## 1

#### Interpretation: “workers” is a generic bare plural. The aff may not defend that a just government recognizes a specific group of workers unconditional right to strike

Nebel 19. [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.] “Genericity on the Standardized Tests Resolution.” Vbriefly. August 12, 2019. <https://www.vbriefly.com/2019/08/12/genericity-on-the-standardized-tests-resolution/?fbclid=IwAR0hUkKdDzHWrNeqEVI7m59pwsnmqLl490n4uRLQTe7bWmWDO_avWCNzi14> TG

Both distinctions are important. Generic resolutions can’t be affirmed by specifying particular instances. But, since generics tolerate exceptions, plan-inclusive counterplans (PICs) do not negate generic resolutions.

Bare plurals are typically used to express generic generalizations. But there are two important things to keep in mind. First, generic generalizations are also often expressed via other means (e.g., definite singulars, indefinite singulars, and bare singulars). Second, and more importantly for present purposes, bare plurals can also be used to express existential generalizations. For example, “Birds are singing outside my window” is true just in case there are some birds singing outside my window; it doesn’t require birds in general to be singing outside my window.

So, what about “colleges and universities,” “standardized tests,” and “undergraduate admissions decisions”? Are they generic or existential bare plurals? On other topics I have taken great pains to point out that their bare plurals are generic—because, well, they are. On this topic, though, I think the answer is a bit more nuanced. Let’s see why.

“Colleges and universities” is a generic bare plural. I don’t think this claim should require any argument, when you think about it, but here are a few reasons.

First, ask yourself, honestly, whether the following speech sounds good to you: “Eight colleges and universities—namely, those in the Ivy League—ought not consider standardized tests in undergraduate admissions decisions. Maybe other colleges and universities ought to consider them, but not the Ivies. Therefore, in the United States, colleges and universities ought not consider standardized tests in undergraduate admissions decisions.” That is obviously not a valid argument: the conclusion does not follow. Anyone who sincerely believes that it is valid argument is, to be charitable, deeply confused. But the inference above would be good if “colleges and universities” in the resolution were existential. By way of contrast: “Eight birds are singing outside my window. Maybe lots of birds aren’t singing outside my window, but eight birds are. Therefore, birds are singing outside my window.” Since the bare plural “birds” in the conclusion gets an existential reading, the conclusion follows from the premise that eight birds are singing outside my window: “eight” entails “some.” If the resolution were existential with respect to “colleges and universities,” then the Ivy League argument above would be a valid inference. Since it’s not a valid inference, “colleges and universities” must be a generic bare plural.

Second, “colleges and universities” fails the [upward-entailment test](https://plato.stanford.edu/entries/generics/#IsolGeneInte) for existential uses of bare plurals. Consider the sentence, “Lima beans are on my plate.” This sentence expresses an existential statement that is true just in case there are some lima beans on my plate. One test of this is that it entails the more general sentence, “Beans are on my plate.” Now consider the sentence, “Colleges and universities ought not consider the SAT.” (To isolate “colleges and universities,” I’ve eliminated the other bare plurals in the resolution; it cannot plausibly be generic in the isolated case but existential in the resolution.) This sentence does not entail the more general statement that educational institutions ought not consider the SAT. This shows that “colleges and universities” is generic, because it fails the upward-entailment test for existential bare plurals.

Third, “colleges and universities” fails the adverb of quantification test for existential bare plurals. Consider the sentence, “Dogs are barking outside my window.” This sentence expresses an existential statement that is true just in case there are some dogs barking outside my window. One test of this appeals to the drastic change of meaning caused by inserting any adverb of quantification (e.g., always, sometimes, generally, often, seldom, never, ever). You cannot add any such adverb into the sentence without drastically changing its meaning. To apply this test to the resolution, let’s again isolate the bare plural subject: “Colleges and universities ought not consider the SAT.” Adding generally (“Colleges and universitiesz generally ought not consider the SAT”) or ever (“Colleges and universities ought not ever consider the SAT”) result in comparatively minor changes of meaning. (Note that this test doesn’t require there to be no change of meaning and doesn’t have to work for every adverb of quantification.) This strongly suggests what we already know: that “colleges and universities” is generic rather than existential in the resolution.

#### It applies to “workers” – 1] upward entailment test – “a just government ought to recognize workers unconditional right to strike” doesn’t entail that a just government ought to recognize peoples unconditional right to strike because it doesn’t prove all people should strike, 2] adverb test – adding “always” doesn’t change its meaning because recognition is unconditional.

#### Violation: They spec \_\_\_\_\_\_

#### Standards:

#### 1] Precision – the counter-interp justifies them arbitrarily doing away with random words in the resolution which decks ground and prep because the aff is no longer bounded by the resolution. Independent voter for jurisdiction – the judge doesn’t have the jurisdiction to vote aff if there wasn’t a legitimate aff.

#### 2] Limits and ground – their model allows affs to defend anything from teachers to doctors to the police— there's no universal DA since each has different functions and implications — that explodes prep and leads to random worker of the week affs which makes neg prep impossible.

#### 3] TVA solves – you could’ve read your plan as an advantage under a whole res advocacy.

#### Fairness – debate is a competitive activity that requires fairness for objective evaluation. Outweighs – it constrains your ability to evaluate the rest of the flow because they require fair evaluation.

#### Drop the debater – to deter future abuse and set better norms for debate.

#### Competing interps – reasonability is arbitrary and invites judge intervention but we creates a race to the top where we create the best norms for debate.

#### No RVIs – a] illogical, you don’t win for proving that you meet the burden of being fair, logic outweighs since it’s a prerequisite for evaluating any other argument, b] RVIs incentivize baiting theory and prepping it out which leads to maximally abusive practices

#### 1AR theory is dta and reasonability – sandbagging o/w, irresolvable o/w

#### RVI on 1AR theory – time skew o/w

## 2

#### Interp: Debaters must disclose round reports on the 2020-21 NDCA LD wiki for every round they have debated this season. Round reports disclose which positions (AC, NC, K, T, Theory, etc.) were read/gone for in every speech.

#### Violation: screenshot in the doc – they have one – no round reports or any disclosure for apple valley

Graphical user interface, application, table, Excel

Description automatically generated

#### Standards:

#### 1] Level Playing Field – big schools can go around and scout and collect flows but independents are left in the dark so round reports are key to prep- they give you an idea of overall what layers debaters like going for so you can best prepare your strategy when you hit them. Accessibility first and independent voter – it’s an impact multiplier

#### 2] Strategy Education – round reports help novices understand the context in which positions are read by good debaters and help with brainstorming potential 1NCs vs affs – helps compensate for kids who can’t afford coaches to prep out affs.

## 3

#### The meta-ethic is practical reasoning

#### Infinite Regress: We can infinitely ask why for other theories but to ask why for reasons concedes reasons, so reasons are inescapable and binding, and binding theory outweigh because only they can guide action which is the purpose of ethics.

#### Action Theory: Every action has infinite sub-actions we must unify them under intent to explain the unity of action. To use intent agents must use practical reason to know the means she takes in her actions can achieve principles guiding the action.

#### To be an agent is to have the ability to rationally self-reflect, because that ability is how we derive reason and value.

Korsgaard // 96

Korsgaard, C. M., Cohen, G. A., & O'Neill, O. (1996). The sources of normativity. Cambridge: Cambridge University Press. Bracketed for clarity

And this sets up a problem no other animal has. It is the problem of the normative. For our capacity to turn our attention on to our own mental activities [and desires] is also a capacity to distance ourselves from them, and to call them into question.  I perceive, and I find myself with a powerful impulse to believe. But I back up and bring that impulse into view and then I have a certain distance. Now the impulse doesn’t dominate me and now I have a problem. Shall I act? [but] Is this desire really a *reason* to act? The reflective mind cannot settle for perception and desire, not just as such. It needs a *reason*. Otherwise, at least as long as it reflects, it cannot commit itself or go forward. If the problem springs from reflection then the solution must do so as well. If the problem is that our perceptions and desires might not withstand reflective scrutiny. We [we] have reasons if they do. The normative word ‘reason’ refers to a kind of reflective success. If ‘good’ and ‘right’ are also taken to be intrinsically normative words, names for things that automatically give us reasons, then they too must refer to reflective success. And they do. Think of what they mean when we use them as *exclamations*. ‘Good!’ ‘Right!’ There they mean: I’m satisfied, I’m happy, I’m [and] committed, you’ve convinced me, let’s go. They mean [and] the work of reflection is done.

#### Agency requires universalizability. Universal willing is a prerequisite to self-determination of action. Anything else means desire controls our actions, thus the actor is no longer an agent.

**Korsgaard // 99**

Korsgaard, C. M. (1999). Self-Constitution in the Ethics of Plato and Kant (1st ed., Vol. 3). Spinger.

The second step is to see that particularistic willing makes it impossible for you to distinguish yourself, your principle of choice, from the various incentives on which you act. According to Kant you must always act on some incentive or other, for every action, even action from duty, involves a decision on a proposal: something must suggest the action to you. And in order to will particularistically, you must in each case wholly identify with the incentive of your action. That incentive would be, for the moment, your law, the law that defined your agency or your will. It’s important to see that if you had a particularistic will you would not identify with the incentive as representative of any sort of type, since if you took it as a representative of a type you would be taking it as universal. For instance, you couldn’t say that you decided to act on the inclination of the moment, because you were so inclined. Someone who takes “I shall do the things I am inclined to do, whatever they might be” as his maxim has adopted a universal principle, not a particular one: he has the principle of treating his inclinations as such as reasons. A truly particularistic will must embrace the incentive in its full particularity: it, in no way that is further describable, is the law of such a will. So someone who engages in particularistic willing does not even have a democratic soul. There is only the tyranny of the moment: the complete domination of the agent by something inside him.

#### If an agent regards their purpose as important, they must regard the means as important, one of which is freedom.

**Denying individuals’ independent choice, or outer freedom, is rationally contradictory. As you expand your freedom to limit someone else’s same freedom which results in contradiction and is incoherent, so we can’t limit anyone’s freedom.**

**A universal system of freedoms requires consistency with the omnilateral will.**

Ripstein // 04

[Arthur Ripstein, (University Professor of Law and Philosophy, [University of Toronto](https://scholar.google.com/citations?view_op=view_org&hl=en&org=8515235176732148308)) "Authority and Coercion" Philosophy & Public Affairs, 32: 2–35, 2004, http://onlinelibrary.wiley.com/doi/10.1111/j.1467-6486.2004.00003.x/abstract, DOA:12-16-2017 //] Bracketed for clarity

Kant explains the need for the three branches of government in Rousseau’s vocabulary of the “general will.” Kant finds this concept helpful, since it manages to capture the way in which the specificity of the law and the monopoly on [the law’s] its enforcement do not thereby make it the unilateral imposition of one person’s will upon another. Instead, it is what Kant calls an “omnilateral” will, since all must agree to set up procedures that will make right possible. All must agree, because without such procedures, equal freedom is impossible, and so the external freedom of each is impossible. But the sense in which they must agree is not just that they should agree; it is that they cannot object to being forced to accept those procedures, because any objection would be nothing more than an assertion of the right to use force against others unilaterally. Once the concept of the General Will is introduced, it provides further constraints on the possibility of a rightful condition, and even explains the ways in which a state can legitimately coerce its citizens for reasons other than the redress of private wrongs. Kant’s treatment of these issues of “Public Right” has struck many readers as somewhat perfunctory, especially after his meticulously detailed, if not always transparent, treatment of private right. He treats these issues as he does because he takes them to follow directly from the institution of a social contract. The details of his arguments need not concern us here, because he does not claim that these exhaust the further powers of the state. Instead, he puts them forward as additional powers a state must have if it is to create a rightful condition, and it is the structure of that argument that is of concern here.

#### [1] Ethical frameworks must be theoretically legitimate. All frameworks are functionally topicality interpretations of the word ought so they must be theoretically justified:

#### [a] Resource disparities—a focus on evidence and statistics privileges debaters with the most preround prep which excludes lone-wolfs who lack huge evidence files. My Framework solves since only analytical arguments are required. That controls the internal link to other voters because a pre-req to debating is access to the activity.

#### [b] Real world education—states abide by inviolable side-constraints in constitutions—Germany proves.

Ripstein // 09

Ripstein, Arthur. Force and Freedom: Kant's Legal and Political Philosophy. Harvard University Press, 2009.

Strictly speaking, the right to dignity is not an enumerated right in the German Basic Law [says], but the organizing principle under which all enumerated rights—ranging from life and security of the person through freedom of expression, movement, association, and employment and the right to a fair trial to equality before the law—are organized. It appears as Art. I.1: “Human dignity shall be inviolable. To respect and protect it shall be the duty of all state authority.” Art. I.3 explains that the enumerated rights follow: “The following basic rights shall bind the legislature, the executive, and the judiciary as directly applicable law.” Other, enumerated rights are subject to proportionality analysis, through which they can be restricted in light of each other so as to give effect to a consistent system of rights. The right to dignity is the basis of the state’s power to legislate and so is not subject to any limitation, even in light of the enumerated rights falling under it, because—to put it in explicitly Kantian terms—citizens could not give themselves a law that turned them into mere objects.

#### Voters: Fairness—debate is a competitive activity governed by rules. You can’t evaluate who did better debating if the round is structurally skewed, so fairness is a gateway to substantive debate. Education—schools fund debate for its education value, and only education has out of round impacts.

#### [2] Performativity—freedom is the key to the process of justification of arguments. Willing that we should abide by their ethical theory presupposes that we own ourselves in the first place. Thus, it is logically incoherent to justify a standard without first willing that we can pursue ends free from others.

### Offense

#### 1] Strikes violate individual autonomy by exercising coercion.

Gourevitch 18 [Alex; Brown University; “The Right to Strike: A Radical View,” American Political Science Review; 2018; [https://sci-hub.se/10.1017/s0003055418000321]](https://sci-hub.se/10.1017/s0003055418000321%5d//SJWen) Justin

\*\*Edited for ableist language

Every liberal democracy recognizes that workers have a right to strike. That right is protected in law, sometimes in the constitution itself. Yet strikes pose serious problems for liberal societies. They involve violence and coercion, they often violate some basic liberal liberties, they appear to involve group rights having priority over individual ones, and they can threaten public order itself. Strikes are also one of the most common forms of disruptive collective protest in modern history. Even given the dramatic decline in strike activity since its peak in the 1970s, they can play significant roles in our lives. For instance, just over the past few years in the United States, large illegal strikes by teachers ~~paralyzed~~ froze major school districts in Chicago and Seattle, as well as statewide in West Virginia, Oklahoma, Arizona, and Colorado; a strike by taxi drivers played a major role in debates and court decisions regarding immigration; and strikes by retail and foodservice workers were instrumental in getting new minimum wage and other legislation passed in states like California, New York, and North Carolina. Yet, despite their significance, there is almost no political philosophy written about strikes.1 This despite the enormous literature on neighboring forms of protest like nonviolence, civil disobedience, conscientious refusal, and social movements.

The right to strike raises far more issues than a single essay can handle. In what follows, I address a particularly significant problem regarding the right to strike and its relation to coercive strike tactics. I argue that strikes present a dilemma for liberal societies because for most workers to have a reasonable chance of success they need to use some coercive strike tactics. But these coercive strike tactics both violate the law and infringe upon what are widely held to be basic liberal rights. To resolve this dilemma, we have to know why workers have the right to strike in the first place. I argue that the best way of understanding the right to strike is as a right to resist the oppression that workers face in the standard liberal capitalist economy. This way of understanding the right explains why the use of coercive strike tactics is not morally constrained by the requirement to respect the basic liberties nor the related laws that strikers violate when using certain coercive tactics.

#### 2] Means to an end: employees ignore their duty to help their patients in favor of higher wages which treats them as a means to an end.

#### 3] The aff homogenizes all strikes as an unconditional right which is unethical.

Loewy 2K, Erich H. "Of healthcare professionals, ethics, and strikes." Cambridge Q. Healthcare Ethics 9 (2000): 513. (Erich H. Loewy M.D., F.A.C.P., was born in Vienna, Austria in 1927 and was able to escape first to England and then to the U.S. in late 1938. He was initially trained as a cardiologist. He taught at Case Western Reserve and practiced in Cleveland, Ohio. After 14 years he devoted himself fully to Bioethics and taught at the University of Illinois for 12 years. In 1996 he was selected as the first endowed Alumni Association Chair of Bioethics at the University of California Davis School of Medicine and has taught there since.) JG

It would seem then that the ethical considerations for workers striking in an industry such as a shoe factory or a chain grocery store are quite different from the ethical considerations for workers in sanitation, police, or fire departments, or for professionals such as teachers or those involved directly in healthcare. Even in the latter “professional” category, there are subtle but distinct differences of “rights” and obligations. However, one cannot conclude that for workers in essential industries strikes are simply ethically not permissible, whereas they are permissible for workers in less essential industries. Strikes, by necessity, injure another, and injuring another cannot be ethically neutral. Injuring others is prima facie ethically problematic—that is, unless a good and weighty argument for doing so can be made, injuring another is not ethically proper. Striking by a worker, in as much as doing so injures another or others, is only a conditional right. A compelling ethical argument in favor of striking is needed as well as an ethical argument in favor of striking at the time and in the way planned. It remains to delineate the conditions under which strikes, especially strikes by workers in essential industries and even more so by persons who consider themselves to be “professionals,” may legitimately proceed and yet fulfill their basic purpose.

#### 4] Free-riding: strikes are a form of free-riding since those who don’t participate still reap the benefits.

Dolsak and Prakash 19 [Nives and Aseem; We write on environmental issues, climate politics and NGOs; “Climate Strikes: What They Accomplish And How They Could Have More Impact,” 9/14/19; Forbes; <https://www.forbes.com/sites/prakashdolsak/2019/09/14/climate-strikes-what-they-accomplish-and-how-they-could-have-more-impact/?sh=2244a9bd5eed>] Justin

While strikes and protests build solidarity among their supporters, they are susceptible to collective action problems. This is because **the goals that strikers pursue tend to create non-excludable benefits**. That is, benefits such as climate protection can be enjoyed by both strikers and non-strikers. Thus, large participation in climate strikes will reveal that in spite of free-riding problems, a large number of people have a strong preference for climate action.

## Case

### 1NC – AT: Advantage

#### 1] Right to strike turn – sole reliance on the right to strike weakens unions and turn case.

**1AC 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 irony here is that reliance exclusively on the strike creates the very conditions for weakening it as a tactic, making it less powerful and less effective. One of the reasons why teacher strikes went from being formidable tools for improving the lives of teachers in the 1960s and early ’70s to becoming ineffective and at times counterproductive by the late ’70s and ’80s was the fact that teacher unions had become wholly dependent on it, and did not increase the repertoire of direct-action tactics in their arsenals. When the only tool a union has is the hammer of the strike, it treats every strategic challenge as a nail, even when different problems could be better addressed by a different direct-action tool or by political action.

#### 2] No uniqueness for the advantage. Teacher strikes are rising now: the Erie School District teacher strike, Scranton teacher strike, Co-op academy teacher strike, Pleasanton teacher strike, etc are all examples from within this month and prove that teachers are striking regardless of legality.

#### More evidence – every empiric flows neg.

Greenhouse 18 [Steven; Editor at NYT, author of a book about history of labor unions; "Making Teachers’ Strikes Illegal Won’t Stop Them,” The New York Times; 5/9/18; <https://www.nytimes.com/2018/05/09/opinion/teacher-strikes-illegal-arizona-carolina.html>] Justin

In the five states where teachers have gone on strike this year, teachers complain about many of the same things: low salaries, an education funding squeeze and teacher shortages. They have something else in common. In four of the five — Arizona, Kentucky, Oklahoma and West Virginia — these strikes are illegal under state law. (Colorado, the fifth state where teachers walked out, allows them.)

While private-sector workers generally have a right to strike under federal law, state law governs whether teachers and other state and local government workers can strike. Three dozen states have laws prohibiting teachers from striking. Clearly, making teacher strikes illegal will not necessarily prevent them.

In the states where teachers walked out, many teachers felt they had to beg their state legislatures to approve raises and the funding to pay for them. But their pleas were largely ignored. Joseph McCartin, a labor historian at Georgetown University, says that when workers feel they are at a dead end in negotiating raises, militant outbursts — such as illegal walkouts — are inevitable. “When collective bargaining isn’t allowed or doesn’t work, that doesn’t mean collective action isn’t possible,” he said.

Labor’s most potent weapon is the strike, even when it’s illegal. Workers will often risk engaging in an illegal strike, even though it could mean getting fined, fired and conceivably jailed. In a legal strike, workers typically lose just a few days’ or weeks’ pay.

Explosions of worker militancy have been a recurring pattern throughout American history. West Virginia teachers, for example, said their walkout was inspired by their state’s coal miners, who were part of a historic miners’ strike during World War II.

Ten days after Pearl Harbor was attacked in 1941, President Franklin D. Roosevelt summoned labor and business leaders to a conference where unions pledged not to strike during the war. The National War Labor Board, which included labor representatives, dictated a nationwide formula that capped how large a raise unions could obtain in bargaining. But the raises often failed to keep up with inflation, angering millions of workers.

As a result, there were dozens of short wildcat strikes — strikes without union authorization — in defiance of Roosevelt and union leaders. The biggest confrontation came in 1943, when the United Mine Workers’ brilliant but bullheaded president, John L. Lewis, gave 500,000 coal miners a wink and a nod, tacit approval for a walkout.

Roosevelt implored the miners to return to work. “Every idle miner directly and individually is obstructing the war effort,” he said in a fireside chat. He had the federal government seize the mines and ordered miners back to work, but eager to restore labor peace, he figured out a way to meet most of their pay demands.

In 1962, President John F. Kennedy issued an executive order giving most federal employees the right to bargain collectively over some working conditions, but not wages, and he barred them from striking. For years, postal workers seethed about low pay, and their frustration boiled over after members of Congress received a 41 percent raise in 1969.

On March 18, 1970, letter carriers walked out in New York City, and within days, more than 150,000 of the nation’s 600,000 postal workers had joined the illegal strike. One letter carrier boasted that the strikers were “standing 10 feet tall, instead of groveling in the dust.”

During the 1970 postal workers’ strike, military personnel sorted mail at New York City’s main post office.

President Richard M. Nixon denounced the strike, but he didn’t seek to fire or jail the strikers. He mobilized 24,000 military personnel to deliver the mail — not very successfully — and reached a deal that ended the strike after eight days. The postal workers won an initial 6 percent raise, and when Nixon signed the Postal Reorganization Act that summer, they received an additional 8 percent.

H. R. Haldeman, Nixon’s chief of staff, acknowledged a big obstacle to punishing these unlawful strikers. “The mailman is a family friend, so you can’t hurt him,” Haldeman said.

State officials unhappy about the recent strikes have realized the same thing: They can’t really punish or replace the teachers. They’re too popular, there are too many to replace, and if state officials try to jail a few ringleaders, that might spur new strikes.

Not every illegal walkout ends well for workers. When air traffic controllers went on strike in 1981, President Ronald Reagan fired 11,345 controllers and rallied the public against their union, the Professional Air Traffic Controllers Organization, emphasizing that every controller had taken a no-strike pledge upon being hired. Reagan also lambasted the union for rejecting the 11 percent raise his administration was offering, about twice what other federal employees had received at the time.

With the end of the Arizona teachers’ walkout last Thursday, there are rumblings about which state might be next. In North Carolina, educators are angry that teacher salaries and per-pupil spending have not kept up with inflation. Even though teacher strikes are illegal in North Carolina, teachers there say they will walk out next Wednesday, the day that the state legislature opens. Lawmakers should take them seriously. Teachers have so far managed to win gains and skirt the law without any penalty because public opinion — and a lot of history — seems to be on their side.

#### **Framing issue – ALL of their evidence is talking about how CURRENT strikes are enough and affecting national politics so the RIGHT TO STRIKE doesn’t increase solvency more – err heavily NEG since they haven’t read any solvency evidence.**

#### Their evidence definitely negates on this issue: we’ll insert rehighlightings in blue.

#### A]

**1AC 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

**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.

#### B]

1AC 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.

#### C]

1AC Will 10/27 (Madeline, citing working study by two Brown professors, 10-27-2021, "When Teachers Strike, Education Becomes More Prevalent in Political Campaigns, Study Finds," Education Week, https://www.edweek.org/teaching-learning/when-teachers-strike-education-becomes-more-prevalent-in-political-campaigns-study-finds/2021/10)

Teacher strikes have a profound and often unrecognized role in national politics, a new working paper suggests: They put education front and center in Congressional campaigns and advertisements. Holding a strike more than doubles the likelihood that a Congressional candidate will air an education ad in the area where the labor action occurred, write the authors of the paper, which has not yet been peer reviewed. The upshot is that despite the risky nature of shutting down schools, strikes may elevate the importance of education issues, and ultimately could give teachers’ unions more power in the national arena. “We were really interested in some of these broader political effects of teacher strikes,” said Melissa Arnold Lyon, a co-author of the study and a postdoctoral research associate at the Annenberg Institute at Brown University. “Teachers’ unions have increasing prominence as national actors in education politics.” Teacher strikes are generally rare, but in 2018, a surge of activism—deemed the #RedforEd movement—led to teachers across entire states walking out of their classrooms to call for higher wages and more school funding. There were statewide strikes or walkouts that year in West Virginia, Oklahoma, and Arizona, as well as large-scale protests that shut down schools in North Carolina, Kentucky, and Colorado. That level of activism helped boost support for raising teacher salaries and triggered sympathetic media attention to the plight of teachers. Still, the working paper found that the statewide strikes were not necessarily driving the overall findings—even individual strikes increase the probability of education-focused advertisements being aired. Lyon and Brown professor Matthew Kraft created a dataset of all U.S. teacher strikes between July 2007 and November 2018—totaling 540 district strikes, many of which were part of coordinated efforts in a single state—and analyzed that alongside databases of TV political ads for U.S. House of Representatives elections. The researchers compared election ads in media markets where strikes occurred and in markets that didn’t experience strikes. The researchers focused on ads from House of Representatives campaigns to show how the effects of teacher strikes reverberate beyond local or state politics. Also, campaign ads are expensive and represent a significant investment from a candidate—and past research has shown that political ads can affect voter preferences, election turnout, and future legislative agendas. The researchers found that most of the ads were positive: They promoted a candidate (instead of attacking them) and had uplifting music. Although teacher strikes have negative consequences on parents and students in the form of lost instruction time and child care, few ads disparaged teachers’ unions or called for stricter laws against striking, Lyon said. That effect holds true for both political parties. “Republicans just as much as Democrats are talking about education more as a result of teacher strikes, and they’re doing so in largely positive ways,” she said. The study also found that the effects of strikes on political ads are strongest in political battleground areas, where candidates are appealing to swing voters. “These findings highlight how candidates with the greatest concern for their election prospects are the most reactive to strikes,” the researchers wrote. “This implies that strikes lead political elites to believe that they have something to gain from discussing education issues.” Teacher strikes often have the public’s support The statewide strikes and those that happened in big cities in 2018 and 2019 were notable for going beyond the bread-and-butter issues typical in labor disputes. While teachers were fighting for salary increases, they framed the strikes as efforts to do what’s best for their students. They pointed to sparsely resourced classrooms, shoddy school infrastructure, and gaps in available student supports. That framing—that teachers were on the picket lines, sometimes risking their jobs, in order to provide what’s best for their students—helped galvanize public support.