



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit SST Department JSI  
Subject JUS Number 353 Title Race, Space, and the Production of Inequality\* Units: 3

Is this a cross-listed course? (Choose one) AFQ  
If yes, please identify course(s) APA 352, TCL 353, AFS 352

Is this a shared course? Yes If so, list all academic units offering this course APA, TCL, AFS

Course description:

\*Please note that the course name is in the process of being changed to "Borders, Prisons, and Suburbs." This course explores how the relationship between race and space has been important to the development of broad patterns of social inequality in the United States. Through a variety of readings, films, and other material, students will examine how ideas of race and space have been important to the making and maintenance of national boundaries, citizenship, regional histories, and spatial typologies such as border, ghetto, suburb, and prison.

**Requested designation:** Cultural Diversity in the United States-C

Note- a separate proposal is required for each designation requested

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

**Contact information:**

Name Wendy Cheng Phone 5-7870

Mail code 6403 E-mail: wendy.cheng@asu.edu

**Department Chair/Director approval: (Required)**



ARIZONA STATE UNIVERSITY

Chair/Director name (Typed): Mary Margaret Fonow

Date:

9/30/14

Chair/Director (Signature):

Mary Margaret Fonow

Arizona State University Criteria Checklist for

**CULTURAL DIVERSITY IN THE UNITED STATES [C]**

**Rationale and Objectives**

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

<b>ASU--[C] CRITERIA</b>			
<b>CULTURAL DIVERSITY IN THE UNITED STATES</b>			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.  *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.  **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.	syllabus

Course Prefix	Number	Title	General Studies Designation
JUS	353	Race, Space, and the Production of Inequality	C

Explain in detail which student activities correspond to the specific designation criteria.  
Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
1	Course focuses on contemporary period and uses current examples	See Syllabus Weekly Schedule pp. 3-6
2c	Course looks at social, historical, and structural causes of racial inequality and privilege in the US, as expressed in different spatial forms	See Syllabus Weekly Schedule pp. 3-6

**JUS 353/APA 352/AFS 352/TCL 353: Race, Space, and the Production of Inequality**

**Catalog Description**

This course explores how the relationship between race and space has been important to the development of broad patterns of social inequality in the United States. Through a variety of readings, films, and other material, students will examine how ideas of race and space have been important to the making and maintenance of national boundaries, citizenship, regional histories, and spatial typologies such as border, ghetto, suburb, and prison.

**JUS 353/APA 352/AFS 352/TCL 353: Race, Space, and the Production of Inequality\***

*\*Please note that the course name is in the process of being changed to "Borders, Prisons, and Suburbs"*

**Instructor:** Dr. Wendy Cheng  
Wilson Hall 347, 480-965-7870  
wendy.cheng@asu.edu

### Course Overview

This course is an introduction to critical scholarship on race and space in the United States. We will consider definitions of race and racism, and how the intertwining of race and differential access to space has shaped patterns of power and inequality throughout the history of the United States. Central course themes include the role of the state, privilege, property, homeownership, exclusion and containment, and social change. We pay special attention to the making and maintenance of national boundaries; regional histories; spatial typologies within metropolitan areas; and the differential racialization of Asian Americans, Latinas/os, African Americans, and Native Americans. Readings and discussion are organized in part around key spatial typologies such as border, ghetto, suburb, and prison. Assignments are designed to provide opportunities to think and write critically about the relationships between race, space, and inequality in the landscape, culminating in a collaborative class project focused on the Phoenix metropolitan area.

Students will leave this course with an advanced understanding of the following theories/factors/concepts:

- Racial formation theory
- How racial and spatial ideologies such as Manifest Destiny have been important to US history
- The relationship between race and immigration policy
- Critical analysis of everyday landscapes
- The differential racialization of African Americans, Asian Americans, Latinas/os, and Native Americans
- The sociohistorical context of different types of spaces such as ghettos, suburbs, and reservations
- Structural factors that have contributed to the racial wealth gap
- History and context for some present-day social issues in Arizona
- White privilege
- Environmental racism
- Distributive justice
- Place-based activism

In particular, students will be able to discuss and write coherently about how racial inequality is produced, perpetuated, and exacerbated through spatial practices, and be able to analyze everyday landscapes with a critical framework.

### Technical Tools

This course uses e-mail and the course Blackboard site for communication and for course materials and assignments. You must have an active ASU e-mail account and access to the Internet. If you wish to use another e-mail address, please use <https://webmail.asu.edu/emma/> to redirect your mail to your chosen account. See the tutorial at ASUonline for more information on redirecting your email: <http://asuonline.asu.edu/StudentSupport/Tutorials6/RedirectEmail.cfm>. Communication about the course will only be sent to your ASU email account; please plan on checking your ASU email account regularly for course related messages.

Occasionally, there are problems with the IT systems which will prevent you from accessing the Blackboard site or sending e-mail. For information on systems outages see the ASU systems status calendar:

<http://systemstatus.asu.edu/status/calendar.asp> If you run into technical problems, **please contact the University Technology Office Help Desk**. Email: [helpdesk@asu.edu](mailto:helpdesk@asu.edu) ; Phone: 480-965-6500

### Readings

There are 3 books for this course; all are available at the ASU Tempe bookstore and have been placed on reserve at Hayden Library:

Douglas S. Massey and Nancy A. Denton, *American Apartheid: Segregation and the Making of the Underclass* (Cambridge, MA: Harvard UP, 1993)

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004)

[\*also accessible for free as an electronic book via ASU Libraries

<http://quod.lib.umich.edu.ezproxy1.lib.asu.edu/cgi/t/text/text-idx?c=acjs;idno=heb06691> ]

Jenna M. Loyd, Matt Mitchelson, and Andrew Burrige, eds. *Beyond Walls and Cages: Prisons, Borders, and Global Crisis* (Atlanta, GA: University of Georgia Press) [\*also accessible for free as an electronic book via ASU Libraries:

<http://lib.mylibrary.com.ezproxy1.lib.asu.edu/ProductDetail.aspx?id=404583> ]

Additional readings accessible via Blackboard

### Assignments and Grading

Item	Percent of grade	Description
<i>Class attendance &amp; participation</i>	10%	Participation includes regular attendance, keeping up with the assigned material, and active participation in class discussions and activities.
<i>In-class presentations</i>	5%	In groups of 2-3, you will make a brief in-class presentation on readings twice during the course of the semester. The presentation should cover the key ideas of that day's readings (without summarizing) and raise questions for discussion.
<i>Weekly reflection papers</i>	10%	Weekly entries of 1 page each, double-spaced, approximately 250 words). Reading responses are due by the start of the second class of each week. <u>You must bring a hard copy to class in order to receive credit.</u> Each reading response should cover <i>all</i> of the readings listed under that week. It is an opportunity to raise questions, make connections between readings, and consider larger course themes and how these relate to your own experiences and interests. Occasionally you may be required to respond to specific discussion questions.
<i>Midterm</i>	25%	The midterm exam will be based on materials from the first half of the course and will include a short-answer section as well as 2-3 essay questions.
<i>Group project</i>	25%	"A People's Guide to Maricopa County." Based on the principles of <i>A People's Guide to Los Angeles</i> (Pulido, Barraclough, and Cheng 2012), you will select, research, write about, and photograph 3 local sites which illustrate the workings of race, power, and inequality in the landscape. You will be asked to work in pairs. Site entries will be presented in class and posted online at <a href="http://PeoplesGuidetoMaricopa.blogspot.com/">http://PeoplesGuidetoMaricopa.blogspot.com/</a> .
<i>Take-home final exam</i>	25%	The final exam will be based on materials from the entire course, with an emphasis on the second half, and will consist of 1-2 essay questions.



### Course Guidelines

- *Class conduct:* No texting, use of cell phones, browsing the Internet, etc., during class. Please turn off your cell phones or set them to silent.
- *Attendance:* More than two absences, barring medical or family emergencies, will result in the docking of your participation grade by a full letter *per additional absence*.
- *Late work:* Late reading response papers will not be read, and will be counted as missed. More than two missed response papers will bring your reading response grade down a full letter; each subsequent missed entry will be docked an additional full letter grade *per missed entry*. Late assignments will be docked a full letter grade, without exception. No work that is more than four days late will be accepted, unless you receive prior approval from the instructor at least one class in advance of the due date.
- *Academic integrity:* Plagiarism is not tolerated and will result, at minimum, in a failing grade in the course. If you are in doubt as to what constitutes plagiarism, more information is available at: [http://provost.asu.edu/academicintegrity/students#avoid\\_plagiarism](http://provost.asu.edu/academicintegrity/students#avoid_plagiarism).
- *Disabilities:* Please discuss any accommodations you may need with the instructor as early as possible. For more information, consult ASU's Disability Resource Center, <http://www.asu.edu/studentaffairs/ed/drc/>.
- *Modifications to the syllabus:* Although the overall course requirements will not change, the instructor reserves the right to modify the syllabus (e.g. weekly schedule, readings, due dates) during the course of the semester. These changes may be announced in class, via email, or via Blackboard. It is your responsibility to be attentive to any changes and you will be expected to complete the coursework accordingly.

### Weekly Schedule

Week	Topic/Activities	Readings/Other Media
Introduction	<b>Introduction and Course Overview</b> <ul style="list-style-type: none"> <li>• Review syllabus</li> <li>• Introductory lecture</li> </ul>	
Week 1	<b>Race, Space, and the Landscape:</b> An introduction to thinking critically about cultural landscapes and how everyday landscapes are racialized.	<ul style="list-style-type: none"> <li>• George Lipsitz, "The Racialization of Space and the Spatialization of Race" (BB)</li> <li>• Richard Schein, "Normative Dimensions of Landscape" (BB)</li> <li>• James Rojas, "The Enacted Environment" (BB)</li> <li>• Laura Pulido, Laura Barraclough, and Wendy Cheng, <i>A People's Guide to Los Angeles</i> (Introduction) (BB)</li> <li>• <i>Optional:</i> Laura Pulido, Laura Barraclough, and Wendy Cheng, <i>A People's Guide to Los Angeles</i>, Chs. 1-2 (BB)</li> </ul>

Week 2	<p><b>Racial Formation and the Nation Space:</b> How have ideas of U.S. nationhood been important to creating racial hierarchies? How are these hierarchies implemented by the state and how do they play out in space?</p> <ul style="list-style-type: none"> <li>In-class film screening: <i>9500 Liberty</i> (dir. Eric Byler, 2010)</li> </ul>	<ul style="list-style-type: none"> <li>Michael Omi and Howard Winant, <i>Racial Formation in the United States</i> (excerpt) (BB)</li> <li>Nicholas De Genova, "Latino and Asian Racial Formations at the Frontiers of US Nationalism" (BB)</li> <li>Alessandra Moctezuma and Mike Davis, "Policing the Third Border" (BB)</li> </ul>
Week 3	<p><b>Racial Formation and the Nation Space (continued):</b> The connection between immigration policy and race and citizenship .</p> <ul style="list-style-type: none"> <li>Presentation by Nancy Godoy, Curator and Librarian, ASU Chicana/o Research Collection on how to do archival research; start thinking about what kind of sites you might like to work on for your final project</li> </ul>	<ul style="list-style-type: none"> <li>Mae Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>, pp. 1-90</li> </ul>
Week 4	<p><b>Arizona and the Making of the US-Mexico Border:</b> The regional history of the Southwest and why thinking about imperialism and colonialism is important to understanding the US racial order.</p>	<ul style="list-style-type: none"> <li>Patricia Nelson Limerick, "The Burdens of Western American History" (BB)</li> <li>Otto Santa Ana and Celeste González de Bustamante, eds., <i>Arizona Firestorm: Global Immigration Realities, National Media, and Provincial Politics</i> (Lanham, MD: Rowman &amp; Littlefield, 2012), Chs. 2, 5, 6 (BB)</li> <li><i>Optional:</i> Santa Ana and González de Bustamante, <i>Arizona Firestorm</i>, Chs. 3-4 (BB)</li> </ul>
Week 5	<p><b>Property, Privilege, and Environmental Racism:</b> The relationship between whiteness and property in legal history and the concept of whiteness as privilege with regard to environmental racism.</p> <ul style="list-style-type: none"> <li>"People's Guide" group project proposals due in class</li> </ul>	<ul style="list-style-type: none"> <li>Cheryl Harris, "Whiteness as Property"(BB)</li> <li>Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" (BB)</li> </ul>

Week 6	<b>Differential Access to Homeownership and the Creation of the Ghetto:</b> The history of residential segregation in the United States and the role of the state and private sector; contemporary implications.	<ul style="list-style-type: none"> <li>• Douglas Massey and Nancy Denton, <i>American Apartheid</i>, (pp1-114)</li> <li>• Thomas M. Shapiro, "Race, Homeownership and Wealth" (BB)</li> <li>• Thomas M. Shapiro and Melvin L. Oliver, "Sub-prime as a Black Catastrophe" (BB)</li> </ul>
Week 7	<b>Spaces of Privilege:</b> The role of white racial and class privilege in the development of suburban spaces.	<ul style="list-style-type: none"> <li>• Laura Barraclough, <i>Making the San Fernando Valley: Rural Landscapes, Urban Development, and White Privilege</i> (Atlanta: University of Georgia Press, 2011) (selections) (BB)</li> </ul>
Week 8	<b>The Idea of Chinatown:</b> How Chinese were segregated in Chinatowns based on ideas of foreignness and contamination; how this has played out in a contemporary context in "ethnoburbs"	<ul style="list-style-type: none"> <li>• Kay J. Anderson, "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category" (BB)</li> <li>• Cindy I-Fen Cheng, "Out of Chinatown and into the Suburbs: Chinese Americans and the Politics of Cultural Citizenship in Early Cold War America" (BB)</li> </ul> <p>Wei Li, "Spatial Transformation of an Urban Ethnic Community: From Chinatown to Ethnoburb in Los Angeles" (BB)</p>
Week 9	<b>Midterm</b>	<ul style="list-style-type: none"> <li>• No assigned reading. Study well!</li> </ul>

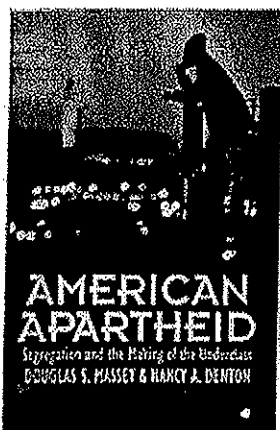
Week 10	<p><b>The Birth of the Reservation:</b> How specific notions of individuality and property have shaped Native American space and identity.</p> <ul style="list-style-type: none"> <li>In-class film screening: <i>Alcatraz Is Not an Island</i> (dir. James M. Fortier, 2002)</li> </ul>	<ul style="list-style-type: none"> <li>Thomas Biolsi, "The Birth of the Reservation: Making the Modern Individual among the Lakota" (<i>American Ethnologist</i> 22:1, (1995), pp28-53) (BB)</li> <li>Troy Johnson, Joane Nagel, and Duane Champagne, eds., <i>American Indian Activism: From Alcatraz to the Longest Walk</i> (Urbana and Chicago: University of Illinois Press, 1997) (Chapters by Johnson et al., Rundstrom, and Talbot) (BB)</li> </ul>
Week 11	<p><b>Urban Indians and Native Hubs:</b> History and experiences of Native Americans living in cities.</p> <ul style="list-style-type: none"> <li>"People's Guide" site entry drafts (including print-outs of images) due</li> </ul>	<ul style="list-style-type: none"> <li>Renya Ramirez, <i>Native Hubs</i> (Chapters 2-3, 5-7)</li> <li>Optional: Ramirez, <i>Native Hubs</i> (Introduction)</li> </ul>
Week 12	<p><b>'What is a Camp?':</b> The legal and political conditions and characteristics that create indefinite spaces of detention.</p>	<ul style="list-style-type: none"> <li>Giorgio Agamben, "What is a Camp?" (BB)</li> <li>Mae Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>, pp175-201</li> <li>Amy Kaplan, "Where is Guantánamo?" (BB)</li> </ul>
Week 13	<p><b>Prisons, borders and abolition:</b> Where are prisons sited and why? Contemporary prison expansion and its sociohistorical roots. Connection to immigration detention and anti-prison activism.</p> <ul style="list-style-type: none"> <li>In-class film screening: <i>Prison Town, USA</i> (dirs. Kate Galloway and Po Kutchins, 2007)</li> </ul>	<ul style="list-style-type: none"> <li>Ruth Wilson Gilmore, "The Prison Fix" (from <i>Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California</i>, pp. 87-127) (BB)</li> <li>Selections from Loyd et al., <i>Beyond Walls and Cages</i>, pp. 1-15, 42-54, 129-42</li> <li>Optional: Ruth Wilson Gilmore, "Forgotten Places and the Seeds of Grassroots Planning" (in Charles Hale, ed., <i>Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship</i>, Berkeley: UC Press, 2008, pp. 31-61) (BB)</li> </ul>
Week 14	<p><b>Prisons, borders and abolition</b> (continued)</p>	<ul style="list-style-type: none"> <li>Selections from Loyd et al., <i>Beyond Walls and Cages</i>, pp. 19-26, 143-62, 173-8, 190-227</li> </ul>
Weeks 15	<p><b>"People's Guide" group presentations/ Conclusions and reflections</b></p> <ul style="list-style-type: none"> <li>Final <i>People's Guide</i> site entries due by the beginning of class via email and hard copy</li> <li>Take-home final distributed</li> </ul>	

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Douglas Massey  
Nancy Denton

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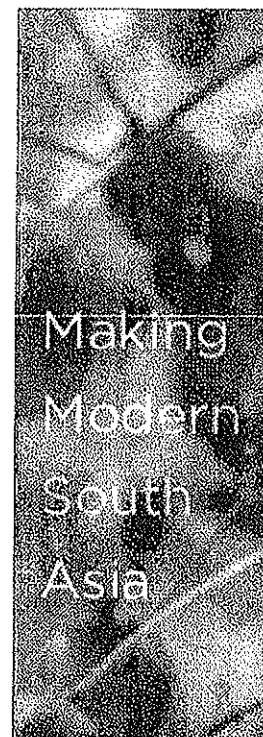
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### Preface

1. The Missing Link
2. The Construction of the Ghetto
3. The Persistence of the Ghetto
4. The Continuing Causes of Segregation
5. The Creation of Underclass Communities
6. The Perpetuation of the Underclass
7. The Failure of Public Policy
8. The Future of the Ghetto

Notes

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In Huck's Raft, his award-winning



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## Impossible subjects : illegal aliens and the making of modern America

Author: [Mae M Ngai](#)  
Publisher: Princeton, N.J. : Princeton University Press, ©2004.  
Series: [Politics and society in twentieth-century America.](#)  
Edition/Format: Book : English [View all editions and formats](#)  
Database: WorldCat

Summary: "This book traces the origins of the "illegal alien" in American law and society, explaining why and how illegal migration became the central problem in U.S. immigration policy - a process that profoundly shaped ideas and practices about citizenship, race, and state authority in the twentieth century."--Jacket.

Rating: (not yet rated) [0 with reviews - Be the first.](#)

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<b>OCLC Number:</b>	51726775
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# Beyond walls and cages : prisons, borders, and global crisis

**Other Authors:** [Loyd, Jenna M., 1973-](#), [Mitchelson, Matt, 1978-](#), [Burrige, Andrew, 1981-](#)

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- Creating spaces for change an interview with Amy Gottlieb, November 2009 / Jenna Loyd
- Bajo la misma luna (under the same moon) / Elizabeth Vargas
- Policing our nation: an examination of the ideological connections between border vigilantism and U.S. national ideology / Jodie M. Lawston, Ruben R. Murillo

- Resisting the security-industrial complex operation streamline and the militarization of the Arizona-Mexico borderlands / Borderlands Autonomist Collective
- Detention and access to justice a Florence project case study / Christopher Stenken
- Community, identity, and political struggle challenging immigrant prisons in Arizona / Zoe Hammer
- "Live, love, and work" an interview with Luis Fernandez, August 2010 / Jenna Loyd
- A politics for our time? Organizing against jails / Joshua M. Price
- "A prison is not a home" notes from the campaign to end immigrant family detention / Bob Libal, Lauren Martin, Nicole Porter
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- ¡La policía, la migra, la misma porquería! Popular resistance to state violence / Mariana Viturro
- Mapping black bodies for disease prisons, migration, and the politics of HIV/AIDS / Rashad Shabazz
- The war on drugs is a war on relationships crossing the borders of fear, silence, and HIV vulnerability in the prison-created diaspora / Laura McTighe
- Immigrant justice from a trans perspective an interview with Gaél Guevara, May 2009 / Jenna Loyd
- Descado en Los Angeles cycles of invisible resistance / Irina Contreras
- Winning the fight of our lives / Subhash Kateel.

## JUS 353: Race, Space, and the Production of Inequality

### List of Required Reading

Douglas S. Massey and Nancy A. Denton, *American Apartheid: Segregation and the Making of the Underclass* (Cambridge, MA: Harvard UP, 1993)

Mae Ngai, *Impossible Subjects: Illegal Aliens and the Making of Modern America* (Princeton: Princeton University Press, 2004)

Jenna M. Loyd, Matt Mitchelson, and Andrew Burrige, eds. *Beyond Walls and Cages: Prisons, Borders, and Global Crisis* (Atlanta, GA: University of Georgia Press)

George Lipsitz, "The Racialization of Space and the Spatialization of Race" (*Landscape Journal* 26:1 (2007), pp10-23)

Richard Schein, "Normative Dimensions of Landscape" (from Chris Wilson and Paul Groth, eds., *Everyday America: Cultural Landscape Studies after J. B. Jackson*, Berkeley: University of California Press, 2003, pp. 199-218)

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Patricia Nelson Limerick, "The Burdens of Western American History" (From *The Legacy of Conquest*, New York: W. W. Norton, 1987), pp. 322-49

Otto Santa Ana and Celeste González de Bustamante, eds., *Arizona Firestorm: Global Immigration Realities, National Media, and Provincial Politics* (Lanham, MD: Rowman & Littlefield, 2012), Chs. 2, 5, 6

Cheryl Harris, "Whiteness as Property" (*Harvard Law Review* 106:8 (1993), pp1707-91) (BB)

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Thomas M. Shapiro and Melvin L. Oliver, "Sub-prime as a Black Catastrophe" (*The American Prospect*, September 22, 2008, A9-A11)

Laura Barraclough, *Making the San Fernando Valley: Rural Landscapes, Urban Development, and White Privilege* (Atlanta: University of Georgia Press, 2011) (selections)

Kay J. Anderson, "The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category" (*Annals of the Association of American Geographers* 77:4 (1987), pp580-98)

Cindy I-Fen Cheng, "Out of Chinatown and into the Suburbs: Chinese Americans and the Politics of Cultural Citizenship in Early Cold War America" (*American Quarterly* 58:4 (2000), pp1067-90)

Wei Li, "Spatial Transformation of an Urban Ethnic Community: From Chinatown to Ethnoburb in Los Angeles" (in Li, ed., *From Urban Enclave to Ethnic Suburb: New Asian Communities in Pacific Rim Communities*, Honolulu: University of Hawaii Press, 2006, pp74-94)

Thomas Biolsi, "The Birth of the Reservation: Making the Modern Individual among the Lakota" (*American Ethnologist* 22:1 (1995), pp28-53)

Troy Johnson, Joane Nagel, and Duane Champagne, eds., *American Indian Activism: From Alcatraz to the Longest Walk* (Urbana and Chicago: University of Illinois Press, 1997) (Chapters by Johnson et al., Rundstrom, and Talbot)

Giorgio Agamben, "What is a Camp?" (*Means without End: Notes on Politics*, Minneapolis: University of Minnesota Press, 2005, pp37-48)

Amy Kaplan, "Where is Guantánamo?" (*American Quarterly* 57:3 (2005), pp831-858)

Ruth Wilson Gilmore, "The Prison Fix" (from *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*, pp. 87-127)