked out in protest of a bill that would have established charter schools in the state, along with up to 1,000 education savings accounts that allow certain parents to use public money to pay for private school. Teachers in Oakland, Calif., went on strike for two weeks in February over pay, class sizes, and the cash-strapped district’s proposal to close schools. As the teacher-activism movement spreads, it emphasizes the “point that teachers’ concerns are national and not simply a product of big-city unions,” said Jeffrey Henig, the director of the politics and education program at Teachers College, Columbia University. Now, he said, “we’re seeing that played back in places like West Virginia, where the local actors without the strong historical unions ... are now breathing the fumes of national issues like privatization and school choice and are broadening their scope as a result.” In some ways, the strike in Oakland embodied what the movement has become, experts say. At the center of the contract dispute was the union’s demand for a 12 percent pay raise. But Oakland Education Association President Keith Brown framed the strike as a “fight for the soul of public education” in the city. In addition to pushing for student supports, teachers are fighting against the proposed closures of up to 24 regular public schools and the growth of charter schools. “No one thinks of the Oakland strike as a strike that’s about salary,” Tarlau said. “It is part of the big picture: What is the future of our schools? What is the future of public education?”

#### Educational innovation solves extinction.

**Serdyukov 17** Peter Serdyukov, 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.

## Contention 2 is democracy

#### Civic engagement – strikes increase democratic participation which reinvigorates democracy.

McElwee 15 [Sean; Research Associate at Demos; “How Unions Boost Democratic Participation,” The American Prospect; 9/16/15; https://prospect.org/labor/unions-boost-democratic-participation/] Justin

Labor organizer Helen Marot once observed, "The labor unions are group efforts in the direction of democracy." What she meant is that more than simply vehicles for the economic interests of workers (which they certainly are), labor unions also foster civic participation for workers. And nowhere is this clearer than in voter turnout, which has suffered in recent years along with union membership. Indeed, new data from the Census Bureau and a new analysis of American National Election Studies data support the case that unions' declining influence has also deeply harmed democracy.

In 2014, voter turnout was abysmal, even for a midterm. Census data suggest that only 41.9 percent of the citizen population over 18 turned out to vote. However, as I note in my new Demos report Why Voting Matters, there are dispiriting gaps in turnout across class, race, and age. To examine how unions might affect policy, I performed a new analysis of both Census Bureau and American National Election Studies data. The data below, from the 2014 election, show the differences in voter turnout between union and non-union workers (the sample only includes individuals who were employed, and does not include self-employed workers). While only 39 percent of non-union workers voted in 2014, fully 52 percent of union workers did.

As part of ongoing research, James Feigenbaum, an economics PhD candidate at Harvard, ran a regression using American National Election Studies data suggesting that union members are about 4 percentage points more likely to vote and 3 points more likely to register (after controlling for demographic factors) and individuals living in a union household are 2.5 points more likely to vote and register. This is largely in line with the earlier estimates of Richard Freeman.

These numbers may appear modest, but in a close national election they could be enough to change the result.

Other research has found an even stronger turnout effect from unions. Daniel Stegmueller and Michael Becher find that after applying numerous demographic controls, union members are 10 points more likely to vote.

What's particularly important is that unions boost turnout among low- and middle-income individuals. In a 2006 study, political scientists Jan Leighley and Jonathan Nagler found that, "the decline in union membership since 1964 has affected the aggregate turnout of both low and middle-income individuals more than the aggregate turnout of high-income individuals." In 2014, the gap between unions and non-union workers shrunk at the highest rung of the income ladder. There was a 15-point gap among those earning less than $25,000 (40 percent turnout for union workers, and 25 percent turnout for non-union workers). Among those earning more than $100,000, the gap was far smaller (49 percent for non-union workers and 52 percent for union workers).

Individuals living in union households are also more progressive than those in non-union households. I examined 2012 ANES data and find that union households aren't largely different from non-union households on many issues regarding government spending, but they are more likely to have voted for Obama, identify as Democratic, and support a robust role for the government in reducing income inequality. When looking at union members specifically, the gaps become slightly larger.

More upscale union members are far more progressive than their non-union counterparts. Non-union households with an income above $60,000 oppose government intervention to reduce inequality by 11 points, with 32.2 percent in favor and 43.4 percent against. But richer union households support government intervention, with 42.5 percent in favor and 29.9 percent opposed. As Richard B. Freeman has pointed out, "union members are more likely to vote for a Democrat for the House or Presidency than demographically comparable nonunion voters." He similarly finds that "unionism moves members to the left of where they would be given their socioeconomic status," in line with the data I examined from 2012.

A 2013 study by Jasmine Kerrissey and Evan Schofer finds that union members are not only more likely to vote, but also more likely to belong to other associations, and to protest. They also find that these effects are strongest among people with lower levels of education, suggesting that unions may help mobilize the least politically active groups. A recent study of European countries finds union members vote more and identifies those aspects of union membership that contribute to the higher turnout.

The strongest factor is that workers who engage in democratic organizations in the workplace (via collective bargaining) are more likely to engage in democracy more broadly by, for instance, voting.

Other studies support the idea that civic participation creates a feedback loop that leads to higher voting rates. Another factor is that union members make more money, and higher income is correlated with voting behavior. Finally, union members are encouraged by peers and the union to engage in politics, which also contributes to higher levels of turnout.

It's not entirely surprising that politicians who savage unions often share a similar contempt for the right to vote. Democracy in the workplace leads to democracy more broadly throughout society. Workers with more democratic workplaces are more likely to democratically engage in in society. Further, when unions and progressives demonstrate that government can benefit them, Americans are more likely to want to participate in decision-making. For all these reasons, unions play a unique and indispensable role in the progressive project. As Larry Summers, certainly not a leftist, recently argued, "the weakness of unions leaves a broad swath of the middle class largely unrepresented in the political process."

#### Civic engagement via strikes is key to comprehensive climate action globally.

Fisher and Nasrin 20 [Dana R; Professor of Sociology and the Director of the Program for Society and the Environment at the University of Maryland. Her research focuses on questions related to democracy, activism, and environmentalism — most recently studying climate activism, protests, and the American Resistance. Her research employs a mixed-methods approach that integrates data collected through open-ended semi-structured interviews and participant observation with various forms of survey data; Sohana; University of Maryland, College Park, UMD, UMCP, University of Maryland College Park · Philip Merrill College of Journalism Master of Arts; “Climate activism and its effects,” Wiley Interdisciplinary Review; October 2020; https://www.researchgate.net/publication/345455893\_Climate\_activism\_and\_its\_effects] Justin

As coordinated school strikes have taken place around the world to draw attention to the climate crisis, they have mobi-lized an increasing number of participants in a growing number of locations. This type of activism involves particularforms of civic engagement that specifically aim to pressure governments to take action that addresses the issue of cli-mate change. Civic engagement is the term used to describe the manifold ways that citizens participate in their societieswith the intention of influencing communities, politics, and the economy. Forms of engagement range from tactics thatinvolve citizens working directly to change their individual behaviors, along with those that involve indirect efforts tobring about change through the political and economic systems (like school strikes). Tactics run the gamut and rangefrom those that work within these systems to those that work outside of them (Meyer & Tarrow, 1997). Collectiveefforts are mediated by various organizational forms (Anheier & Themudo, 2002), which can either create or remove obstacles to participation (Fisher & Green, 2004; for more general discussion, see Gamson, 1975; McAdam, 1983). Ashas been noted by numerous studies, civic engagement is much higher in democratic countries where citizens areafforded rights to participate and to voice their opinions (DeBardeleben & Pammett, 2009; see also Putnam, Leonardi, &Nanetti, 1994; Schofer & Longhofer, 2011; Skocpol & Fiorina, 1999; de Tocqueville, 2002; see particularly Verba,Schlozman, & Brady, 1995). At the same time, digital technologies have been found to facilitate the spread of variousforms of activism while they connect countries and cultures (Bennett, 2013; Theocharis, Vitoratou, & Sajuria, 2017)

This paper reviews the specific ways that citizens have engaged civically around the issue of climate change, paying particular attention to the documented effects of these efforts on climate change itself. Our discussion provides a review of the range of direct and indirect forms of climate activism (for a general overview of the direct and indirect effects of social movements, see Snow & Soule, 2010). After this review, we present the case of school strikes as a specific tactic that has gained attention in recent years. In this section, we review the limited research that presents data collected from participants of climate strikes in 2019 to understand trends in the expansion of this popular tactic. As the world responds to the COVID-19 outbreak and activism (including climate strikes) move increasingly online, we discuss the potential implications of the pandemic on climate activism and engagement. The conclusion of this paper emphasizes that future research must pay more attention to the relationship between climate-related civic engagement and measurable environmental outcomes. It highlights the methodological challenges facing scholars who take on the difficult analytical task of assessing the outcomes of climate activism in a way that is scalable for a global movement aiming to stop a global crisis. 2 | ACTIVISM WITH DIRECT EFFECTS ON CLIMATE CHANGE There are limited forms of civic engagement that involve efforts to have a direct effect on individual greenhouse gas emissions. For example, some environmental movements and environmental groups encourage their members to make lifestyle changes that reduce their individual carbon footprints. These efforts focus on changing consumer behaviors, such as reducing car-use, flying, shifting to nonfossil fuel-based sources of electricity, and eating less dairy or meat (Büchs, Saunders, Wallbridge, Smith, & Bardsley, 2015; Cherry, 2006; Cronin, McCarthy, & Collins, 2014; Ergas, 2010; Haenfler, Johnson, & Jones, 2012; Middlemiss, 2011; Salt & Layzell, 1985; Saunders, Büchs, Papafragkou, Wallbridge, & Smith, 2014; Stuart, Thomas, Donaghue, & Russell, 2013; Wynes, Nicholas, Zhao, & Donner, 2018; for an overview on these measures, see Wynes & Nicholas, 2017). So far, there are only a limited number of case studies that measure the direct effect of participation in these types of movements as it relates to climate outcomes. In their study of the electricity use of 72 households in southern England, for example, Saunders and colleagues find an association between low levels of electricity use and contact with environmental organizations (Saunders et al., 2014). Similarly, in a longitudinal ethnographic study of a small number of participants in an environmental campaign in Sweden, Vestergren and colleagues conclude that participants in an environmental campaign sustained reductions in plastic use and meat consumption over the period of their study (Vestergren, Drury, & Chiriac, 2018, 2019). There is a clear need for research on the material outcomes of these movements that aim to have direct effects on consumption patterns that goes beyond single case studies. At the same time, measuring direct effects of these efforts in a way that scales up is extremely challenging, especially when crossing cultural and institutional contexts. 3 | ACTIVISM WITH INDIRECT EFFECTS ON CLIMATE CHANGE Most types of activism, however, do not aim to have direct effects on greenhouse gas emissions. Instead, they work to pressure economic and political actors to change policies and behaviors in a way that will lead to reductions in emissions. In other words, their goals are indirect: these forms of engagement target nodes of power—policymakers, regulators, and businesses—to change their behaviors and/or accelerate their efforts to reduce greenhouse gas emissions. These forms of civic engagement involve providing the labor and political will needed to pressure political and economic actors to enact the kinds of emission-reducing policies recommended by scientists working with the Intergovernmental Panel on Climate Change (IPCC) (Intergovernmental Panel on Climate Change & Edenhofer, 2014, pt. IV). Much of the research in this area looks at the role of internationally focused environmental Non-Governmental Organizations (NGOs), which tend to target international environmental negotiation processes (Betsill & Corell, 2008; Boli & Thomas, 1999; Fox & Brown, 1998). Within this research area, there are numerous studies that analyze 2 of 11 FISHER AND NASRIN quantitative data sets to understand the relationship between NGOs and a country's environmental impact comparatively (see also Frank, Hironaka, & Schofer, 2000; Grant, Jorgenson, & Longhofer, 2018; Jorgenson, Dick, & Shandra, 2011; Longhofer & Jorgenson, 2017; Schofer & Hironaka, 2005). Other studies focus specifically on the relationship between NGOs and environmental impact within nations (Dietz, Frank, Whitley, Kelly, & Kelly, 2015; Grant & Vasi, 2017; Shwom, 2011). In their quantitative analysis of the effects of world society on environmental protection outcomes in countries around the world, Schofer and Hironaka find clear evidence that the rise of an “international environmental regime,” which includes environmental NGOs, is associated with lower levels of environmental degradation, including reduced carbon dioxide emissions (Schofer & Hironaka, 2005). More recently, scholars have worked to understand this relationship within the context of development. For example, Longhofer and Jorgenson conclude that nations with the highest levels of membership in international environmental NGOs experience a moderate “decoupling” in the assocaition between economic development and carbon emissions (Grant et al., 2018; see also Jorgenson et al., 2011; Longhofer & Jorgenson, 2017) Although these studies provide a good first step in understanding this connection, more research is needed about how exactly the existence of NGOs bring about lower emissions. Beyond these studies that explicitly analyze the relationship between NGOs and carbon emissions, there is a small but growing literature that assesses the broader consequences of activism, which aims to pressure policymakers to take action across a range of issues (Amenta, Caren, Chiarello, & Su, 2010; Giugni, McAdam, & Tilly, 1999; Soule & Olzak, 2004). This research focuses specifically on the outcome of specific forms of engagement, or tactics (for an overview, see Caren, Ghoshal, & Ribas, 2011). Some of the most common tactics that activists are employing to reduce greenhouse gas emissions indirectly are summarized in the sections that follow. 3.1 | Activism through litigation Litigation is one of the tactics that citizens, local governments, NGOs, and even corporations are using to pressure governments. This tactic aims to work through the judicial system to take action or enforce existing legislation (McCormick et al., 2017; Peel & Lin, 2019; Peel & Osofsky, 2015; Setzer & Vanhala, 2019; see also Pfrommer et al., 2019). In May 2017, UN Environment reported that climate change-related cases had been filed in 24 countries plus the European Union (UN Environment, 2017). In some cases, this tactic is being used to pressure businesses and governments to meet their policy commitments (Setzer & Vanhala, 2019; UN Environment, 2017). So far, however, there remains insufficient evidence regarding what effect these judicial efforts are having on greenhouse gas emissions. 3.2 | Activism targeting business actors At the same time, some groups focus their attention on targeting the economic sector and specific businesses. These efforts employ shareholder activism and cooperative board stewardship, as well as protest (King & Soule, 2007; M.-D. P. Lee & Lounsbury, 2011; McDonnell, King, & Soule, 2015; Szulecki, 2018; Yildiz et al., 2015). Shareholder activism focuses on investors' response to corporate activities and performances (Gillan & Starks, 2007). It involves investors who are dissatisfied with the company's management or operation taking advantage of their role as shareholders to pressure the company to change (Bratton & Mccahery, 2015; Gillan & Starks, 2007). Cooperative board stewardship, in contrast, involves “jointly owned and democratically controlled businesses” that support renewable energy (Viardot, 2013, p. 757; see also Yildiz et al., 2015). Some of this business-focused activism involves working through transnational advocacy networks, which have been documented to target governments and corporations (Hadden & Jasny, 2017; Keck & Sikkink, 2014; McAteer & Pulver, 2009). In their comparative study of shareholder activism in the Amazon region, McAteer and Pulver come to mixed conclusions, finding that one of the shareholder advocacy networks in Ecuador was successful in limiting oil development, while the other was not (McAteer & Pulver, 2009). Other types of activism that target business practices involve environmental groups working as part of a campaign to pressure institutional investors and universities to divest from fossil fuels. Groups employ “a range of strategies to shame, pressure, facilitate, and encourage investors in general, and large institutional investors in particular, to relinquish their holdings of fossil fuel stocks in favour of climate-friendly alternatives” (Ayling & Gunningham, 2017, p. 131; Franta, 2017; Grady-Benson & Sarathy, 2016; Hestres & Hopke, 2019). Although research has yet to conclude FISHER AND NASRIN 3 of 11 that these efforts have a substantial effect on fossil fuel funding or greenhouse gas emissions (Tollefson, 2015; but see Bergman, 2018), a recent study of fossil fuel divestment and green bonds provides some evidence of success. In it, Glomsrød and Wei model green investment scenarios that include funding allocation constraints due to divestment around the world. The authors find that these efforts yield notable emissions reductions (Glomsrød & Wei, 2018, p. 7). 3.3 | Activism working within the political system Activism also frequently involves citizens working individually or in groups to take advantage of opportunities to pressure governmental actors from within the political system. These tactics involve lobbying elected officials or working to change political representation through democratic elections of candidates (for an overview, see Clemens, 1997; Schlozman, Verba, & Brady, 2012). Turning first to lobbying, there is some evidence that these efforts by civic groups have a positive effect on environmental outcomes. In their 2016 study, Olzak and colleagues find that the number of environmental lobbyist organizations has a positive effect on the enactment of environmental legislation (Olzak, Soule, Coddou, & Muñoz, 2016). Although the authors do not specifically document the effects of the legislation on material outcomes, more recent research has found climate laws to reduce carbon emissions (Eskander & Fankhauser, 2020). Even though groups representing both the general public and businesses engage in lobbying, research has found business groups have (and spend) more financial and human resources, which affords them “privileged access” to policymakers and policymaking (Freudenburg, 2005). In his study of the “climate lobby,” Brulle compares the amounts spent by different groups for lobbying around the climate issue in the U.S. Congress. He finds that the “major sectors involved in lobbying were fossil fuel and transportation corporations, utilities, and affiliated trade associations. Expenditures by these sectors dwarf those of environmental organizations and renewable energy corporations” (Brulle, 2018, p. 289; see also Farrell, 2016). In some cases, representatives from business interests that have been lobbying against environmental policies are given opportunities to join the government. This process leads to “Regulatory Capture” by the specific business interest and is found to be associated with substantial negative public and environmental health consequences (for a recent example, see Dillon et al., 2018). Activism within the political system also involves citizens working through the electoral process to affect all sorts of social change (for a discussion of engagement in electoral politics as activism, see Fisher, 2012, 2019a). In some cases, elections focus on the differences between candidates who are supportive of policies that include more aggressive climate change mitigation strategies. Although research has yet to analyze extensively the relationship between this type of election-related civic engagement and climate outcomes, there is already some evidence. For example, a 2019 study finds that individuals in the United States who installed solar panels participate more in elections (Mildenberger, Howe, & Miljanich, 2019). At the same time, other research has documented various forms of electoral backlash against climate policies, both individually (Stokes, 2016, 2020), as well as in combination with other progressive agenda items (Muradian & Pascual, 2020). In their study of the success of “far-right movements” around the world and the concurrent election of “far-right” candidates, Muradian and Pascual note that far-right-leaning elected officials tend to have low concern for environmental issues and to deny climate change and disregard scientific evidence (Muradian & Pascual, 2020). Although they do not specifically look at the environmental outcomes of these officials holding office, given their common values and the empirical evidence coming out of the early years of the Trump Administration (Bomberg, 2017; Fisher & Jorgenson, 2019), it is likely that these officials will contribute to the passage of policies that limit the effectiveness of climate-related plans, reduce enforcement of these plans, or block them outright. 3.4 | Activism outside the economic and political system At the same time, there is expansive research on the ways citizens with less access to resources and power participate by challenging the economic and political system from outside it (for an overview, see Meyer & Tarrow, 1997). These efforts include a range of more confrontational tactics, such as boycotting, striking, protesting, and direct action that target politics, policymakers, and businesses. Many studies have explained this type of activism using climate change as a case (Fisher, 2010; Hadden, 2015; Saunders, Grasso, Olcese, Rainsford, & Rootes, 2012; Swim, Geiger, & Lengieza, 2019; Wahlström, Wennerhag, & Rootes, 2013; see also Fisher, Stanley, Berman, & Neff, 2005; Walgrave, 4 of 11 FISHER AND NASRIN Wouters, Van Laer, Verhulst, & Ketelaars, 2012). So far, however, only a handful of studies have explored the effect of these tactics on climate-related outcomes (but see Muñoz, Olzak, & Soule, 2018; Olzak et al., 2016). In their research on the success of environmental legislation in the U.S. Congress, Olzak and colleagues find that some civic tactics have a more positive effect than others: while they conclude that the number of environmental lobbyist organizations is positively associated with the enactment of environmental legislation, which can lead to carbon emissions reductions, they also find that protest by constituents has no effect (Olzak et al., 2016; see also Olzak & Soule, 2009). In a 2018 piece, which uses more recent data to analyze the relationship between protest, policy, and greenhouse gas emissions across states in the United States, the authors come to different conclusions. They find that emissions in states decline when there is more pro-environmental protest (Muñoz et al., 2018).

A good deal of research has concluded that activism, including tactics such as protests or strikes played a large role in pressuring governments to create environmental laws and environmental agencies tasked with enforcing those laws around the world (Brulle, 2000; see also Longhofer, Schofer, Miric, & Frank, 2016; McCloskey, 1991; Rucht, 1999; Schreurs, 1997; Steinhardt & Wu, 2016; Wong, 2018). Moreover, research has documented how coalitions of activists achieved a degree of success when they protested environmentally damaging projects, including the Narmada Dam development in India (Khagram, 2004), and environmentally harmful nuclear power plants, dams, and airports in Japan (Aldrich, 2010). In her study of the campaign against coal mining and burning in South Africa, Cock finds that the campaign challenged inequality and generated solidarity (Cock, 2019).

4 | CLIMATE STRIKES AS A GROWING TACTIC

Climate strikes are a particular outsider tactic that aims to pressure both the political and economic system. On August 20, 2018, Greta Thunberg decided not to attend school and sit on the steps of the Swedish parliament to demand that the government take steps to address climate change (Gessen, 2018). Inspired by the national school walkout against gun violence in the United States that was organized after the Parkland School Shooting in Florida, the 15-year-old has spent her Fridays sitting with a hand-written sign protesting ever since. Fridays for Future—the name of the group coordinating this tactic of skipping school on Fridays to protest inaction on climate change—flourished due to its usage of digital technologies to engage young people and the tactic has spread.

In March 2019, the first global climate strike took place, turning out more than 1 million people around the world. Six months later in September 2019, young people and adults responded to a call by young activists to participate in climate strikes as part of the “Global Week for Future” surrounding the UN Climate Action Summit.1 The number of participants in this event globally jumped to an estimated 7.6 million people (Rosane, 2019). Figure 1 presents the growth in the tactic of climate strikes in terms of the numbers of nations where strikes have taken place and the total number of participants involved.

Even before this movement had mobilized millions to strike, a narrative synthesis of studies that focused on youth perceptions of climate change from 1993 to 2018 documented how youth voices on climate change had become much more prominent and more widely publicized (K. Lee, Gjersoe, O'Neill, & Barnett, 2020). Specific research on this movement and its consequences has yet to be published in peer-reviewed publications (but see Evensen, 2019; Fisher, 2019b; Wahlström et al., 2013). However, in a series of pieces published in the Washington Post, Fisher presents analyses of data collected from participants in climate strikes during 2019 to understand how this tactic and the movement have grown in the United States (Fisher, 2019c, 2019d).

As an outsider tactic by school-aged children that aims to pressure governments to implement more radical climate policies that will lead to emissions reductions, school strikes are a popular example of activism with the goal of having an indirect effect on climate change. Measuring the outcomes of these efforts, in terms of political outcomes and emissions reductions is extremely challenging given the indirect nature of this activism. Such calculations are made even more challenging given the scale and scope of the activism, which has mobilized millions of people to act locally to pressure governments at the local, national, and international levels. Although the overall numbers are large, most of these strikes involve relatively small proportions of overall populations.

#### Corruption reduction – the right to strike fights concentration of power while reducing inequality.

IER 17 [Institute of Employment Rights. The IER exists to inform the debate around trade union rights and labour law by providing information, critical analysis, and policy ideas through our network of academics, researchers and lawyers. “UN Rights Expert: Right to strike is essential to democracy”. 3-10-2017. . https://www.ier.org.uk/news/un-rights-expert-right-strike-essential-democracy/.] SJ//VM

The United Nations’ Special Rapporteur on the rights to freedom of peaceful assembly and of association, Maina Kiai, has reminded member states of the International Labour Organization (ILO) – including the UK – that they have a positive obligation to uphold the right to strike. Speaking at an ILO meeting on Monday 06 March 2017 in Geneva, Kiai argued that the right to strike is fundamental to the preservation of democracy. “The concentration of power in one sector – whether in the hands of government or business – inevitably leads to the erosion of democracy, and an increase in inequalities and marginalization with all their attendant consequences. The right to strike is a check on this concentration of power,” he explained. The right to strike has been established in international law as a corollary to the right of freedom of association for decades, and is enshrined in the European Convention on Human Rights as Article 11. As a member state of the ILO and of the EU, the UK is legally obliged to uphold the right to strike, although through the Trades Union Act 2016 and the anti-trade union laws that preceded it, the government is making it harder and harder for trade unions to take industrial action. Kiai criticised such actions, saying government’s have a duty not to impede workers’ ability to take industrial action. “I deplore the various attempts made to erode the right to strike at national and multilateral levels,” the expert said, reminding delegates: “Protest action in relation to government social and economic policy, and against negative corporate practices, forms part of the basic civil liberties whose respect is essential for the meaningful exercise of trade union rights. This right enables them to engage with companies and governments on a more equal footing, and Member States have a positive obligation to protect this right, and a negative obligation not to interfere with its exercise.”

#### DPT is empirically robust. Democracy prevents war and makes the world peaceful. Every counterexample crumbles under better historical analysis.

Miller, PhD in IR, 19

(Paul D., Georgetown, Professor of the Practice of International Affairs at Georgetown, <https://networks.h-net.org/node/28443/discussions/4846080/h-diploissf-state-field-essay-unreality-realism-international>) BW

That, of course, is anathema to the foreign policy that realists prefer. The idea that liberalism might lead to world peace is a cornerstone of liberalism, one of its strongest selling points to scholars and practitioners, and a potential death-blow to realism. The idea of a liberal or democratic peace is almost as old as liberalism itself, having first been outlined by Immanuel Kant in Perpetual Peace: A Philosophical Sketch (1795). Kant argued with remarkable prescience that a confederation of republican governments could be the anchor of world peace. Two centuries later, Jack Levy famously would observe that “the absence of war between democracies comes as close as anything we have to an empirical law in international relations.”[14] Despite the initial failure of the Wilsonian project, subsequent decades have gradually vindicated much of it through the spread of democracy and international cooperation. If it is true that liberal democracies do not fight each other, then a foreign policy that champions and encourages democracy abroad holds out the promise of spreading peace, stability, and prosperity—and to do so on grounds antithetical to realism. If the democratic peace theory is true, realism is not only false, it is basically immoral for leading humanity away from its best hope for peace. Given the challenge that the democratic peace theory presents to realism, it is striking how rarely realists engage with it. In research for my last book, I found almost no effort to rebut it in the major recent works advocating for restraint or retrenchment. Mearsheimer commendably tries to fill the gap. He argues that for the democratic peace theory to be relevant, it has to trump concerns about survival. Clearly it does not; states and people care more about survival than about freedom, Mearsheimer claims, and so the theory is of limited applicability. Mearsheimer seemingly argues that this scope condition is a weakness of the democratic peace theory: “These conditions do not always exist. The world has never been populated with democracies alone, which significantly restricts the scope of democratic peace theory” (3579). Democracies will always have to live by realist logic, like the balance of power, when dealing with non-democratic powers. He later notes that democracies can backslide, making the democratic peace not apply to them anymore. Mearsheimer’s argument is a non-sequitur; he is refuting an argument no one makes. Advocates of the democratic peace theory do not argue that democracy is or will be global, or that it must become global for the democratic peace theory to be relevant. We do not claim that democracy is more important than survival or that it exempts democracies from acting according to realist logic in relation to non-democratic powers. (In my book I specifically argue that the two logics operate in tandem). We claim that the question of survival does not arise in the first place between two liberal democracies, and thus does not have to be trumped. And I was taught in graduate school that specifying your theory’s scope conditions strengthens your case; it does not weaken it. By contrast, Mearsheimer claims “Realism is a timeless theory,” (2551) which is simply false, arising as it did in the unique conditions of post-Westphalian Europe to explain the era’s new interpretation of sovereignty. In any case, if it were timeless, realists would be unable to explain variance across history. Mearsheimer is not engaging with a fair version of his critics’ arguments. This is particularly on display with his treatment of Francis Fukuyama, whose arguments he repeatedly mischaracterizes. Fukuyama’s “End of History” essay is essentially a restatement of the democratic peace theory, resting as it does on the potent idea that liberal democracy and capitalism are superior to their alternatives and that their spread will also spread peace, liberty, and human flourishing. But in his critique of liberalism, Mearsheimer returns several times to Fukuyama and uses a caricatured version of it as a foil for himself. “According to Fukuyama, [democratic] nations would have virtually no meaningful disputes, and wars between great powers would cease,” Mearsheimer argues (165). In his reading, Fukuyama believed “liberal democracy would steadily sweep across the globe, spreading peace everywhere” (3635). What Fukuyama actually wrote was very different from what Mearsheimer recounts. Fukuyama wrote in his original essay that the ‘end of history’ does not mean “there will no longer be events to fill the pages of Foreign Affairs' yearly summaries of international relations.” Fukuyama did not suggest that every state would immediately convert to liberal democracy. “At the end of history, it is not necessary that all societies become successful liberal societies, merely that they end their ideological pretensions of representing different and higher forms of human society.” Nor does the End of History mean the end of war: “This does not by any means imply the end of international conflict per se… terrorism and wars of national liberation will continue to be an important item on the international agenda.” Conflict would continue and many states would remain within “History” for the foreseeable future. “Russia and China are not likely to join the developed nations of the West as liberal societies any time in the foreseeable future,” he wrote.[15] More positively, in contrast to his discussion of nationalism and liberalism, Mearsheimer’s treatment of the democratic peace theory does engage with some of the empirical data. Mearsheimer argues there are four clear-cut cases of democracies fighting against each other: Germany against the Allies in World War I; the Boer War (1899-1902); the Spanish-American War of 1898; and the Kargil War between India and Pakistan in 1999. Along the same lines, he also claims that the United States “has a rich history of toppling democratically elected governments,” further disproving the democratic peace theory. He cites Guatemala in 1954, Iran in 1953, Brazil in 1964, and Chile in 1973 as examples. None of these cases hold up. Mearsheimer gives prominent place to his claim that Wilhelmine Germany was a liberal democracy, and thus that World War I falsifies the democratic peace theory. (Christopher Layne makes the same argument in Peace of Illusions).[16] The claim is false. The Polity IV project gives Germany in 1914 a score of 2 on its scale of -10 (full autocracy) to 10 (full democracy). Like many hybrid, transitional, or incomplete democracies, Wilhelmine Germany blended traits of democracy and autocracy. It held elections and had a parliament; it also censored the press and established a military dictatorship over foreign and defense policy with no democratic checks on war-making powers. This is not the kind of regime that scholars of the democratic peace have in mind. The Boer War and Spanish-American War and coups in Guatemala, Iran, and Brazil fail by the same measures. One or the other party in the war or coup simply were not full democracies. As importantly, Mearsheimer does not engage with more recent historiography on these cases; he is recycling old talking points by critics of U.S. foreign policy.[17] Suffice to say, the coups are more complicated than Mearsheimer’s single sentence makes them out to be. (Chile, in particular, was emphatically not a U.S.-sponsored coup, despite what your college professor told you). If these cases are to be used to disprove the democratic peace theory, more is needed. Mearsheimer’s discussion of the democratic peace theory has more problems. “Perhaps the most damning evidence against the case for liberal democratic norms is found in Christopher Layne’s careful examination of four cases where a pair of liberal democracies marched to the brink of war, but one side pulled back and ended the crisis,” (3772) he writes. No, in fact these cases are not evidence against the democratic peace theory; if anything, they could be seen as evidence for it because the democracies in question did not go to war. Whatever the causal mechanism at work, the cases simply do not comment on the democratic peace theory because they do not include examples of democracies going to war against each other. The Kargil War is perhaps the single case of a militarized crisis between two democracies (Pervez Musharraf overthrew the Pakistani democracy months later), though one that was so small and brief, and killed so few people, that the Uppsala Data Conflict Program (UDCP) codes it as falling below the conventional threshold of 1,000 battle deaths that political scientists use to define “war” (UDCP estimates 886 battle deaths).[18] That is a technicality, however, and the case does raise a potential problem for the democratic peace theory. But not a large one. As I often tell my students, the fact that scholars have spent so much time debating the marginal cases proves that the democratic peace theory is true the rest of the time—which is to say, it is true for the other 99.9 percent of cases. It is true enough for policymaking: scholars can reliably trust that democracies virtually never go to war against each other. And if it is true, realism is not just a faulty guide; it is a treacherous one, leading us in exactly the opposite direction we should go.

#### There is no other explanation for declining violence.

Dafoe and Russett 13, Allen Dafoe and Bruce Russett, Assistant Professor of Political Science at Yale and Dean Acheson Research Professor of International Relations and Political Science at Yale, Assessing the Capitalist Peace, p.110, October 2013, ME)

The democratic peace—the empirical association between democracy and peace—is an extremely robust finding. More generally, many liberal factors are associated with peace and many explanations have been offered for these associations, including the effects of: liberal norms, democratic signaling, credible commitments, the free press, economic interdependence, declining benefits of conquest, signaling via capital markets, constraints on the state, constraints on leaders, and others. Scholars are still mapping the contours of the liberal peace, and we remain a long way from fully understanding the respective influence of these different candidate causal mechanisms. All this being said, the robustness of the democratic peace, as one interrelated empirical aspect of the liberal peace, is impressive. The democratic peace has been interrogated for over two decades and no one has been able to identify an alternative factor that accounts for it in cross-national statistical analyses. Democracy in any two countries (joint democracy) has been shown to be robustly negatively associated with militarized interstate disputes (MIDs), fatal MIDs, crises, escalation, and wars. The democratic peace is for good reason widely cited and regarded as one of the most productive research programs.