#### Labor rights are compatible with Afrofuturist critique of hierarchies.

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First, Afrofuturists call for the disruption of elitist, identity-based hierarchies that undermine human dignity. In the Afrofuture,36 the legacy of chattel slavery inspires an emphasis on workplace arrangements that recognize the inherent human dignity of all workers. Although the concept of human dignity is a hallmark of international human rights law, it remains undefined in U.S. constitutional jurisprudence.3 7 Building upon three popular framings of dignity as a philosophical concept, this Essay defines human dignity as an ontological conception of the human condition that emphasizes: (1) the equal human opportunity to express inherent human capacities (dignity as equality); (2) free from the unjustified constraints of others (dignity as liberty); with (3) both equality and liberty for each person mutually reinforcing the full development of an integrated personhood (dignity as integrity). 38 Under this view, social organizational structures must respect the equal human dignity of all individuals who are governed by such regimes by not inhibiting their equality, liberty, and integrity. The Afrofuturist critique of the modern workplace reveals the importance of modern debates over the ownership of firms, the democratization of corporate governance, and the rights of labor unions.3 9

Second, Afrofuturists urge the reformation of legal systems that foster alienation in political and economic society. The concept of alienation, a mainstay of Marxist theories of law, claims that capitalist modes of production separate laborers from the means of production, thereby inhibiting the full development of their human capabilities. 40 Physical alienation from one's labor value often leads to a much deeper spiritual alienation from one's human potential, invoking the enduring existential question: what does it mean to be human? Whereas the U.S. Declaration of Independence declares that all people "are endowed by their Creator with certain unalienable rights,"'I many American workers must alienate their right of self-governance in the scope of their employment. However, if the individual human right to self-governance can only be delegated in the workplace, and not alienated, as this Essay contends, then workplace arrangements that rent labor without providing meaningful opportunities for worker self-governance must be reformed.

#### Monteith is neg.

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Furthermore, the critical thinking skills garnered from debating both sides of an argument, also known as switch side debate (SSD), extend beyond the sphere of competition within the activity. The capacity for students to engage with civic processes and legislative procedures is arguably heightened when the student has experience in competitive policy debate (Hogan & Kurr, 2017). This is because the focus on iteratively testing methods that seek to address and provide solutions to pressing issues yields the capacity to formulate advocacies and situate their ideas for change within a larger schema of political action (Hogan & Kurr, 2017). This is further backed by the rigorous, targeted, and detailed research that debate seeks to produce. The standard for quality evidence is consistently up for debate within the activity, but the ultimate desire to possess analysis that is accurate, detailed, specific, warranted, and written by a qualified author supported by a reputable institution drives students to seek the assumed best research (Cram, 2014). Collectively, the ability to critically think and engage with civic institutions by participating in a yearlong competition to find and deploy the best analysis backed by defensible evidence positions debate in the forefront of academic activities and results in administrative support at the middle school, high school, and post-secondary level.

As an activity tailored to building advocacy skills, students who participate in debate learn to defend their perspectives against opposition. Specifically, debaters conduct hours and hours of research to support their arguments and, in round, are tasked with using that research to respond to opponents’ arguments and further explain their position. The research alone is beneficial, but when combined with the back-and-forth responsiveness of debate, known as clash, the benefits to debate multiply as students learn to use their knowledge to craft rebuttals to 18 opposing viewpoints and evidence. The advocacy skills garnered through debate are beneficial because they give students the experience necessary to propose solutions and criticize actions which affect them and their communities. Many policymakers are former debaters, demonstrating the scope of advocacy skills fostered by policy debate (Hogan & Kurr, 2017).