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

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>SST</th>
<th>Department</th>
<th>JSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>JUS</td>
<td>Number</td>
<td>Title</td>
</tr>
<tr>
<td>Is this a cross-listed course?</td>
<td>(Choose one)</td>
<td>APA 352, TCL 353, AFS 352</td>
<td></td>
</tr>
<tr>
<td>If yes, please identify course(s)</td>
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<tr>
<td>Is this a shared course?</td>
<td>Yes</td>
<td>If so, list all academic units offering this course APA, TCL, AFS</td>
<td></td>
</tr>
<tr>
<td>Course description:</td>
<td>&quot;Please note that the course name is in the process of being changed to &quot;Borders, Prisons, and Suburbs.&quot; 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.&quot;</td>
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</tbody>
</table>

Requested designation: Literacy and Critical Inquiry-L.

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 or 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 (M)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/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)
Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
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</table>

**CRITERION 1:**
At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. In-class essay exams may not be used for [L] designation.

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</table>

**CRITERION 2:**
The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</table>

**CRITERION 3:**
The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

Identify Documentation Submitted

See attached

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".

C-4
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUS</td>
<td>353</td>
<td>Race, Space, and the Production of Inequality</td>
<td>L</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>First writing assignment: “A People’s Guide to Maricopa County” group project requires students to work in pairs to do original research, writing, and critical thinking on three sites in Maricopa County that illustrate course themes. It is 25% of the final grade. 2nd writing assignment: Take-home final worth 25% of the grade requires students to write a 5-7 page essay reflecting critically on course themes and content.</td>
<td>See syllabus, p. 2</td>
</tr>
<tr>
<td>C2</td>
<td>“A People’s Guide to Maricopa County” group project requires students to work in pairs to do original research, writing, and critical thinking on three sites in Maricopa County that illustrate course themes. Take-home final worth requires students to write a 5-7 page essay reflecting critically on course themes and content.</td>
<td>See attached assignments</td>
</tr>
<tr>
<td>C3</td>
<td>Students are required to do original site-based research and reference scholarly articles for their group project. They must engage critically with course ideas and content for their take-home final. They also do an in-class presentation of their group project.</td>
<td>See attached assignments</td>
</tr>
<tr>
<td>C4</td>
<td>Students work on the group project throughout the semester, beginning with a proposal, and then submitting a draft of the project. They get feedback on both, which then helps guide and improve the development of the project throughout as well as the final draft.</td>
<td>See syllabus weekly schedule, Weeks 5 and 11; see assignment</td>
</tr>
</tbody>
</table>
C1. First writing assignment: “A People’s Guide to Maricopa County” group project requires students to work in pairs to do original research, writing, and critical thinking on three sites in Maricopa County that illustrate course themes. It is 25% of the final grade. 2nd writing assignment: Take-home final worth 25% of the grade requires students to write a 5-7 page essay reflecting critically on course themes and content.

C2. See attached “People’s Guide to Maricopa County” assignment and Take-Home Final prompt.

C3. See attached “People’s Guide to Maricopa County” assignment and Take-Home Final prompt. Group project also requires an in-class presentation.

C4. See attached “People’s Guide to Maricopa County” assignment and syllabus. Students work on the project throughout the semester, beginning with a detailed proposal, and then submitting a draft of the project. They get extensive feedback on both, which then helps guide them and improve the development of the project throughout as well as the final draft.
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.
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; 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:


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

Jenna M. Loyd, Matt Mitchelson, and Andrew Burridge, eds. Beyond Wells 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.nylibrary.com/ezproxy1.lib.asu.edu/ProductDetail.aspx?id=404583 ]

Additional readings accessible via Blackboard

Assignments and Grading

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance &amp; participation</td>
<td>10%</td>
<td>Participation includes regular attendance, keeping up with the assigned material, and active participation in class discussions and activities.</td>
</tr>
<tr>
<td>In-class presentations</td>
<td>5%</td>
<td>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.</td>
</tr>
<tr>
<td>Weekly reflection papers</td>
<td>10%</td>
<td>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. You must bring a hard copy to class in order to receive credit. Each reading response should cover all 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.</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
<td>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.</td>
</tr>
<tr>
<td>Group project</td>
<td>25%</td>
<td>“A People's Guide to Maricopa County.” Based on the principles of A People's Guide to Los Angeles (Pulido, Baraclough, 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>.</td>
</tr>
<tr>
<td>Take-home final exam.</td>
<td>25%</td>
<td>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.</td>
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</tbody>
</table>
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/](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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activities</th>
<th>Readings/Other Media</th>
</tr>
</thead>
</table>
| **Introduction** | **Introduction and Course Overview**  
  - Review syllabus  
  - Introductory lecture | |
| **Race, Space, and the Landscape:** An introduction to thinking critically about cultural landscapes and how everyday landscapes are racialized. | **George Lipsitz, “The Racialization of Space and the Spatialization of Race” (BB)  
  - Richard Schein, “Normative Dimensions of Landscape” (BB)  
  - James Rojas, “The Enacted Environment” (BB)  
  (Introduction) (BB)  
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Racial Formation and the Nation Space: 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?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• In-class film screening: <em>9500 Liberty</em> (dir. Eric Byler, 2010)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Racial Formation and the Nation Space (continued): The connection between immigration policy and race and citizenship.</td>
</tr>
<tr>
<td></td>
<td>• 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</td>
</tr>
<tr>
<td>Week 4</td>
<td>Arizona and the Making of the US-Mexico Border: The regional history of the Southwest and why thinking about imperialism and colonialism is important to understanding the US racial order.</td>
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<tr>
<td></td>
<td>• Patricia Nelson Limerick, “The Burdens of Western American History” (BB)</td>
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<tr>
<td></td>
<td>• Otto Santa Ana and Celeste González de Bustamante, eds., <em>Arizona Firestorm: Global Immigration Realities, National Media, and Provincial Politics</em> (Lanham, MD: Rowman &amp; Littlefield, 2012), Chs. 2, 5, 6 (BB)</td>
</tr>
<tr>
<td></td>
<td>• Optional: Santa Ana and González de Bustamante, <em>Arizona Firestorm</em>, Chs. 3-4 (BB)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Property, Privilege, and Environmental Racism: The relationship between whiteness and property in legal history and the concept of whiteness as privilege with regard to environmental racism.</td>
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<tr>
<td></td>
<td>• “People’s Guide” group project proposals due in class</td>
</tr>
<tr>
<td></td>
<td>• Cheryl Harris, “Whiteness as Property” (BB)</td>
</tr>
<tr>
<td></td>
<td>• Laura Pulido, “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California” (BB)</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
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</table>
| 6    | Differential Access to Homeownership and the Creation of the Ghetto: The history of residential segregation in the United States and the role of the state and private sector; contemporary implications. | • Douglas Massey and Nancy Denton, *American Apartheid*, (pp1-114)  
• Thomas M. Shapiro, “Race, Homeownership and Wealth” (BB)  
• Thomas M. Shapiro and Melvin L. Oliver, “Sub-prime as a Black Catastrophe” (BB) |
| 8    | The Idea of Chinatown: How Chinese were segregated in Chinatowns based on ideas of foreignness and contamination; how this has played out in a contemporary context in "ethnoburbs" | • Kay J. Anderson, “The Idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category” (BB)  
• 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)  
• Wei Li, “Spatial Transformation of an Urban Ethnic Community: From Chinatown to Ethnoburb in Los Angeles” (BB) |
| 9    | Midterm | • No assigned reading. Study well! |
| Week 10 | **The Birth of the Reservation**: How specific notions of individuality and property have shaped Native American space and identity.  
| Week 11 | **Urban Indians and Native Hubs**: History and experiences of Native Americans living in cities.  
- "People's Guide" site entry drafts (including print-outs of images) due |
| Week 12 | **'What is a Camp?'**: The legal and political conditions and characteristics that create indefinite spaces of detention.  
- Giorgio Agamben, "What is a Camp?" (BB)  
- Amy Kaplan, "Where is Guantánamo?" (BB) |
- In-class film screening: *Prison Town, USA* (dirs. Kate Galloway and Po Kutchins, 2007)  
- Ruth Wilson Gilmore, "The Prison Fix" (from *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*, pp. 87-127) (BB)  
- Selections from Loyd et al., *Beyond Walls and Cages*, pp. 1-15, 42-54, 129-42  
| Week 14 | **Prisons, borders and abolition** (continued)  
- Selections from Loyd et al., *Beyond Walls and Cages*, pp. 19-26, 143-62, 173-8, 190-227 |
| Weeks 15 | **"People's Guide" group presentations/ Conclusions and reflections**  
- Final *People's Guide* site entries due by the beginning of class via email and hard copy  
- Take-home final distributed |
Assignment

Working in groups of 2-3, choose, research, visit, write about, and photograph 3-5 sites (3 sites for a group of 2, 5 sites for a group of 3) in the Phoenix metropolitan area/Maricopa County that illustrate the workings of race, power, and inequality in the landscape. For each entry, provide an address, directions, and at least one contemporary photograph and one archival image (when applicable). Address the following questions: Why did you pick this site? What happened here? What is there now, and is there a connection between what is there now and what used to be there? What is each site’s significance with regard to ideas and themes of the course (e.g. white privilege, environmental racism, differential racialization, activism)?

Each site entry should be 350-500 words in length, and include a list of references which includes at least 3 scholarly sources (at least two of which must not be course texts). You will present your site entries to the rest of the class at the end of the semester. In addition, all entries will be posted online at http://peoplesguidetomaricopa.blogspot.com/, and treated as course material in the final exam. Please also feel free to use your reading response papers as a venue to write about the process of working on the project.

A brief proposal listing the top 5-8 sites you would like to work on in order of preference (one proposal per group), including one or two sentences describing what happened at each site and its probable significance with regard to the themes of the course, is due at the beginning of class on Thursday, September 22.
Resources

Electronic Databases and Archives

ASU Library electronic research databases (complete listing)
http://library.lib.asu.edu/search/y

Lexis-Nexis Academic Universe (newspaper articles)
http://library.lib.asu.edu/record=e1000286

ProQuest
http://search.proquest.com.ezproxy1.lib.asu.edu/

ProQuest – Arizona Republic

ProQuest – Dissertations and Theses
http://library.lib.asu.edu/search~S3?/yp/yp/1%2C66%2C75%2CB/eresource&FF=yproquest+dissertations+and+theses+full+text&1%2C1%2C

Alt-Press Watch
http://library.lib.asu.edu/search~S3?/ya/ya/1%2C131%2C140%2CB/eresource&FF=yaltpresswatch&1%2C

Ethnic NewsWatch
http://library.lib.asu.edu/search~S3?/ye/ye/51%2C91%2C91%2CB/eresource&FF=yethnic+newswatch+complete&1%2C

Arizona Archives Online
http://library.lib.asu.edu/search~S3?/ya/ya/51%2C131%2C140%2CB/eresource&FF=yarizona+archives+online&1%2C

Arizona Historical Foundation Index
http://library.lib.asu.edu/search~S3?/ya/ya/51%2C131%2C140%2CB/eresource&FF=yarizona+historical+foundation+index&1%2C

Arizona and Southwestern Index
http://library.lib.asu.edu/search~S3?/ya/ya/51%2C131%2C140%2CB/eresource&FF=yarizona+southwestern+index&1%2C

Arizona State Library, Archives, and Public Records

JSTOR
http://library.lib.asu.edu/record=e1001136

Project MUSE
http://library.lib.asu.edu/search~S3?/yp/yp/1%2C66%2C75%2CB/eresource&FF=yproject+muse&1%2C
Local Libraries, Museums, and Archives

ASU libraries

Phoenix Public Library
http://www.phoenixpubliclibrary.org/default.jsp

Arizona State Library, Archives, and Public Records

Heard Museum – Library and Archives
http://www.heard.org/library/index.html

City of Tempe Library
http://www.tempe.gov/library/

Books, Articles, Reports


Asian American Historic Property Survey (Arizona Historical Research)
http://azhistory.net/aaahps/index.php

http://www.barriozona.com/index.html


**List of possible sites**

*You are encouraged to propose your own sites outside of this list*

A Mountain (Tempe)

Arizona Canal

Arizona Country Club (previously known as Ingleside Inn)

Arizona State Capitol

Bracero camp (Baseline and 32nd?)

Carver High School

Catholic diocese of Phoenix

Central Presbyterian Church (formerly Indian Presbyterian Church, across the street from former Indian School)

The Chapel In the Valley
Chandler Roundup
Chase Baseball Field
Chinese Cultural Center (at 44th St)
Concerned Residents of South Phoenix
Douglas High School
Eighth Street School
Escalante Community Center
First Congregational Church of Tempe
First Institutional Baptist Church
Food City
Garfield historic district
Gentle Strength Cooperative (Tempe)
George Washington Carver High School (formerly: Phoenix Colored High School)
Gila River reservation
Guadalupe
Indian School (former; on Indian School Road and Central in Phoenix)
Islamic Community Center of Phoenix
Japanese Buddhist Temple
Lee Lee Oriental Supermarket (Chandler)
Lindstrom Family Auto Wash (Phoenix)
Litchfield Park
Luke Air force Base
Mekong Plaza
Mexican Imports on Brown Avenue, Scottsdale
Mill Avenue/ Project S.I.T.

Our Lady of Perpetual Help Church (Scottsdale)

Palm Croft District

Paradise Valley Country Club

Phoenix Encanto District

Phoenix Indian Medical Center

Phoenix Market (downtown)

Phoenix Ranch Market (South Phoenix)

St. Mary’s Church (Tempe - University and College)

Salt River

Santa Rita Hall (10th St. and Hadley)

Scottsdale Historical Museum. (before Coronado School/Red School House)

Sky Harbor International Airport

South Mountain flower growers (Japanese American)

Sunnyslope neighborhood

Tanner Chapel AME Church

Tempe Bridge

Tempe Normal School for the Arizona Territory (ASU)

Tempe Town Lake

Tohono O’odham reservation

Universal Memorial Center Funeral Homes (before Universal Memorial Chapel at 1100 Jefferson Street )

Van Buren Street
Wells Fargo Tower
Take-Home Final Exam

Choose one of the prompts below and write an essay of 5-7 pages (double-spaced). The essay should be clearly organized, well-written, and carefully proofread. Your essay must be turned in via email by 12 NOON on Monday, December 9. No late exams will be accepted.

1. Define and explain Giorgio Agamben’s concepts of camps and “states of exception.” Choosing 3 specific examples from course materials (you may include one film), discuss in detail how each accords with and/or challenges Agamben’s concept. What is the role of the state in each instance? How are place and space important?

2. Cultural theorist Stuart Hall has defined cultural identity as “not an essence but a positioning: the names we give to the different ways we are positioned by, and position ourselves within, the narratives of the past.” Many of the authors we have read make specific arguments that counter dominant historical and contemporary narratives. How do you feel you are positioned by, and position yourself within, the “counternarratives” we have discussed in this course? Choosing 3 examples from your personal family history, discuss how each fits (or does not fit) into major course themes (e.g. immigration, housing, property, privilege, racism, racial formation, camps). Be sure to reference relevant course materials.
American Apartheid
Segregation and the Making of the Underclass
Douglas Massey
Nancy Denton

Related Subjects
SOCIAL SCIENCE: Ethnic Studies:
African-American Studies

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About This Book  |  About the Authors  |  Reviews  |  Table of Contents

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
Index

RECENT NEWS
- Bruce Ackerman, author of The Decline and Fall of the American Republic and the

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BLOG
September 23: Is Adulthood Dying?
In Huck's Raft, his award-winning

http://www.hup.harvard.edu/catalog.php?isbn=9780674018211&content=toc
three-volume constitutional history We the People; wrote in Politico Magazine that the Obama administration’s new initiative to combat ISIS/ISIL represents a profound breach of the rule of law.

At a Gawker Q&A event, Danielle Citron, author of Hate Crimes in Cyberspace, answered questions from the public about online harassment. She also spoke with KPBS’s Midday Edition. At Newsweek, read an excerpt from the book.

David Motadel, author of Islam and Nazi Germany’s War, wrote in the New York Times about 18th- and 19th-century “ancestors” of today’s Islamic rebel states (such as ISIS/ISIL, Boko Haram, and The Shabab).

Now Available: The digital Loeb Classical Library (loebclassics.com) extends the founding mission of James Loeb with an interconnected, fully searchable, perpetually growing virtual library of all that is important in Greek and Latin literature.

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Impossible subjects: illegal aliens and the making of modern America

Author: Mae M. Ngai
Edition/Format: 1 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
Subjects: Illegal aliens -- United States -- History.
Emigration and immigration law -- United States -- History.
Citizenship -- United States -- History.
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Brooklyn College
Phoenix, Arizona 85016, United States
2m / 2.1 km

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Impossible subjects: illegal aliens and the making of modern America (Book, 2004) [WorldCat.org]

1. Arizona State University Libraries
   Tempe, AZ 85287 United States
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Details

Genre/Form: History

Material Type: Internet resource

Document Type: Book, Internet Resource

All Authors / Contributors:
Mae M Ngai

Find more information about: [Mae M Ngai]

ISBN: 0691074712 9780691074719 0691124299 9780691124292

OCLC Number: 51726775

Awards:
Winner of Association for Asian American Studies (AAAS): History Award 2004.
Winner of OAH Frederick Jackson Turner Award 2005.
Runner-up for Gustavus Myers Outstanding Book Award 2005.

Description: xx, 377 p.: ill.; 24 cm.
Contents:

List of figures and illustrations --
List of tables --
Acknowledgments --
Note on language and terminology --
Introduction: Illegal aliens, a problem of law and history --
1. The regime of quotas and papers --
2. Deportation policy and the making and unmaking of illegal aliens --
3. From Colonial subject to undesirable alien: Filipino migration in the invisible empire --
4. Braceros, "wetbacks," and the national boundaries of class --
5. War, nationalism, and alien citizenship --
6. The World War II internment of Japanese Americans and the citizenship renunciation cases --
7. The Cold War Chinese immigration crisis and the confession cases --
8. Pluralism and nationalism in post-World War II immigration reform --
9. The liberal critique and reform of immigration policy --
Epilogue --
Appendix --
Notes --
Archival and other primary sources --
Index.

Series Title: Politics and society in twentieth-century America.

Responsibility: Mae M. Ngai.

More information: Table of contents · Book review (H-Net) · Publisher description

Abstract:

Traces the origins of the "illegal alien" in American law and society, explaining why and how illegal migration became the central problem in US immigration policy - a process that profoundly shaped . Read more...

Reviews

Editorial reviews

Publisher Synopsis
Winner of the 2005 Lora Romero First Book Publication Prize, American Studies Association Winner of the 2005 Frederick Jackson Turner Award, Organization of American Historians Honorable Mention for . Read more...

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Beyond walls and cages: prisons, borders, and global crisis

Other Authors: Loyd, Jenna M., 1973-, Mitchelson, Matt, 1978-, Burridge, Andrew, 1981-
Material Type: EBook Book Online
Language: English
Published: Athens: University of Georgia Press, 2012
Series: Geographies of justice and social transformation; 14.
Subjects: Illegal aliens.
Detention of persons.
Imprisonment.
Border security > Government policy.
Emigration and immigration > Government policy.
Electronic books.
Tags: No Tags, Be the first to tag this record!

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Table of Contents:

- Introduction. Borders, prisons, and abolitionist visions / Jenna M. Loyd, Matt Mitchelson, Andrew Burridge
- Policing mobility maintaining global apartheid from South Africa to the United States / Joseph Nevins
- Understanding conquest through a border lens a comparative analysis of the Mexico-U.S. and Morocco-Spain regions / Cynthia Bejarano, Maria Cristina Morales, Said Saddiki
- Race, capitalist crisis, and abolitionist organizing an interview with Ruth Wilson Gilmore, February 2010 / Jenna Loyd
- The Texas-Mexico border wall and Nde memory confronting genocide and state criminality, beyond the guise of "Impunity" / Margo Tamez
- Prisoners of passage Immigration detention in Canada / Harsha Wallia, Pruma Tagore
- Mapping remote detention dislocation through isolation / Alison Mountz
- Migration policy and the criminalization of protest/ Olga Aksyutina
- William Bratton in the other L.A. / Micol Seigel
- Building prisons, building poverty prison sitings, dispossession, and mass incarceration / Anne Bonds
- Business of detention / Renee Feltz, Stokely Baksh
- Torn apart struggling to stay together after deportation / Seth Freed Wessler, Julianne Hing
- 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
• Fighting for the vote the struggle against felon and immigrant disenfranchisement / Monica W. Varsanyi
• ¡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 Gael Guevara, May 2009 / Jenna Loyd
• Descado en Los Angeles cycles of invisible resistance / Irina Contreras
• Winning the fight of our lives / Subhash Kateel.
List of Required Reading


Alessandra Moctezuma and Mike Davis, "Policing the Third Border" (*ColorLines*, November 22, 1999)


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)


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)