



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: 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 (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
LITERACY AND CRITICAL INQUIRY - [L]

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:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>In-class essay exams may not be used for [L] designation.</i></p>	See attached
<p>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.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>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".</p> </div> <p style="text-align: left;">C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	See attached
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>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".</p> </div> <p style="text-align: left;">C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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.</p>	See attached
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p>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".</p> </div> <p style="text-align: left;">C-3</p>			

ASU - [L] CRITERIA			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>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. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	See attached
<p>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</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; margin: 20px auto; width: 80%;"> <p>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".</p> </div> <p>C-4</p>			

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

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)
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.	See syllabus, p. 2
C2	"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.	See attached assignments
C3	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.	See attached assignments
C4	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.	See syllabus weekly schedule, Weeks 5 and 11; see assignment

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.

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 ; 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=acis;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.myilibrary.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 & 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 http://PeoplesGuidetoMaricopa.blogspot.com/ .
<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.
- **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

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

Week 2	<p>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?</p> <ul style="list-style-type: none"> In-class film screening: <i>9500 Liberty</i> (dir. Eric Byler, 2010) 	<ul style="list-style-type: none"> Michael Omi and Howard Winant, <i>Racial Formation in the United States</i> (excerpt) (BB) Nicholas De Genova, "Latino and Asian Racial Formations at the Frontiers of US Nationalism" (BB) Alessandra Moctezuma and Mike Davis, "Policing the Third Border" (BB)
Week 3	<p>Racial Formation and the Nation Space (continued): The connection between immigration policy and race and citizenship .</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Mae Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>, pp. 1-90
Week 4	<p>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.</p>	<ul style="list-style-type: none"> Patricia Nelson Limerick, "The Burdens of Western American History" (BB) Otto Santa Ana and Celeste González de Bustamante, eds., <i>Arizona Firestorm: Global Immigration Realities, National Media, and Provincial Politics</i> (Lanham, MD: Rowman & Littlefield, 2012), Chs. 2, 5, 6 (BB) Optional: Santa Ana and González de Bustamante, <i>Arizona Firestorm</i>, Chs. 3-4 (BB)
Week 5 C4 [<p>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.</p> <ul style="list-style-type: none"> "People's Guide" group project proposals due in class 	<ul style="list-style-type: none"> Cheryl Harris, "Whiteness as Property"(BB) Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" (BB)

Week 6	<p>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.</p>	<ul style="list-style-type: none"> • Douglas Massey and Nancy Denton, <i>American Apartheid</i>, (pp1-114) • Thomas M. Shapiro, "Race, Homeownership and Wealth" (BB) • Thomas M. Shapiro and Melvin L. Oliver, "Sub-prime as a Black Catastrophe" (BB)
Week 7	<p>Spaces of Privilege: The role of white racial and class privilege in the development of suburban spaces.</p>	<ul style="list-style-type: none"> • Laura Barraclough, <i>Making the San Fernando Valley: Rural Landscapes, Urban Development, and White Privilege</i> (Atlanta: University of Georgia Press, 2011) (selections) (BB)
Week 8	<p>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"</p>	<ul style="list-style-type: none"> • 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) <p>Wei Li, "Spatial Transformation of an Urban Ethnic Community: From Chinatown to Ethnoburb in Los Angeles" (BB)</p>
Week 9	<p>Midterm</p>	<ul style="list-style-type: none"> • No assigned reading. Study well!

Week 10	<p>The Birth of the Reservation: How specific notions of individuality and property have shaped Native American space and identity.</p> <ul style="list-style-type: none"> In-class film screening: <i>Alcatraz Is Not an Island</i> (dir. James M. Fortier, 2002) 	<ul style="list-style-type: none"> Thomas Bloisi, "The Birth of the Reservation: Making the Modern Individual among the Lakota" (<i>American Ethnologist</i> 22:1 (1995), pp28-53) (BB) 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)
Week 11 c4 [<p>Urban Indians and Native Hubs: History and experiences of Native Americans living in cities.</p> <ul style="list-style-type: none"> "People's Guide" site entry drafts (including print-outs of images) due 	<ul style="list-style-type: none"> Renya Ramirez, <i>Native Hubs</i> (Chapters 2-3, 5-7) Optional: Ramirez, <i>Native Hubs</i> (Introduction)
Week 12	<p>'What is a Camp?': The legal and political conditions and characteristics that create indefinite spaces of detention.</p>	<ul style="list-style-type: none"> Giorgio Agamben, "What is a Camp?" (BB) Mae Ngai, <i>Impossible Subjects: Illegal Aliens and the Making of Modern America</i>, pp175-201 Amy Kaplan, "Where is Guantánamo?" (BB)
Week 13	<p>Prisons, borders and abolition: 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"> In-class film screening: <i>Prison Town, USA</i> (dirs. Kate Galloway and Po Kutchins, 2007) 	<ul style="list-style-type: none"> Ruth Wilson Gilmore, "The Prison Fix" (from <i>Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California</i>, pp. 87-127) (BB) Selections from Loyd et al., <i>Beyond Walls and Cages</i>, pp. 1-15, 42-54, 129-42 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)
Week 14	<p>Prisons, borders and abolition (continued)</p>	<ul style="list-style-type: none"> Selections from Loyd et al., <i>Beyond Walls and Cages</i>, pp. 19-26, 143-62, 173-8, 190-227
Weeks 15 3 [<p>"People's Guide" group presentations/ Conclusions and reflections</p> <ul style="list-style-type: none"> Final <i>People's Guide</i> site entries due by the beginning of class via email and hard copy Take-home final distributed 	

C2, C3

A PEOPLE'S GUIDE TO MARICOPA COUNTY

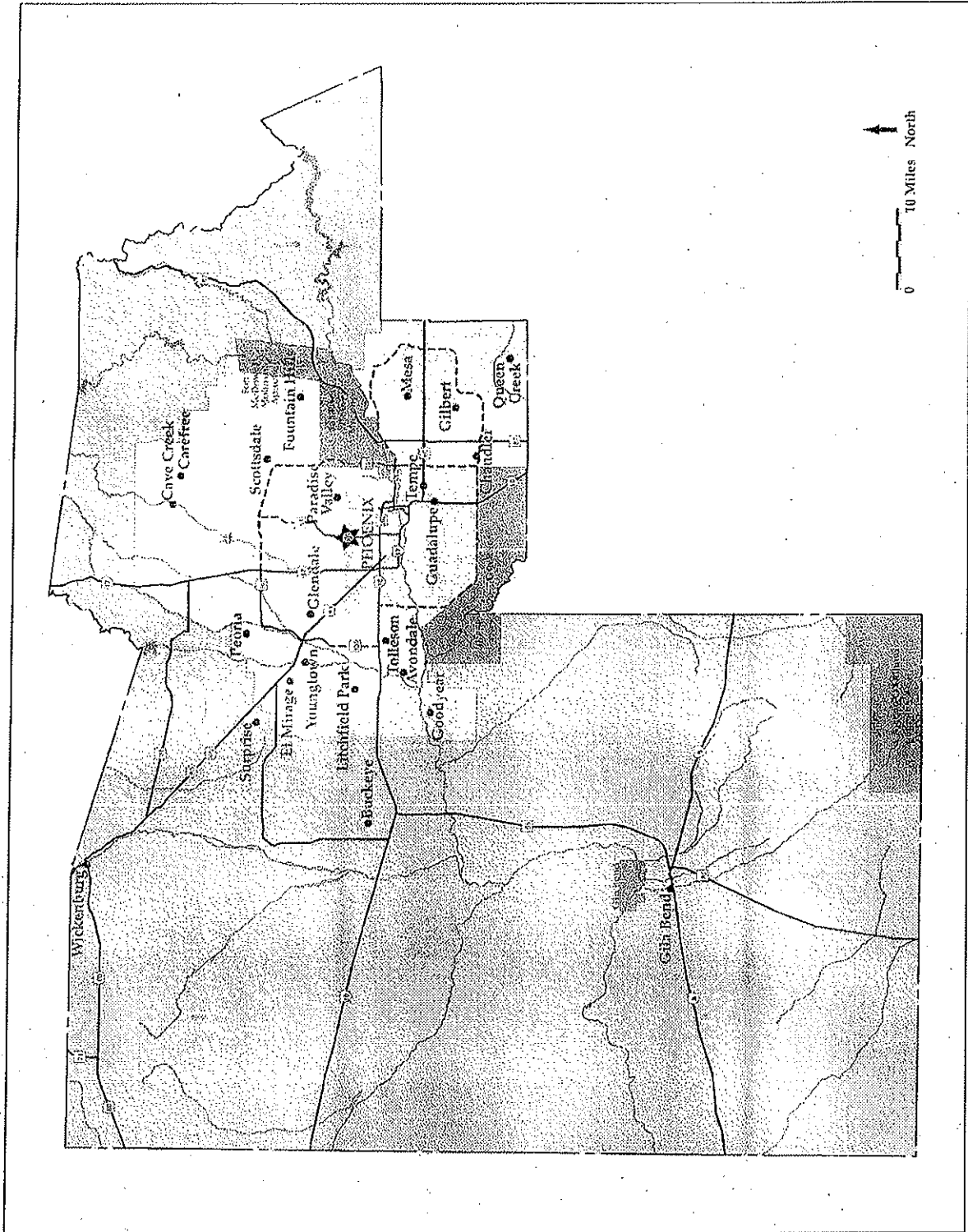
Assignment

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.

CX | 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**.

MARICOPA COUNTY



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

<http://search.proquest.com.ezproxy1.lib.asu.edu/publication/26337/citation/131C959EE8B613BAB27/1?accountid=4485>

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=yalt+presswatch&1%2C1%2C>

Ethnic NewsWatch

<http://library.lib.asu.edu/search~S3?/ye/ye/51%2C91%2C91%2CB/eresource&FF=yethnic+newswatch+complete&1%2C1%2C>

Arizona Archives Online

<http://library.lib.asu.edu/search~S3?/ya/ya/51%2C131%2C140%2CB/eresource&FF=yarizona+archives+online&1%2C1%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%2C1%2C>

Arizona and Southwestern Index

<http://library.lib.asu.edu/search~S3?/ya/ya/51%2C131%2C140%2CB/eresource&FF=yarizona+and+southwestern+index&1%2C1%2C>

Arizona State Library, Archives, and Public Records

<http://www.lib.az.us/Default.aspx>

JSTOR

<http://library.lib.asu.edu/record=e1001136>

Project MUSE

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Local Libraries, Museums, and Archives

ASU libraries

Phoenix Public Library

<http://www.phoenixpubliclibrary.org/default.jsp>

Arizona State Library, Archives, and Public Records

<http://www.lib.az.us/Default.aspx>

Heard Museum – Library and Archives

<http://www.heard.org/library/index.html>

City of Tempe Library

<http://www.tempe.gov/library/>

Books, Articles, Reports

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The State of Black Arizona. <http://stateofblackaz.org/>

The State of Latino Arizona. Downloadable at <http://www.asu.edu/vppa/asuforaz/>

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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

JUS 353

~~JUS/APA/TCL/AFS 394~~: RACE, SPACE, AND THE PRODUCTION OF INEQUALITY

Fall 2013

Professor Wendy Cheng

CV1 C3

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.

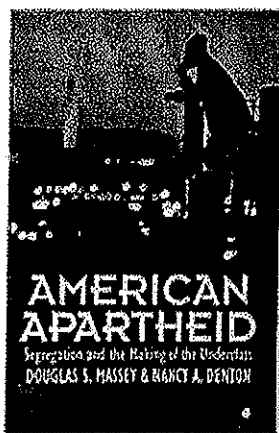
1. Define and explain Giorgio Agamben's concepts of camps and "states of exception." Choosing 3 specific examples from course materials (you may include one film), discuss in detail how each accords with and/or challenges Agamben's concept. What is the role of the state in each instance? How are place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

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Douglas Massey

Nancy Denton

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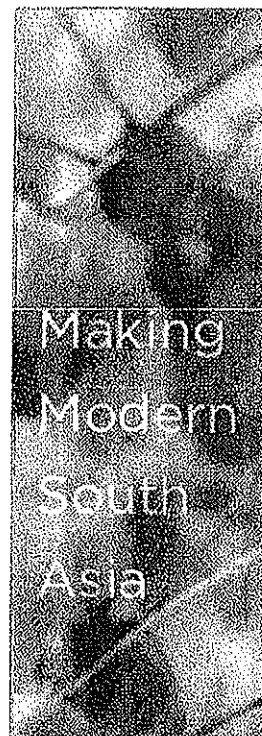
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1. The Missing Link
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5. The Creation of Underclass Communities
6. The Perpetuation of the Underclass
7. The Failure of Public Policy
8. The Future of the Ghetto

Notes

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BLOG

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

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).



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2004 history of American childhood, historian Steven Mintz traced four hundred years of history to reveal both how much has changed in the American experience of youth and how much has remained surprisingly stable. Now, with *The Prime of Life*, which we'll publish in the spring, Mintz turns to adulthood, putting the profound transformations we see today into new perspective by exploring how past generations navigated the passage to maturity. Below, he takes the recent publication of an obituary for adulthood in American popular culture as the starting point for a quick introduction to history's consistent reshaping of what it means...

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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.

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Details

Genre/Form: History

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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 Choice Magazine Outstanding Reference/Academic Book Award 2004.
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 --
- pt. 1. The regime of quotas and papers --
- 1. The Johnson-Reed Act of 1924 and the reconstruction of race in immigration law --
- 2. Deportation policy and the making and unmaking of illegal aliens --
- pt. 2. Migrants at the margins of law and nation --
- 3. From Colonial subject to undesirable alien : Filipino migration in the invisible empire --
- 4. Braceros, "wetbacks," and the national boundaries of class --
- pt. 3. War, nationalism, and alien citizenship --
- 5. The World War II internment of Japanese Americans and the citizenship renunciation cases --
- 6. The Cold War Chinese immigration crisis and the confession cases --
- pt. 4. Pluralism and nationalism in post-World War II immigration reform --
- 7. 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](#)

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Language: English

Published: Athens : University of Georgia Press, 2012

Series: Geographies of justice and social transformation ; 14.

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- 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 Ndé memory confronting genocide and state criminality, beyond the guise of "impunity" / Margo Tamez
- Prisoners of passage immigration detention in Canada / Harsha Walia, Proma 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 Vitorro
- 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.

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)
- James Rojas, "The Enacted Environment" (from Chris Wilson and Paul Groth, eds., *Everyday America: Cultural Landscape Studies after J. B. Jackson*, Berkeley: University of California Press, 2003, pp. 275-92)
- Laura Pulido, Laura Barraclough, and Wendy Cheng, *A People's Guide to Los Angeles*, pp. 1-13 (University of California Press, 2012)
- Michael Omi and Howard Winant, *Racial Formation in the United States* (New York: Routledge, 1994), pp53-91
- Nicholas De Genova, "Latino and Asian Racial Formations at the Frontiers of US Nationalism" (in De Genova, ed., *Racial Transformations: Latinos and Asians Remaking the United States*, Durham, NC: Duke UP, 2006, pp1-20)
- Alessandra Moctezuma and Mike Davis, "Policing the Third Border" (*ColorLines*, November 22, 1999)
- 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)
- Laura Pulido, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" (*Annals of the Association of American Geographers* 90:1 (2000), pp12-40)
- Thomas M. Shapiro, "Race, Homeownership and Wealth" (*Washington University Journal of Law & Policy* 20 (2006), pp. 53-74)
- 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)