# 1AC

### Advantage

#### 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.

#### That causes teachers uproot and quitting through unsatisfaction

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

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

#### Current quality of education is sharply decreasing through teacher shortages

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

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

#### Quality of education is key for innovation to stop climate change

Kwauk et al 3/26’ [Christina Kwauk and Rebecca Winthrop, 3-26-2021, "Unleashing the creativity of teachers and students to combat climate change: An opportunity for global leadership," Brookings, <https://www.brookings.edu/research/unleashing-the-creativity-of-teachers-and-students-to-combat-climate-change-an-opportunity-for-global-leadership/>]

Recent research shows that if only 16 percent of high school students in high- and middle-income countries were to receive climate change education, we could see a nearly 19 gigaton reduction of carbon dioxide by 2050. When education helps students develop a strong personal connection to climate solutions, as well as a sense of personal agency and empowerment, it can have consequential impact on students’ daily behaviors and decisionmaking that reduces their overall lifetime carbon footprint. Imagine if 100 percent of students in the world received such an education. New evidence also shows that the combination of women’s empowerment and education that includes everyone—especially the 132 million out-of-school girls across the developing world—could result in an 85 gigaton reduction of carbon dioxide by 2050. By these estimates, leveraging the power of education is potentially more powerful than solely increasing investments in onshore wind turbines (47 gigaton reduction) or concentrated solar power (19 gigaton reduction) alone. When we say that all climate solutions are needed to draw down greenhouse gases, we must also mean education solutions, too. When we say that all climate solutions are needed to draw down greenhouse gases, we must also mean education solutions, too. But beyond education’s potential impact on reducing carbon emissions, education—especially for girls—can save lives in the context of natural disasters exacerbated by climate change by reducing climate risk vulnerability. In a study of 125 countries, researchers found that the death toll caused by floods, droughts, wildfires, extreme temperature events, and extreme weather events could be 60 percent lower by 2050 if 70 percent of women were able to achieve a lower-secondary-school education. Imagine if 100 percent of women were to achieve a full 12 years of education. An equally important outcome of education is its potential to increase young people’s capacity to adapt to the harsh impacts of climate change by building important knowledge and a breadth of “green skills.” For example, young people need both a strong knowledge base around the causes of a warming climate but also a strong set of skills that will allow them to apply their knowledge in the real world, including problem-solving, critical thinking, teamwork, coping with uncertainty, empathy, and negotiation. Indeed these very “transferable skills” are needed equally to thrive in the world of work and to be constructive citizens. Today it is those communities that have historically contributed the least to present-day carbon emissions—such as minority and indigenous communities in the U.S. and many low- and middle-income countries and small island developing states✎ EditSign—that are often the most vulnerable to its risks and impacts. In the U.S. for example, 6,000 schools are located in flood zones and 1 million children had their learning disrupted during California’s 2018-2019 wildfire season, hitting students in low-income communities the hardest. Across the globe, schools and entire communities in the poorest countries in the world are regularly upended due to severe floods and hurricanes, all expected to worsen in intensity and frequency due to climate change. For example, in 2013 Super Typhoon Haiyan✎ EditSign killed more than 6,000 people in the Philippines, damaged or destroyed more than 3,200 schools and day care centers, disrupted the education of more than a million children, and placed 49,000 young girls and women✎ EditSign at risk of sex trafficking due to their displacement in crowded and unsafe shelters. For these communities, climate change is an unchecked threat multiplier. Combating climate change is a move toward climate justice and gender justice. And education has a role to play. High quality climate-change education can also help empower girls and youth to become powerful change agents for sustainability in their communities, charting new paths forward for what life can and should be like.

#### Climate change destroys the world.

Specktor 19 [Brandon writes about the science of everyday life for Live Science, and previously for Reader's Digest magazine, where he served as an editor for five years] 6-4-2019, "Human Civilization Will Crumble by 2050 If We Don't Stop Climate Change Now, New Paper Claims," livescience, <https://www.livescience.com/65633-climate-change-dooms-humans-by-2050.html> Justin

The current climate crisis, they say, is larger and more complex than any humans have ever dealt with before. General climate models — like the one that the [United Nations' Panel on Climate Change](https://www.ipcc.ch/sr15/) (IPCC) used in 2018 to predict that a global temperature increase of 3.6 degrees Fahrenheit (2 degrees Celsius) could put hundreds of millions of people at risk — fail to account for the **sheer complexity of Earth's many interlinked geological processes**; as such, they fail to adequately predict the scale of the potential consequences. The truth, the authors wrote, is probably far worse than any models can fathom. How the world ends What might an accurate worst-case picture of the planet's climate-addled future actually look like, then? The authors provide one particularly grim scenario that begins with world governments "politely ignoring" the advice of scientists and the will of the public to decarbonize the economy (finding alternative energy sources), resulting in a global temperature increase 5.4 F (3 C) by the year 2050. At this point, the world's ice sheets vanish; brutal droughts kill many of the trees in the [Amazon rainforest](https://www.livescience.com/57266-amazon-river.html) (removing one of the world's largest carbon offsets); and the planet plunges into a feedback loop of ever-hotter, ever-deadlier conditions. "Thirty-five percent of the global land area, and **55 percent of the global population, are subject to more than 20 days a year of** [**lethal heat conditions**](https://www.livescience.com/55129-how-heat-waves-kill-so-quickly.html), beyond the threshold of human survivability," the authors hypothesized. Meanwhile, droughts, floods and wildfires regularly ravage the land. Nearly **one-third of the world's land surface turns to desert**. Entire **ecosystems collapse**, beginning with the **planet's coral reefs**, the **rainforest and the Arctic ice sheets.** The world's tropics are hit hardest by these new climate extremes, destroying the region's agriculture and turning more than 1 billion people into refugees. This mass movement of refugees — coupled with [shrinking coastlines](https://www.livescience.com/51990-sea-level-rise-unknowns.html) and severe drops in food and water availability — begin to **stress the fabric of the world's largest nations**, including the United States. Armed conflicts over resources, perhaps culminating in **nuclear war, are likely**. The result, according to the new paper, is "outright chaos" and perhaps "the end of human global civilization as we know it."

#### Don’t bet on untested technological fixes

Griffith PhD 19 [Saul, MIT, Founder / Principal Scientist at Otherlab, where he focuses his work on engineering solutions for energy production and energy efficiency.] "How do we decarbonize?," Medium, https://medium.com/otherlab-news/how-do-we-decarbonize-7fc2fa84e887 5-23-19 RE

\*if they win a disad with a war impact the counterplan doesn’t solve

The problems are many and perhaps obvious: Who sets the temperature? Low-lying islanders and people who love coral or northern Europeans who might benefit from a bit more climate change Once we become dependent, and the CO2 concentration goes through the roof, can we keep civilization stable enough to do it forever? Once started, you can’t really stop. We don’t really know all of the unintended consequences environmentally, climate-wise, socially, and politically. It is a good idea to study geoengineering schemes, and it does help us understand earth systems better, but this is also not a realistic permanent solution, and likely only a fraught band-aid.

#### You’re psychologically biased against stopping climate change – err on the side of action instead of defensive, reactionary politics

Akpan 19 Nsikan Akpan, 1-7-2019, "How your brain stops you from taking climate change seriously," PBS NewsHour, [Nsikan Akpan is the digital science producer for PBS NewsHour and co-creator of the award-winning, NewsHour digital series [ScienceScope](https://www.pbs.org/newshour/tag/sciencescope).], https://www.pbs.org/newshour/science/how-your-brain-stops-you-from-taking-climate-change-seriously, SJBE

Action on climate change has been stymied by politics, lobbying by energy companies and the natural pace of scientific research — but one of the most significant barriers is our own minds. Think about how every town seems to have a traffic intersection that’s needlessly dangerous. No matter how many times you think to yourself, “They should really put in a stoplight here,” you don’t call the proper authorities. (You’re already late for work, and it feels like someone else’s problem to solve.) Our mental responses to global warming and climate change follow a similar script. What needs to be done is clear enough — stop greenhouse gases from occupying the atmosphere — and yet progress moves at a snail’s pace. Three decades passed between the first report from the Intergovernmental Panel on Climate Change and the international community’s pledge for action through the Paris climate accords. It took another two years for these governments to decide — at the COP24 conference in Poland — on [how to keep each other accountable.](https://www.theguardian.com/environment/2018/dec/16/what-was-agreed-at-cop24-in-poland-and-why-did-it-take-so-long) And keep in mind, the Paris agreement [still carries no legal powers of enforcement](https://www.vox.com/energy-and-environment/2017/5/7/15554286/paris-climate-accord-exit-bannon). Part of the reason it takes us so long to act is because the human brain has spent nearly 200,000 years focused on the present. “Find food. Make shelter. Mate!” We only began to contemplate time, and by extension the future, within the last few hundred years. Making the future tangible is only one of the psychological barriers that have made climate change into an elusive problem — one for which we must [cut global carbon emissions in half within the next 12 years](https://www.vox.com/2018/10/8/17948832/climate-change-global-warming-un-ipcc-report) to prevent serious devastation. Our minds — regardless of one’s political or socioeconomic status — are constantly looking for ways to tell ourselves that business as usual is OK. News of disappearing glaciers fails to inspire serious change because of this cognitive shield — indeed certain efforts to educate [only harden partisanship on the issue](https://www.pnas.org/content/early/2017/08/15/1704882114). But it’s still possible to train your brain to get over these hurdles. Here’s how. Apathy and discounting (why news stories about polar bears don’t inspire action) Overcoming these hurdles relies on the careful intersection of three key dimensions — almost like trying a Rubik’s Cube, said Robert Gifford, an environmental psychologist at the University of Victoria in British Columbia. The first dimension centers on finding the best way to change a person’s behaviors toward the environment. To do that, you need to tap into another dimension: a person’s demographics — how much money they make or where they live. Finally, there are what Gifford calls “[dragons of inaction](https://www.researchgate.net/publication/254734365_The_Dragons_of_Inaction_Psychological_Barriers_That_Limit_Climate_Change_Mitigation_and_Adaptation)” — the specific cognitive barriers that dominate someone’s view of climate change. “The perception of not having control over the situation is certainly one of the biggest” barriers, Gifford said. Whenever the NewsHour covers climate change, the most common responses we get from those who don’t believe that humans influence climate change point to the ice ages. They cite how the Earth has experienced natural cycles, between extreme cold and heat, for millennia. These beliefs are known as nature-benign worldviews, because they suggest the planet is impervious to carbon pollution or any activity performed by Earth’s creatures — even it is done by billions of them, repeatedly in developed countries, for more than a century. Research shows some deniers may espouse these opinions [because they have a personal stake](https://onlinelibrary.wiley.com/doi/abs/10.1002/1099-0771%28200007/09%2913%3A3%3C295%3A%3AAID-BDM353%3E3.0.CO%3B2-6) — whether it’s stock investments in fossil fuel companies or they simply enjoy a drive in their gas-powered car. “But these people are honestly ignoring the fact that [the temperature is rising at a rate beyond anything that anybody’s seen for thousands of years](https://www.cnn.com/2015/11/06/world/two-degrees-question-ice-ages/index.html),” Gifford said. “[It’s pretty clear that](https://climate.nasa.gov/evidence/) it’s not a natural cycle.” Cognitive dissonance, the mental discomfort created by holding more than one conflicting belief at once, plays a part in these dismissals too, Gifford said. No one wants to believe their daily activities — from switching on a light to checking your phone to washing your hair to going to work — are responsible for a global disaster that has already turned [millions of people into climate refugees and killed scores of others](https://www.pbs.org/newshour/science/these-2017-weather-disasters-were-worsened-by-climate-change). So people change their minds about the issue rather than changing their habits because it’s an easier way to cope, Gifford said. Gifford’s lab has found this cognitive tension runs alongside another barrier known as discounting, wherein people undervalue climate change because its hazards don’t feel immediate or nearby. When they surveyed 3,200 people across 18 nations, they found a majority — those from 15 countries — [believed incorrectly that climate change wasn’t a local problem](https://www.sciencedirect.com/science/article/abs/pii/S0272494408000510). Spatial discounting helps explain why people maintain the status quo — or become [more polarized](https://www.nature.com/articles/nclimate1547) — even if their news feeds are swamped by viral stories of giant icebergs breaking off Antarctica, or polar bears swimming until they drown. If the message lacks personal or local relevance, [research shows that people will be less engaged](https://pdfs.semanticscholar.org/e270/71894c6a23900c65c95b8599d6d8bc09dee8.pdf). Ignorance (why people don’t know how to live environmentally) Another of these “dragons of inaction” is ignorance — not in a negative sense, but rather a lack of information. People often recognize that climate change is bad but [don’t know quite what to do about it in their own lives](https://grist.org/briefly/groundbreaking-study-outlines-what-you-can-do-about-climate-change/).

### Advantage

#### US Democracy is nearing its brink but has potential to spur back

House 3/22’ [Freedom House, 3-22-2021, "NEW REPORT: US Democracy Has Declined Significantly in the Past Decade, Reforms Urgently Needed," <https://freedomhouse.org/article/new-report-us-democracy-has-declined-significantly-past-decade-reforms-urgently-needed>]

Today, Freedom House released a special report, From Crisis to Reform: A Call to Strengthen America’s Battered Democracy, which identifies three enduring problems that have undermined the health of the US political system: unequal treatment for people of color, the outsized influence of special interests in politics, and partisan polarization. This report comes in response to a decade-long decline in US democracy and is based in Freedom House’s global comparative research. The report concludes that these three major problems compound one another, creating a vicious circle of distrust and dysfunction, and that addressing them with urgency and conviction is crucial to restoring Americans’ faith not just in their government, but also in democracy itself. “Our democracy is in trouble,” said Michael J. Abramowitz, president of Freedom House, “and the strength of American democracy is important for people everywhere, not just here at home. Congress and the Biden administration must make it a priority to strengthen our institutions, restore civic norms, and uphold the promise of universal liberty on which our nation was founded.” “The state of US democracy has implications for freedom and democracy around the world,” said Sarah Repucci, vice president of research and analysis at Freedom House. “Democracy movements in other countries look to the United States for inspiration and support, and authoritarian leaders falsely point to America’s problems as proof of democracy’s inherent inferiority and as a sort of license for their own abuses of power.”

#### Teacher union legitimacy is key to strengthen democracy – multiple internal links.

Khalenberg 16 Kahlenberg, — Richard D. “How Defunding Public Sector Unions Will Diminish Our Democracy.” The Century Foundation, 5 Oct. 2016, tcf.org/content/report/how-defunding-public-sector-unions-will-diminish-our-democracy/?session=1. [Richard D. Kahlenberg is director of K–12 equity and senior fellow at The Century Foundation. The author or editor of seventeen books, he has expertise in education, civil rights, and equal opportunity. Kahlenberg has been called “the intellectual father of the economic integration movement” in K–12 schooling and “arguably the nation’s chief proponent of class-based affirmative action in higher education admissions.” He is also an authority on teachers’ unions, private school vouchers, charter schools, community colleges, housing segregation, and labor organizing.]//dhsNJ

* Check government power
* Unions increase middle class which prevents wealthy from controlling politicians
* Create working culture that teaches people to be active in democracy. Statically proven since denser union member ship correlates to more voter turnout
* Teachers Unions lead to more educated students increasing informed voting

On January 11, the U.S. Supreme Court will hear oral arguments in Friedrichs v. California Teachers Association. The case pits the right of public employees to band together and form effective unions to pursue the common interests of workers against the free speech rights of dissenting public employees to abstain from funding collective bargaining efforts with which they disagree.1 A decision by the Court against the teachers association could not only significantly weaken public sector unions, but also endanger the nation’s core democratic values. In the suit, a public school teacher, Rebecca Friedrichs, argues that a state law requiring her to pay fees to the California Teachers Association (CTA) violates her First Amendment rights not to subsidize speech to which she objects. The CTA counters that in order to promote peaceful and orderly labor relations, and as a matter of basic fairness, the state may require Friedrichs to cover the costs of collective bargaining agreements, from which she benefits, preventing her from being a “free rider.” Union supporters worry that a decision in Friedrichs’ favor could devastate public sector unions across the nation. These unions, whose numbers were once small compared to the vibrant private sector union movement, now represent nearly a majority of unionized workers.2 The one bright spot in an otherwise deteriorating American labor movement, public sector unions are now under extraordinary legal and political assault. More broadly, many progressives see the Friedrichs case as an effort to defund the American left, given the financial support public sector unions provide a variety of liberal causes, from civil rights to raising the minimum wage.3 This report highlights an additional problem that should concern people across the political spectrum: defunding public sector unions could deal a substantial blow to a critical driver of American democracy. Public sector unions promote democratic values and practices in a variety of ways. They serve as a check on arbitrary government power and help sustain middle-class wages and benefits; serve as schools of democracy for workers; and, in the case of teacher unions, help support a public school system that promotes democratic values. These larger interests should enter into the calculus the Supreme Court uses to weigh free speech rights against state interests. Indeed, the whole idea of unionism is based on basic democratic values. The fundamental idea that duly-elected union leadership has the right to collect dues and advocate as the majority of workers wants is analogous to a democracy’s right to impose taxation in order to promote the common good. The 1935 National Labor Relations Act embodied this democratic vision. Section 1 provides: “It is declared to be the policy of the United States to eliminate the causes of certain substantial obstructions to the free flow of commerce and to mitigate and eliminate these obstructions when they have occurred by encouraging the practice and procedure of collective bargaining and by protecting the exercise by workers of full freedom of association, self-organization, and designation of representatives of their own choosing, for the purpose of negotiating the terms and conditions of their employment or other mutual aid or protection”4 (emphasis supplied). Subsequent state laws governing collective bargaining for public sector employees were modeled on the NLRA’s vision. The report proceeds in four parts. Part I analyzes the claims in Friedrichs under the current framework of balancing envisioned by the Supreme Court, and concludes that fair share fees are justified. Part II broadens the discussion to consider the state’s powerful interest in promoting institutions that strengthen American democracy. Part III considers an objection raised by supporters of Friedrichs: that public sector unions will do just fine if they lose the Friedrichs case. Part IV concludes. Balancing First Amendment Rights against the State’s Interests The current legal framework in which courts weigh cases such as Friedrichs is narrowly constrained, balancing the free speech rights of dissenting union members against the state’s interests in promoting stable labor relations with its public employees. In the 1977 case of Abood v. Detroit Board of Education, the U.S. Supreme Court reached a sensible compromise that properly balanced these two sets of interests by splitting union dues into two categories: those that support political speech, and those that support bread–and-butter collective bargaining. Because the First Amendment’s free speech clause provides a right to not be compelled by the state to subsidize speech with which one disagrees, dissenting public employees cannot be required by the state to join a union, or to subsidize the union’s political and lobbying efforts to promote certain positions of public concern.5 On the other hand, the Court recognized that the state, as an employer, has an interest in promoting harmonious labor relations. To discourage the formation of multiple unions with competing claims, the state has an interest in facilitating a single union negotiating on the behalf of all workers, whether or not individual employees choose to be a member of the union. Under an exclusive bargaining arrangement, the union has a duty to represent members and nonmembers alike. Accordingly, the Court held, the state may prevent employees from being “free riders” by compelling contribution to that portion of union membership dues that underwrite the cost of collective bargaining over issues such as wages and benefits. More recently, in Harris v. Quinn (2014), the Supreme Court was asked to apply the Abood principle to unionized home care workers. The Supreme Court rejected that extension, finding that home care workers, although paid with public funds, were only “partial public employees.” They work for individual patients in private homes and answer mostly to the patients for their work. The Supreme Court created a new test, as scholar Catherine Fisk notes, which suggests that fair share fees can only be justified when “the cited benefits” require imposition of such fees. “No such showing” was made in Harris, the justices held, noting that under Illinois law, the union negotiated a limited number of issues and had no role in enforcing contracts for nonmembers.6 Although Harris sustained the 1977 Abood holding, a majority hinted that it might be willing to overturn Abood in a future case.7 In Friedrichs, the petitioner explicitly seeks to have the Supreme Court overrule the longstanding Abood compromise.8 That would be a serious mistake, for reasons outlined below. Current Rules Balance Free Speech Rights The U.S. Supreme Court has long recognized that First Amendment rights extend beyond the right to speak to include the right not to be compelled to subsidize speech to which an individual objects. The lawyers for Friedrichs invoke Thomas Jefferson’s statement “to compel a man to furnish contributions of money for the propagation of opinions which he disbelieves is sinful and tyrannical.”9 The state cannot require that, as a condition of employment, public employees must contribute to an ideological cause they may oppose. Friedrichs tries to argue that the distinction between political speech and collective bargaining for public sector unions outlined in Abood is illusory; that because collective bargaining over wages and benefits impacts state budgets, it is inherently political speech. But respondents point out that if this were true—that collective bargaining is a form of political speech—how could it be legal for states to ban it among public employees, as several states currently do? Moreover, the Abood Court noted that dissenting public employees are still free to express their disagreements with the union publicly and vocally. A “public employee who believes that a union representing him is urging a course that is unwise as a matter of public policy is not barred from expressing his viewpoint.”10 And, of course, if teachers such as Friedrichs are upset with union leadership, they can seek to have leaders ousted through periodic democratic elections of officers, or even run for office themselves. Countervailing State Interests Recognized in Abood Free speech rights are never absolute. Jefferson’s statement about compelled contributions, for example, cannot be taken literally. For instance, the government may, in fact, compel taxation from an individual who is opposed to the war in Afghanistan, and then use those funds to engage in speech to recruit soldiers for the war effort. Free speech rights must always be balanced against other considerations. In the case of public sector unions, the Abood Court noted the state has two major interests. The opinion, written by Potter Stewart, an Eisenhower appointee, identified one as labor peace and workplace stability, and the other as reducing the risk of “free ridership” and unfairness.11 In the United States, a single union normally represents all employees in order to promote “labor peace.” “The principle of exclusive union representation,” the Court noted, “is a central element in the congressional structure of industrial relations.” The National Labor Relations Act—and many state collective bargaining laws—provide for a single representative to avoid “the confusion that would result from attempting to enforce two or more agreements specifying different terms and conditions of employment.” The Court noted that the arrangement also “prevents inter-union rivalries from creating dissension within the workforce and eliminating the advantages to the employer of collectivization.” Finally, the Court observed, exclusive union representation “also frees the employer from the possibility of facing conflicting demands from different unions, and permits the employer and a single union to reach agreements and settlements that are not subject to attack from rival labor organizations.”12 In the context of public employee unions, the Court noted, “confusion and conflict” could reign, for example, if rival teachers unions held different positions on issues such as “class hours, class sizes, holidays, tenure provisions,” and the like.13 A second, related, state interest is to prevent what is known as the “free rider” problem in cases of collective action. Because of exclusive representation, unions have a duty “fairly and equitably to represent all employees . . . union and non-union.” Given this arrangement, in which employees benefit from collective bargaining whether they are union members or not, a classic “free rider” issue arises, the Court noted, whereby employees could “refuse to contribute to the union while obtaining the benefits of union representation that necessarily accrue to all employees.”14 Free rider problems exist in many organizations. Why donate to a religious institution if you can still attend and enjoy services whether or not you pay? To counter this, some groups can provide “special advantages” to backers—a leadership position in the church, for example. Unions cannot take this approach, however. As Justice Kagan noted in Harris v. Quinn, because “the law compels unions to represent—and represent fairly—every worker in the bargaining union, regardless whether they join or contribute to the union,” the collective action problem is “of far greater magnitude than in the typical interest group.”15 She referenced Justice Antonin Scalia’s opinion in an earlier decision, making this point: “where the state creates in the nonmembers a legal entitlement from the union, it may compel them to pay the cost.”16 This principle, “there is no free lunch,” is something conservatives usually understand well. According to the counsel for Friedrichs, annual dues to the CTA amount to approximately $1,000 per teacher, of which nonmembers receive a refund of roughly $350 to $400 for expenses unrelated to collective bargaining.17 In other words, Friedrichs is happy to accept increases in wages and benefits the union negotiates hard to win, but does not want to pay the $600 to $650 per year that other members contribute in order to make those wage gains possible. Will she give back her raises, forgo health care benefits, give up the right to pursue grievances, and agree to teach larger classes that the union negotiated? The amicus brief of the American Federation of Teachers and the American Association of University Professors put it well: there is no “constitutional right to a free ride.”18 Promoting Democracy Should Be Considered in Balancing Free Speech and State Interests In balancing the rights of free speech and state interests, Abood came to the correct conclusion—free speech rights can sometimes be curtailed to serve state interests in labor peace and avoiding free ridership. But these are only a subset of state interests. Indeed, the Abood court substantially understated the interests of states in preserving fair share fees. For example, amici in the case, such as the National Women’s Law Center and seventy other civil rights groups, note that there are myriad ways in which labor unions generally—and public sector unions specifically—improve the conditions of minorities and women, a vitally important state interest.19 All unions—including, and perhaps especially, public sector unions—also contribute to one of the most important foundational interests of the state: democracy. And they do this in many different ways. Unions are critical civic organizations that serve as a check on government power. They are important players in promoting a strong middle class, upon which democracy depends. They serve as schools of democracy for workers. And teacher unions, in particular, help ensure that our educational system is sufficiently funded to teach children to become thoughtful and enlightened citizens in our self-governing democracy. Democracies Need Unions to Serve as a Check on Government Power Alexis de Tocqueville famously marveled at the thriving civic associations that keep American democracy vitalized; and for the past century, unions have been a critical part of that framework. Recognizing the important role of unions in liberal democracies, the 1948 Universal Declaration of Human Rights provides in Article 23 that “Everyone has the right to form and join trade unions for the protection of his interests.” In 1980, President Ronald Reagan championed the role of Polish unions in challenging dictatorial rule by the Communist Party. Reagan declared in a Labor Day speech that year, “where free unions and collective bargaining are forbidden, freedom is lost.” Albert Shanker, the legendary president of the American Federation of Teachers from 1974 to 1997, saw a pattern in authoritarian regimes. “There is no freedom or democracy without trade unions,” he noted. “The first thing a dictator does is to get rid of the trade unions.”20 Public sector unions, in particular, have played an important role in bringing down dictators in countries such as Chile.21 In free societies across the globe, from Finland to Japan, the rights of teachers and other public sector employees to unionize are well established. Indeed, when the United States attempts to plant the seeds of democracy in other countries, free trade unions—for private and public sector workers alike—are critical elements of what we advocate. If such unions are to have the capacity to wield influence, they cannot be starved of the fees from workers necessary to play that role. Democracies Need a Strong Middle Class to Avoid Plutocracy Going back to Aristotle, it has been recognized that democracies are more likely to thrive when a vibrant middle class can support them.22 Large inequalities of wealth can undermine democracy. As philosopher Sidney Hook observed, “It is possible for people to be politically equal as voters, yet so unequal in educational, economic, and social opportunities, that ultimately, even the nature of the political equality is affected.”23 In highly unequal societies, large income gaps can give wealthy interests an outsized role in electing officials. Theodore Roosevelt warned of the dangers of having “a small class of enormously wealthy and economically powerful men, whose chief object is to hold and increase their power.”24 More recently, Nobel Prize–winning economist Michael Spence told the New York Times that we have seen “an evolution from one propertied man, one vote; to one man, one vote; to one person, one vote; trending to one dollar, one vote.”25 Strong unions helped build the middle class in America after the Great Depression, and continue to have a positive effect on ameliorating extreme inequalities of wealth. By bargaining for fair wages and benefits, unions in the public and private sector help foster broadly shared prosperity. Research finds, for example, that unions compress wage differences between management and labor. According to one study, “controlling for variation in human resource practices, unionized establishments have an average of 23.2 percentage point lower management-to-worker pay ratio relative to non-union workplaces.”26 By the same token, as the Center for American Progress’s David Madland has vividly illustrated, the decline in union density in the United States between 1969 and 2009 has been accompanied by a strikingly similar decline in the share of income going to the middle class (the middle three-fifths of the income distribution; see Figure 1). &nbsp;The middle class is hollowing out: in 1971, 61 percent of Americans were middle class, but a December 2015 Pew Research Center report found that a slight majority of Americans now live in low- or upper-income households.27 Although there are many reasons for middle-class wage stagnation—including globalization and the rise in technology—Lawrence Mishel of the Economic Policy Institute finds that the decline in union bargaining power is “the single largest factor suppressing wage growth for middle-wage workers over the last few decades.” The International Monetary Fund, likewise, has linked decline in unions worldwide with rises in income inequality.28 Figure 1. chartDOWNLOAD International studies also connect the relatively low levels of U.S. union density (when compared with other nations) and the higher level of economic inequality found in the United States. According to a 2011 analysis by the Center for Economic and Policy Research looking at twenty-one wealthy nations, nine countries had more than 80 percent of their workers covered by collective bargaining agreements; nine had between 30 and 80 percent covered; and just three—the United States, Japan, and New Zealand—had coverage rates below 20 percent. Using data from the Central Intelligence Agency’s World Factbook on levels of income inequality, my colleague Moshe Marvit and I demonstrate in Why Labor Organizing Should Be a Civil Right that the three nations with the lowest collective bargaining coverage also were among the four countries with the highest degrees of income inequality, as measured by the Gini coefficient.29 Defunding public sector unions will only accelerate the extreme economic inequality that threatens our political democracy. Unions Are Needed to Serve as Schools for Democracy Civic organizations that are run democratically can be an important mechanism for acculturating citizens to the inner workings of democracy. Unions are among the most important of these organizations, bringing together rank and file workers from a variety of ethnic, racial, and religious backgrounds, and serving as what Harvard sociologist Robert Putnam calls “schools for democracy.” Union members learn skills that are essential to a well-functioning democracy: how to run meetings, debate one another, and organize for political action.30 Labor unions can also help create a culture of participation among workers. Being involved in workplace decisions and the give and take of collective bargaining, voting on union contracts, and voting for union leadership have all been called important drivers of “democratic acculturation.”31 In addition, union members routinely engage in civic activities, such as staffing phone banks and canvassing voters door to door. This involvement can boost civic participation among union members and nonmembers alike. One study found that for every one-percentage-point increase in a state’s union density, voter turnout increased between 0.2 and 2.5 percentage points. In a presidential election, a ten-percentage-point increase in union density could translate into 3 million more voters.32 Democracies Need Well-Educated Citizens, Which Teachers Unions Help Produce Democracies need well-educated citizens, and one important subset of public sector unions—those representing teachers—play a vital role in promoting that goal. Of the 17 million state and local government employees in 2010, 6.9 million were teachers.33 Most contemporary political rhetoric emphasizes the importance of education in creating a skilled workforce. But the original purpose of public education was to provide an educated citizenry that could make our ongoing experiment in self-governance work. Democracy requires a thinking people who are not easily swayed by demagoguery. Thomas Jefferson argued that public schooling was necessary “to ensure that citizens would know how to protect their liberty.” Nineteenth century educator Horace Mann, widely seen as the father of public education, put it more colorfully: “A republican form of government, without intelligence in the people, must be, on a vast scale, what a mad-house, without superintendent or keepers, would be on a small one.” At root, the idea of self-governance requires an educated citizenry because the people themselves rule. All nations, as historian Paul Gagnon noted, provide an excellent education to “those who are expected to run the country,” and that quality of education “cannot be far from what everyone in a democracy needs to know.”34 In the Friedrichs case, the lawyers for the petitioner try to make the case that teachers unions have a “detrimental” effect on education. Citing the Hoover Institution’s Terry Moe, the attorneys for Friedrichs argue, “there is strong evidence that, as union-negotiated agreements become denser with rules and procedural protections, student achievement falls, especially among minority students.”35 Critics such as Jay Greene of the University of Arkansas compare teacher unions to special interests like the Tobacco Institute. But the difference, of course, is that the latter is dedicated to getting more children addicted to deadly cigarettes, while the former represent rank and file teachers who are trying to help teach children to read and understand math and science.36 As the amicus brief of the American Federation of Teachers and the American Association of University Professors points out, states with “fair share” collective bargaining provisions have higher academic performance on average than those who do not. Fourth grade math proficiency is 9 percent higher, while reading proficiency is 13 percent higher; and in eighth grade, by which time students have spent more time in school, the difference is more pronounced: 16 percent higher in both math and reading proficiency.37 (See Figure 2.) Figure 2. chartDOWNLOAD Of course, there are lots of other factors, such as poverty, that influence a state’s student achievement levels. But careful studies that seek to control for those additional factors tend to find higher achievement in states with strong teacher unions. A review by sociologist Robert Carini concluded that “there is an emerging consensus in the literature that teacher unionism favorably influences achievement for most students, as measured by a variety of standardized tests.”38 Carini’s 2002 review of seventeen widely cited studies observed that twelve found positive effects, and five found negative effects (see Figure 3). Moreover, the twelve concluding positive results were more methodologically rigorous than the five that found negative effects, because they were more likely to look at student level data (rather than using state or district averages) and to control for more variables.39 Figure 3. chartDOWNLOAD Union representation is plausibly connected to higher achievement, as Leo Casey of the Albert Shanker Institute has noted, because “the working conditions of teachers are, in significant measure, the learning conditions of students, and so, improvements in the working lives of teachers generally translate into improvements in the education of students.”40 Before Albert Shanker and his colleagues in New York City began bargaining collectively for teachers in the early 1960s, teachers were paid less than people who washed cars for a living.41 Subsequently, unions began bargaining for higher teacher salaries, which are likely to attract better candidates, and smaller class sizes, which can improve student learning. Unions also seek greater voice for teachers in school decision making, which can reduce teacher turnover.42 Indeed, one could argue that teachers unions provide a healthy enhancement to democratic decision-making on education policy because teachers, as much as any other group in society, serve as powerful advocates for those Americans who cannot vote—school children. As journalist Jonathan Chait has noted, politicians—who have short-term horizons—are prone to under-investing in education, and teachers unions “provide a natural bulwark” against that tendency. Since most voters do not have children in the public school system, those parents who do need political allies have their concerns heard. The interests of teachers and their unions do not always coincide with those of students, but on the really big issues, such as overall investment in education, the convergence of interests is strong. And evidence suggests that the alliance is working. In general, American society consistently under-invests in children outside of schools, compared with other leading democratic societies. According to the Organisation for Economic Co-operation and Development (OECD), the child poverty rate in the United States is 21.6 percent, the fifth highest among the forty member-nations. Only Turkey, Romania, Mexico, and Israel have higher child poverty rates. Put differently, the United States is in the bottom eighth in preventing child poverty. By contrast, when the interests of children are represented by and connected to the interests of teachers—as they are on the question of public education spending—the United States ranks close to the top third. Among thirty-nine OECD nations, the United States ranks fourteenth in spending on primary and secondary education as a percentage of gross domestic product.43 There is little doubt that, without the voice of teachers, the United States would under-spend on public education as well. In her dissent in Harris v. Quinn, Justice Elena Kagan made a parallel argument about home care workers. Patients suffer when low wages induce workforce shortages and high turnover. “The individual customers are powerless to address those systemic issues,” Kagan wrote, but the unionization of home-care assistants helped doubled wages over ten years.44 There is a final, important way in which teacher unions can promote democratic citizenship: by modeling workplace democracy for children. In schools where educators have a voice, as my colleague Halley Potter and I noted in A Smarter Charter: Finding What Works for Charter Schools and Public Education, “teachers are not simply workers who implement the directives of principles but are active participants in decision making. Students see workplace democracy in action, underlining the lessons found in the civics books.”45

#### US democracy is the greatest international stabilizer and is key to democracy globally

Kelly Magsamen et. al. 18, Max Bergmann, Michael Fuchs, and Trevor Sutton, 9-5-2018, "Securing a Democratic World," Center for American Progress, https://www.americanprogress.org/issues/security/reports/2018/09/05/457451/securing-democratic-world/

Policy recommendations Revitalizing global democracy is an immense and complex task that will take many years. But in the short term, the threat presented by opportunist authoritarian regimes urgently requires a rapid response. That is why America’s democracy rebalance needs both an immediate defensive line of effort to protect democratic values at home and around the world from creeping authoritarianism and a sustained long-term effort to expand the global democratic community and address the drivers of democratic retrenchment. Strengthen democracy at home American foreign policy starts at home with the strength of our own democratic model. None of the initiatives proposed in this report is likely to succeed if the United States does not embrace its own democratic values and norms and lead by example. The next administration will need to simultaneously re-establish international credibility and strengthen the democratic compact with its own citizens. For the United States to compete effectively in the global battle of ideas, it must continue to perfect its own democracy and leverage its own comparative strengths: rule of law, strong institutions, the ability to self-correct as a nation, and the innovation and perseverance of the American people. While domestic policy is not the focus of this report, the authors felt it was essential to draw the connection between the health of American democracy and the strategic impact that the United States can drive globally in the context of rising competition.

#### Extinction

Yulis 17 (Max Yulis, Penn Political Review. In Defense of Liberal Internationalism. April 8, 2017. pennpoliticalreview.org/2017/04/in-defense-of-liberal-internationalism/)

Over the past decade, international headlines have been bombarded with stories about the unraveling of the post-Cold War world order, the creation of revolutionary smart devices and military technologies, the rise of militant jihadist organizations, and nuclear proliferation. Indeed, times are paradoxically promising and alarming. In relation to treating the world’s ills, fortunately, there is a capable hegemon– one that has the ability to revive the world order and traditionally hallmarked human rights, peace, and democracy. The United States, with all of its shortcomings, had crafted an international agenda that significantly impacted the post-WWII landscape. **Countries invested their ambitions into security communities, international institutions, and international law** in an effort **to mitigate** the **chances of** a **nuclear** catastrophe or another World **War**. The horrors and atrocities of the two Great Wars had traumatized the global community, which spurred calls for peace and the creation of a universalist agenda. **Today**, the world’s fickle and declining hegemon still has the **ability, but not the will**, to uphold the world order that it had so carefully and eagerly helped construct. Now, **the stakes are too high**, and **there must be a mighty and willing global leader to lead the effort of diffusing democratic ideals** and reinforcing stability through both military and diplomatic means. To do this, the United States must abandon its insurgent wave of isolationism and protectionism, and come to grips with the newly transnational nature of problems ranging from climate change to international terrorism. First, the increase in intra-state conflict should warrant concern as many countries, namely in Africa and the Middle East, are seeing the total **collapse of civil society and government.** **These power vacuums are being filled with** increasingly **ideological and dangerous tribal and non-state actors**, such as **Boko Haram, ISIS, and Al-Shabaab**. Other bloody civil wars in Rwanda, Sudan, and the Congo have contributed to the deaths of millions in the past two decades. As the West has seen, however, military intervention has not been all that successful in building and empowering democratic institutions in the Far East. **A civil crusade**, along with the **strengthening of international institutions**,may in fact be the answer to undoing tribal, religious, and sectarian divisions, thereby mitigating the prospects of civil conflict. During the Wilsonian era, missionaries did their part to internationalize the concept of higher education, which has contributed to the growth of universities in formerly underdeveloped countries such as China and South Korea.[1] In addition, the teachings of missionaries emphasized the universality of humanity and the oneness of man, which was antithetical to the justifications for imperialism and the rampant sectarianism that plagued much of the Middle East and Africa.[2] Seeing that an increase in the magnitude of human casualty is becoming more of a reality due to advancements in military technology and the increasing outbreaks of civil war, **international cooperation and the diffusion of norms that highlight the importance of stable governance, democracy, and human rights is the only recourse to address the rise in sectarian divides and civil conflicts**. So long as the trend of the West’s desire to **look inward** continues, it is likely that nation states mired in conflict will devolve into ethnic or tribal enclaves bent on **relying on war to maintain their legitimacy** and power. Aside from growing sectarianism and the increasing prevalence of failed states, an even more daunting threat come from **weapons that transcend the costs of conventional warfare.** The problem of nuclear proliferation has been around for decades, and on the eve of President Trump’s inauguration, it appeared that Obama’s lofty goal of advocating for nonproliferation would no longer be a priority of American foreign policy.[3] In addition, now that the American president is threatening to undo much of the United States’ extensive network of alliances, formerly non-nuclear states may be forced to rearm themselves. **Disarmament is central to liberal internationalism**, as was apparent by the Washington Naval Treaty advocated by Wilson, and by the modern CTBT treaty. The reverse is, however, being seen in the modern era, with cries coming from Japan and South Korea to remobilize and begin their own nuclear weapon programs.[4] A world with more nuclear actors is a formula for chaos, especially if nuclear weapons become mass-produced. Non-state actors will increasingly eye these nuclear sites as was the case near a Belgian nuclear power plant just over a year ago.[5] If any government commits a serious misstep, **access to nuclear weapons on the behalf of terrorist and insurgent groups will become a reality,** especially if a civil war occurs. States with nuclear weapons require domestic stability and strong security, which is why states such as Israel, North Korea, and Pakistan could be in serious trouble in the event of a domestic uprising or military coup. The disarmament of all states is essential for human survival, and if it is not achieved, then **a world full of nuclear weapons and an international system guided by realpolitik could give rise to nuclear warfare**. In today’s world, nuclear weapons leave all states virtually defenseless. But, **for nuclear deproliferation to become a cornerstone of the global agenda, a pacifying and democratic power must rise to the limelight to advocate the virtues of peace, stability, and human rights**. **Those who equivocate democratic interventionism as an idealistic crusade cannot be further from the truth**. Some, however, see it as an effective foreign policy that has a grand scheme for peace in mind.[6] The latter contention, despite being widely disputed, **holds the premise for the democratic peace theory**. Throughout the history of all democracies, **not one modern-day democracy has fought against another democracy**.[7] Whether that’s because of ideational symmetry, similar objectives and morals, or generally pacific foreign policies, **such a phenomenon must be given attention by policymakers.** According to liberal internationalists, **democracies make better partners,** tend to **move towards increased political and moral agreement**, **oppose illiberal regimes**, and **support disarmament policies.** This supposition is heavily supported by the smooth post-WWII transitions that the German, Japanese, and Italian governments underwent. All of the governments were formerly fascistic and authoritarian, but with intensive military and economic support from the West, they became some of the most **shining exemplars of democratic societies**. Even today, Germany is the backbone of the European Union and repeatedly champions democratic norms, such as human rights, economic freedom, and individual liberty.[8] Equipping other countries with the necessary foundations for democracy is no easy feat, but **the fight for peace far outweighs the costs of inhabiting a world rife with nuclear-armed authoritarian and belligerent states**. In conclusion, liberal internationalism can have a lasting legacy on the prospects for peace if it is executed properly. **Putting democracy, humanism, and liberty on a pedestal is what states ought to do if they seek to save humanity from itself**. Although **the rise of transnational issues pertaining to climate change, nuclear weapons, and civil wars should make international cooperation an increasingly desired aim**, states seem to be thinking just the opposite. Only time will tell whether this is a short-lived trend, or a more ominous warning for the world at large.

#### Authoritarian regimes fail – multiple reasons mean only democracy is sustainable

Burkle 20 – (Frederick Burkle, Senior Fellow & Scientist, Harvard Humanitarian Initiative, Harvard University & T.H., “Declining Public Health Protections within Autocratic Regimes: Impact on Global Public Health Security, Infectious Disease Outbreaks, Epidemics, and Pandemics,” Prehospital and Disaster Medicine, Vol 35, Iss 3, June 2020, Cambridge University Press, https://www.cambridge.org/core/journals/prehospital-and-disaster-medicine/article/declining-public-health-protections-within-autocratic-regimes-impact-on-global-public-health-security-infectious-disease-outbreaks-epidemics-and-pandemics/8D8927B7B4117E07B666E83D8605D085)

Conclusions Lipsitch predicts that some 40%-70% of the world’s population will be infected this year.78 Despite political claims, a vaccine is more likely seen within a year or two at best.79 It is no longer realistic to expect the management of these gaps in infectious disease outbreaks, especially those that threaten to be epidemics and pandemics, are to be capably managed in their present state of willful denial and offenses by many countries, especially those that are ruled by authoritarian regimes.80 Despite resistance to globalization’s health benefits that would markedly benefit the global community during these crises by authoritarian regimes, in 2015, I called for a new WHO leadership granted by the International Health Regulations Treaty that has consequences if violated. I stated: The intent of a legally binding Treaty to improve the capacity of all countries to detect, assess, notify, and respond to public health threats are being ignored. While there is a current rush to admonish globalization in favor of populism, epidemic and pandemics deserve better than decisions being made by incapable autocrats. During Ebola, a rush by the Global Health Security Agenda partners to fill critical gaps in administrative and operational areas was crucial in the short term, but questions remain as to the real priorities of the global leadership as time elapses and critical gaps in public health protections and infrastructure take precedence over the economic and security needs of the developed world. The response from the Global Outbreak Alert and Response Network and foreign medical teams to Ebola proved indispensable to global health security, but both deserve stronger strategic capacity support and institutional status under the WHO leadership granted by the [International Health Regulations] Treaty. Treaties are the most successful means the world has in preventing, preparing for, and controlling epidemics in an increasingly globalized world. Other options are not sustainable. Given the gravity of on-going failed treaty management, the slow and incomplete process of reform, the magnitude and complexity of infectious disease outbreaks, and the rising severity of public health emergencies, a recommitment must be made to complete and restore the original mandates as a collaborative and coordinated global network responsibility, not one left to the actions of individual countries. The bottom line is that the global community can no longer tolerate an ineffectual and passive international response system. As such, this Treaty has the potential to become one of the most effective treaties for crisis response and risk reduction world-wide. Practitioners and health decision-makers world-wide must break their silence and advocate for a stronger Treaty and a return of WHO authority. Health practitioners and health decision-makers world-wide must break their silence and advocate for a stronger Treaty and a return of WHO’s undisputed global authority.81 Will China’s unilateral decisions just be a temporary stay as it was post-SARS, or is China capable of adopting, without conditions, the WHO public health requirements they have so far ignored? Autocratic leaders in history have a direct impact on health security. Dictatorships, with direct knowledge of the negative impact on health, create adverse political and economic conditions that only complicate the problem further. This is more evident in autocratic regimes where health protections have been seriously and purposely curtailed. This summary acknowledges that autocratic regimes are seriously handicapped by sociopathic narcissistic leaders who are incapable of understanding the health consequences of infectious diseases or their impact on their population. They will universally accelerate defenses indigenous to their personality traits when faced with contrary facts, double down against or deny accurate science to the contrary, delay timely precautions, and fail to meet health expectations required of nations under existing International Health Regulations, laws, and Epidemic Control surveillance.82 Kavanaugh’s Lancet editorial initially praised Chinese tactics that reflected a level of control only available to authoritarian regimes. As days and weeks passed, it revealed a government that inherently became victims of their own propaganda based on “need to avoid sharing bad news.” He concluded that authoritarian politics inhibited an effective response, and that openness and competitive politics favor a strategically fair public health strategy.83 Democratic nations in comparison to autocratic regimes recognize that public health fundamentally depends on public trust.84 The WHO’s China Joint Mission on Coronavirus Disease report has applauded China’s eventual response capability and capacity with strict measures to interrupt or minimize transmission chains with extremely proactive surveillance, rapid diagnosis, isolation tracking, quarantine, and population acceptance of these measures, to implement the measures to contain COVID-19 within the country.85 It must not be forgotten that China’s authoritarian rule “put secrecy and order ahead of openly confronting the growing crisis and risking alarm or political embarrassment,” 86 arrested and compelled Dr. Li Wenliang to sign a statement that his warning constituted “illegal behavior,” all of which delayed a concerted public health offensive that led to his death.86 This was an “issue of inaction” that would have contained COVID-19 within China and remains a potent symbol of China’s failures.86 There is no evidence that the authoritarian regime has or will change to prevent this from happening again.87 I suspect China’s sophisticated censorship and propaganda systems will outlast any public health improvements.

#### 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.

### Solvency

#### Thus, the plan Resolved: A just United States ought to recognize teachers’ unconditional right to strike.

Shanker 73’ [SHANKER, ALBERT L. “Why Teachers Need the Right to Strike.” Monthly Labor Review, vol. 96, no. 9, 1973, pp. 48–51. JSTOR, [www.jstor.org/stable/41839103. Accessed 21 June 2021](http://www.jstor.org/stable/41839103.%20Accessed%2021%20June%202021).]

INSTEAD of talking about alternatives to strikes, we ought to be talking about trying to strike in the pub-lic sector. It has not been tried. In the private sec-tor, we have paid a price for strikes. We have paid a price for the process of collective bargaining, be-cause the only alternative is an unfree society—and the price that we pay for strikes is one that we generally are willing to pay. Collective bargaining has never been sold as an ideal answer to anything, but it is the lesser of a number of evils that exist in the private sector and, in a somewhat modified form, in the public sector. Management and labor have to go through some sort of messy process to find a way of agreeing with each other for a period of time, and the only alter-natives are unilateral determination by management —which leads to exploitation—or arbitration—which leads to the imposition by a third party of his views. There are some differences in the public sector, but these are not adequate justification to abolish or modify the bargaining process. The notion, con-stantly stated, that in the public sector there is no profit motive is in a sense true. But in a sense it is irrelevant, because there is no question that the public employee bargains just as hard, if not harder, than the private employee. The question of being reelected, the fear of being accused of throwing away public money—"giving it away" to public employees —and also the very fact that he is involved in a public activity in many ways makes it more difficult for public management to bargain than for private management. No one fought a tougher battle against labor unions than philanthropists who were involved in donating their own time as managers in hospitals in the City of New York. They spent many hours in getting many billions of dollars to see to it that these hospitals could be made viable. But when it came to providing an effective union for employees earning $24 or $25 a week, they felt that those employees should donate their time, too, since the philanthro-pists were. This happens frequently in public sector management. Another issue in the public sector, somewhat more difficult to resolve, is that top public manage-ment is elected by the people, put there in order to effectuate public purposes. We do run into a con-flict in the question of bargaining and it is just that—who is making these public decisions? Can public management make the decision on the basis of their platform, on the basis of their promises? Or will elections become-relatively meaningless, be-cause whatever the politician says he's going to do, eventually he's going to the bargaining table and be forced to do, not what the people or the general public want him to do, but what he is compelled to do. Who's really running the city, the Board of Education? the Department of Sanitation? Is it the people in a democracy, or is it the unions—here viewed as a greedy and private interest, compelling government to do for its purposes rather than those of the people. These are some of the issues in this sector. As we look at alternatives, it is important to acknowledge that strikes originally were widespread in obtaining recognition for unions. No one has mentioned that the majority of States still do not recognize any form of collective bargaining for pub-lic employees. Here in California there is an ineffec-tive "meet and confer" law, which does not result in binding written agreements or anything resem-bling collective bargaining. Instead of talking about alternatives to the strike in the public sector, I would say that the teachers and other public employees in the State of Cali-fornia, and the majority of other States in the United States, would be wise to follow the trends of teachers and other public workers in New York, Chicago, Philadelphia, and elsewhere—because if they do not in fact exercise the right to strike, the government may never create the machinery that employees have in other States. It is not accidental that in States in which public employees have engaged in strikes the legislatures have found it possible to create mecha-nisms for collective bargaining.

#### Definition of unconditional right to strike:

NLRB 85 [National Labor Relations Board; “Legislative History of the Labor Management Relations Act, 1947: Volume 1,” Jan 1985; <https://play.google.com/store/books/details?id=7o1tA__v4xwC&rdid=book-7o1tA__v4xwC&rdot=1>] Justin

\*\*Edited for gendered language

As for the so-called absolute or unconditional right to strike—there are no absolute rights that do not have their corresponding responsibilities. Under our American Anglo-Saxon system, each individual is entitled to the maximum of freedom, provided however (and this provision is of first importance), his [their] freedom has due regard for the rights and freedoms of others. The very safeguard of our freedoms is the recognition of this fundamental principle. I take issue very definitely with the suggestion that there is an absolute and unconditional right to concerted action (which after all is what the strike is) which endangers the health and welfare of our people in order to attain a selfish end.

#### Empirics confirm right to strike improves teacher union legitimacy

DiSalvo, Daniel, and Michael Hartney. “Teachers Unions in the Post-Janus World.” Education Next, 2 Sept. 2020, www.educationnext.org/teachers-unions-post-janus-world-defying-predictions-still-hold-major-clout/[ Daniel Disalvo

Professor and Chair of Political Science at the City College of New York Michael Hartney is assistant professor of political science at Boston College.]/dhsNJ

* Increases solidarity proven by survey
* Provides incentive to join union which increases member count
* Positive press coverage that empirically increases public support

It is probably not a coincidence that public-school teachers began engaging in strikes and work stoppages soon after the Janus decision was handed down. In 2018, teacher walkouts occurred in the Republican-leaning, weak-union states of Oklahoma, Kentucky, Arizona, West Virginia, North Carolina, and Colorado. Of these, the largest work stoppage was by the Arizona Education Association and involved 81,000 teachers. The second-largest strike, by the Oklahoma Education Association, included 45,000 teachers. Overall, the 20 major teacher strikes of 2018 involved the highest number of workers—485,000—since 1986. Aside from forcing local workplace issues to the bargaining table, strikes can also serve as a union recruitment and retention strategy. Calling a strike enlists the rank-and-file in a collective enterprise and thereby enhances union solidarity. Because only union members can vote to authorize a strike, union leaders can use such occasions to recruit nonmembers to join. Strikes also gain teachers unions sympathetic national press coverage. In 2019, a smaller wave of strikes occurred in Democrat-dominated, strong-union cities, including Los Angeles, Oakland, Denver, and Chicago, as well as in a number of smaller school districts in Oregon, California, and New Jersey. Prior to 2018–2019, only two notable teacher strikes had occurred in big cities in the past 20 years: a 7-day walkout in Chicago in 2012 and a 16-day walkout in Detroit in 2006. Besides pay, a major point of contention in these strikes was the demand that school districts hire more teachers to reduce class sizes and employ more support staff. Regardless of whether such measures make wise policy, they clearly serve to increase the pool of potential union members. Consider that, in Los Angeles, the district and the union settled on a deal that added 300 nurses, 82 librarians, 77 counselors, and some new teachers to reduce class sizes. In Chicago, the district and the union settled a five-day strike with a contract that included caps on class sizes, which necessitated adding more teachers, and promises to hire 250 nurses and 209 social workers. All of these new employees are potential union members. There is evidence that teachers-union activity post-Janus did increase solidarity. A survey by Educators for Excellence found that 54 percent of teachers in 2020 felt that union membership provided them with “feelings of pride and solidarity,” up from 46 percent in 2018. In addition, a little more than half of teachers who do not belong to the union say they are likely to join their union next year. The strikes have also increased public support for the teaching profession. Although a vigorous debate persists among analysts, it is now the popular wisdom that teachers are underpaid. West Virginia and Arizona both ended teacher walkouts by passing across-the-board pay increases. Early in the current presidential campaign, some Democratic candidates proposed using federal funds to top up teacher salaries. Public opinion has notably shifted in favor of increasing teacher salaries. The 2019 Education Next survey found that, among respondents who were not told the average salary of teachers in their home state, 72 percent said teacher pay should increase, while just 3 percent favored cutting it. Even among respondents who were told how much teachers currently make, 56 percent favored hiking these salaries—a 20 percent increase since 2017—and only 5 percent wanted to decrease them. Beyond pay, one study found that the recent strike wave increased support for teachers unions. The survey found that parents of school-age children with firsthand experience with the recent strikes supported greater legal rights for teachers unions and favored a stronger labor movement. This is a notable finding, given that teacher work stoppages make life difficult for parents, who must scramble to find childcare and things for kids to do. In short, the teachers unions have gained public sympathy, while education reformers have lost some. Consider the cover of Time magazine at the dawn of the education-reform movement in 1980: “Help! Teacher Can’t Teach.” Forty years later, in the aftermath of the Great Recession and red-state teacher strikes, Time once again put the image of a schoolteacher on its cover, but the headline told a different story: “I have a master’s degree, 16 years of experience, work two extra jobs, and donate blood plasma to pay the bills. I’m a teacher in America!”

#### Effective strikes create meaningful change---they’re spilling over nationally and spilling up to policy change

Alia Wong 3/7/18, an associate editor at The Atlantic, where she oversees the education section, "The Ripple Effect of the West Virginia Teachers' Victory", The Atlantic, https://www.theatlantic.com/education/archive/2018/03/west-virginia-teachers-victory/555056/

West Virginia lawmakers at last reached a deal on Tuesday to raise teachers’ salaries by 5 percent. The agreement—along with the prospect of policy solutions to the educators’ other demands—brought to a close a teachers’ strike that had kept K–12 classrooms across all the state’s 55 counties closed for nine school days. Even though the West Virginia walkout is over, however, observers suspect that it has jump-started a national movement that could have lasting implications for the country’s schools. Evidence that the success of West Virginia’s roughly 20,000 K-12 classroom teachers is intensifying educator unrest nationally can already by seen. In Oklahoma, where the average teacher’s salary is even lower than that in West Virginia, educators are poised to stage a similar walkout, potentially in early April, to demand higher pay from the state legislature. According to the Los Angeles Times, the Oklahoma Education Association on Thursday plans to unveil a school-shutdown strategy; the teachers’ union said the vast majority of the 10,000 educators who responded to a survey supported shuttering campuses so they could strike. In Kentucky, a battle over educators’ pension benefits has raised the possibility of a teachers’ strike there, too. And other teachers’ unions throughout the country (and the world) have voiced their solidarity with their West Virginia counterparts through public statements, #55strong tweets, and pizza donations. “We’re getting support from teachers all over—Alaska, New Mexico, Oklahoma. ... These places are saying, ‘We know that if they’ve done it in West Virginia, we can do it here too,’ so I think [this strike] is going to start spurring some action in other states,” Annette Jordan, a teacher at Hedgesville High School in West Virginia’s Berkeley County, says. RELATED STORY West Virginia's Teachers Are Not Satisfied The strike in West Virginia, which in 2016 ranked 48th in the nation for teacher pay, wasn’t aimed only at securing higher salaries; it also sought to raise awareness about the countless burdens teachers shoulder, and at demonstrating that kids’ learning and long-term outcomes suffer when educators are stretched too thin. “Teachers in other places in the country are looking to West Virginia teachers because they are taking a stand and asking for a livable wage and for better benefits,” Karla Hilliard, an English teacher at Spring Mills High in Berkeley County, told me last week when I visited the picket near her school. “What teaching encompasses today [anywhere in the country] is so different than what it did 20, 25 years ago; with every continued mass shooting, with the tragedy of Parkland, there’s more recognition of ... all of the different parts and facets of our job.” As I reported last week, teachers’ demand for a 5 percent pay increase was secondary relative to their calls for better health-care benefits through the state’s beleaguered Public Employee Insurance Agency. Those demands were accompanied by concerns that the state is devaluing the teaching profession with legislation that would lower educator qualifications and eliminate seniority protections. In fact, despite an indication last Tuesday from Governor Jim Justice that the strike would end after he agreed to the 5 percent pay raise, the state’s Republican senators initially refused to sign off on the proposal, and teachers insisted that they wouldn’t back down without a stronger guarantee that their demands would be met. The walkout continued for another week. The likelihood that the demands will be met beyond better pay remains unclear. For starters, an agreement hasn’t yet been reached on peia. Justice, a Republican, has promised to convene a task force as early as this week to figure out a way to resuscitate the insurance agency, whose severe funding shortfalls have resulted in rising co-pays and other health-care costs not only for public-school teachers but also for state employees across the board. Compounding the uncertainty around peia is teachers’ perhaps deeper dissatisfaction with how much West Virginia’s political and judicial branches value the quality of their work, and in turn the long-term prospects for the state’s young people—concerns that resonate with educators across the United States. Joshua Weishart, an associate professor of law and policy at West Virginia University whose research centers on education law, believes that the strikes may represent a new dynamic in the fight over what right children have to an education. Historically, when courts have found that such a right existed—something that varies state by state—they have ordered schools to undertake certain equitable and adequate financing measures, Weishart said. But after nearly five decades of litigation, the judiciary was accused of overreach, and unequal funding (and desegregation) is still pervasive. The courts have since retreated from that responsibility, he continued, and judges today are more hesitant to order specific integration remedies or stipulate how much money state legislatures should appropriate for education. “So what do the people do when the courts are reluctant to intervene and the other branches of government have failed them for so long?” Weishart asks. “They either quietly accept their fate or they publicly resist and demand change.” The teachers in West Virginia—and potentially their counterparts in Oklahoma, Kentucky, and other states where educator grievances are nearing a tipping point—have taken the latter route. And as teachers’ relatively victorious outcome in West Virginia suggests, that route is proving to be fruitful. “Teachers make for strong advocates—perhaps better ones than lawyers,” Weishart says. “A political or social movement can oftentimes accomplish more than any lawsuit, and it can certainly do so more quickly.” After all, he pointed out, some school-finance cases have dragged on for years and even decades before seeing results. “What we have here is an opportunity for the people to vindicate the constitutional rights of children not in a court of law but in a political arena.” It’s debatable as to why exactly West Virginia was the state to precipitate this fledgling national teachers’ movement, but experts tend to agree it comprised, in the words of Paul Reville, a professor of education policy and administration at Harvard’s Graduate School of Education, “a perfect storm of factors.” For one, unlike most other states, West Virginia doesn’t allow for collective bargaining at the local level; the same is true of Oklahoma. When that limitation corresponds with a notably low salary, a statewide strike is more likely. Meanwhile, a sizable chunk of West Virginia’s 55 counties is contiguous to other states, where average salaries are sometimes as much as $20,000 more than they are locally. That results in a double whammy, contributing to an exodus of quality teachers to districts right across the borders and making it difficult for West Virginia to attract qualified, experienced teachers to its own schools. Educators in West Virginia have told me they worry about the impact this phenomenon has on the quality of children’s learning and on the health of the state’s economy; a struggle to retain and attract quality teachers translates into a struggle to uphold the quality of schools, which ultimately makes it hard to convince corporations to set up shop in the state and contribute to its tax base. That’s in part because it’ll suggest to those corporations that there aren’t enough well-educated people in the state to fill the necessary positions and enough qualified teachers to teach employees’ children. “If we don’t continue to support our teachers, they’re going to continue to flee the state,” Tony McDonald, a health-education teacher at Warm Springs Middle School in Morgan County and the president of the county’s American Federation of Teachers chapter, told me last week as he was picketing. “I'm born and raised in West Virginia—I love this state through and through— but at some point [being able to financially support] my kids matters more than what I want.” In a similar vein, educators feel that state policymakers underestimate the importance of the education system to efforts to stimulate the economy, pointing to the state’s corporate tax cuts, which often result in less funding for schools. As much as the demands of West Virginia teachers were about their own pay and benefits, the underlying message was about what teacher compensation means for the quality of the education being provided and, ultimately, the well-being of the state’s kids. “What teachers are told every day is …, ‘This kid can’t read but he has to read by the end of the year; figure it out,’ so we do. ‘These kids are never going to pass this test but he has to pass this test,’ so figure it out and we do it. ‘Well, there are only 25 books and you have 35 kids; figure it out,’ and so we do. So when [politicians] ... look at us and say, ‘I'm sorry, there’s nothing we can do,’ that is not acceptable,” said Jessica Salfia, an English teacher at Spring Mills High School. “Because what we have done for the last dozens of years —the things that we have needed to do to make it work—we have made it work in our classrooms and they have got to make it work for us now.” The grievances expressed by West Virginia teachers like Salfia are emblematic of those felt by public-school educators across the country, many of whom have struggled for years with demanding and often growing workloads despite relatively low pay. Concerns about the government’s disinvestment in traditional public education in favor of private and charter schools—which have become more acute since the appointment of the pro-school-choice Education Secretary Betsy DeVos—have helped fuel the uptick in teacher unrest. “A lot of it is building up in teachers … and it’s not just the uncertainty about whether we’re going to shift now and invest in school-choice programs,” Weishart said, alluding to speculation that lawmakers in West Virginia, which currently doesn’t have a charter-school law, might introduce such legislation. “It’s also now about whether we’re going to arm them with weapons. … They live day by day now in crisis mode, and I think all of this is just starting to take its toll on teachers.” Harvard’s Reville, who previously served as Massachusetts’s education secretary, suggested that this pressure, combined with the feeling that they’re not being heard, is starting to push things over the edge for K-12 educators. “I think it’s people in the field of education saying, ‘Don’t forget about us. We’re still here; we’re still doing the hard work of preparing the next generation so that you can have a functioning economy and democracy.’” The West Virginia teachers’ strike may also be gaining national traction because it is proof that organized labor can still have clout despite political efforts to undermine such movements, Reville said, pointing to a forthcoming ruling from the U.S. Supreme Court that’s expected to outlaw mandatory public-sector union fees and therefore weaken such labor organizations. Unions elsewhere, including those representing educators and other public-sector workers, may find it inspiring “that a group of teachers [across the state] came together largely on their own, stood up, took a position, and then held fast when they felt like they weren’t receiving the proper support from state officials,” Reville said. In that sense, the West Virginia teachers’ strike is symbolically important, according to Reville: “People will take faith in this—they will feel emboldened and empowered to act,” he said. “The fact that [West Virginia’s teachers] made some headway and came out victorious, I think, is a real shot in the arm for the labor movement.”

#### **Shifts in conservative states proves**

New York Times 18 (“We Are Republican Teachers Striking in Arizona. It’s Time to Raise Taxes.” April 26, 2018, <https://www.nytimes.com/2018/04/26/opinion/red-arizona-republican-teacher-strike.html>, dylchik)

Tens of thousands of teachers are walking out of their schools in Arizona on Thursday. Arizona is the latest conservative state with protesters demanding an increase in teacher salaries and more resources for students. In this video op-ed, four conservative teachers lament the conditions in their classrooms and, in turn, wrestle with their political beliefs. “I’m a die-hard Republican, and I’m dying inside,” says Allison Ryal-Bagley, an elementary school substitute teacher. “Republicans aren’t taking care of our kids.” Over the last decade, Arizona has had the greatest decrease in per-student spending in the country — a 36.6 percent drop since 2008 — making it 48th in the nation. Arizona also ranks 43rd in teacher pay, at nearly $11,000 less than the national average

### Framing

#### The standard is maximizing expected well being. To clarify, hedonistic act util. Prefer –

#### 1] Death is bad and outweighs – a] agents can’t act if they fear for their bodily security which constrains every ethical theory, b] it destroys the subject itself – kills any ability to achieve value in ethics since life is a prerequisite which means it’s a side constraint since we can’t reach the end goal of ethics without life

#### 2] Extinction outweighs

MacAskill 14 [William, Oxford Philosopher and youngest tenured philosopher in the world, Normative Uncertainty, 2014]

The human race might go extinct from a number of causes: asteroids, supervolcanoes, runaway climate change, pandemics, nuclear war, and the development and use of dangerous new technologies such as synthetic biology, all pose risks (even if very small) to the continued survival of the human race.184 And different moral views give opposing answers to question of whether this would be a good or a bad thing. It might seem obvious that human extinction would be a very bad thing, both because of the loss of potential future lives, and because of the loss of the scientific and artistic progress that we would make in the future. But the issue is at least unclear. The continuation of the human race would be a mixed bag: inevitably, it would involve both upsides and downsides. And if one regards it as much more important to avoid bad things happening than to promote good things happening then one could plausibly regard human extinction as a good thing.For example, one might regard the prevention of bads as being in general more important that the promotion of goods, as defended historically by G. E. Moore,185 and more recently by Thomas Hurka.186 One could weight the prevention of suffering as being much more important that the promotion of happiness. Or one could weight the prevention of objective bads, such as war and genocide, as being much more important than the promotion of objective goods, such as scientific and artistic progress. If the human race continues its future will inevitably involve suffering as well as happiness, and objective bads as well as objective goods. So, if one weights the bads sufficiently heavily against the goods, or if one is sufficiently pessimistic about humanity’s ability to achieve good outcomes, then one will regard human extinction as a good thing.187 However, even if we believe in a moral view according to which human extinction would be a good thing, we still have strong reason to prevent near-term human extinction. To see this, we must note three points. First, we should note that the extinction of the human race is an extremely high stakes moral issue. Humanity could be around for a very long time: if humans survive as long as the median mammal species, we will last another two million years. On this estimate, the number of humans in existence in the The future, given that we don’t go extinct any time soon, would be 2×10^14. So if it is good to bring new people into existence, then it’s very good to prevent human extinction. Second, human extinction is by its nature an irreversible scenario. If we continue to exist, then we always have the option of letting ourselves go extinct in the future (or, perhaps more realistically, of considerably reducing population size). But if we go extinct, then we can’t magically bring ourselves back into existence at a later date. Third, we should expect ourselves to progress, morally, over the next few centuries, as we have progressed in the past. So we should expect that in a few centuries’ time we will have better evidence about how to evaluate human extinction than we currently have. Given these three factors, it would be better to prevent the near-term extinction of the human race, even if we thought that the extinction of the human race would actually be a very good thing. To make this concrete, I’ll give the following simple but illustrative model. Suppose that we have 0.8 credence that it is a bad thing to produce new people, and 0.2 certain that it’s a good thing to produce new people; and the degree to which it is good to produce new people, if it is good, is the same as the degree to which it is bad to produce new people, if it is bad. That is, I’m supposing, for simplicity, that we know that one new life has one unit of value; we just don’t know whether that unit is positive or negative. And let’s use our estimate of 2×10^14 people who would exist in the future, if we avoid near-term human extinction. Given our stipulated credences, the expected benefit of letting the human race go extinct now would be (.8-.2)×(2×10^14) = 1.2×(10^14). Suppose that, if we let the human race continue and did research for 300 years, we would know for certain whether or not additional people are of positive or negative value. If so, then with the credences above we should think it 80% likely that we will find out that it is a bad thing to produce new people, and 20% likely that we will find out that it’s a good thing to produce new people. So there’s an 80% chance of a loss of 3×(10^10) (because of the delay of letting the human race go extinct), the expected value of which is 2.4×(10^10). But there’s also a 20% chance of a gain of 2×(10^14), the expected value of which is 4×(10^13). That is, in expected value terms, the cost of waiting for a few hundred years is vanishingly small compared with the benefit of keeping one’s options open while one gains new information.

### Underview

#### [1] 1AR theory is legit – anything else means infinite abuse – drop the debater, competing interps, no rvis and the highest layer of the round – 1AR is too short to make up for the time trade-off – no RVIs or 2NR theory and paradigm issues– 6 min 2NR means they can brute force me every time