

City University of New York
Graduate Center
Anthropology Program
ANT 71200-01 (60262)/EES 79903-05 (60336)

Instructor: Ismael García-Colón

Mondays 2:00PM-4:00PM

Zoom meeting link available on Blackboard

ismael.garcia@csi.cuny.edu

718-982-3766 (only voicemail)

Office Hours: By appointment on Mondays 4:30PM-6PM or Tuesdays 4:30PM-6PM

Zoom meeting link available on Blackboard

<https://us02web.zoom.us/j/81032399908?pwd=amhveFppK2NWcHVURDNTdzc0ZUdadz09>

Anthropology of Labor: Disposability, Migration, Contestation
Course Description:

This course examines the intersection of disposability, migration, and contestation in the making and unmaking of working classes. The goal is to overcome the structural and poststructural divide by exploring the possibilities for an anthropology of labor. How are current social processes and contingencies producing new labor relations? What is the role of late capitalism in these transformations? How do anthropologists theorize labor in relation to dispossession, and disposability under neoliberal and postneoliberal regimes? Is the study of labor and labor migration still relevant? What are the strategies that working classes use to contest labor regimes? What are the mechanisms and strategies (discourses, policies, different legal statuses, papers–documentation–, identifications, facial recognition, walls, fences, etc.) employed by states to regulate labor and its mobility? How do scholars understand migration as part of the political economy? Drawing from theoretical and ethnographic works in history, sociology, and anthropology, this course will have a global perspective, but it will also include cases from the United States.

Course Requirements:

Final Grade:

Response Statements (40%): A total of 10 reaction statements discussing class readings (between 350 and 500 words long). The first three statements are required (February 7th, 14th and 28th). The last seven papers can be submitted between March 7th and May 9th. Students are not allowed to skip more than one statement due in a row. Papers should be posted on the journal section of blackboard on the day class meets (Mondays) at 8AM. No exceptions.

Leading class discussion (20%): two different oral reviews of readings **not required** for the reaction statements in a week (how many times you will lead a discussion will depend on how many students register for this course). Please include: your criticism from the readings and which questions/findings/theories you think are important to understand the readings.

Participation (20%): students are expected to attend class and be prepared to engage in class discussions.

Final Project (20%): A group project on labor and migration. Details will be discussed in class. Students will present their project the last day of class.

Blackboard Access: Students are required to have access to Blackboard and be able to receive emails through it. Please update your email on Blackboard. The syllabus, readings, and other materials are posted there. This class makes extensive use of Blackboard for announcements and assignments. “Not knowing” about a particular announcement because a student did not check Blackboard *will not be accepted as an excuse with regards to any assignment, assessment, or other class-related activity*. Blackboard will be the main interface for class announcements. Be sure to check it often. For problems accessing Blackboard please contact GC’s Help Desk.

Zoom meetings: Plan to join at least ten minutes before 2pm, to make sure you are ready when class begins. The professor will email or post the link on Blackboard (see announcements). Try to log online to our class meeting from a quiet, distraction-free environment. Keep your audio on mute until you want to speak. We must work together to limit background noise.

Participation: Students are expected to attend class regularly and participate actively in class discussions for the final grade. If it is possible, enable video so that we can see you. When you want to speak use the ‘raise hand’ feature of Zoom and be sure to unmute yourself to talk.

To avoid anonymity and to make learning an effective, active process of dialogue, you must feel free to challenge the views of the instructor or other students. In order to do so effectively, please follow three basic rules:

- Be courteous. Do not interrupt, but wait until the speaker has finished making his/her point. Make a note of what you want to say, so that you don’t forget it.
- Be logical when you argue. Base what you have to say on evidence from the readings, lectures or your own knowledge.
- Be tolerant of how others express themselves. Your fellow students may speak English differently than you or have opinions that you don’t share. You may still learn a lot from them. By creating a comfortable space for them to share their ideas, you also make it easier for you to express yourself.

Behavior in Class: Students are expected to show up on time and to attend all classes. Disruptive behavior in class will not be tolerated and disruptive students will be referred to Student Affairs. If you are disrupting the class, I may ask you to leave or expel you from the Zoom meeting.

Disabilities: You can only be exempted from these rules by a doctor’s note or in exceptional cases by speaking to me beforehand. Students with disabilities are encouraged to document their needs

with the Office of Disability Services, and to inform the instructor during the first two weeks of the semester (unless you are diagnosed afterwards). Please read the course requirements and make sure that you can fulfill them. Otherwise, the instructor will expect you to complete with and perform all requirements.

OUTLINE

(*Focus on this reading; + suggestions for oral presentations)

Week 1 (January 31st): Introduction

Week 2 (February 7): Marx versus/and Foucault

Marx, Karl. 1887 [1867]. *Capital, Volume I: The Production of Absolute Surplus Value, Production of Relative Surplus Value*. Moscow: Progress Publishers.

*Feldman, Alex J. 2019. Power, Labour Power and Productive Force in Foucault's Reading of Capital. *Philosophy and Social Criticism* 45(3):307-333.

Foucault, Michel. 1977. *Discipline and Punish: The Birth of the Prison*. New York: Pantheon Books.

Graeber, David. 2013. It Is Value That Brings Universes into Being. *HAU: Journal of Ethnographic Theory* 3(2): 219-143.

*Kasmir, Sharryn and August Carbonella. 2014. Introduction. In *Blood and Fire: Toward a Global Anthropology of Labor*, eds. S. Kasmir and A. Carbonella. New York: Berghahn Press.

+Roseberry, William. 2002. Political Economy in the United States. In *Culture, Economy, Power: Anthropology as Critique, Anthropology as Praxis*, edited by Winne Lem and Belinda Leach, 59-72. Albany: State University of New York.

+Sakolsky, Ron.1992. "Disciplinary Power," The Labor Process, and the Constitution of the Laboring Subject. *Rethinking Marxism* 5(4): 114-126.

Week 3 (February 14): Working Class: Culture and Capitalism

+Chávez, Alex E. 2017. *Sounds of Crossing: Music, Migration, and the Aural Poetics of Huapango Arribeño*. Durham: Duke University Press. [GC Library: Duke E-books]

*Crehan, Kate. 2016. *Gramsci's Common Sense: Inequality and Its Narratives*. Durham, NC: Duke University Press.

Crehan, Kate. 2011. Gramsci's Concept of Common Sense: A Useful Concept for Anthropologists? *Journal of Modern Italian Studies* 16(2) 272-287.

Engels, Friedrich. 2009 [1845]. *The Condition of the Working Class in England*. Oxford: Oxford University Press.

Gorz, Andre. 1982. *Farewell to the Working Class*. Boston: South End Press.

Graeber, David. 2012. Dead Ones of the Imagination: On Violence, Bureaucracy, and Interpretive Labor. *HAU: Journal of Ethnographic Theory* 2(2): 105-128.

Thompson, E.P. 1964 [1963]. *The Making of the English Working Class*. New York: Pantheon Books.

Thompson, E.P. 1967. Time, Work-Discipline, and Industrial Capitalism. *Past and Present*, 38: 56-97.

+Vélez-Ibañez, Carlos G. 1996. *Border Visions: Mexican Cultures of the Southwest United States*. Tucson: University of Arizona Press.

Week 4 (February 28): Race, Racial Capitalism, and Segmentation

+Du Bois, W. E. B. 1969 [1920]. *Darkwater: Voices from Within the Veil*. New York: Schocke Books.

+Brodkin, Karen. 1998. Race, Class, and Gender: The Metaorganization of American Capitalism. *Transforming Anthropology* 7(2):46-57.

Brodkin, Karen. Global Capitalism: What's Race Got to do with it? *American Ethnologist* 27(2): 237-256.

*Robinson, Cedric J. 2000. *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill, N.C.: University of North Carolina Press.

*Kelley, Robin. D. G. 2017. What Did Cedric Robinson Mean by Racial Capitalism? *Boston Review*, (2017 issue *Race, Capitalism, Justice*), January 12.

+Wolf, Eric. 1982. Introduction and Chapter 12: The New Laborers. In *Europe and the People Without History*. Berkeley: University of California Press.

Week 5 (March 7): Accumulation by Dispossession

+Collins, Jane L. 2012. Theorizing Wisconsin's 2011 Protests: Community-Based Unionism Confronts Accumulation by Dispossession. *American Ethnologist* 39 (1): 6-20.

+ Çağlar, Ayşe and Nina Glick Schiller. 2018. *Migrants & City Making: Dispossession, Displacement, & Urban Regeneration*. Durham: Duke University Press.

*Kasmir Sharryn and August Carbonella. 2008. Dispossession and the Anthropology of Labor. *Critique of Anthropology* 28(1):5-25.

Harvey, David. 2003. *The New Imperialism*. Oxford: Oxford University Press.

Narotzky, Susana. 2020. *Grassroots Economies: Living with Austerity in Southern Europe*. London: Pluto Press.

Week 6 (March 14). Citizenship and Borders

Gomberg-Munoz, Ruth. 2010. Willing to Work: Agency and Vulnerability in an Undocumented Immigration Network,” *American Anthropologist* 112(2): 295-307.

*Heyman, Josiah McC. 2012. Constructing a “Perfect” Wall: Race, Class, and Citizenship in US-Mexico Border Policing. In *Migration in the 21st century: Political Economy and Ethnography*, eds. P.G. Barber and W. Lem, 153-172. New York: Routledge.

Molina, Natalia. 2014. *How Race is Made in America: Immigration, Citizenship, and the Historical Power of Racial Scripts*. Berkeley: University of California Press.

+ Ryburn, Megan. 2018. *Uncertain Citizenship: Everyday Practices of Bolivian Migrants in Chile*. Oakland: University of California Press.

Roth, Joshua Hotaka. 2002. *Brokered Homeland: Japanese Brazilian Migrants in Japan*. Ithaca: Cornell University Press.

Week 7 (March 21). Gatekeeping Practices and Mobilities

+Ferrel, Jeff. 2018. *Drift: Illicit Mobility and Uncertain Knowledge*. Oakland: University of California Press.

* Jung, Moon-Ho. 2006. *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*. Baltimore: John Hopkins University Press. [Available at GC library electronic format]

+ Karuka, Manu. 2019. *Empire’s Tracks: Indigenous Nations, Chinese Workers, and the Transcontinental Railroad*. Oakland: University of California Press.

+ Lee, Erika. 2003. *At America's Gates: Chinese Immigration during the Exclusion Era, 1882-1943*. Chapel Hill: University of North Carolina Press. [Available at GC library electronic format]

Ngai, Mae M. 2004. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.

Chan, Shelly. 2018. *Diaspora’s Homeland: Modern China in the Age of Global Migration*. Durham: Duke University Press. Introduction, Chapter 4, and Chapter 5.

Golash-Boza, Tonya. 2015. *Deported: Policing Immigrants, Disposable Labor and Global Capitalism*. New York: NYU Press.

Week 8 (March 28): Colonial Migrant Workers

Baldoz, Rick. 2011. *The Third Asiatic Invasion: Empire and Migration in Filipino America, 1898-1946*. New York: New York University Press.

Bahadur, Gaiutra. 2013. *Coolie Woman: The Odyssey of Indenture*. Chicago: University of Chicago Press.

*Bender, Daniel E. and Jana K. Lipman. 2015. *Making the Empire Work: Labor & United States Imperialism*. New York: NYU Press. Introduction.

+Casey, Daniel. 2017. *Empire's Guestworkers: Haitian Migrants in Cuba during the Age of US Occupation*. New York: Cambridge University Press.

Findlay, Eileen J. 2014. *We are Left Without a Father Here: Masculinity, Domesticity, and Migration in Postwar Puerto Rico*. Durham: Duke University Press.

García Colón, Ismael. 2020. *Colonial Migrants at the Heart of Empire: Puerto Rican Workers on U.S. Farms*. Oakland: University of California Press.

Giovannetti-Torres, Jorge L. 2018. *Black British Migrants in Cuba: Race, Labor, and Empire in the Twentieth-Century Caribbean, 1899-1948*. New York: Cambridge University Press.

+ Grosfoguel, Ramón. 2003. *Colonial Subjects: Puerto Ricans in a Global Perspective*. Berkeley: University of California Press. Part III.

Kawashima, Ken C. 2009. *The Proletarian Gamble Korean Workers in Interwar Japan*. Durham: Duke University Press.

Macmaster, Neil. 1997. *Colonial Migrants and Racism: Algerians in France, 1900-62*. Basingstoke: Macmillan.

Mayblin, Lucy and Joe Turner. 2021. *Migration Studies and Colonialism*. Cambridge, UK: Polity.

Sayad, Abdelmalek. 2004. *The Suffering of the Immigrant*. Cambridge, UK: Polity.

Week 9 (April 4). Gendered and Gendering Labor Migration: Domestic

Collins, Jane L. 2003. *Threads: Gender, Labor, and Power in the Global Apparel Industry*. Chicago: University of Chicago Press.

+Hardt, M. (1999). Affective Labor. *Boundary 2*, 26(2), 89-100.

+Hondangneu-Sotelo, Pierrette. 2000. Feminism and Migration. *The Annals of the American Academy of Political and Social Science* 571(September):107-120

Hondangneu-Sotelo, Pierrette. 2001. *Doméstica: Immigrant Workers Cleaning and Caring in the Shadows of Affluence*. Berkeley: University of California Press.

Ehrenreich B. and A. Hochschild. 2002. *Global Woman: Nannies, Maids and Sex Workers in the Global Economy*. New York: Holt. Introduction.

Lane, Carrie M. 2009. Man Enough To Let My Wife Support Me: How Changing Models of Career and Gender Are Reshaping the Experience of Unemployment. *American Ethnologist* 36(4): 681-92.

+Pessar, Patricia. R. 2003. Anthropology and the Engendering of Migration Studies. In *American Arrivals: Anthropology Engages the New Immigrants*, ed. Nancy Foner, pp. 75–98. Santa Fe, NM: School of American Research Press.

*Salazar Parreñas, Rhacel. 2001. *Servants of Globalization: Women, Migration and Domestic Work*. Palo Alto, CA: Stanford University Press.

Sassen, Saskia. 2003. Strategic Instantiations of Gendering in the Global Economy. In *Gender and U.S. Immigration: Contemporary Trends*, ed. Pierrette Hondangneu-Sotelo, pp. 43-60. Berkeley: University of California Press.

Week 10 (April 11): Precarious Work and Low-Wage Workers

+Bales, Kevin Bales. “The New Slavery” and “Pakistan,” *Disposable People: New Slavery in the Global Economy*, (Berkeley, CA: University of California Press, 1999), 1-33, 149-194.

Collins, Jane L., and Victoria Mayer. 2010. *Both Hands Tied: Welfare Reform and the Race to the Bottom of the Low-Wage Labor Market*. Chicago: University of Chicago Press.

+Griffith, David. 1993. *Jones’s Minimal: Low-Wage labor in the United States*. Albany: State University of New York.

Molé, Noelle J. 2010. Precarious Subjects: Anticipating Neoliberalism in Northern Italy’s Workplace. *American Anthropologist* 112(1):38-53.

Sider, Gerald. 2014. *Skin for Skin: Death and Life for Inuit and Innu*. Durham, NC: Duke University Press.

*Standing, Guy. 2011. *The Precariat: The New Dangerous Class*. London: Bloomsbury Academic.

Spring Break April 15-22

Week 11 (April 25): Guest Workers

Cohen, Deborah. 2001. *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico*. Chapel Hill: The University of North Carolina Press.

Griffith, David. 2006. *American Guestworkers: Jamaicans and Mexicans in the Labor Market*. University Park: The Pennsylvania State University Press.

Griffith, David (ed.). 2014. *(Mis) Managing Migration: Guestworkers' Experiences with North American Labor Markets*. Santa Fe, NM: School for Advanced Research.

Gonzalez, Gilbert G. 2006. *Guest Workers or Colonized Labor?: Mexican Labor Migration to the United States*. Boulder, CO: Paradigm Publishers.

*Martínez, Samuel. 1996. Indifference with Indignation: Anthropology, Human Rights, and the Haitian Bracero. *American Anthropologist* 98(1):17-25

+Hahamovitch, Cindy. 2003. Creating Perfect Immigrants: Guestworkers of the World in Historical Perspective. *Labor History* 44(1):69-94.

+Gardner, Andrew. 2012. Why Do They Keep Coming? Labor Migrants in the Gulf States. In *Migrant Labor in the Persian Gulf*, eds. Mehran Kamrava and Zahra Babar. New York: Columbia University Press.

Week 12 (May 2): Migrant Workers and the Production of Food

Griffith, David and Ed Kissam with Jeronimo Camposeco, Anna García, Max Pfeffer, David Runsten, and Manuel Valdés Pizzini. 1995. *Working Poor: Farmworkers in the United States*. Philadelphia: Temple University Press.

Gray, Margaret. 2014. *Labor and the Locavore: The Making of a Comprehensive Food Ethic*. Berkeley: University of California Press.

*Holmes, Seth M. 2013. *Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States*. Berkeley: University of California Press.

+ Horton, Sarah Bronwen. 2016. *They Leave Their Kidneys in the Fields: Illness, Injury, and the Illegality among U.S. Farmworkers*. Oakland: University of California Press.

+ Lopez, Ann Aurelia. 2007. *The Farmworkers' Journey*. Berkeley: University of California Press.

Striffler, Steve. 2005. *Chicken: The Dangerous Transformation of America's Favorite Food*. New Haven: Yale University Press.

Watts, Michael. 1994. Life under Contract: Contract Farming, Agrarian Restructuring and Flexible Accumulation. In *Living under Contract: Contract Farming and Agrarian Transformation in Sub-Saharan Africa*. Madison: University of Wisconsin Press.

Week 13 (May 9). Political Mobilization and the Anthropology of Labor Migration

+Barber, Pauline Gardiner, and Winnie Lem. 2012. Migration in the 21st century: Political Economy and Ethnography. New York: Routledge. **Chapter 1, 2, 10, 11, 12**

Durrenberger, E. Paul and Karaleah S. Reichart. 2010. The Anthropology of Labor Unions. Louisville: University Press of Colorado.

*Lem, Winnie, and Pauline Gardiner Barber. 2010. Class, Contention, and a World in Motion. New York: Berghahn Books. Introduction.

Week 14 (May 16th): Project Presentations

Final Project Due May 23

*Focus on this reading

This course outline is subject to change