

# CNI/EZLN: May the Earth Tremble at Its Core

This communique was originally published by [Enlace Zapatista](#).



To the people of the world:

To the free media:

To the National and International Sixth:

Convened for the commemoration of the 20th anniversary of the National Indigenous Congress and the living resistance of the originary peoples, nations, and tribes of this country called Mexico, of the languages of Amuzgo, Binni-zaá, Chinanteco, Chol, Chontal de Oaxaca, Coca, Náyeri, Cuicateco, Kumiai, Lacandón, Matlazinca, Maya, Mayo, Mazahua, Mazateco, Mixe, Mixteco, Nahuatl, Ñahñu, Ñathô, Popoluca, Purépecha, Rarámuri,

Tlapaneco, Tojolabal, Totonaco, Triqui, Tzeltal, Tsotsil, Wixárika, Yaqui, Zoque, Chontal de Tabasco, as well as our Aymara, Catalán, Mam, Nasa, Quiché and Tacaná brothers and sisters, we firmly pronounce that our struggle is below and to the left, that we are anticapitalist and that the time of the people has come—the time to make this country pulse with the ancestral heartbeat of our mother earth.

It is in this spirit that we met to celebrate life in the Fifth National Indigenous Congress, which took place on October 9-14, 2016, in CIDECI-UNITIERRA, Chiapas. There we once again recognized the intensification of the dispossession and repression that have not stopped in the 524 years since the powerful began a war aimed at exterminating those who are of the earth; as their children we have not allowed for their destruction and death, meant to serve capitalist ambition which knows no end other than destruction itself. That resistance, the struggle to continue constructing life, today takes the form of words, learning, and agreements. On a daily basis we build ourselves and our communities in resistance in order to stave off the storm and the capitalist attack which never lets up. It becomes more aggressive everyday such that today it has become a civilizational threat, not only for indigenous peoples and *campesinos* but also for the people of the cities who themselves must create dignified and rebellious forms of resistance in order to avoid murder, dispossession, contamination, sickness, slavery, kidnapping or disappearance. Within our community assemblies we have decided, exercised, and constructed our destiny since time immemorial. Our forms of organization and the defense of our collective life is only possible through rebellion against the bad government, their businesses, and their organized crime.

We denounce the following:

1. In Pueblo Coca, Jalisco, the businessman Guillermo Moreno Ibarra invaded 12 hectares of forest in the area known as El Pandillo, working in cahoots with the agrarian institutions there to criminalize those who struggle, resulting in 10 community members being subjected to trials that went on for four years. The bad government is invading the island of Mexcala, which is sacred communal land, and at the same time refusing to recognize the Coca people in state indigenous legislation, in an effort to erase them from history.
2. The Otomí Ñhañu, Ñathö, Hui hú, and Matlatzinca peoples from México State and Michoacán are being attacked via the imposition of a megaproject to build the private Toluca-Naucalpan Highway and an inter-city train. The project is destroying homes and sacred sites, buying people off and manipulating communal assemblies through police presence. This is in addition to fraudulent community censuses that supplant the voice of an entire people, as well as the privatization and the dispossession of water and territory around the Xinantécatl volcano, known as the Nevado de Toluca. There the bad governments are doing away with the protections that they themselves granted, all in

order to hand the area over to the tourism industry. We know that all of these projects are driven by interest in appropriating the water and life of the entire region. In the Michoacán zone they deny the identity of the Otomí people, and a group of police patrols have come to the region to monitor the hills, prohibiting indigenous people there from going to the hills to cut wood.

3. The originary peoples who live in Mexico City are being dispossessed of the territories that they have won in order to be able to work for a living; in the process they are robbed of their goods and subjected to police violence. They are scorned and repressed for using their traditional clothing and language, and criminalized through accusations of selling drugs.
4. The territory of the Chontal Peoples of Oaxaca is being invaded by mining concessions that are dismantling communal land organization, affecting the people and natural resources of five communities.
5. The Mayan Peninsular People of Campeche, Yucatán, and Quintana Roo are suffering land dispossession as a result of the planting of genetically modified soy and African palm, the contamination of their aquifers by agrochemicals, the construction of wind farms and solar farms, the development of ecotourism, and the activities of real estate developers. Their resistance against high electricity costs has been met with harassment and arrest warrants. In Calakmul, Campeche, five communities are being displaced by the imposition of 'environmental protection areas,' environmental service costs, and carbon capture plans. In Candelaria, Campeche, the struggle continues for secure land tenure. In all three states there is aggressive criminalization against those who defend territory and natural resources.
6. The Tzotzil, Tzeltal, Tojolabal, Chol and Lacandón Maya People of Chiapas continue to be displaced from their territories due to the privatization of natural resources. This has resulted in the imprisonment and murder of those who defend their right to remain in their territory, as they are constantly discriminated against and repressed whenever they defend themselves and organize to continue building their autonomy, leading to increasing rates of human rights violations by police forces. There are campaigns to fragment and divide their organizations, as well as the murders of *compañeros* who have defended their territory and natural resources in San Sebastián Bachajon. The bad governments continue trying to destroy the organization of the communities that are EZLN bases of support in order to cast a shadow on the hope and light that they provide to the entire world.
7. The Mazateco people of Oaxaca have been invaded by private property claims which exploit the territory and culture for tourism purposes. This includes naming Huautla de Jiménez as a "Pueblo Mágico" in order to legalize displacement and commercialize ancestral knowledge. This is in addition to mining concessions and foreign spelunking explorations in existing caves, all enforced by increased harassment by narcotraffickers and militarization of the territory. The bad governments are complicit in the increasing rates of femicide and rape in the region.

8. The Nahua and Totonaca peoples of Veracruz and Puebla are confronting aerial fumigation, which creates illnesses in the communities. Mining and hydrocarbon exploration and exploitation are carried out through fracking, and 8 watersheds are endangered by new projects that are contaminating the rivers.
9. The Nahua and Popoluca peoples from the south of Veracruz are under siege by organized crime and also risk territorial destruction and their disappearance as a people because of the threats brought by mining, wind farms, and above all, hydrocarbon exploitation through fracking.
10. The Nahua people, who live in the states of Puebla, Tlaxcala, Veracruz, Morelos, Mexico State, Jalisco, Guerrero, Michoacán, San Luis Potosí, and Mexico City, are in a constant struggle to stop the advance of the so-called *Proyecto Integral Morelos*, consisting of pipelines, aqueducts, and thermoelectric projects. The bad governments, seeking to stop the resistance and communication among the communities are trying to destroy the community radio of Amiltzingo, Morelos. Similarly, the construction of the new airport in Mexico City and the surrounding building projects threaten the territories around Texcoco lake and the Valle de México basin, namely Atenco, Texcoco, and Chimalhuacán. In Michoacan, the Nahua people face the plunder of their natural resources and minerals by *sicarios* [hitmen] who are accompanied by police or the army, and also the militarization and paramilitarization of their territories. The cost of trying to halt this war has been murder, persecution, imprisonment, and harassment of community leaders.
11. The Zoque People of Oaxaca and Chiapas face invasion by mining concessions and alleged private property claims on communal lands in the Chimalapas region, as well as three hydroelectric dams and hydrocarbon extraction through fracking. The implementation of cattle corridors is leading to excessive logging in the forests in order to create pastureland, and genetically modified seeds are also being cultivated there. At the same time, Zoque migrants to different states across the country are re-constituting their collective organization.
12. The Amuzgo people of Guerrero are facing the theft of water from the San Pedro River to supply residential areas in the city of Ometepec. Their community radio has also been subject to constant persecution and harassment.
13. The Rarámuri people of Chihuahua are losing their farmland to highway construction, to the Creel airport, and to the gas pipeline that runs from the United States to Chihuahua. They are also threatened by Japanese mining companies, dam projects, and tourism.
14. The Wixárika people of Jalisco, Nayarit, and Durango are facing the destruction and privatization of the sacred places they depend on to maintain their familial, social, and political fabric, and also the dispossession of their communal land in favor of large landowners who take advantage of the blurry boundaries between states of the Republic and campaigns orchestrated by the bad government to divide people.
15. The Kumiai People of Baja California continue struggling for the reconstitution of their ancestral territories, against invasion by private interests, the privatization of their

sacred sites, and the invasion of their territories by gas pipelines and highways.

16. The Purépecha people of Michoacán are experiencing deforestation, which occurs through complicity between the bad government and the narcoparamilitary groups who plunder the forests and woods. Community organization from below poses an obstacle to that theft.
17. For the Triqui people of Oaxaca, the presence of the political parties, the mining industry, paramilitaries, and the bad government foment the disintegration of the community fabric in the interest of plundering natural resources.
18. The Chinanteco people of Oaxaca are suffering the destruction of their forms of community organization through land reforms, the imposition of environmental services costs, carbon capture plans, and ecotourism. There are plans for a four-lane highway to cross and divide their territory. In the Cajono and Usila Rivers the bad governments are planning to build three dams that will affect the Chinanteco and Zapoteca people, and there are also mining concessions and oil well explorations.
19. The Náyeri People of Nayarit face the invasion and destruction of their sacred territories by the Las Cruces hydroelectric project in the site called Muxa Tena on the San Pedro River.
20. The Yaqui people of Sonora continue their sacred struggle against the gas pipeline that would cross their territory, and in defense of the water of the Yaqui River, which the bad governments want to use to supply the city of Hermosillo, Sonora. This goes against judicial orders and international appeals which have made clear the Yaqui peoples' legal and legitimate rights. The bad government has criminalized and harassed the authorities and spokespeople of the Yaqui tribe.
21. The Binizzá and Ikoot people organize to stop the advance of the mining, wind, hydroelectric, dam, and gas pipeline projects. This includes in particular the Special Economic Zone on the Isthmus of Tehuantepec and the infrastructure that threatens the territory and the autonomy of the people on the Isthmus of Tehuantepec who are classified as the "environmental Taliban" and the "indigenous rights Taliban," the precise words used by the Mexican Association of Energy to refer to the Popular Assembly of the Juchiteco People.
22. The Mixteco people of Oaxaca suffer the plunder of their agrarian territory, which also affects their traditional practices given the threats, deaths, and imprisonment that seek to quiet the dissident voices, with the bad government supporting armed paramilitary groups as in the case of San Juan Mixtepec, Oaxaca.
23. The Mixteco, Tlapaneco, and Nahuatl peoples from the mountains and coast of Guerrero face the imposition of mining megaprojects supported by narcotraffickers, their paramilitaries, and the bad governments, who fight over the territories of the original peoples.
24. The Mexican bad government continues to lie, trying to hide its decomposition and total responsibility for the forced disappearance of the 43 students from the Raúl Isidro Burgos Rural Teachers College in Ayotzinapa, Guerrero.

25. The state continues to hold hostage: *compañeros* Pedro Sánchez Berriozábal, Rómulo Arias Míreles, Teófilo Pérez González, Dominga González Martínez, Lorenzo Sánchez Berriozábal, and Marco Antonio Pérez González from the Nahua community of San Pedro Tlanixco in Mexico State; Zapotec *compañero* Álvaro Sebastián from the Loxicha region; *compañeros* Emilio Jiménez Gómez and Esteban Gómez Jiménez, prisoners from the community of Bachajón, Chiapas; *compañeros* Pablo López Álvarez and the exiled Raul Gatica García and Juan Nicolás López from the Indigenous and Popular Council of Oaxaca Ricardo Flores Magón. Recently a judge handed down a 33-year prison sentence to *compañero* Luis Fernando Sotelo for demanding that the 43 disappeared students from Ayotzinapa be returned alive, and to the *compañeros* Samuel Ramírez Gálvez, Gonzalo Molina González and Arturo Campos Herrera from the Regional Coordination of Community Authorities - PC. They also hold hundreds of indigenous and non-indigenous people across the country prisoner for defending their territories and demanding justice.
26. The Mayo people's ancestral territory is threatened by highway projects meant to connect Topolobampo with the state of Texas in the United States. Ambitious tourism projects are also being created in Barranca del Cobre.
27. The Dakota Nation's sacred territory is being invaded and destroyed by gas and oil pipelines, which is why they are maintaining a permanent occupation to protect what is theirs.

For all of these reasons, we reiterate that it our obligation to protect life and dignity, that is, resistance and rebellion, from below and to the left, a task that can only be carried out collectively. We build rebellion from our small local assemblies that combine to form large communal assemblies, *ejidal* assemblies, *Juntas de Buen Gobierno* [Good Government Councils], and coalesce as agreements as peoples that unite us under one identity. In the process of sharing, learning, and constructing ourselves as the National Indigenous Congress, we see and feel our collective pain, discontent, and ancestral roots. In order to defend what we are, our path and learning process have been consolidated by strengthening our collective decision-making spaces, employing national and international juridical law as well as peaceful and civil resistance, and casting aside the political parties that have only brought death, corruption, and the buying off of dignity. We have made alliances with various sectors of civil society, creating our own resources in communication, community police and self-defense forces, assemblies and popular councils, and cooperatives; in the exercise and defense of traditional medicine; in the exercise and defense of traditional and ecological agriculture; in our own rituals and ceremonies to pay respect to mother earth and continue walking with and upon her, in the cultivation and defense of native seeds, and in political-cultural activities, forums, and information campaigns.

This is the power from below that has kept us alive. This is why commemorating resistance and rebellion also means ratifying our decision to continue to live, constructing hope for a future that is only possible upon the ruins of capitalism.

Given that the offensive against the people will not cease, but rather grow until it finishes off every last one of us who make up the peoples of the countryside and the city, who carry profound discontent that emerges in new, diverse, and creative forms of resistance and rebellion, this Fifth National Indigenous Congress has decided to launch a consultation in each of our communities to dismantle from below the power that is imposed on us from above and offers us nothing but death, violence, dispossession, and destruction. Given all of the above, we declare ourselves in permanent assembly as we carry out this consultation, in each of our geographies, territories, and paths, on the accord of the Fifth CNI to name an Indigenous Governing Council whose will would be manifest by an indigenous woman, a CNI delegate, as an independent candidate to the presidency of the country under the name of the National Indigenous Congress and the Zapatista Army for National Liberation in the electoral process of 2018. We confirm that our struggle is not for power, which we do not seek. Rather, we call on all of the originary peoples and civil society to organize to put a stop to this destruction and strengthen our resistances and rebellions, that is, the defense of the life of every person, family, collective, community, or *barrio*. We make a call to construct peace and justice by reweaving ourselves from below, from where we are what we are.

This is the time of dignified rebellion, the time to construct a new nation by and for everyone, to strengthen power below and to the anticapitalist left, to make those who are responsible for all of the pain of the peoples of this multi-colored Mexico pay.

Finally, we announce the creation of the official webpage of the CNI:

[www.congresonacionalindigena.org](http://www.congresonacionalindigena.org)

From CIDECI-UNITIERRA,

Chiapas, October 2016

For the Full Reconstitution of Our Peoples

Never Again a Mexico Without Us

National Indigenous Congress

Zapatista Army for National Liberation

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# CNI/EZLN: The Time Has Come

This communique was originally published by [Enlace Zapatista](#).



To To the People of Mexico,  
To the Peoples of the World,  
To the Media,  
To the National and International Sixth,

We send our urgent word to the world from the Constitutive Assembly for the Indigenous Governing Council, where we met as peoples, communities, nations, and tribes of the National Indigenous Congress: Apache, Amuzgo, Chatino, Chichimeca, Chinanteco, Chol, Chontal of Oaxaca, Chontal of Tabasco, Coca, Cuicateco, Mestizo, Hñähñü, Ñathö, Ñuhhü, Ikoots, Kumiai, Lakota, Mam, Matlazinca, Maya, Mayo, Mazahua, Mazateco, Me`phaa, Mixe, Mixe-Popoluca, Mixteco, Mochó, Nahuatl or Mexicano, Nayeri, Popoluca, Purépecha, Q´anjob´al, Rarámuri, Tének, Tepehua, Tlahuica, Tohono Odham, Tojolabal, Totonaco, Triqui, Tseltal, Tsotsil, Wixárika, Xi´iuy, Yaqui, Binniza, Zoque, Akimel O´otham, and Comkaac.

## THE WAR THAT WE LIVE AND CONFRONT

We find ourselves in a very serious moment of violence, fear, mourning, and rage due to the intensification of the capitalist war against everyone, everywhere throughout the national



territory. We see the murder of women for being women, of children for being children, of whole peoples for being peoples.

The political class has dedicated itself to turning the State into a corporation that sells off the land of the ordinary peoples, campesinos, and city dwellers, that sells people as if they were just another commodity to kill and bury like raw material for the drug cartels, that sells people to capitalist businesses that exploit them until they are sick or dead, or that sells them off in parts to the illegal organ market.

Then there is the pain of the families of the disappeared and their decision to find their loved ones despite the fact that the government is determined for them not to, because there they will also find the rot that rules this country.

This is the destiny that those above have built for us, bent on the destruction of the social fabric—what allows us to recognize ourselves as peoples, nations, tribes, barrios, neighborhoods, and families—in order to keep us isolated and alone in our desolation as they consolidate the appropriation of entire territories in the mountains, valleys, coasts, and cities.

This is the destruction that we have not only denounced but confronted for the past 20 years and which in a large part of the country is evolving into open war carried out by criminal corporations which act in shameless complicity with all branches of the bad government and with all of the political parties and institutions. Together they constitute the power of above and provoke revulsion in millions of Mexicans in the countryside and the city.

In the midst of this revulsion they continue to tell us to vote for them, to believe in the power from above, to let them continue to design and impose our destiny.

On that path we see only an expanding war, a horizon of death and destruction for our lands, our families, and our lives, and the absolute certainty that this will only get worse—much worse—for everyone.

## OUR WAGER

We reiterate that only through resistance and rebellion have we found possible paths by which we can continue to live and through which we find not only a way to survive the war of money against humanity and against our Mother Earth, but also the path to our rebirth along with that of every seed we sow and every dream and every hope that now materializes across large regions in autonomous forms of security, communication, and self-government for the protection and defense of our territories. In this regard there is no other path than the one walked below. Above we have no path; that path is theirs and we are mere

obstacles.

These sole alternative paths, born in the struggle of our peoples, are found in the indigenous geographies throughout all of our Mexico and which together make up the National Indigenous Congress. We have decided not to wait for the inevitable disaster brought by the capitalist hitmen that govern us, but to go on the offensive and convert our hope into an Indigenous Governing Council for Mexico which stakes its claim on life from below and to the anticapitalist left, which is secular, and which responds to the seven principles of Rule by Obeying as our moral pledge.

No demand of our peoples, no determination and exercise of autonomy, no hope made into reality has ever corresponded to the electoral ways and times that the powerful call "democracy". Given that, we intend not only to wrest back from them our destiny which they have stolen and spoiled, but also to dismantle the rotten power that is killing our peoples and our mother earth. For that task, the only cracks we have found that have liberated consciences and territories, giving comfort and hope, are resistance and rebellion.

By agreement of this constitutive assembly of the Indigenous Governing Council [CIG when abbreviated in Spanish], we have decided to name as spokesperson our compañera María de Jesús Patricio Martínez of the Nahuatl people, whose name we will seek to place on the electoral ballot for the Mexican presidency in 2018 and who will be the carrier of the word of the peoples who make up the CIG, which in turn is highly representative of the indigenous geography of our country.

So then, we do not seek to administer power; we want to dismantle it from within the cracks from which we know we are able.

## OUR CALL

We trust in the dignity and honesty of those who struggle: teachers, students, campesinos, workers, and day laborers, and we want to deepen the cracks that each of them has forged, dismantling power from above from the smallest level to the largest. We want to make so many cracks that they become our honest and anticapitalist government.

We call on the thousands of Mexicans who have stopped counting their dead and disappeared and who, with grief and suffering, have raised their fists and risked their own lives to charge forward without fear of the size of the enemy, and have seen that there are indeed paths but that they have been hidden by corruption, repression, disrespect, and exploitation.

We call on those who believe in themselves, who believe in the compañero at their side, who

believe in their history and their future: we call on them to not be afraid to do something new, as this is the only path that gives us certainty in the steps we take.

Our call is to organize ourselves in every corner of the country, to gather the necessary elements for the Indigenous Governing Council and our spokeswoman to be registered as an independent candidate for the presidency of this country and, yes, to crash the party of those above which is based on our death and make it our own, based on dignity, organization, and the construction of a new country and a new world.

We convoke all sectors of society to be attentive to the steps decided and defined by the Indigenous Governing Council, through our spokeswoman, to not give in, to not sell out, and to neither stray nor tire from the task of carving the arrow that will carry the offensive of all of the indigenous and non-indigenous peoples, organized or not, straight toward the true enemy.

From CIDECI-UNITIERRA, San Cristóbal de las Casas, Chiapas

May 28, 2017

For the Full Reconstitution of Our Peoples

Never Again a Mexico Without Us

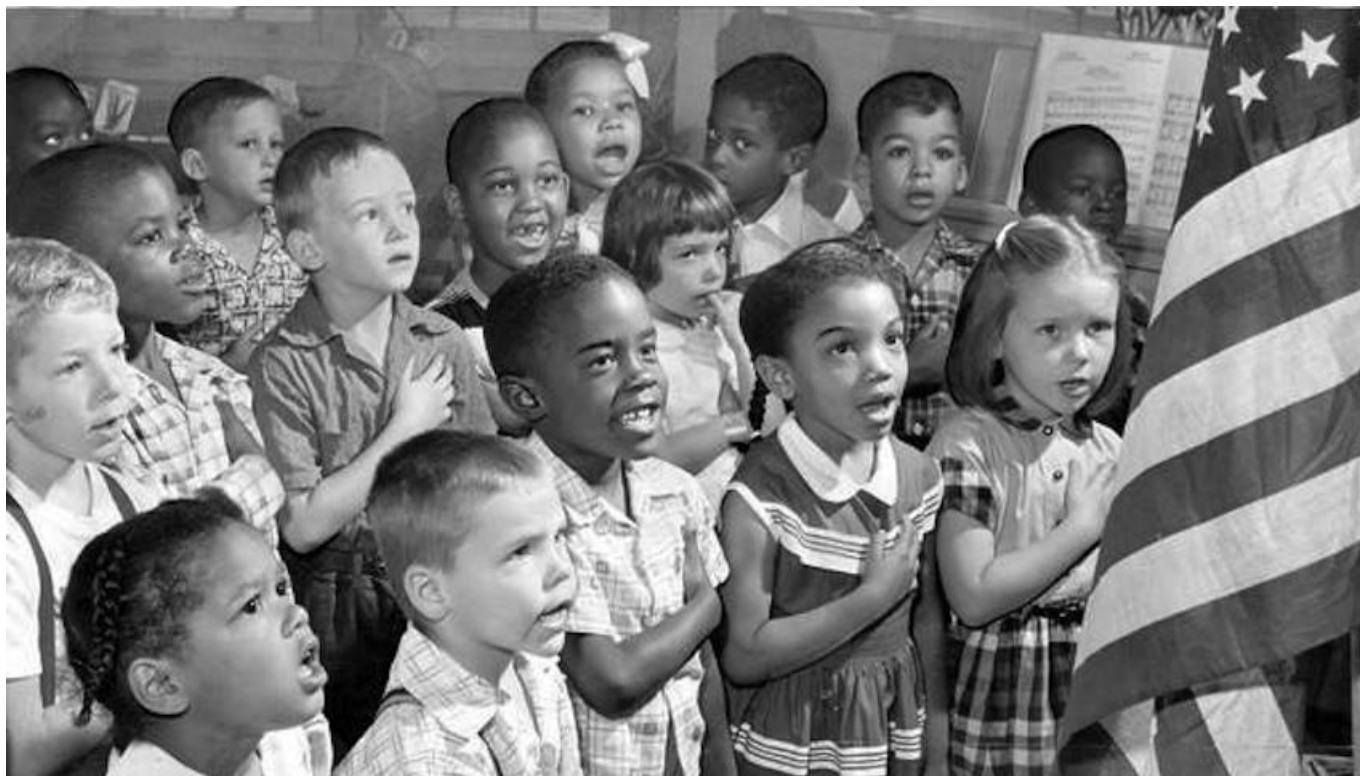
National Indigenous Congress

Zapatista Army for National Liberation

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## **Grace Lee Boggs - Education: The Great Obsession**

This essay was originally published in the September 1970 issue of [Monthly Review](#).



Education today is a great obsession. It is also a great necessity. We, all of us, black and white, yellow and brown, young and old, men and women, workers and intellectuals, have a great deal to learn about ourselves and about the rapidly changing world in which we live. We, all of us, are far from having either the wisdom or the skills that are now more than ever required to govern ourselves and to administer things.

In the present struggle for a new system of education to fulfill this pressing need, the black community constitutes the decisive social force because it is the black community that the present educational system has most decisively failed.

Shortly after the 1969 school term opened, James Allen, the U.S. Commissioner of Education, proclaimed a crash program for the 1970s that showed that he was not equipped to get this country out of its mounting educational crisis. Ten years from now, Allen solemnly promised (or threatened), no child will leave school without being able to read well enough to meet the demands of job and society. The United States has had free public education for over a century. For nearly half a century practically every youngster has been required by federal law to attend school until the age of sixteen. Enough teachers and school facilities exist to support this compulsion. Yet the only goal the U.S. Commissioner of Education has been able to set is the kind already surpassed by literacy drives in new nations where, prior to independence, the great majority of the people never even had schools to go to. For the world and country in which we live, Allen would have been more

relevant if he had promised that by the end of the 1970s every school child would be fluent in a second language like Chinese, Russian, or Spanish.

Like other administration programs, Allen's is, of course, a pacification program, aimed at cooling the complaints of personnel managers who are obsessed by the apparent inability of job applicants to fill out employment forms; high school and college instructors who tear out their hair over student errors in spelling and punctuation; and the great majority of Americans, including many vocal black parents, who are still naive enough to believe that if black children could only read they could get better jobs and stop roaming the streets.

Allen's ten-year program will not bring tangible benefits to these complainants. The people who stand to gain most from it are the professional educators who are already lining up for the million-dollar grants that will enable reading experts and testers to test black children, find them wanting, and therefore justify more million-dollar grants to these reading experts to repeat the same remedial reading and compensatory programs that have consistently proved useless.

Since these professional educators are the chief beneficiaries, they are naturally the chief propagators of certain myths about education, which are unfortunately shared by most Americans. Chief among these are the myths (1) that the fundamental purpose of education in an age of abundance is to increase *earning* power; (2) that the achievement level of children can be defined and measured by their response to words on a printed page; (3) that schools are the best and only place for people to get an education, and therefore that the more young people are compelled to attend school and the more extended the period that they are compelled to attend, the more educated they will become.

The rebellions in secondary schools and colleges during the past few years are a sign that young people, black and white, have already begun to reject these myths. Seventy-five percent of secondary schools have already experienced these rebellions to one degree or another. During the next ten years the struggle to destroy these myths root and branch will continue to escalate. In the black community the struggle will probably take place under the general umbrella of the struggle for community control of schools. In the white community it will probably be around issues of student rights to freedom of dress, speech, assembly, and press. But whatever the focus, any educators, black or white, professional or paraprofessional, who continue to try to run the schools by these myths, will find themselves increasingly resorting to force and violence and/or drugs like Ritalin to keep youth quiet in school and/or to keep so-called troublemakers and trouble out.

# How It Developed

The above myths represent the attempt of the public school system to adjust to the changing needs of the American capitalist system over the past fifty years. Because the present school system is so huge and so resistant to change, we tend to think that it has existed forever. Actually it is only about two generations old. In nineteenth-century America (and in Western Europe until the end of the Second World War), the school system was organized to prepare the children of the well-born and well-to-do to govern over the less well-born and not so well-to-do. Thus, at the end of the nineteenth and the beginning of the twentieth century, only 6 percent of U.S. youth graduated from high school.

Early in the twentieth century the mass public school system was developed to assimilate an essentially immigrant working population into the economic, social, and political structure of the American Way of Life. According to this Way, known as American Democracy, those closest to the Founding Fathers in background and culture rule over those who have the furthest to go in achieving this ultimate goal and who meanwhile need to be inculcated with a Founding-Father complex.

To accomplish this objective the schools were organized:

1. To give the children of workers elementary skills in the three Rs that would enable them to function as workers in an industrial society.
2. To give these children proper reverence for the four As: American History, American Technology, the American Free Enterprise System, and American Democracy.
3. To provide a smoothly functioning sifting-mechanism whereby, as Colin Green has phrased it, the “winners” could automatically be sorted from the “losers”;<sup>1</sup> that is to say, whereby those individuals equipped by family background and personality to finish high school and go on to college could be selected out from among the great majority on their way to the labor market after a few years of elementary school, or at most a year or so of high school.

This automatic separator worked quite well during the first half of this century. It was acceptable to the European immigrants whose children constituted the core of the urban school population and who, in appreciation for the opportunity to come to the Land of Opportunism, felt the responsibility was *theirs* to become integrated or assimilated into the American Way of Life.

Proceeding from this premise, working-class children from Eastern and Southern European stock (the “losers”) dropped out of school quietly around the age of fourteen or fifteen, while the exceptions or “winners,” usually those from WASP or Northern European stock,

finished high school in preparation for college, which would qualify them to become doctors or lawyers or engineers or teachers. The high-school curriculum and staff were set up on the basis of this implicit stratification. With such elite, highly motivated students, high school teachers had only to know a subject well enough and drill it deep enough into the heads of students so that they would feed it back on college entrance exams.

Thus in 1911 only 11 percent of the high-school-age population was in school; in 1920 only 20 percent. Not until 1930 did the number reach the relatively mass proportion of 51 percent.<sup>2</sup>

During the 1930s, with the shrinking of the unskilled and child labor market, some kinks began to develop in this automatic sorting mechanism. But these were ironed out temporarily when the high schools expanded their skills curriculum to meet the needs of an increasingly technical society, including such subjects as typing and shop, and simultaneously putting greater emphasis on basketball and football in which the children of workers could excel and develop enough sense of belonging not to upset the applecart.

By 1940, 73 percent of high-school-age youngsters, hopeful of gaining higher skills and thus escaping the back-breaking, insecure jobs of their blue-collar parents, were attending high school. Those who dropped out before graduation—which for the last thirty years has averaged approximately one-half of all those entering ninth grade and at least two-thirds of black youth—could, if they were white, still find such useful jobs as delivery or stock boys, or helpers of various kinds in the many small businesses that still existed, thus adding to the family income. Or they could just make themselves useful around the house doing the chores not yet outmoded by labor-saving devices. During the war years, with a maximum of twelve million Americans in the armed services, there were jobs aplenty for their younger brothers and sisters.

It was not until after the Second World War, and particularly in the 1950s and '60s, that the American school system began to find itself in deep trouble. The Andy Hardy world of the 1930s was disappearing. Mechanization of agriculture and wartime work had brought millions of families to the cities from the farms and from the South—including blacks and Appalachian whites who had heretofore been getting their education catch-as-catch-can. With the automation of industry following the Second World War and the Korean War, the swallowing up of small family businesses by big firms, and the widespread use of labor-saving appliances in the average home, the labor of the dropout teenager became surplus and the adolescent became highly visible.

What now should be done with these “losers”? The obvious solution was to keep them in school. Thus, instead of the high schools acting as automatic sifters to sort out the “losers,” they were turned into mass custodial institutions to keep everyone in the classroom and off

the streets. If at the same time some could also be trained for white-collar jobs, that was a fringe benefit. For the great majority in the high schools, skills training played the same supplementary role that it plays in a juvenile detention home.

By 1960, 90 percent of high-school-age youngsters were attending school. From a relatively elite institution for the college-bound, the high school has been transformed within forty years into a mass detention home. The ideal teacher is no longer the college-entrance-exam-oriented pedagogue but the counselor type who can persuade the average youngster to adjust to this detention or the tough authoritarian who can force it down his or her throat. Since “winners” and “losers” are expected to stay in school until graduation, the high school diploma is no longer a sign of academic achievement but of the youngster’s seat-warming endurance over a twelve-year period. The success of the public school system itself is now measured in terms of its efficiency in persuading or compelling youth to extend their schooling indefinitely; if possible, not only through high school but on to junior college, with each higher institution acting as a remedial program for the lower.

Meanwhile, to sell the public on the new custodial role of the schools, the myths of education as the magic weapon to open all doors, particularly the door to higher earnings and unlimited consumption, and of the schools as the only place to get an education, have been propagated. Extended schooling has been made into an American obsession. As a number of observers have noted, faith in education has replaced faith in the church as the salvation of the masses. In the practice of this faith, education has become the nation’s second largest industry, expending upwards of \$50 billion a year. The professional educator has become the new religion’s practicing clergy, constituting the country’s largest occupational grouping. At the same time, in order to distract and placate the detainees and to create an outlet for the goods pouring off American assembly lines, the youth market has been created.

## **The Internal Contradiction Exposed**

The internal contradiction between the traditional separator and the new mass custodial roles assigned to the schools was bound to lead to conflict and disintegration: and this, in fact, is what has been taking place over the past twenty years. The black revolt has only brought out into the open and given focus to the mushrooming tensions between elite and average students, and between students and teachers, which first manifested themselves on a city-wide scale in the New York City strike of predominantly white high school students in 1950. No one knows these tensions better than the school teachers and administrators, white and black. But because they have a vested interest in the system, they have for the most part been willing to settle for higher (i.e., combat) pay and better working conditions, such as smaller classes and more preparation time. Teacher organizations to achieve these



demands have to some extent met the economic or class needs of teachers as workers. But the more teachers have gained as workers the less they have felt inclined to expose the bankruptcy of the educational system and to make fundamental proposals for its reorganization. They have made the fatal mistake of confusing their role as a special kind of worker engaged in the process of developing human beings with the role of production workers engaged in the process of producing inanimate goods.

It has thus been left to the black community to expose the fundamental contradictions within the system.

## **The Black Revolt**

Prior to the Second World War black youth had been concentrated in the South, not only separate and unequal but practically invisible, as well. With the war a whole generation came North to work in the plants. With rising expectations whetted by relatively stable employment, service in the armed forces, and the postwar nationalist movements in other parts of the world, black parents began to send their children to school in such numbers that black youth now constitute the major part of the school population in most of the big cities from which whites have fled. But the more black kids finished high school the more they discovered that extended education was not the magic key to upward mobility and higher earnings that it had been played up to be. On the job market they soon discovered that the same piece of paper that qualified white high-school graduates for white-collar jobs only qualified blacks to be tested (and found wanting) for these same jobs. Their teachers, parents, and preachers tried to placate them by explaining how even more education was now needed to qualify for the increasingly skilled jobs demanded by automation. But all around them black youth could see that the jobs that they were told required two or more years of college when occupied by blacks were actually being done by white high-school dropouts.

Accepting at face value the myths about education, black parents began to turn their attention to the schools, only to discover that instead of being places of learning, the schools had become baby-sitting institutions in which their children had been socially promoted year after year, regardless of achievement levels as determined by the schools' own tests.

When school administrators and teachers were challenged to explain this situation, they tried to explain away their own failure by shifting the blame to black children. Hence the theories of the "culturally deprived" and "culturally disadvantaged" child, which have been masquerading as sociological theory since the 1950s. In effect, these educators were saying: "There is nothing wrong with the system; only the wrong children have shown up." Through these alibis the professionals not only hoped to divert the attack back to the black

community; they also hoped to hustle more money for themselves in the form of compensatory, remedial, more effective school programs.

But the defense has boomeranged. Forced to defend themselves and their children against the thinly disguised racism of the theory of “cultural deprivation,” black parents and the black community have counterattacked. They have exposed the racism of school personnel and school curriculum, the unceasing destruction by the schools of the self-concept of black children so necessary to learning, and the illegitimacy of a system administered by whites when the majority of students are now black. From early demands for integration, the movement jumped quickly to demands for black history, black teachers, black principals, and then, in 1966, with the rising tide of Black Power, to demands for control of schools by the black community, beginning with the struggle over Harlem I.S. 201 in December of that year.

## Struggle for Control

During the next five to fifteen years the black community is going to be engaged in a continuing struggle for control of its schools. Sometimes the struggle will be in the headlines and on the picket lines, as in Ocean Hill-Brownsville in 1968. Sometimes it will be less dramatic. But the black community is now unalterably convinced that white control of black schools is destroying black children and can no longer be tolerated.

During the next five to fifteen years the black community will also be redefining education for *this* day, *this* age, and *this* country. The overwhelming majority of black students who are not succeeding in the present school system (estimated by New York teachers union President Albert Shanker at 85 percent) have in fact rejected a used, outmoded, useless school system.

Over the past ten years literally billions of dollars have been injected into the schools all over the country—even more than has gone into the moon race—in an attempt to make the system work. In New York City alone the school budget was raised 200 percent until it is now more than one billion dollars a year, or one-third of the entire city budget. The New York teacher-pupil ratio was lowered to an average of 1:17; \$70 million of Title I money was poured into the organization of two thousand innovative projects; experts from the twelve colleges in the area were endlessly consulted; money was spent like water; book publishers, project directors, educational consultants were enriched; teachers drew bigger salaries to compensate them for the nightmare of the school day. But the achievement level of black children has continued to fall.

The black community cannot afford to be wasting time fighting for reforms that have

already proved worthless. Every week, every month, every year that we waste means that more black children are being wasted. We must reject the racist myth that by keeping kids in school an extra day, an extra week, an extra month, we are giving them a chance to learn a little something or helping to keep them out of mischief. Not only are they not learning in the schools, but the schools in the black community today are little more than mass penal institutions, breeding the same kind of vice and crime that mass penal institutions breed, making the average child an easy prey for the most hardened elements. Day after day, year after year, the will and incentive to learn, which are essential to the continued progress and future development of any people, are being systematically destroyed in millions of black youth, perhaps the most vigorous and resourceful of those between the ages of ten and twenty.

## Redefining Education

The key to the new system of education that is the objective of the black movement for community control of schools is contained in the position paper of the Five-State Organizing Committee that was formed at a conference at Harvard University in January 1968. At this conference the black educators and community representatives agreed that *“the function of education must be redefined to make it responsive and accountable to the community.”*

The schools today are in the black community but not of it. They are not responsive or accountable to it. If anything they are an enemy force, a Trojan Horse, within it. The teaching and administrative staff come from outside the community, bringing with them the missionary attitude that they are bearing culture to backward natives—when in fact, like missionaries, they are living off the natives. The subject matter of the schools, beginning with the information about the policeman and the fireman given to first and second graders, is alien to the lives of the children. And, *most important*, students succeed only to the degree that they set their sights toward upgrading themselves as *individuals out of the community*, so that the schools are in fact an organized instrument for a brain drain out of the community.

American education, like American society, is based upon the philosophy of *individualism*. According to this philosophy, the ambitious individual of average or above-average ability from the lower and middle classes is constantly encouraged to climb up the social ladder out of his social class and community. To achieve this goal, like the black Englishman in colonial Africa, he must conduct himself in ways that meet the approval and social standards of those in power, that is to say, as much *unlike* those in his community and as much *like* those in the Establishment as possible. If he does this consistently to the satisfaction of those in power, who are always observing and grading his behavior, he is rewarded by promotion and advancement into the higher echelons of the system. This is what is known as “making

it on your own.” The more opportunistic you are, the better your chance of “making it.”

In the school system this means relating to the teacher and not to your classmates. It means accepting what is taught you as the “objective” or “gospel” or “immaculately conceived” truth which stares at you out of the pages of the textbook. (The textbook itself, of course, is by its very weight and format, organized to convey the impression of permanence and the indubitability of Holy Scripture.) You then feed these truths back to the teacher (“the correct answer”), evading controversial questions that require thinking for yourself or taking a position. If you are willing to do this year after year, giving the “correct answers” on exam after exam, for as long as is necessary to satisfy the “guild” standards of the Establishment, you have it “made.” You have proved yourself a sheep as distinguished from the goats. Your parents are proud of you. You can buy a big car to show off before the neighbors, and you become eligible to share in the benefits of high-level corruption in its various forms.

The overwhelming majority of black youth see no relationship between this type of education and their daily lives in the community or the problems of today’s world that affect them so intimately. They see automation and cybernation wiping out the jobs for which they are supposedly being prepared—while such jobs as are still available to them are the leftovers that whites won’t take (including fighting on the front lines in a war). The book-learning so honored by their teachers and parents seems dull and static compared to what they see on television and experience on the streets. In their own short lives they have seen what passes as truth in books being transformed into lies or obsolescence by living history, and what passes as objectivity exposed as racist propaganda. Through television they have discovered that behind the words (which in books looked as if they had been immaculately conceived) are human beings, usually white, usually well-off, and usually pompous intellectuals. The result is that as the teacher stands up front bestowing textbook culture on them, they are usually carrying on a silent argument with the teacher—or else turning off their minds altogether.

Not having the drive to succeed in the world at all costs, which is characteristic of the ambitious opportunist, and much more sensitive to what is going on around them, they reject the perspective of interminable schooling without practice or application, which is now built into the educational system. Besieged on all sides by commercials urging them to consume without limit and conscious at the same time of the limitless productivity of American technology, they have abandoned the Protestant ethic of work and thrift. So they roam the streets, aimlessly and restlessly, everyone a potential victim of organized crime and a potential hustler against their own community.

# Only One Side Is Right

There are two sides to every question but only one side is right, and in this case the students who have rejected the present system are the ones who are right, even if, understandably, they are unable as yet to propose concrete alternatives.

1. *The individualist, opportunist orientation of American education* has been ruinous to the American community, most obviously, of course, to the black community. In the classroom over the years it isolates children from one another, stifling their natural curiosity about one another as well as their potential for working together. (This process is what the education courses call “socialization.”) In the end it not only upgrades out of the community those individuals who might be its natural leaders, fragmenting and weakening precisely those communities that are in the greatest need of strengthening. It also creates the “used” community, which is to be successively inherited by those poorer or darker in color, and which is therefore doomed from the outset to increasing deterioration.
2. *Truth* is not something you get from books or jot down when the teacher holds forth. It has always been and is today more than ever something that is constantly being created through conflict in the social arena and continuing research and experimentation in the scientific arena.
3. *Learning*, especially in this age of rapid social and technical change, is not something you can make people do in their heads with the perspective that years from now, eventually, they will be able to use what they have stored up. By the time you are supposed to use it, it has really become “used.” The natural relationship between theory and practice has been turned upside down in the schools, in order to keep kids off the labor market. The natural way to learn is to be interested *first* and *then* to develop the skill to pursue your interest. As John Holt has written in *How Children Learn*, “The sensible way, the best way, is to start with something worth doing, and then, moved by a strong desire to do it, get whatever skills are needed.” A human being, young or old, is not a warehouse of information or skills, and an educational system that treats children like warehouses is not only depriving them of education but also crippling their natural capacity to learn. Particularly in a world of rapidly changing information and skills, learning how to learn is more important than learning specific skills and facts. A human being cannot develop only as a consumer. Depriving children of the opportunity to carry on productive activity is also depriving them of the opportunity to develop the instinct for workmanship, which has made it possible for humanity to advance through the ages. The experience of performance is necessary to learning. Only through doing things and evaluating what they have done can human beings learn the intrinsic relation between cause and effect, thereby developing the capacity to reason. If they are prevented from learning the intrinsic consequences of their own choices of ends and means and made

totally dependent on such extrinsic effects as rewards and punishments, they are being robbed of their right to develop into reasoning human beings.

4. Finally, you cannot deprive young people of the rights of social responsibility, and social consciousness, and the ability to judge social issues during the many years they are supposed to attend school and then expect them suddenly to be able to exercise these essential rights when they become adult.

Our children are not learning because the present system is depriving them of such natural stimuli to learning as exercising their resourcefulness to solve the real problems of their own communities; working together, rather than competitively, with younger children emulating older ones and older children teaching younger ones; experiencing the intrinsic consequences of their own actions; judging issues. It is because the present system *wastes* these natural human incentives to learning that its demands on the taxpayer are constantly escalating. It is because those who have succeeded under the present system have ended up as such dehumanized beings—technicians and mandarins who are ready to provide so-called objective skills and information to those in power—that students are in revolt on secondary and college campuses.

## Toward a New System

We should now be in a better position to make more concrete the meaning of the proposal to “redefine the function of education in order to make it responsive and accountable to the community.”

Instead of schools serving to drain selected opportunists out of the community, they must be functionally reorganized to become centers of the community. This involves much, much more than the use of school facilities for community needs—although this should certainly be expanded. In order for the schools to become the center of the community, *the community itself with its needs and problems must become the curriculum of the schools.*<sup>3</sup>

More specifically, the educational program or curriculum should *not* consist of subjects like English or algebra or geography. Instead the school must be structured into groups of youngsters meeting in workshops and working as teams. These teams are then encouraged to (1) *identify* the needs or problems of the community; (2) to *choose* a certain need or problem as a focus of activity; (3) to *plan a program* for its solution; and (4) to *carry out the steps* involved in the plan.

In the course of carrying out such a curriculum, students naturally and normally, as a part of the actual process, acquire a number of skills. For example, they must be able to do *research* (observe, report, pinpoint—all related to the social and physical geography of the

community); set *goals* or objectives; *plot steps* toward the achievement of these goals; *carry out* these steps; *evaluate* or measure their progress toward their goals.

Through such a curriculum, research becomes a means of building the community rather than what it is at present, a means by which the Establishment prepares counterinsurgency or pacification programs against the community. Through the solution of real community problems, students discover the importance not only of *skills* and *information* but also of the *ideas* and *principles* that must guide them in setting and pursuing goals. In the *struggle* to transform their physical and social environment, they discover that their enemies are not only external but internal, within the community and within their own selves. Thus the weaknesses or needs of the community become assets in the learning process rather than the handicap or drawback that they are presently conceived to be.

With the community and, at times, the entire city as a learning laboratory, students are no longer confined to the classroom. The classroom is an adjunct to the community rather than the reverse. Students have an opportunity to exercise responsibility by identifying problems and by proposing and testing solutions, with the teachers acting as advisers, consultants, and instructors in specific skills. Students from various teenage groups can work in teams on the various projects, with each contributing according to his or her abilities at the various stages, younger students learning from older ones, and those with the capacity for leadership having an opportunity to exercise it.

One of the most important community needs, and one that naturally suggests learning activities, is the need for community information that can be met by student-produced newspapers, magazines, TV news and documentary programs, films, etc.

## **Education to Govern**

No one should confuse this curriculum with a curriculum for vocational education—either in the old sense of preparing young blacks for menial tasks or in the up-to-date form in which Michigan Bell Telephone Company and Chrysler adopt high schools in the black community in order to channel black youth into low-level jobs. The only possible resemblance between these proposals and vocational education is the insistence on the opportunity for productive life-experiences as essential to the learning process. Otherwise what is proposed is the very opposite of vocational education. It is indeed education or preparation for the tasks of governing.

Concrete programs that prepare black youth to govern are the logical next step for rebellious black youth who, having reached the stage of Black Power in the sense of Black Pride, Black Consciousness, and total rejection of the present social system, are not sure

where to go. Young people whose *self-concept* has undergone a fundamental change must be given concrete opportunities to change their *actual* conditions of life. Otherwise, they can only exhaust and demoralize themselves in isolated acts of adventurism or in symbolic acts of defiance or escapism.

The fundamental principles underlying such programs are crucial to elementary as well as secondary school education. These principles are:

1. The more human beings experience in life and work, i.e., the more they have the opportunity to experience the intrinsic consequences of their own activity, the more able they are to learn and the more anxious they are to learn. Conversely, the more human beings, and particularly young people, are deprived of the opportunity to live and work and experience the consequences of their own activities, the more difficult it is for them to learn and the more they are turned off from learning.
2. The most important factor in learning is interest and motivation; and conversely the more you cut off motivation and interest, the harder it is to learn.

This principle is especially relevant to the question of reading. If you try to force children to read, you can turn them off from reading in the same way that generations of children have been turned off from music by compulsory music lessons. Actually reading is much less difficult than speaking, which kids learn pretty much on their own. Once the relation between letters and sounds is learned—a matter of only a few weeks the reading development of children depends almost entirely upon interest and self-motivation. Thus, almost every good reader is actually self-taught.

When young children are regimented in the average elementary school classroom on the false assumption that children of the same chronological age have the same attention span and learn at the same pace and rhythm, what happens is that the great majority stop learning altogether,<sup>4</sup> *becoming either passive or defiant*. Few parents know that in the average classroom most children are paying attention only about ten minutes out of the three-hundred-minute school day. The rest of the time they are trying to get into trouble or stay out of trouble. The few children in a classroom who can adjust to the rhythms arbitrarily set by the teacher become the “bright ones,” while the others are categorized from very early as the “dumb ones.” The tracking system is not the product of a particular teacher’s biases; it is built into the system of forced learning. Parents particularly must begin to try to envisage a classroom reorganized to provide the opportunity for children to move about freely, choose among activities, learn what they are interested in learning, learn from each other and from their own mistakes.

Obviously the range of choice and area of activity cannot be as broad for younger children as it is for teenagers. But once we get rid of the stereotypes of wild children who must be



forced to learn, we will be able to think in terms of curriculum and structure for elementary schools. For example, classroom space could easily be subdivided into sections, each of which is associated not with specific children but rather with activities: a library and writing space where “reading and writing will be in the air,” a rest and privacy space, an arts and crafts space, a play space. Children would be able to move from one area to another as they choose. The teacher could remain fixed at times—available for consultation—or at others move about from space to space. Children of different ages, within a particular range, could learn from each other.

## The Opposition

We must have no illusion that it will be easy to reorganize American education, and particularly education in the black community, along these lines. Vicious as well as subtle opposition will come from all those with a stake in the present system: teachers and administrators who have climbed up the social and economic ladder within the framework of the old system and who now think they have earned the right to make others undergo the same ordeal; the publishing industry, which is making such huge profits off the school system; city agencies like the Board of Health, the Board of Education, the Fire Department, the Police Department, the Sanitation Department; the building industries and the unions; the merchants and finance companies. Concerned only with their own vested interest in living off the black community, they can be expected to raise a hue and cry about “irresponsible youth taking over” and “child labor.”

Some very fundamental questions are posed here, questions that American society will have to face sooner rather than later, because it is obviously impossible to reorganize an educational system completely without reorganizing the social system it serves.

First of all, who are the irresponsible ones? The young people who will be trying to improve their communities? Or the institutions and agencies (supported by their parents’ taxes) who have been presiding over its deterioration? The issue here therefore is not young people but the same issue as that involved in the right of the black community to self-determination. Obviously what these opponents fear is not just youth but the threat to their continuing control, the exposure of their shortcomings, and programs that may end in their replacement.

On the question of “child labor,” it should be emphasized that what we are proposing is not “labor” at all. *Labor* is activity that is done for wages under the control of persons or organizations exploiting this labor for profit. What we are talking about is *work* that the young people choose to do for the purpose of improving the community and under their own direction.

However, the clash is unavoidable. Because labor has been the only means for survival and advancement in this society, and because increasing automation and cybernation have cut down jobs, any kind of productive activity has now become a privilege monopolized by adults and increasingly denied to youth. The whole process is now reaching the absurd proportions of older people doing jobs that could be more safely and easily done by youth, while youth are supposed to stay in school, expending their energies in play, postponing the responsibilities of work and adult life, on the promise that longer schooling will make them capable of better jobs. Meanwhile the skills they are acquiring become obsolete. The whole procedure is based on the false assumption that education is only for the young and that it must be completed before you start to work and live. Actually the time is coming when society will have to recognize that education must be a lifelong process for old and young. In the end a rational society will have to combine work and study for all ages and for people in every type of activity, from manual to intellectual.

Rallying to the support of all these vested interests we can expect the intellectuals, social scientists, and physical scientists, claiming that by such programs society will be drying up the supply of experts, intellectuals, scientists, etc. The charge is absurd. Such programs will increase the supply because they will stimulate the desire for learning in great numbers of youth who in the past were turned off from learning.

## **The Struggle**

In the long and the short run, the opposition of all these vested interests can be overcome only if black parents and black students begin to see that this is the only kind of education that is relevant in this country at this stage, particularly for black people, and that unless we embark on a protracted struggle for this kind of education, our children will continue to be wasted.

That is why the struggle for community control of schools is so important.

*The black community will have to struggle for community control of schools.* It can struggle most effectively, that is to say, involve and commit the greatest number of people from the community, if it can propose concrete programs for reorganizing education to meet the real and urgent needs of the black community.

The organic, inherent, irreversible weakness of the present educational power structure is its complete inability to develop such programs because it has been organized and is structured only for the purposes of producing an elite and detaining the mass. Hence the strategic importance of fighting them on this front by developing concrete programs for curriculums that the black community can regard as its own and therefore insist that the

schools implement. The time is especially ripe for such proposals because mushrooming decentralization programs are of necessity contradictory and confusing, creating areas in which no one is quite sure who has decision-making power.

## The Total Community

In the preceding I have concentrated on the needs of the black community because it is in the vanguard of the struggle for community control of schools and therefore more immediately faced with the question of how to redefine education. But this is not only a black question. During the next five to fifteen years, increasing numbers of white students are also going to turn their backs on the educational system, not only in college but in high school. At the present time the majority of white students still accept the system because their little pieces of paper are still a passport to jobs and college. But even if the white school front remains quiet, every concerned citizen should be asking: "Do we really want our children to end up, like Nixon's Great Silent Majority, ambitious only for their own financial advancement and security, apathetic except when confronted by blacks moving into their neighborhoods or competing for their jobs, afraid not only of blacks but of their own children and indeed of any fundamental social change to meet the needs of changing technology, acquiescing in the decisions of the Mayor Daleys, the Judge Hoffmans, the Spiro Agnews, and eventually the George Wallaces?"

These whites did not come from outer space any more than did the "good silent Germans" of Hitler's day. They are the products of the American educational system, which has been organized to fit the American Way of Life. It was in the public schools that Nixon's Great Silent Majority learned, through a systematized procedure, the values of materialism, individualism, opportunism, and docility in the presence of authority. It was in the schools that they were systematically indoctrinated with the myth that truth is what you read in books or hear from those in power, and with the ideology that this is not only the best of possible worlds but that it operates with the inevitability of natural law, making it futile to criticize or oppose its operations. ("What's the use? It's always been this way and it's always going to be this way.") It was in the schools that the seeds of their present fears and powerlessness to rebel against authority were systematically sown.

All these are the values against which today's youth, black and white, coming of age in a world of unprecedented technological and social revolution, are in revolt. Today's youth is determined to have power over its own conditions of life. But the public school system has failed to prepare today's Great Silent Majority to understand its own youth, let alone the need to transform itself to cope with the rapid changes taking place.

It therefore is the schools that must accept a share of the responsibility for creating the

contradiction that now threatens this country's destruction, the contradiction between being the technologically most advanced and the politically most undeveloped country in the world. They are also one of the weakest links in the system's chain of operations.

Before the present system of education was initiated some two generations ago, education was only for the *elite*, to prepare them to govern over their subjects. Then came *mass education*, to prepare the great majority for labor and to advance a few out of their ranks to join the elite in governing. This system is now falling apart as a result of its own internal contradictions, with the cost being borne at the present time by the black community. That is why it is so urgent that we develop a new system of education that will have as its means and its end the development of the great masses of people to *govern over themselves and to administer over things*.

## Notes

1. ↪ Colin Green, "Public Schools: Myth of the Melting Pot," *Saturday Review*, November 15, 1969.
2. ↪ James Coleman, *Adolescents and the Schools* (New York: Basic Books, 1965).
3. ↪ See Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity* (New York: Delacorte Press), 1969.
4. ↪ Black parents who send their children to Catholic schools on the basis that in that "law 'n' order" environment their kids at least learn their three R's should reflect on what this authoritarian environment may be doing to their children's real, i.e., creative, learning potential.

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# Immanuel Wallerstein and Sasha Lilley: Wallerstein on the End of Capitalism

This interview was originally published by [Against the Grain](#).



“Our capitalist world seems mired in crisis, beset by low growth and instability. Immanuel Wallerstein, the father of world-systems theory, argues that the current malaise goes beyond the periodic fluctuations of the business cycle. According to him, capitalism’s days are numbered: in 20 to 40 years it will be gone. What replaces it may be something better or something worse. Wallerstein discusses the end of capitalism, as well as resistance to Donald Trump and the recent attack on Syria.”

Listen to the full interview [here](#).

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## **Maurizio Lazzarato and Éric Alliez: To Our Enemies ( A**

# Nuestros Enemigos - incluido en Español)

Originally published in [e-flux](#). En español [aquí](#).



1. We are living in the time of the subjectivation of civil wars. We did not leave the period of triumph of the market, automation of governmentality, and depoliticization of the economy of debt to go back to the era of “world views” and the conflicts between them. We have entered a time of building new war machines.
2. Capitalism and neoliberalism carry wars within them like clouds carry storms. While the financialization of the late nineteenth and early twentieth centuries led to total war and the Russian Revolution, the 1929 crash and European civil wars, contemporary financialization is at the helm of global civil war and controls all its polarizations.
3. Since 2011, the multiple forms of subjectivation of civil wars have deeply altered both the semiology of capital and the pragmatics of the struggle to keep the manifold powers of war from being the perpetual framework of life. Among the experiments with anticapitalist

machines, Occupy Wall Street in the US, the Indignados in Spain, the student movements in Chile and Quebec, and Greece in 2015 all fought with unequal arms against the debt economy and austerity policies. The “Arab Spring,” the major protests in Brazil, and the Gezi Park clashes in Turkey circulated the same watchwords of organization and disorder throughout the Global South. Nuit Debout in France is the latest development in a cycle of conflict and occupation that may have started with Tiananmen Square in 1989. On the side of power, neoliberalism promotes an authoritarian and policed post-democracy managed by market technicians to stoke the flames of its predatory economic policies, while the new right (or “strong right”) declares war on foreigners, immigrants, Muslims, and the underclasses in the name of the “de-demonized” extreme right. This extreme right openly comes to occupy the terrain of civil wars, which it subjectivizes by rekindling *racial class warfare*. Neofascist hegemony over the processes of subjectivation is confirmed by the renewed war on the autonomy of women and the becoming-minor of sexuality (in France, “La Manif pour tous”) as an *extension of the endocolonial domain of civil war*.

The era of limitless deterritorialization under Thatcher and Reagan is now followed by the racist, nationalist, sexist, and xenophobic reterritorialization of Trump, who has already become the leader of the new fascisms. The American Dream has been transformed into the nightmare of an insomniac planet.

4. There is a flagrant imbalance between the war machines of Capital and the new fascisms on the one hand, and the multiform struggles against the world-system of new capitalism on the other. It is a political imbalance but also an *intellectual* one. This text focuses on a void, a blank, a theoretical and practical repressed which is, however, always at the heart of the power and powerlessness of revolutionary movements: the concept of “war” and “civil war.”

5. “It’s like being in a war,” was heard in Athens during the weekend of July 11-12, 2015. And for good reason. The population was faced with a large-scale strategy of continuing war by means of debt: it completed the destruction of Greece and, at the same time, triggered the self-destruction of the “construction of Europe.” The goal of the European Commission, the ECB, and the IMF was never mediation or finding compromise but defeating the adversary on an open field.

The statement “It’s like being in a war” should be immediately corrected: *it is a war*. The reversibility of war and economy is at the very basis of capitalism. And it has been a long time since Carl Schmitt revealed the “pacifist” hypocrisy of neoliberalism by reestablishing the continuity between economy and war: the economy pursues the objectives of war through other means (“blocking credit, embargo on raw materials, devaluation of foreign currency”).

Two superior officers in the Chinese Air Force, Qiao Liang and Wang Xiangsui, define

financial offensives as “bloodless wars”; a *cold* violence, just as cruel and effective as “bloody wars.” With globalization, as they explain, “while constricting the battlespace in the narrow sense, at the same time we have turned the entire world into a battlefield in the broad sense.”

The expansion of war and the multiplication of its domain names has led to the establishment of a continuum between war, economy, and politics. Yet from the beginning, liberalism has been a *philosophy of total war*.

(Pope Francis seems to be preaching in the desert when he asserts, with a clarity that is lacking in politicians, experts of all stripes, and even the most hardened critics of capitalism, “Let’s recognize it. *The world is in a state of war in bits and pieces* ... When I speak of war, I talk about real war. Not a war of religion. No. There is a war of interests. There is a war for money. There is a war for natural resources. There is a war for domination of peoples. This is the war.”)

6. During that same year of 2015, a few months after the defeat of the Greek “radical left,” the president of the French Republic announced on the evening of November 13 that France was “at war” and declared a state of emergency. The law authorizing him to do so and authorizing the suspension of “democratic freedoms” to grant “extraordinary” powers to the administration of public security had been passed in 1955 during the colonial war in Algeria. Implemented in New Caledonia in 1984 and during the “suburban riots” in 2005, the state of emergency brought colonial and postcolonial war back into the spotlight.

What happened in Paris on an awful night in November is what occurs daily in cities in the Middle East. This is the horror that the millions of refugees “pouring” into Europe are fleeing. They are visible evidence of the oldest colonialist technology to regulate migratory movement by its “apocalyptic” extension in the “infinite wars” started by Christian fundamentalist George Bush and his cabinet of neocons. Neocolonial war is no longer taking place only in the “margins” of the world. In every way possible, it moves through the “center” by taking on the figure of the “internal Islamist enemy,” immigrants, refugees, and migrants. The eternal outcasts are not left out: the poor and impoverished workers, those in unstable jobs and long-term unemployment, and the “endocolonized” on both sides of the Atlantic ...

7. The “stability pact” (“financial” state of emergency in Greece) and the “security pact” (“political” state of emergency in France) are two sides of the same coin. Constantly dismantling and restructuring the world-economy, the flows of credit and the flows of war are, with the States that *integrate* them, the condition of existence, production, and reproduction of contemporary capitalism.



Money and war are the global market's military police, which is still referred to as the "governance" of the world-economy. In Europe, it is incarnated in the financial state of emergency that shrinks workers' rights and social security rights (health, education, housing, and so forth.) to nothing while the antiterrorist state of emergency suspends their already emptied "democratic" rights.

8. Our first thesis is that war, money, and the State are constitutive or constituent forces, in other words the ontological forces of capitalism. The critique of political economy is insufficient to the extent that the economy does not replace war but continues it by other means, ones that go necessarily through the State: monetary regulation and the legitimate monopoly on force for internal and external wars. To produce the genealogy of capitalism and reconstruct its "development," we must always engage and articulate together the critique of political economy, critique of war, and critique of the State.

The accumulation of and monopoly on property titles by Capital, and the accumulation of and monopoly on force by the State feed off of each other. Without the external exercise of war, and without the exercise of civil war by the State inside its borders, it would never have been possible to amass capital. And inversely: without the capture and valorization of wealth carried out by capital, the State would never have been able to exercise its administrative, legal, and governmental functions or organize armies of ever growing power. The expropriation of the means of production and the appropriation of the means of exercising force are the conditions of the formation of Capital and the constitution of the State that develop in parallel. Military proletarianization goes hand in hand with industrial proletarianization.

9. But what "war" are we talking about? Does the concept of "global civil war," advanced at the same time (1961) by Carl Schmitt and Hannah Arendt, impose itself at the end of the Cold War as the most appropriate form? Do the categories of "infinite war," "just war," and "war on terrorism" correspond to the new conflicts of globalization?

And is it possible to use the syntagma of "the" war without immediately assuming the point of view of the State? The history of capitalism, since its origin, is crisscrossed and constituted by a multiplicity of wars: wars of class(es), race(s), sex(es),

wars of subjectivity(ies), wars of civilization (the singular gave its capital letter to History). "Wars" and not *the* war is our second thesis. "Wars" as the foundation of internal and external order, as organizing principle of society. Wars, not only wars of class, but also military, civil, sex, and race wars are integrated so constitutively in the definition of Capital that *Das Kapital* should be rewritten from start to finish to account for their dynamic in its most real functioning. At all of the major turning points in capitalism, we do not find the "creative destruction" of Schumpeter carried out by entrepreneurial innovation, but always

the enterprise of civil wars.

10. Since 1492, Year One of Capital, the formation of capital has unfolded through this multiplicity of wars on both sides of the Atlantic. Internal colonization (Europe) and external colonization (Americas) are parallel, mutually reinforcing, and together define the world-economy. This dual colonization defines what Marx called primitive accumulation. Unlike, if not Marx, then at least a certain long-dominant Marxism, we do not restrict primitive accumulation to a mere phase in the development of capital destined to be surpassed in and through the “specific mode of production” of capital. We consider that it constitutes a condition of existence that constantly accompanies the development of capital, such that if primitive accumulation is pursued in all of the forms of expropriation of a continued accumulation, then *the wars* of class, race, sex, and subjectivity are *endless*. The conjunction of these wars, and in particular the wars against the poor and women in the internal colonization of Europe, and the wars against the “first” peoples in external colonization, precede and make possible the “class struggles” of the nineteenth and twentieth centuries by projecting them into a common war against *productive pacification*. Pacification obtained by any means (“bloody” and “not bloody”) is the goal of the war of capital as “social relationship.”

11. “By focusing exclusively on the relationship between capitalism and industrialism, in the end, Marx gives no attention to the close connection between these two phenomena and militarism.”

War and the arms race have been conditions for both economic development and technological and scientific innovation since the start of capitalism. Each stage in the development of capital invents its own “Keynesianism of war.” The only fault in this thesis by Giovanni Arrighi is in limiting itself to “the” war between States and paying “no attention to the close connection” that Capital, technology, and science maintain with civil wars. A colonel in the French army sums up the directly economic functions of war as follows: “We are producers like any other.” He reveals one of the most troubling aspects of the concept of production and work, an aspect that economists, unions, and Marxist recruits avoid thematizing.

12. Since primitive accumulation, the strategic force of destructure/restructure of the world-economy is Capital in its most deterritorialized form: financial Capital (which had to be expressed as such before receiving its letters of credit from Balzac). Foucault critiques the Marxist conception of Capital because there will never be “the” capitalism but always a historically qualified “political-institutional ensemble” (an argument that received much attention).

Although Marx never in fact used the concept of capitalism, we must still maintain the

distinction between it and “the” capital, because “its” logic, the logic of financial Capital (M-M’), is (still historically) the most operational one. What has been called the “financial crisis” shows it at work even in its most “innovative” post-critical performances. The multiplicity of State forms and transnational organizations of power, the plurality of political-institutional ensembles defining the variety of national “capitalisms,” are violently centralized, subordinated, and commanded by globalized financial Capital in its aim of “growth.” The multiplicity of power formations submits, more or less docilely (albeit more rather than less), to the logic of the most abstract property, that of the creditors. “The” Capital, with “its” logic (M-M’) of planetary reconfiguration of space through the constant acceleration of time, is an historical category, a “real abstraction” as Marx would say, producing the most real effects of universal privatization of “human” and “nonhuman” Earth, and removal of the “commons” of the world. (Think here of the land grabbing which is both a direct consequence of the “food crisis” of 2007–08 and one of the *exit strategies* from the “worst financial crisis in Global History.”) We are using the “historical-transcendental” concept of Capital in this way by pulling it (and dropping the capitalization as often as possible) towards the systematic colonization of the world of which it is the long-distance agent.

13. Why doesn’t the development of capitalism go through cities, which have long served as its vectors, but instead through the State? Because only the State, throughout the sixteenth, seventeenth, and eighteenth centuries, was capable of achieving the expropriation/appropriation of the multiplicity of war machines of the feudal period (turned towards “private” wars), to centralize them and institutionalize them in a war machine transformed into an army with the legitimate monopoly on public force. The division of labor does not only take place in production, but also in the specialization of war and the professional soldier. While centralization and the exercise of force in a “regulated army” is the work of the State, it is also the condition for the accumulation of “wealth” by “civilized and opulent” nations at the expense of poor nations (Adam Smith)—which, in truth, are not nations at all but “wastelands” (John Locke).

14. The constitution of the State as a “megamachine” of power thus relied on the capture, centralization, and institutionalization of the means of exercising force. Starting in the 1870s, however, and especially under the effect of the brutal acceleration imposed by “total war,” Capital was no longer satisfied with maintaining a relationship of alliance with the State and its war machine. It started to appropriate it *directly* by integrating its instruments of polarization. The construction of this new capitalist war machine integrated the State, its sovereignty (political and military), and all its “administrative” functions by profoundly modifying them under the direction of financial Capital. Starting with the First World War, the model of scientific organization of labor and the military model of organization and execution of war deeply penetrated the political functioning of the State by reconfiguring the liberal division of powers under the hegemony of the executive, while inversely the

politics, not of the State but of Capital, were imposed on the organization, execution, and aims of war. With neoliberalism, this process of capture of the war machine and the State was fully realized in the axiomatics of Integrated Global Capitalism. In this way, we bring in Félix Guattari's IGC to serve our third thesis: Integrated Global Capitalism is the axiomatic of the war machine of Capital that was able to submit the military deterritorialization of the State to the superior deterritorialization of Capital. The machine of production is no longer distinguishable from the war machine integrating civilian and military, peace and war, in the single process of a continuum of isomorphic power in all its forms of valuation.

15. In the *longue durée* of the capital/war relationship, the outbreak of "economic war" between imperialisms at the end of the nineteenth century represented a turning point, a process of irreversible transformation of war and the economy, the State and society. *Financial capital transmits the unlimitedness (of its valuation) to war by making it into a power without limits (total war)*. The conjunction of the unlimited flows of war and the unlimited flows of financial capital during the First World War pushed back the limits of both production and war by raising the terrifying specter of *unlimited production for unlimited war*. The two World Wars are responsible for realizing, for the first time, "total" subordination (or "real subsumption") of society and its "productive forces" to the war economy through the organization and planning of production, labor and technology, science and consumption, at a hitherto unheard-of scale. Implicating the entire population in "production" was accompanied by the constitution of processes of mass subjectivation through the management of communications techniques and opinion creation. From the establishment of unprecedented research programs with the aim of "destruction" came scientific and technological discoveries that, transferred to the production of the means of production of "goods," would constitute the new generations of constant capital. This entire process was missed by workerism (and post-workerism) in the short-circuit which made it situate the Great Bifurcation of Capital in the 1960s-70s, combined in this way with the critical movement of self-affirmation of workerism *in the factory* (it would take the arrival of post-Fordism to reach the "diffuse factory").

16. The origin of *welfare* cannot be found solely within a logic of insurance against the risks of "work" and the risks of "life" (the Foucauldian school under managerial influence), but first and foremost in the logic of war. *Warfare* largely anticipated and prepared *welfare*. Starting in the 1930s, the two became indistinguishable.

The enormous militarization of total war, which transformed internationalist workers into sixty million nationalist soldiers, was "democratically" reterritorialized by and in welfare. The conversion of the war economy into the liberal economy, the conversion of the science and technology of the instruments of death into the means of production of "goods," and the subjective conversion of the militarized population into "workers" took place thanks to the enormous apparatus of state intervention along with the active participation of "companies"

(corporate capitalism). Warfare pursued its logic by other means in welfare. Keynes himself recognized that the policy of effective demand had no other model of realization than a regime of war.

17. Inserted in 1951 into his "Overcoming Metaphysics" (the overcoming in question was conceived during the Second World War), this passage by Heidegger defines exactly what the concepts of "war" and "peace" became at the end of the two total wars:

Changed into their deformation of essence, "war" and "peace" are taken up into erring, and disappear into the mere course of the escalating manufacture of what can be manufactured, because they have become unrecognizable with regard to any distinction. The question of when and where there will be peace cannot be answered not because the duration of war is unfathomable, but rather because the question already asks about something which no longer exists, since war is no longer anything which could terminate in peace. War has become a distortion of the consumption of beings which is continued in peace ... This long war in its length slowly eventuated not in a peace of the traditional kind, but rather in a condition in which warlike characteristics are no longer as such at all and peaceful characteristics have become meaningless and without content.

This passage was later rewritten at the end of *A Thousand Plateaus* to indicate how technical-scientific "capitalization" (referring to what we call the "military-industrial, scientific-university complex") creates "a new conception of security as materialized war, as organized insecurity or molecularized, distributed, programmed catastrophe."<sup>18</sup> The Cold

War is intensive socialization and capitalization of the real subsumption of society and populations in the war economy of the first half of the twentieth century. It constitutes a fundamental passage in the formation of the war machine of Capital, which does not appropriate the State and war without subordinating “knowledge” to its process. The Cold War stoked the hearth of technological and scientific production that had been lit by the total wars. Practically all contemporary technologies, and in particular cybernetics, computer, and information technologies, are, directly or indirectly, the fruits of total war re-totalized by the Cold War. What Marx called “General Intellect” was born of/in the “production for destruction” of total wars before being reorganized by the Operational Research (OR) of the Cold War into an instrument (R&D) of command and control of the world-economy. The war history of Capital constrains us to this other major displacement in relation to workerism and post-workerism. The order of labor (“*Arbeit macht frei*”) established by the total wars is transformed into a liberal-democratic order of full employment as an instrument of social regulation of the “mass-worker” *and of his or her entire domestic environment.*

19. '68 is situated under the sign of the political reemergence of wars of class, race, sex, and subjectivity that the “working class” could no longer subordinate to its “interests” and its forms of organization (party-unions). While labor struggles “reached the highest absolute level of their development” in the United States (“Marx in Detroit”), they were also defeated there after the major postwar strikes. The destruction of the “order of labor” resulting from the total wars and continuing in and through the Cold War as “order of the wage system” was not only the objective of a new working class rediscovering its political autonomy; it is also the effect of the multiplicity of all these wars which, somewhat all at the same time, were inflamed by tracing back from the singular experiences of “group-subjects” that carried them towards their common conditions of subjective rupture. The wars of decolonization and of all the racial minorities, women, students, homosexuals, alternatives, antinuclear protesters, “*lumpen*,” and so on. thus define new modalities of struggle, organization, and especially the delegitimation of all “power-knowledge” throughout the 1960s and 1970s. We not only read the history of capital through war, but we also read war through '68, which is the only possible way to make the theoretical and political passage from “war” to “wars.”

20. War and strategy occupy a central place in the revolutionary theory and practices of the nineteenth century and the first half of the twentieth century. Lenin, Mao, and General Giap conscientiously annotated Clausewitz's *On War*. '68 Thought refrained from theorizing war, with the notable exception of Foucault and Deleuze-Guattari. They not only proposed a reversal of Clausewitz's celebrated formula (“war is the continuation of politics by other means”) by analyzing the modalities through which “politics” can be seen as war continued by other means: *they especially and radically transformed the concepts of war and politics.* Their problematization of war is strictly dependent on the mutations of capitalism and the

struggles against it in the so-called postwar period, before crystallizing in the strange revolution of 1968: the “microphysics” of power advanced by Foucault is a critical actualization of “generalized civil war”; the “micropolitics” of Deleuze and Guattari is inseparable from the concept of “war machine” (its construction relies on the activist history of one of the pair). If we isolate the analysis of power relations from generalized civil war, like Foucauldian critique does, the theory of governmentality is nothing more than a variant of neoliberal “governance”; and if we cut micropolitics from the war machine, like Deleuzian critique does (it also undertakes an aestheticization of the war machine), only “minorities” remain that are powerless in the face of Capital, which keeps the initiative.

21. Siliconed by new technologies that they developed into a strike force, the military combined technological machines with war machines. The political consequences were formidable.

The USA planned and led the war in Afghanistan (2001) and in Iraq (2003) based on the principle “Clausewitz out, computer in” (the same operation is oddly enough used by the defenders of cognitive capitalism who dissolve the omni-reality of wars into computers and the “algorithms” that had served in the first place to wage them). Believing they could dissipate the “fog” and uncertainty of war by nothing less than the primitive accumulation of information, the strategists of hyper-technological, digital, and “network-centered” war quickly changed their tune: the victory that was so rapidly attained turned into a political-military disaster that triggered the disaster in the Middle East *in situ*, without sparing the Free World that had arrived bringing its values like a remake of *Dr. Strangelove*. The technical machine explains nothing and can do little without mobilizing all the other “machines.” Its efficacy and its very existence depend on the social machine and the war machine, which most often outline the technological avatar according to a model of society based on divisions, dominations, and exploitations (*Fast Cars, Clean Bodies*, to use the title of Kristin Ross’s fine work).

22. If the fall of the Wall delivered the death certificate of a mummy whose Communist prehistory ’68 made us forget, and if it is to be considered a nonevent (as the thesis of the *End of History* states in its melancholic way), the bloody fiasco of the imperial war machine’s first post-Communist wars made history. In part because of the debate that it started *inside the military*, where a new paradigm of war appeared. An antithesis of the industrial wars of the twentieth century, the new paradigm is defined as a “war amongst the population.” This concept, which inspired an improbable “military humanism,” is one we make our own by returning its meaning to the source and real terrain of wars of capital, and by rewriting this “war within the population” in the plural of *our wars*. The population is the battlefield in which counter-insurrectional operations of all kinds are underway. At the same time, and indistinguishably, they are both military and nonmilitary because they also carry the new identity of “bloody wars” and “non-bloody wars.”

Under Fordism, the State not only guaranteed State territorialization of Capital but also of war. As a result, globalization cannot not free capital from State control without also freeing war, which passes to a superior power of continuity by integrating the *plane of capital*. Deterritorialized war is no longer inter-State war at all, but an uninterrupted succession of multiple wars against populations, definitively sending “governmentality” to the side of governance in a common enterprise of denial of global civil wars. What is governed and what allows governing are the *divisions* that project wars into the heart of the population at the level of the real content of biopolitics. A biopolitical governmentality of war as differential distribution of instability and norm of “daily life.” The complete opposite of the Great Narrative of the liberal birth of biopolitics taking place in a famous course at the Collège de France in the break between the 1970s and 1980s.

23. Accentuating divisions, aggravating the polarization of every capitalist society, the debt economy transforms “global civil war” (Schmitt, Arendt) into interconnected civil wars: class wars, neocolonialist wars on “minorities,” wars on women, wars of subjectivity. The matrix of these civil wars is the colonial war. Colonial war was never a war between States but, in essence, a war *in and against* the population, where the distinctions between war and peace, between combatants and noncombatants, between economy, politics, and military were never used. Colonial war in and against populations is the model of the war that financial Capital unleashed starting in the 1970s in the name of a neoliberalism of combat. Its war is both fractal and transversal: fractal, because it indefinitely produces its invariance by constant changes of scale (its “irregularity” and the “cracks” it introduces operate at different scales of reality); and transversal, because it is simultaneously deployed at the macropolitical level (by playing on all of the major binary oppositions: social classes, whites and nonwhites, men and women) and the micropolitical level (by molecular “engineering” privileging the highest interactions). It can also connect the civilian and military levels in the Global South and North, in the Souths and Norths of *everyone* (or almost everyone). Its first characteristic is therefore to be less *indiscriminate* war than *irregular* war.

The war machine of capital which, in the early 1970s, definitively integrated the State, war, science, and technology, clearly declares the strategy of contemporary globalization: to bring to an end the very short history of reforming capital—*Full Employment in a Free Society*, according to the manifesto of Lord Beveridge published in 1944—by attacking everywhere and with all means available the conditions of reality of the power struggle that imposed it. An infernal creativity is deployed by the neoliberal political project in pretending to grant the “market” superhuman qualities of *information processing*: the market as the ultimate cyborg.

24. The newfound consistency of neofascisms starting with the financial “crisis” in 2008 represents a turning point in the waging of wars amongst populations. Their dimensions, both fractal and transversal, take on a new and formidable effectiveness in dividing and



polarizing. The new fascisms challenge all of the resources of the “war machine,” because if the “war machine” is not necessarily identified with the State, it can also escape the control of Capital. While the war machine of Capital governs through an “inclusive” differentiation of property and wealth, the new fascist war machines function through exclusion based on racial, sexual, and national identity. The two logics seem incompatible. In reality, they inevitably converge (see “national preference”) as the state of economic and political emergency takes residence in the coercive time of *global flow*.

If the capitalist machine continues to be wary of the new fascisms, it is not because of its democratic principles (Capital is ontologically antidemocratic!) or the *rule of law*, but because, as it happened with Nazism, post-fascism can claim its “autonomy” from the war machine of Capital and escape its control. Isn’t this exactly the same thing that has happened with Islamic fascisms? Trained, armed, and financed by the US, they turned their weapons against the superpower and its allies who had instrumentalized them. From the West to the lands of the Caliphate *and back*, the neo-Nazis of all allegiances embody the suicidal subjectivation of the capitalist “mode of destruction.” It is also the final scene of the return of the colonial repressed: the jihadists of generation 2.0 haunt Western cities like their most internal enemy. Endocolonization also becomes the generalized conjugation of “topical” violence of the most intense domination of capitalism over populations. As for the process of convergence or divergence between the capitalist and neofascist war machines, it will depend on the evolution of the civil wars now underway and the risks that a future revolutionary process could run for private property, and more generally for the power of Capital.

25. Prohibiting the reduction of Capital and capitalism to a system or a structure, and of the economy to a history of self-enclosed cycles, wars of class, race, sex, and subjectivity also challenge every principle of autonomy in science and technology, every highway to “complexity” or emancipation forged by the progressive (and now accelerationist) idea of the movement of History.

Wars constantly inject the indeterminacy of conflict into open strategic relationships, making inoperable every mechanism of self-regulation (of the market) or every regulation by feedback (“man-machine systems” open their “complexity” to the future). The strategic “opening” of war is radically other than the systematic opening of cybernetics, which was not born in/of war for nothing. Capital is not structure or system; it is “machine” and *war machine*, of which the economy, politics, technology, the State, the media, and so forth are only the articulations informed by strategic relations. In the Marxist/Marxian definition of *General Intellect*, the war machine integrating science, technology, and communication into its functioning is curiously neglected for the sake of a hardly credible “communism of capital.”

26. Capital is not a mode of production without being at the same time a mode of destruction. The infinite accumulation that constantly moves its limits to recreate them again is at the same time unlimited, widespread destruction. The gains in productivity and gains of destructiveness progress in parallel. They manifest themselves in the generalized war that scientists prefer to call “Anthropocene” rather than “Capitalocene,” even if, in all evidence, the destruction of the environments in and through which we live does not begin with “humans” and their growing needs, but with Capital. The “ecological crisis” is not the result of a modernity and humanity blinded to the negative effects of technological development but the “fruit of the will” of some people to exercise absolute domination over other people through a global geopolitical strategy of unlimited exploitation of all human and nonhuman resources.

Capitalism is not only the deadliest civilization in the history of humanity, the one that introduced us to the “shame of being human”; it is also the civilization through which labor, science, and technology have created—another (absolute) privilege in the history of humanity—the possibility of (absolute) annihilation of all species and the planet that houses them. In the meantime, the “complexity” of (saving) “nature” still offers the prospect of healthy profits combining the *techno* utopia of *geoengineering* and the reality of the new markets of “polluting rights.” At the confluence of one and the other, the Capitalocene does not send capitalism to the Moon (it has been there and back); it completes the global merchandizing of the planet by asserting its rights to the well-named troposphere.

27. The logic of Capital is the logistics of an infinite valuation. It implies the accumulation of a power that is not merely economic for the simple reason that it is complicated by strategic power and knowledge of the *strength* and *weakness* of the classes struggling, to which it is applied and with which they are in constant explanation. Foucault tells us that the Marxists turned their attention to the concept of “class” to the detriment of the concept of “struggle.” Knowledge of strategy is thus evacuated in favor of an alternative enterprise of pacification (Tronti offers the most *epic* version of this). Who is strong and who is weak? In what way did the strong become weak, and why did the weak become strong? How to strengthen oneself and weaken the other to dominate and exploit it? We propose to follow and reinvent the anticapitalist path of French Nietzscheism.

28. Capital came out the victor in the total wars and in the confrontation with global revolution, for which the number for us is 1968. Since then, it has gone from victory to victory, perfecting its *self-cooled motor*, where it verifies that the first function of power is to deny the existence of civil wars by erasing even the memory of them (pacification is a *scorched earth* policy). Walter Benjamin is there to remind us that reactivating the memory of the victories and defeats from which the victors take their domination can only come from the “defeated.” Problem: the “defeated” of ’68 threw out the bath water of civil wars with the old Leninist baby at the end of the “Hot Autumn” sealed by the failure of the dialectic of

the “party of autonomy.” Entry into the “winter years” on the edge of a second Cold War that ensures the triumph of the “people of capitalism” (“*People’s Capitalism’—This IS America!*”), the End of History will take the relay without stopping at a Gulf War that “did not take place.” Except there is a constellation of new wars, revolutionary machines, or mutant militants (Chiapas, Birmingham, Seattle, Washington, Genoa ...) and new defeats. The new writing generations describe “the missing people” dreaming of insomnia and destituent processes unfortunately reserved *for their friends*.

29. We will cut it short, in addressing *our enemies*. Because this text has no other object, under the economy and its “democracy,” behind the technological revolutions and “mass intellectuality” of the General Intellect, than to make heard the “rumble” of real wars now underway in all of their multiplicity. A multiplicity which is not to be made but *unmade and remade* to charge the “masses or flows,” which are doubly *subjects*, with new possibilities. On the side of relations of power as subject *to war* or/and on the side of strategic relationships that are capable of projecting them to the rank of subjects *of wars*, with “their mutations, their quanta of deterritorialization, their connections, their precipitations.” In short, it is a question of drawing the lessons from what seems to us like the failure of the thought of ’68 which we have inherited, even in our inability to think and construct a collective war machine equal to the civil war unleashed in the name of neoliberalism and the absolute primacy of the economy as exclusive policy of capital. Everything is taking place as if ’68 was unable *to think all the way*, not its defeat (there are, since the New Philosophers, professionals in the matter), but the warring order of reasons that broke its insistence through a *continuous destruction*, placed in the present infinitive of the struggles of “resistance.”

30. It is not a question, it is not at all a question of *stopping resistance*. It is a question of dropping a “theoricism” satisfied with a strategic discourse that is powerless in the face of what is happening. And what has happened to us. Because if the mechanisms of power are constitutive, to the detriment of strategic relationships and the wars taking place there, there can only be phenomena of “resistance” against them. With the success we all know. *Graecia docet*.

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## **Kali Akuno: Until We Win: Black**

# Labor and Liberation in the Disposable Era

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Since the rebellion in Ferguson, Missouri in August 2014, Black people throughout the United States have been grappling with a number of critical questions such as why are Black people being hunted and killed every 28 hours or more by various operatives of the law? Why don't Black people seem to matter to this society? And what can and must we do to end these attacks and liberate ourselves? There are concrete answers to these questions. Answers that are firmly grounded in the capitalist dynamics that structure the brutal European settler-colonial project we live in and how Afrikan people have historically been positioned within it.

## The Value of Black Life

There was a time in the United States Empire, when Afrikan people, aka, Black people, were deemed to be extremely valuable to the "American project", when our lives as it is said, "mattered". This "time" was the era of chattel slavery, when the labor provided by Afrikan people was indispensable to the settler-colonial enterprise, accounting for nearly half of the commodified value produced within its holdings and exchanged in "domestic" and international markets. Our ancestors were held and regarded as prize horses or bulls, something to be treated with a degree of "care" (i.e. enough to ensure that they were able to work and reproduce their labor, and produce value for their enslavers) because of their centrality to the processes of material production.

What mattered was Black labor power and how it could be harnessed and controlled, not

Afrikan humanity. Afrikan humanity did not matter - it had to be denied in order create and sustain the social rationale and systemic dynamics that allowed for the commodification of human beings. These "dynamics" included armed militias and slave patrols, iron-clad non-exception social clauses like the "one-drop" rule, the slave codes, vagrancy laws, and a complex mix of laws and social customs all aimed at oppressing, controlling and scientifically exploiting Black life and labor to the maximum degree. This systemic need served the variants of white supremacy, colonial subjugation, and imperialism that capitalism built to govern social relations in the United States. All of the fundamental systems created to control Afrikan life and labor between the 17<sup>th</sup> and 19<sup>th</sup> centuries are still in operation today, despite a few surface moderations, and serve the same basic functions.

The correlation between capital accumulation (earning a profit) and the value of Black life to the overall system has remained consistent throughout the history of the US settler-colonial project, despite of shifts in production regimes (from agricultural, to industrial, to service and finance oriented) and how Black labor was deployed. The more value (profits) Black labor produces, the more Black lives are valued. The less value (profits) Black people produce, the less Black lives are valued. When Black lives are valued they are secured enough to allow for their reproduction (at the very least), when they are not they can be and have been readily discarded and disposed of. This is the basic equation and the basic social dynamic regarding the value of Black life to US society.

### The Age of Disposability

We are living and struggling through a transformative era of the global capitalist system. Over the past 40 years, the expansionary dynamics of the system have produced a truly coordinated system of resource acquisition and controls, easily exploitable and cheap labor, production, marketing and consumption on a global scale. The increasingly automated and computerized dynamics of this expansion has resulted in millions, if not billions, of people being displaced through two broad processes: one, from "traditional" methods of life sustaining production (mainly farming), and the other from their "traditional" or ancestral homelands and regions (with people being forced to move to large cities and "foreign" territories in order to survive). As the International Labor Organization (ILO) recently reported in its World Employment and Social Outlook 2015 paper, this displacement renders millions to structurally regulated surplus or expendable statuses.

Capitalist logic does not allow for surplus populations to be sustained for long. They either have to be reabsorbed into the value producing mechanisms of the system, or disposed of. Events over the past 20 (or more) years, such as the forced separation of Yugoslavia, the genocide in Burundi and Rwanda, the never ending civil and international wars in Zaire/Congo and central Afrikan region, the mass displacement of farmers in Mexico clearly indicate that the system does not possess the current capacity to absorb the surplus

populations and maintain its equilibrium.

The dominant actors in the global economy - multinational corporations, the transnationalist capitalist class, and state managers - are in crisis mode trying to figure out how to best manage this massive surplus in a politically justifiable (but expedient) manner.

This incapacity to manage crisis caused by capitalism itself is witnessed by numerous examples of haphazard intervention at managing the rapidly expanding number of displaced peoples such as:

- \* The ongoing global food crisis (which started in the mid-2000's) where millions are unable to afford basic food stuffs because of rising prices and climate induced production shortages;
- \* The corporate driven displacement of hundreds of millions of farmers and workers in the global south (particularly in Africa and parts of Southeast Asia);
- \* Military responses (including the building of fortified walls and blockades) to the massive migrant crisis confronting the governments of the United States, Western Europe, Australia, Malaysia, Indonesia, Singapore, etc.;
- \*The corporate driven attempt to confront climate change almost exclusively by market (commodity) mechanisms;
- \*The scramble for domination of resources and labor, and the escalating number of imperialist facilitated armed conflicts and attempts at regime change in Africa, Asia (including Central Asia) and Eastern Europe.

More starkly, direct disposal experiments are also deepening and expanding:

- \* Against Afrikans in Colombia,
- \* Haitians in the Dominican Republic,
- \* Sub-Saharan Afrikans in Libya,
- \* Indigenous peoples in the Andean region,
- \* The Palestinians in Gaza, Adivasis in India,
- \* The Rohingya's in Myanmar and Bangladesh,
- \* And the list goes on.

Accompanying all of this is the ever expanding level of xenophobia and violence targeted at migrants on a world scale, pitting the unevenly pacified and rewarded victims of imperialism against one other as has been witnessed in places like South Africa over the last decade, where attacks on migrant workers and communities has become a mainstay of political activity.

The capitalist system is demonstrating, day by day, that it no longer possesses the managerial capacity to absorb newly dislocated and displaced populations into the international working class (proletariat), and it is becoming harder and harder for the international ruling class to sustain the provision of material benefits that have traditionally been awarded to the most loyal subjects of capitalism's global empire, namely the "native" working classes in Western Europe and settlers in projects like the United States, Canada, and Australia.

When the capitalist system can't expand and absorb it must preserve itself by shifting towards "correction and contraction" - excluding and if necessary disposing of all the surpluses that cannot be absorbed or consumed at a profit). We are now clearly in an era of correction and contraction that will have genocidal consequences for the surplus populations of the world if left unaddressed.

This dynamic brings us back to the US and the crisis of jobs, mass incarceration and the

escalating number of extrajudicial police killings confronting Black people.

### The Black Surplus Challenge/Problem

Afrikan, or Black, people in the United States are one of these surplus populations. Black people are no longer a central force in the productive process of the United States, in large part because those manufacturing industries that have not completely offshored their production no longer need large quantities of relatively cheap labor due to automation advances. At the same time agricultural industries have been largely mechanized or require even cheaper sources of super-exploited labor from migrant workers in order to ensure profits.

Various campaigns to reduce the cost of Black labor in the US have fundamentally failed, due to the militant resistance of Black labor and the ability of Black working class communities to “make ends meet” by engaging in and receiving survival level resources from the underground economy, which has grown exponentially in the Black community since the 1970’s. (The underground economy has exploded worldwide since the 1970’s due to the growth of unregulated “grey market” service economies and the explosion of the illicit drug trade. Its expansion has created considerable “market distortions” throughout the world, as it has created new value chains, circuits of accumulation, and financing streams that helped “cook the books” of banking institutions worldwide and helped finance capital become the dominant faction of capital in the 1980’s and 90’s).

The social dimensions of white supremacy regarding consumer “comfort”, “trust” and “security” seriously constrain the opportunities of Black workers in service industries and retail work, as significant numbers of non-Black consumers are uncomfortable receiving direct services from Black people (save for things like custodial and security services). These are the root causes of what many are calling the “Black jobs crisis”. The lack of jobs for Black people translates into a lack of need for Black people, which equates into the wholesale devaluation of Black life. And anything without value in the capitalist system is disposable.

The declining “value” of Black life is not a new problem – Black people have constituted an escalating problem in search of a solution for the US ruling class since the 1960’s. Although the US labor market started to have trouble absorbing Afrikan workers in the 1950’s, the surplus problem didn’t reach crisis proportions until the late 1960’s, when the Black Liberation Movement started to critically impact industrial production with demands for more jobs, training and open access to skilled and supervisory work (which were “occupied” by white seniority-protected workers), higher wages, direct representation (through instruments like the League of Revolutionary Black Workers), constant strikes, work stoppages, other forms of industrial action, militant resistance to state and non-state



forces of repression and hundreds of urban rebellions.

This resistance occurred at the same time that the international regime of integrated production, trade management, and financial integration, and currency convergence instituted by the United States after WWII, commonly called the Bretton Woods regime, fully matured and ushered in the present phase of globalization. This regime obliterated most exclusivist (or protectionist) production regimes and allowed international capital to scour the world for cheaper sources of labor and raw materials without fear of inter-imperialist rivalry and interference (as predominated during earlier periods). Thus, Black labor was hitting its stride just as capital was finding secure ways to eliminate its dependence upon it (and Western unionized labor more generally) by starting to reap the rewards of its post-WWII mega-global investments (largely centered in Western Europe, Australia, Japan, South Korea, and Taiwan).

One reward of these mega-global investments for US capital was that it reduced the scale and need for domestic industrial production, which limited the ability of Black labor to disrupt the system with work stoppages, strikes, and other forms of industrial action. As US capital rapidly reduced the scale of its domestic production in the 1970's and 80's, it intentionally elevated competition between white workers and Afrikan and other non-settler sources of labor for the crumbs it was still doling out. The settler-world view, position, and systems of entitlement possessed by the vast majority of white workers compelled them to support the overall initiatives of capital and to block the infusion of Afrikan, Xicano, Puerto Rican and other non-white labor when there were opportunities to do so during this period.

This development provided the social base for the "silent majority," "law and order," "tuff on crime," "war on drugs," "war on gangs and thugs" campaigns that dominated the national political landscape from the late 1960's through the early 2000's, that lead to mass incarceration, racist drug laws, and militarized policing that have terrorized Afrikan (and Indigenous, Xicano, Puerto Rican, etc.) communities since the 1970's.

To deal with the crisis of Black labor redundancy and mass resistance the ruling class responded by creating a multipronged strategy of limited incorporation, counterinsurgency, and mass containment. The stratagem of limited incorporation sought to and has partially succeeded in dividing the Black community by class, as corporations and the state have been able to take in and utilize the skills of sectors of the Black petit bourgeoisie and working class for their own benefit. The stratagem of counterinsurgency crushed, divided and severely weakened Black organizations. And the stratagem of containment resulted in millions of Black people effectively being re-enslaved and warehoused in prisons throughout the US empire.

This three-pronged strategy exhausted itself by the mid-2000 as core dynamics of it

(particularly the costs associated with mass incarceration and warehousing) became increasingly unprofitable and therefore unsustainable. Experiments with alternative forms of incarceration (like digitally monitored home detainment) and the spatial isolation and externalization of the Afrikan surplus population to the suburbs and exurbs currently abound, but no new comprehensive strategy has yet been devised by the ruling class to solve the problem of what to do and what politically can be done to address the Black surplus population problem. All that is clear from events like the catastrophe following Hurricane Katrina and the hundreds of Afrikans being daily, monthly, and yearly extra-judicially killed by various law enforcement agencies is that Black life is becoming increasingly more disposable. And it is becoming more disposable because in the context of the American capitalist socio-economic system, Black life is a commodity rapidly depreciating in value, but still must be corralled and controlled.

### A Potential Path of Resistance

Although Afrikan people are essentially “talking instruments” to the overlords of the capitalist system, Black people have always possessed our own agency. Since the dawn of the Afrikan slave trade and the development of the mercantile plantations and chattel slavery, Black people resisted their enslavement and the systemic logic and dynamics of the capitalist system itself.

The fundamental question confronting Afrikan people since their enslavement and colonization in territories held by the US government is to what extent can Black people be the agents and instruments of their own liberation and history? It is clear that merely being the object or appendage of someone else’s project and history only leads to a disposable future. Black people have to forge their own future and chart a clear self-determining course of action in order to be more than just a mere footnote in world history.

Self-determination and social liberation, how do we get there? How will we take care of our own material needs (food, water, shelter, clothing, health care, defense, jobs, etc.)? How will we address the social contradictions that shape and define us, both internally and externally generated? How should we and will we express our political independence?

There are no easy or cookie cutter answers. However, there are some general principles and dynamics that I believe are perfectly clear. Given how we have been structurally positioned as a disposable, surplus population by the US empire we need to build a mass movement that focuses as much on organizing and building *autonomous, self-organized and executed social projects* as it focuses on campaigns and initiatives that apply *transformative pressure on the government and the forces of economic exploitation and domination*. This is

imperative, especially when we clearly understand the imperatives of the system we are fighting against.

The capitalism system has always required certain levels of worker “reserves” (the army of the unemployed) in order to control labor costs and maintain social control. But, the system must now do two things simultaneously to maintain profits: drastically reduce the cost of all labor and ruthlessly discard millions of jobs and laborers. “You are on your own,” is the only social rationale the system has the capacity to process and its overlords insist that “there is no alternative” to the program of pain that they have to implement and administer. To the system therefore, Black people can either accept their fate as a disposable population, or go to hell. We have to therefore create our own options and do everything we can to eliminate the systemic threat that confronts us.

Autonomous projects are initiatives not supported or organized by the government (state) or some variant of monopoly capital (finance or corporate industrial or mercantile capital). These are initiatives that directly seek to create a democratic “economy of need” around organizing sustainable institutions that satisfy people’s basic needs around principles of social solidarity and participatory or direct democracy that intentionally put the needs of people before the needs of profit. These initiatives are built and sustained by people organizing themselves and collectivizing their resources through dues paying membership structures, income sharing, resource sharing, time banking, etc., to amass the initial resources needed to start and sustain our initiatives. These types of projects range from organizing community farms (focused on developing the capacity to feed thousands of people) to forming people’s self-defense networks to organizing non-market housing projects to building cooperatives to fulfill our material needs. To ensure that these are not mere Black capitalist enterprises, these initiatives must be built democratically from the ground up and must be owned, operated, and controlled by their workers and consumers. These are essentially “serve the people” or “survival programs” that help the people to sustain and attain a degree of autonomy and self-rule. Our challenge is marshaling enough resources and organizing these projects on a large enough scale to eventually meet the material needs of nearly 40 million people. And overcoming the various pressures that will be brought to bear on these institutions by the forces of capital to either criminalize and crush them during their development (via restrictions on access to finance, market access, legal security, etc.) or co-opt them and reincorporate them fully into the capitalist market if they survive and thrive.

Our pressure exerting initiatives must be focused on creating enough democratic and social space for us to organize ourselves in a self-determined manner. We should be under no illusion that the system can be reformed, it cannot. Capitalism and its bourgeois national-states, the US government being the most dominant amongst them, have demonstrated a tremendous ability to adapt to and absorb disruptive social forces and their demands - when

it has ample surpluses. The capitalist system has essentially run out of surpluses, and therefore does not possess the flexibility that it once did.

Because real profits have declined since the late 1960's, capitalism has resorted to operating largely on a parasitic basis, commonly referred to as neo-liberalism, which calls for the dismantling of the social welfare state, privatizing the social resources of the state, eliminating institutions of social solidarity (like trade unions), eliminating safety standards and protections, promoting the monopoly of trade by corporations, and running financial markets like casinos.

Our objectives therefore, must be structural and necessitate nothing less than complete social transformation. To press for our goals we must seek to exert maximum pressure by organizing mass campaigns that are strategic and tactically flexible, including mass action (protest) methods, direct action methods, boycotts, non-compliance methods, occupations, and various types of people's or popular assemblies. The challenges here are not becoming sidelined and subordinated to someone else's agenda - in particular that of the Democratic party (which has been the grave of social movements for generations) - and not getting distracted by symbolic reforms or losing sight of the strategic in the pursuit of the expedient.

What the combination of these efforts will amount to is the creation of Black Autonomous Zones. These Autonomous Zones must serve as centers for collective survival, collective defense, collective self-sufficiency and social solidarity. However, we have to be clear that while building Black Autonomous Zones is necessary, they are not sufficient in and of themselves. In addition to advancing our own autonomous development and political independence, we have to build a revolutionary international movement. We are not going to transform the world on our own. As noted throughout this short work, Black people in the US are not the only people confronting massive displacement, dislocation, disposability, and genocide, various people's and sectors of the working class throughout the US and the world are confronting these existential challenges and seeking concrete solutions and real allies as much as we do.

Our Autonomous Zones must link with, build with, and politically unite with oppressed, exploited and marginalized peoples, social sectors and social movements throughout the US and the world. The Autonomous Zones must link with Indigenous communities, Xicano's and other communities stemming from the Caribbean, and Central and South America. We must also build alliances with poor and working class whites. It is essential that we help to serve as an alternative (or at least a counterweight) to the reactionary and outright fascist socialization and influences the white working class is constantly bombarded with.

Our Autonomous Zones should seek to serve as new fronts of class struggle that unite forces

that are presently separated by white supremacy, xenophobia and other instruments of hierarchy, oppression and hatred. The knowledge drawn from countless generations of Black oppression must become known and shared by all exploited and oppressed people. We have to unite on the basis of a global anti-capitalist, anti-imperialist, and anti-colonial program that centers the liberation of Indigenous, colonized, and oppressed peoples and the total social and material emancipation of all those who labor and create the value that drives human civilization. We must do so by creating a regenerative economic system that harmonizes human production and consumption with the limits of the Earth's biosphere and the needs of all our extended relatives - the non-human species who occupy 99.9 percent of our ecosystem. This is no small task, but our survival as a people and as a species depends upon it.

The tremendous imbalance of forces in favor of capital and the instruments of imperialism largely dictates that the strategy needed to implement this program calls for the transformation of the oppressive social relationships that define our life from the "bottom up" through radical social movements. These social movements must challenge capital and the commodification of life and society at every turn, while at the same time building up its own social and material reserves for the inevitable frontal assaults that will be launched against our social movements and the people themselves by the forces of reaction. Ultimately, the forces of liberation are going to have to prepare themselves and all the progressive forces in society for a prolonged battle to destroy the repressive arms of the state as the final enforcer of bourgeois social control in the world capitalist system. As recent events Greece painfully illustrate, our international movement will have to simultaneously win, transform, and dismantle the capitalist state at the same time in order to secure the democratic space necessary for a revolutionary movement to accomplish the most minimal of its objectives.

### Return to the Source

The intersecting, oppressive systems of capitalism, colonialism, imperialism, and white supremacy have consistently tried to reduce African people to objects, tools, chattel, and cheap labor. Despite the systemic impositions and constraints these systems have tried to impose, Afrikan people never lost sight of their humanity, never lost sight of their own value, and never conceded defeat.

In the age of mounting human surplus and the devaluation and disposal of life, Afrikan people are going to have to call on the strengths of our ancestors and the lessons learned in over 500 years of struggle against the systems of oppression and exploitation that beset them. Building a self-determining future based on self-respect, self-reliance, social solidarity, cooperative development and internationalism is a way forward that offers us the chance to survive and thrive in the 21<sup>st</sup> century and beyond.

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# Saskia Sassen: Who owns our cities - and why this urban takeover should concern us all

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Does the massive foreign and national corporate buying of urban buildings and land that took off after the 2008 crisis signal an emergent new phase in major cities? From mid-2013 to mid-2014, corporate buying of existing properties exceeded \$600bn (£395bn) in the top

100 recipient cities, and **\$1trillion a year later** - and this figure includes only major acquisitions (eg. a minimum of \$5m in the case of New York City).

I want to examine the details of this large corporate investment surge, and why it matters. Cities are the spaces where those without power get to make a history and a culture, thereby making their powerlessness complex. If the current large-scale buying continues, we will lose this type of making that has given our cities their cosmopolitanism.

Indeed, at the current scale of acquisitions, we are seeing a systemic transformation in the pattern of land ownership in cities: one that alters the historic meaning of the city. Such a transformation has deep and significant implications for equity, democracy and rights.

A city is a complex but incomplete system: in this mix lies the capacity of cities across histories and geographies to outlive far more powerful, but fully formalised, systems - from large corporations to national governments. London, Beijing, Cairo, New York, Johannesburg and Bangkok - to name but a few - have all outlived multiple types of rulers and of businesses.

In this mix of complexity and incompleteness lies the possibility for those without power to assert "we are here" and "this is also our city". Or, as the legendary statement by the fighting poor in Latin American cities puts it, "*Estamos presentes*": we are present, we are not asking for money, we are just letting you know that this is also our city.

It is in cities to a large extent where the powerless have left their imprint - cultural, economic, social: mostly in their own neighbourhoods, but eventually these can spread to a vaster urban zone as "ethnic" food, music, therapies and more.

All of this cannot happen in a business park, regardless of its density - they are privately controlled spaces where low-wage workers can work, but not "make". Nor can this happen in the world's increasingly militarised plantations and mines. It is only in cities where that possibility of gaining complexity in one's powerlessness can happen - because nothing can fully control such a diversity of people and engagements.

Those with power to some extent do not want to be bothered by the poor, so the model is often to abandon them to their own devices. In some cities (for example, in the US and Brazil) there is extreme violence by police. Yet this can often become a public issue, which is perhaps a first step in the longer trajectories of gaining at least some rights. It is in cities where so many of the struggles for vindications have taken place, and have, in the long run, partly succeeded.

But it is this possibility - the capacity to make a history, a culture and so much more - that

is today threatened by the surge in large-scale corporate re-development of cities.

## A new phase

It is easy to explain the post-2008 urban investment surge as “more of the same”. After all, the late 1980s also saw rapid growth of national and foreign buying of office buildings and hotels, especially in New York and London. In [The Global City](#), I wrote about the large share of buildings in the City of London that were foreign-owned at the height of that phase. Financial firms from countries as diverse as Japan and the Netherlands found they needed a strong foothold in London’s City to access continental European capital and markets.

But an examination of the current trends shows some significant differences and points to a whole new phase in the character and logics of foreign and national corporate acquisitions. (I do not see much of a difference in terms of the urban impact between national and foreign investment. The key fact here is that both are corporate and large scale.) Four features stand out:

- The sharp scale-up in the buying of buildings, even in cities that have long been the object of such investments, notably NY and London. For instance, the Chinese have most recently emerged as major buyers in cities such as London and New York. Today there are about 100 cities worldwide that have become significant destinations for such acquisitions – foreign corporate buying of properties from 2013 to 2014 grew by 248% in Amsterdam/Randstadt, 180% in Madrid and 475% in Nanjing. In contrast, the growth rate was relatively lower for the major cities in each region: 68.5% for New York, 37.6% for London, and 160.8% for Beijing.
- The extent of new construction. The rapid-growth period of the 1980s and 90s was often about acquiring buildings – notably high-end Harrods in London, and Sachs Fifth Avenue and the Rockefeller Center in New York. In the post-2008 period, much buying of buildings is to destroy them and replace them with far taller, far more corporate and luxurious types of buildings – basically, luxury offices and luxury apartments.
- The spread of mega-projects with vast footprints that inevitably kill much urban tissue: little streets and squares, density of street-level shops and modest offices, and so on. These megaprojects raise the density of the city, but they actually de-urbanise it – and thereby bring to the fore the fact, easily overlooked in much commentary about cities, that density is not enough to have a city.
- The foreclosing on modest properties owned by modest-income households. This has



reached catastrophic levels in the US, with Federal Reserve data showing that more than 14 million households have lost their homes from 2006 to 2014. One outcome is a significant amount of empty or under-occupied urban land, at least some of which is likely to be “re-developed”.

A further striking feature of this period is the acquisition of whole blocks of underutilised or dead industrial land for site development. Here, the prices paid by buyers can get very high. One example is the acquisition of Atlantic Yards, a vast stretch of land in New York City by one of the largest Chinese building companies for \$5bn. Currently, this land is occupied by a mixture of modest factories and industrial services, modest neighbourhoods, and artists’ studios and venues that have been pushed out of lower Manhattan by large-scale developments of high-rise apartment buildings.

This very urban mix of occupants will be thrown out and replaced by 14 formidable luxury residential towers - a sharp growth of density that actually has the effect of de-urbanising that space. It will be a sort of *de facto* “gated” space with lots of people; not the dense mix of uses and types of people we think of as “urban”. This type of development is taking off in many cities - mostly with virtual walls, but sometimes also with real ones. I would argue that with this type of development, the virtual and the actual walls have similar impacts on de-urbanising pieces of a city.

The scale and the character of these investments are captured in the vast amounts spent on buying urban properties and land. Those global, corporate investments of \$600bn from mid-2013 to mid-2014, and over 1tn from mid-2014 to mid 2015, were just to acquire existing buildings. The figure excludes site development, another major trend.

This proliferating urban gigantism has been strengthened and enabled by the privatisations and deregulations that took off in the 1990s across much of the world, and have continued since then with only a few interruptions. The overall effect has been a reduction in public buildings, and an escalation in large, corporate private ownership.

The result is a thinning in the texture and scale of spaces previously accessible to the public. Where before there was a government office building handling the regulations and oversight of this or that public economic sector, or addressing the complaints from the local neighbourhood, now there might be a corporate headquarters, a luxury apartment building or a guarded mall.

## **De-urbanisation**

Global geographies of extraction have long been key to the western world’s economic

development. And now these have moved on to urban land, going well beyond the traditional association with plantations and mines, even as these have been extended and made more brutally efficient.

The corporatising of access and control over urban land has extended not only to high-end urban sites, but also to the land beneath the homes of modest households and government offices. We are witnessing an unusually large scale of corporate buying of whole pieces of cities in the last few years. The mechanisms for these extractions are often far more complex than the outcomes, which can be quite elementary in their brutality.

One key transformation is a shift from mostly small private to large corporate modes of ownership, and from public to private. This is a process that takes place in bits and pieces, some big and some small, and to some extent these practices have long been part of the urban land market and urban development. But today's scale-up takes it all to a whole new dimension, one that alters the historic meaning of the city.

This is particularly so because what was small and/or public is becoming large and private. The trend is to move from small properties embedded in city areas that are crisscrossed by streets and small public squares, to projects that erase much of this public tissue of streets and squares via mega-projects with large, sometimes huge, footprints. This privatises and de-urbanises city space no matter the added density.

Large cities have long been complex and incomplete. This has enabled the incorporation of diverse people, logics, politics. A large, mixed city is a frontier zone where actors from different worlds can have an encounter for which there are no established rules of engagement, and where the powerless and the powerful can actually meet.

This also makes cities spaces of innovations, small and large. And this includes innovations by those without power: even if they do not necessarily become powerful in the process, they produce components of a city, thus leaving a legacy that adds to its cosmopolitanism - something that few other places enable.

Such a mix of complexity and incompleteness ensures a capacity to shape an urban subject and an urban subjectivity. It can partly override the religious subject, the ethnic subject, the racialised subject and, in certain settings, also the differences of class. There are moments in the routines of a city when we *all* become urban subjects - rush hour is one such mix of time and space.

But today, rather than a space for including people from many diverse backgrounds and cultures, our global cities are expelling people and diversity. Their new owners, often part-time inhabitants, are very international - but that does not mean they represent many

diverse cultures and traditions. Instead, they represent the new global culture of the successful - and they are astoundingly homogeneous, no matter how diverse their countries of birth and languages. This is not the urban subject that our large, mixed cities have historically produced. This is, above all, a global "corporate" subject.

Much of urban change is inevitably predicated on expelling what used to be. Since their beginnings, whether 3,000 years old or 100, cities have kept reinventing themselves, which means there are always winners and losers. Urban histories are replete with accounts of those who were once poor and quasi-outsiders, or modest middle classes, that gained ground - because cities have long accommodated extraordinary variety.

But today's large-scale corporate buying of urban space in its diverse instantiations introduces a de-urbanising dynamic. It is not adding to mixity and diversity. Instead it implants a whole new formation in our cities - in the shape of a tedious multiplication of high-rise luxury buildings.

One way of putting it is that this new set of implants contains within it a logic all of its own - one which cannot be tamed into becoming part of the logics of the traditional city. It keeps its full autonomy and, one might say, gives us all its back. And that does not look pretty.

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