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>
</table>

Subject: JUS  
Number: 353  
Title: Race, Space, and the Production of Inequality*  
Units: 3

Is this a cross-listed course? (Choose one)  
APR  
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: Social-Behavioral Sciences-SB

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 follows:
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)

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12, 5/14
Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

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

### ASU-[SB] CRITERIA

A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.

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

1. Course is designed to advance basic understanding and knowledge about human interaction.

2. Course content emphasizes the study of social behavior such as that found in:
   - ANTHROPOLOGY
   - ECONOMICS
   - CULTURAL GEOGRAPHY
   - HISTORY
   Cultural geography

3. Course emphasizes:
   a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological).
   or
   b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis).

4. Course illustrates use of social and behavioral science perspectives and data.

THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:

- Courses with primarily arts, humanities, literary or philosophical content.
- Courses with primarily natural or physical science content.
- Courses with predominantly applied orientation for professional skills or training purposes.
- Courses emphasizing primarily oral, quantitative, or written skills.
<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>Borders, Suburbs, and Prisons</td>
<td>SB</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 checklist)</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>1</td>
<td>Teaches throughout how social structures influence everyday landscapes and interactions</td>
<td>See Syllabus Weekly Schedule, pp. 3-6</td>
</tr>
<tr>
<td>2-cultural geography</td>
<td>Regularly includes cultural geography scholarship and inquiry</td>
<td>See Syllabus for themes and required readings in Weekly Schedule for Weeks 1, 5, 7, 8, 11, 13, and 14</td>
</tr>
<tr>
<td>3a and 3b-knowledge base and methods</td>
<td>Course engages knowledge base of sociology, anthropology, and cultural geography and asks students to apply these methods to original research</td>
<td>See Syllabus for required readings and Weekly Schedule and also &quot;Group Project Assignment&quot; in Assignments and Grading section.</td>
</tr>
<tr>
<td>4-SB perspectives and data</td>
<td>Course teaches interdisciplinary social science perspectives from sociology, anthropology, and cultural geography and asks students to include this type of data in their own work and analysis.</td>
<td>See Syllabus for required readings and Weekly Schedule and also &quot;Group Project Assignment&quot; in Assignments and Grading section.</td>
</tr>
</tbody>
</table>
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.
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:


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 <em>A People’s Guide to Los Angeles</em> (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>.</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>
</tr>
</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.

- **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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Activities</th>
<th>Readings/Other Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td><strong>Introduction and Course Overview</strong>&lt;br&gt;• Review syllabus&lt;br&gt;• Introductory lecture</td>
<td></td>
</tr>
</tbody>
</table>
| Week 2 | **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?  
  - In-class film screening: *9500 Liberty* (dir. Eric Byler, 2010) |
| Week 3 | **Racial Formation and the Nation Space (continued):** The connection between immigration policy and race and citizenship.  
  - 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 |
| Week 4 | **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. |
| Week 5 | **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.  
  - “People’s Guide” group project proposals due in class |

- Nicholas De Genova, “Latino and Asian Racial Formations at the Frontiers of US Nationalism” (BB)  
- Alessandra Mocetzuma and Mike Davis, “Policing the Third Border” (BB)  
- Patricia Nelson Limerick, “The Burdens of Western American History” (BB)  
- Optional: Santa Ana and González de Bustamante, *Arizona Firestorm*, Chs. 3-4 (BB)  
- Cheryl Harris, “Whiteness as Property” (BB)  
- Laura Pulido, “Rethinking Environmental Racism: White Privilege and Urban Development in Southern California” (BB)
<table>
<thead>
<tr>
<th>Week 6</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Douglas Massey and Nancy Denton, <em>American Apartheid</em>, (pp1-114)</td>
</tr>
<tr>
<td></td>
<td>• Thomas M. Shapiro, “Race, Homeownership and Wealth” <em>(BB)</em></td>
</tr>
<tr>
<td></td>
<td>• Thomas M. Shapiro and Melvin L. Oliver, “Sub-prime as a Black Catastrophe” <em>(BB)</em></td>
</tr>
<tr>
<td>Week 7</td>
<td>Spaces of Privilege: The role of white racial and class privilege in the development of suburban spaces.</td>
</tr>
<tr>
<td>Week 8</td>
<td>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”</td>
</tr>
<tr>
<td></td>
<td>• Kay J. Anderson, “The idea of Chinatown: The Power of Place and Institutional Practice in the Making of a Racial Category” <em>(BB)</em></td>
</tr>
<tr>
<td></td>
<td>• Cindy I-Fen Cheng, “Out of Chinatown and Into the Suburbs: Chinese Americans and the Politics of Cultural Citizenship in Early Cold War America” <em>(BB)</em></td>
</tr>
<tr>
<td></td>
<td>• Wei Li, “Spatial Transformation of an Urban Ethnic Community: From Chinatown to Ethnoburb in Los Angeles” <em>(BB)</em></td>
</tr>
<tr>
<td>Week 9</td>
<td>Midterm</td>
</tr>
<tr>
<td></td>
<td>• No assigned reading. Study well!</td>
</tr>
</tbody>
</table>
| 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 |  
- Renya Ramirez, *Native Hubs* (Chapters 2-3, 5-7)  
- Optional: Ramirez, *Native Hubs* (Introduction) |
| 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) |  
- 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 |
American Apartheid
Segregation and the Making of the Underclass
Douglas Massey
Nancy Denton

Book Details
PAPERBACK
$30.50 • £22.95 • €27.50
ISBN 9780674018211
Publication: July 1998
Available 10/10/2014
Short
312 pages
6-1/8 x 9-1/4 inches
1 line illustration, 22 tables
World

About This Book
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
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About the Authors

Reviews

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

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Blog
September 23: Is Adulthood Dying?
In Huck's Reft, his award-winning
Impossible subjects: illegal aliens and the making of modern America

Author: Mae M. Ngai
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
Subjects: Illegal aliens -- United States -- History.
Emigration and immigration law -- United States -- History.
Citizenship -- United States -- History.
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   Silver City, NM 88062 United States
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   Add to favorites

Buy It

Seller: Better World Books
Price: $36.72

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 --
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

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...

User-contributed reviews

Add a review and share your thoughts with other readers. For a list

Tags

Add tags for "Impossible subjects: illegal aliens and the making of modern America".

All user tags (1)
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!

Classic Catalog: View this record in the classic catalog

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


George Lipsitz, “The Racialization of Space and the Spatialization of Race” (Landscape Journal 26:1 (2007), pp.10-23)


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


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


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)


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