

1.) DATE: 7/10/18	2.) COMMUNITY COLLEGE: <b>Maricopa Co. Comm. College District</b>
3.) PROPOSED COURSE: Prefix: HIS Number: 105 Title: Arizona History Credits: 3	
<p>CROSS LISTED WITH:</p> <p>Prefix:            Number:            ; Prefix:            Number:            ;</p> <p>Prefix:            Number:            ; Prefix:            Number:            ;</p> <p>Prefix:            Number:            ; Prefix:            Number:            .</p>	
4.) COMMUNITY COLLEGE INITIATOR: PAUL T. HIETTER      PHONE: 480-461-7346 EMAIL: paul.hietter@mesacc.edu	
<p>ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.</p>	
<p>MANDATORY REVIEW:</p> <p><input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).</p> <p>POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.</p>	
<p>AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.</p>	
<p>5.) <b>PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</b></p> <p>Core Areas: <b>Select core area...</b>                      Awareness Areas: <b>Cultural Diversity in the United States (C)</b></p>	
<p>6.) REQUIRED DOCUMENTATION</p> <p><input checked="" type="checkbox"/> Cover Form</p> <p><input checked="" type="checkbox"/> Course Syllabus</p> <p><input checked="" type="checkbox"/> Course Description</p> <p><input checked="" type="checkbox"/> Criteria Checklist for the area</p> <p><input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books</p>	
<p>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</p> <p><input checked="" type="checkbox"/> DECHST prefix    <input type="checkbox"/> Elective</p> <p>Current General Studies designation(s): H, SB</p> <p>Requested Effective date: <b>2019 Spring</b>      Course Equivalency Guide</p> <p>Is this a multi-section course?      Yes</p> <p>Is it governed by a common syllabus? Yes</p>	
<p>Chair/Director: JANINE ADKINS, HISTORY IC CHAIR</p> <p align="right"><i>Janine Adkins</i> Chair/Director Signature:</p>	

AGSC Action:    Date action taken:                       Approved     Disapproved

Effective Date:    **Select semester**

## Arizona State University Criteria Checklist for

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

#### **Rationale and Objectives**

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

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

Revised April 2014

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

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

Course Prefix	Number	Title	General Studies Designation
His	105	Arizona History	C

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>Example-</b> See 2b. Compares 2 U.S. cultures	<b>Example-</b> Compares Latino & African American Music	<b>Example-</b> See Syllabus Pg. 5
This course contributes to an understanding of cultural diversity in contemporary U.S. society.	This course provides students an understanding of the interrelationships between environment, culture, politics, socio-economic status, race/ethnicity and gender on past events, the interrelationship of past events, and the link between these events and interrelationships on modern Arizona.	Course Competencies: 2,3,4,5,6,10,14,15 Course Outline: II, III, IV, V, VI, VII Syllabus: Weeks 2,3,4,5,6,9,11,13,14 Sheridan Text: Chapters 1-18 Walker and Bufkin Text: Maps 11-51, 54-62
This course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions of gender, racial, ethnic and/or linguistic minority groups within the United States.	This course focuses on the development of human interactions with each other and with Arizona's environment over time. This interaction between different groups, and their interactions with the environment has had both beneficial and negative results, and ultimately led to the incorporation of what is now known as Arizona into the United States. This examination helps students objectively weigh the influence and/or contributions of different groups on this process.	Course Competencies: 2,3,4,5,6,7,8,10,11,13,14,15 Course Outline: II, III, IV, V, VII Syllabus: Weeks 2,3,4,5,6,9,11,13,14 Sheridan Text: Introduction, Chapters 1-18 Walker and Bufkin Text: Maps 11-51, 54-62

**Cultural Diversity [C]**

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<p>The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender, racial, ethnic and/or linguistic minority groups within the United States.</p>	<p>Prior to European contact, Arizona was home to numerous distinct and autonomous Native American societies. After 1500, these groups gradually came into contact and interacted with Spaniards and other Europeans. The formation of the United States in 1776 and the independence of Mexico from Spain in 1821 led to additional interactions from residents of these countries with those already residing in Arizona. Since the formation of Arizona Territory in 1863, thus solidifying Arizona's incorporation into the United States, Arizona has continued to be home to people from diverse social, cultural, ethnic and racial backgrounds. This course examines the historical interactions of these varied groups.</p>	<p>Course Competencies: 2-15</p> <p>Course Outline: II, III, IV, V, VI, VII</p> <p>Syllabus: Weeks 2,3,4,5,6,9,10,11,13,14,15</p> <p>Sheridan Text: Introduction, Chapters 1-18</p> <p>Walker and Bufkin Text: Maps 1, 11-51, 54-62</p>

## Justification for Cultural Awareness Designation

This course provides a historical survey of Arizona History. It covers the prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political and economic development since statehood in 1912. In the process, it examines the complex interactions of diverse peoples—Native Americans groups, Spaniards, Mexicans, hard rocker miners from around the world, and Anglo-American settlers from the east, to name a few—who have contended for control of all or parts of Arizona. This course shows how various events have influenced the interactions of various groups, it explains the expanded opportunities for equality that arose during the late 20<sup>th</sup> century, and it demonstrates that modern Arizona is a product of culturally diverse interactions.



### Arizona History

Course: <b>HIS105</b>	Lecture <b>3.0</b> Credit(s) <b>3.0</b> Period(s) <b>3.0</b> Load
First Term: <b>2015 Spring</b>	Course Type: <b>Academic</b>
Final Term: <b>Current</b>	Load Formula: <b>S - Standard Load</b>

**Description:** The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political and economic development during the twentieth century.

**Requisites:** None.

**Course Attributes:**

General Education Designation: Historical Awareness - [H]

General Education Designation: Social and Behavioral Sciences - [SB]

#### MCCCD Official Course Competencies

1. Describe the physiography, principle rivers, flora, fauna, and climatic features characteristic of Arizona. (I)
2. Describe the prehistoric cultures of Arizona and explain the origins of contemporary Native Americans. (II)
3. Analyze the Spanish era in Arizona and explain the significance of Spanish exploration and colonization efforts. (III)
4. Explain how Arizona was affected by Mexican independence from Spain. (III)
5. Explain the increased interest of the United States in the Southwest during the early nineteenth century, and describe the impact it had on Arizona. (III)
6. Explain the causes and results of the Mexican- American War and its impact on Arizona. (III)
7. Describe the development of transportation and analyze the impact it had in Arizona. (IV)
8. Analyze the effects of the American Civil War on Arizona. (IV)
9. Explain the emergence of Arizona as a territory and describe its early political and economic development. (IV, V)
10. Analyze Federal Indian policy in Arizona, how it changed over time, its impact, and how various Indian tribes responded to it. (IV, VII)
11. Explain the causes of economic growth in Arizona Territory. (V)
12. Explain events that led to Arizona becoming a state. (VI)
13. Analyze the impact of World War I, the Great Depression, and World War II on Arizona. (VI)
14. Identify and explain the causes of population growth in post-WWII Arizona. (VII)
15. Identify and explain sources of social and cultural change in post-WWII Arizona. (VII)

#### MCCCD Official Course Outline

- I. Physiography
  - A. Climatic changes
  - B. Principle rivers
  - C. Arizona flora

- D. Major Geographic Zones
- II. Arizona - Pre-European Contact
  - A. Paleo-Indians
  - B. Archaic Peoples
  - C. Major cultural traditions
  - D. Native Arizona at the time of the Spanish entrada
- III. Arizona Under Spain and Mexico
  - A. Historical perspective
  - B. Expeditions and their significance
  - C. Early Spanish settlements
  - D. Mexican independence and its impact on Arizona
  - E. Early American arrivals and their interests in Arizona
  - F. Mexican-American War
    - 1. Impact on Arizona
    - 2. Treaty of Guadalupe Hidalgo (1848) and the Gadsden Purchase (1853)
- IV. Early American Arizona
  - A. Early settlements in AZ
    - 1. Southern AZ
    - 2. Colorado River communities
    - 3. Mining camps
  - B. Transportation networks
    - 1. Stagecoach lines
    - 2. Steamboats on the Colorado
  - C. American Civil War
    - 1. Confederate occupation
    - 2. Union reoccupation
    - 3. Creation of Arizona Territory
  - D. American Indian policy and Indian reactions
    - 1. Quechans and Mohaves
    - 2. Navajos
    - 3. Yavapais
    - 4. Apaches
    - 5. Tohono O`Odam
    - 6. Tohono Akimel
- V. Arizona`s Territorial Economy
  - A. Evolution of mining
  - B. Impact of military
  - C. Development of agriculture on the Salt River
  - D. Arrival of the railroad
    - 1. Stimulation of various industries
    - 2. Socio-economic impact on Mexicans and Mexican-Americans
  - E. Mormon immigration
    - 1. Historical background
    - 2. Early settlements
    - 3. Anti-Mormon attitudes: Causes and outcomes of conflict
  - F. Harnessing Water Resources
    - 1. Drought and flood along the Salt River during the 1890s
    - 2. Early attempts at water control
    - 3. The building of Roosevelt Dam
  - G. New arrivals and their reasons for coming to Arizona
    - 1. Health seekers

- 2. Tourism
- 3. Scientists
- VI. Statehood to 1950
  - A. Labor and the fight for statehood
  - B. World War I
    - 1. Bisbee and Jerome deportations
    - 2. Cotton boom and bust
  - C. The 1920s
    - 1. Economy
    - 2. Colorado River Compact and the Anti-Compact crusade
  - D. The Great Depression
    - 1. Impact on Arizona
    - 2. The New Deal in Arizona
    - 3. Hoover Dam
  - E. World War II
    - 1. Impact on economy
    - 2. Impact on minorities and women
    - 3. Impact on politics
  - F. The 1950s
- VII. Arizona Since 1950
  - A. Economic transformation
  - B. Population growth
  - C. Social changes
    - 1. Women: goals, gains and limitations
    - 2. Ethnic and racial minorities: goals, gains and limitations
  - D. Water Issues
    - 1. The Central Arizona Project
    - 2. Groundwater
    - 3. Water and Native Americans
  - E. The border with Mexico
    - 1. Changes in immigration policy
    - 2. Issues and controversies

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MCCCD Governing Board Approval Date: **December 9, 2014**

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All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

# Course Syllabus

[Jump to Today](#) Edit

## ***HIS 105 – Arizona History***

Spring 2018

Paul T. Hietter, Ph.D.

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course website: <https://maricopa.instructure.com>

office phone: 480-461-7346

office hours: M-W 8:30-10:00 am, or by appointment

office: Southern and Dobson Campus, Social and Cultural Sciences Building, Office #57

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Course Description: The prehistoric and contemporary Native American experience, Spanish colonial times, the Mexican National period, the U.S. federal territorial years, and Arizona's political and economic development during the twentieth century. (The MCCC official course competencies and outline can be found here: <http://www.maricopa.edu/curriculum/D-L/956his105.html> (<http://www.maricopa.edu/curriculum/D-L/956his105.html>))

### Background:

In an effort to escape crowded living conditions and to increase economic opportunities, people throughout history have often attempted to live in a natural environment hostile to humanity. In the process, these people were forced to adapt to their surroundings in order to survive. Throughout its history, the region that later became the state of Arizona is an example of various peoples attempting to live in an inhospitable environment. While living in the region, humans have both transformed and been transformed by their surroundings.

What is history? Historian David Hackett Fischer provides perhaps the best definition of history by describing it as a “problem-solving discipline.” A historian, then, is anyone who asks an open-ended question about the past and answers it with selected facts. The organization of these questions and answers can take many forms, but regardless, good history begins with questions, and is the result of attempts to answer them. Students will become acquainted with the important facts of Arizona History, and, most important -- learn to use them to answer questions.

### Teaching Method:

While learning styles differ from student to student, the most effective method of learning is by doing. No one learns to hit a golf ball, or operate a desktop computer without taking a lot of swings or clicking a mouse. Similarly, the best way to learn history is for students to be placed in situations that require them to mimic the process historians use to write history. In practice, this means students use facts to answer questions AS they are learning and discovering the facts. In the process of asking and then helping students to answer historical questions, this course will also concentrate on how history provides the foundation for understanding the modern world. Virtually every significant historical event has a modern parallel, or is at least reflected somewhere in modern society. Thus, this course is designed to also show students that an understanding of what occurred earlier is necessary for one to intelligently discuss and comprehend current events.

At the beginning of each week I will give a presentation designed to help students understand the readings assigned for that particular week. In most cases, the remainder of the week will involve participation in structured activities created to help students

discover, analyze, and understand significant events in Arizona History. This course will involve a substantial amount of reading and writing. Moreover, it relies significantly on computer technology. The course website will be used to access material, complete quizzes, submit assignments and communicate with the instructor. A goal of this course is to not only help students learn history, but to make them more comfortable with learning and using computer technologies.

This syllabus, as well as more detailed descriptions and instructions for the assignments, are located at the course website.

#### Required Readings:

*Arizona: A History*. Thomas A. Sheridan, 2nd Edition.

*Historical Atlas of Arizona*. Henry P. Walker and Don Bufkin

*Arizona Goes to War*. Brad Melton and Dean Smith

In addition to these readings, students will be required to access a number of websites. See the course website for links and due dates for the web-based readings.

Books can be purchased at the campus bookstore and on-line.

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Methods of Evaluation: Students will be evaluated based on the following criteria:

1st and 2nd Essay Assignments: The two writing assignments consist of structured essays that ask students to focus on particular aspects of Arizona history. A writing prompt and guiding questions for each essay assignment will be made available via the course website one week before the due date.

Quizzes: Reading assignments are due the beginning of each week. To help assure that students are prepared for class, there will be 10 quizzes given throughout the course of the semester based on readings from the two textbooks. The quizzes will be administered via the course website. Students are responsible for taking the quizzes prior to the due dates listed below. Each quiz will be worth 20 points, be “**open book**,” and have no time limit.

Class participation: During the first week of the semester, the class will be divided into discussion groups consisting of 3-4 students. Students will be spending substantial class time participating in various learning exercises, some of them within these groups. In the process, students will be helping each other learn the significance and content of the various course readings. It is therefore essential that students come to class prepared. Attendance and participation in the class activities throughout the semester is worth 100 points.

Arizona Historical Society Visit Report: See the course website for instructions and details. Students will be expected to present their observations in class.

#### World War II Research Paper:

In addition to the two standard texts students are required to read: *Arizona Goes to War: The Home Front and the Front Lines During World War II*, edited by Melton and Smith.

This book must be read by March 5. During this week, students will meet individually with the professor to choose a topic that revolves around the following theme: **How did World War II transform Arizona?**

Each topic will be tailored to the student based on his or her interests, and will include the following information:

1. An overview/description of the event/topic.
2. An analysis of the immediate impact on how the event/topic influenced Arizona.
3. An analysis of the long term impact, if applicable, of the event/topic on Arizona.

For students having a difficult time choosing a topic, a list of potential topics will be made available.

Students will provide a 2-3 minute presentation explaining their topic and the reasons for choosing it (see below for due dates)

By the day of the scheduled final, honors students must submit an 8-10 page paper on their selected World War II topic. This paper must have a minimum of 5 sources, be footnoted and include a bibliography in MLA format.

The paper must be submitted electronically via Canvas (see the link in the Assignments area), and a hard copy must be submitted to the professor.

Also on this day, students will provide an 5-7 presentation summarizing their research findings.

See below and the Canvas Assignments page for relevant due dates.

Arizona Site Presentations: Students will spend a substantial portion of class time working on the Arizona Site Presentations scheduled for the end of the semester. A “site” can be virtually anything—a town, Indian ruins, dam, prison, etcetera. All potential topics must be cleared by the instructor. Students will work on the presentations individually. The presentations will occur during the last half of the semester, be produced using PowerPoint, and be between 8-10 minutes in length. Class time will be spent helping students learn how to use PowerPoint, and in helping them to find a topic and research it.

Students are encouraged to visit the site. 25 bonus points will be awarded to those who demonstrate they visited the site during the semester.

The Arizona Site presentation grade is divided into three parts (see Methods of Evaluation for a breakdown of the points).

**Part 1: Bibliography** After choosing your turning point, you’ll be required to create a bibliography, in MLA format, of sources that will be used for researching the presentation topic. You must include a minimum of five sources (NOT including the course textbooks)—at least 1 of these sources must be a book. You’ll learn how to find relevant resources and how to properly format a bibliography during library workshops. Details and dates will be announced in class and via Canvas.

**Part 2: Research** Using the sources indicated in the bibliography, answer the following questions. For each question, be sure to cite—where applicable—the source of your information. For these citations use the MLA form for footnotes. Include the bibliography at the end of your document.

Using the sources indicated in the bibliography, this document must include the following information:

1. **Where is this place? How does one get there?** Be sure to include a map with your directions.
2. **What is the significance of this place?** Briefly describe why this place is important—what is its claim to fame in Arizona history? Your site may be significant for more than one reason. Briefly explain the different reasons for this site’s significance.
3. **Provide a brief history of this place.** Include who came there and when, and explain how they affected the site. Be sure to cover the following time periods where applicable:
  1. Pre-1860s
  2. Territorial Era: 1863-1912
  3. Statehood through the Great Depression: 1913-1940
  4. World War II through the 1980s: 1941-1990

**4. What is going on there nowadays?** What is going on at the site during the present day? To what extent do the present day circumstances of your site connect with events in the past? Be sure to explain this connection.

**5. Include an overview of any current and/or historical points of contention or controversies related to the site.** The contention or controversy can be current, or it can be an issue that was contentious in the past.

The information generated here will be incorporated into the PowerPoint presentation.

This document shall be submitted via attachment using the “assignments” tool. The file shall be named “yourlastname\_his105\_research”

**Part 3: Presentation.** Each student will be assigned a date in which they will present their site project. Information from the research component will be used to produce the presentation. Presentations should last between 8-10—with an absolute maximum of 10 minutes.

**Part 4: Presentation Surveys.** Attendance is required during the scheduled presentation days. During class, students will complete anonymous surveys for each presentation. Details will be forthcoming in class and on the course website. Presenters will have access to the results of these surveys.

My office hours and E-Mail address are listed above. Please feel free to meet with me or contact me if you have any questions or if you have difficulties with the class.

Students enrolled in this course are responsible for understanding the information contained in this syllabus, and the college policies outlined in the college catalog and student handbook. Students will be notified by the instructor of any changes in course requirements, policies, or schedule.

Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.

Information for Students with Disabilities: If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the MCC Disabilities Resources and Services Office at [480-461-7447](tel:480-461-7447) or email [drsfrontdesk@mesacc.edu](mailto:drsfrontdesk@mesacc.edu) (<mailto:drsfrontdesk@mesacc.edu>).

Course Schedule: All reading assignments are due the beginning of the week they are listed. Schedule is subject to change.

Week	Week of	Topics/Activities	Readings Due Dates and Special Information (All readings due start of class on Tuesdays)	Due Dates
1	Jan. 15	Course introduction; review of expectations and assignments.	.	Purchase books; Access course website.

2	Jan. 22	Native Arizona and the Arrival of the Europeans	<p><u>Sheridan</u> "Introduction," chapters 1 and 2</p> <p><u>Walker and Bufkin</u>, 1, 3-8, 11-16</p> <p>Unit 1 Web readings.</p>	Quiz 1 due by start of first class.
3	Jan. 29	American Conquest of Arizona	<p><u>Sheridan</u>, chapters 3 and 4</p> <p><u>Walker and Bufkin</u>, 17-20A, 21-23,</p> <p>Unit 2 Web readings.</p>	Quiz 2 due by start of first class.
4	Feb. 5	American Conquest of Arizona (con't)	<p><u>Sheridan</u>, chapter 5</p> <p><u>Walker and Bufkin</u>, 24-27, 37-39, 42-43</p> <p>Unit 3 Web readings.</p>	Quiz 3 due by start of first class.
5	Feb. 12	Railroads and Cattle	<p><u>Sheridan</u>, chapters 6 and 7</p> <p><u>Walker and Bufkin</u>, 40-41, 46-47</p> <p>Unit 4 Web readings.</p>	Quiz 4 due by start of first class.
6	Feb. 19 No class on Monday	Mining: Silver, Gold and Copper	<p><u>Sheridan</u>, chapters 8 and 9</p> <p><u>Walker and Bufkin</u>, 30-33, 36, 48-51</p> <p>Unit 5 Web readings.</p>	Quiz 5 due by start of first class.
7	Feb. 26	Mining: Silver, Gold and Copper (con't)		
8	Mar. 5	<b>Wednesday Mar. 7 and Friday Mar. 9 meets in library (location TBA)</b>	<p>Reading of <i>Arizona Goes to War</i> due by March 5.</p> <p>Research Workshop and Site Projects assigned this week. Also, WWII Topics chosen after consultation with instructor.</p>	Midterm Essay Assignment due – see course website for due date.

9	Mar. 19	Mormon Settlement in Arizona  Farming in Arizona and the Quest for Water	<u>Sheridan</u> , chapters 10 and 11 <u>Walker and Bufkin</u> , 20B, 28, 59 Unit 6 Web readings. <u>Melton and Smith</u> , entire book due	Quiz 6 due by start of first class.  Bibliography Assignment due -- see course website for due date.
10	Mar. 26	The Significance of Tourism  The Great Depression	<u>Sheridan</u> , chapters 12 and 13.  <u>Walker and Bufkin</u> , 54-55, 64-65  Unit 7 Web readings	Quiz 7 due by start of first class.
11	Apr. 2	World War II	Sheridan, chapter 14.  Walker and Bufkin, 56  Unit 8 Web readings	Quiz 8 due by start of first class.  Visit to Arizona Historical Society essay due this week – see course web site for due date.
12	Apr. 9	World War II continued		2-3 minute preliminary WWII presentations given.
13	Apr. 16	The “Other” Arizona	<u>Sheridan</u> , chapter 15 and 16  Walker and Bukfin, 52-53, 57-58, 60-62  Unit 9 Web readings	Quiz 9 due by start of first class.  Research Assignment Due – see course website for due date
14	Apr. 23	Modern Arizona	<u>Sheridan</u> , 17 and 18  Unit 10 Web readings.  Start of Arizona Site Presentations - Attendance Mandatory	Quiz 10 due by start of first class.
15	April 30	Modern Arizona	Arizona Site Presentations - Attendance Mandatory	
Finals Week	Class meets Monday, May 7		Arizona Site Presentations and/or WWII Presentations – Attendance Mandatory	Final Exam Due

**Attendance Policy:** Students are expected to come to class on a regular basis and complete the required assignments. The instructor reserves the right to withdraw any student who has more than 5 unexcused absences and/or does not submit the midterm.

**Withdrawal Policy:** Students who submit an assignment and/or complete a quiz are deemed to have initiated participation in the course. Students who wish to withdraw prior to the Last Day for Withdrawal without Instructor's Signature must withdraw themselves. If a student wishes to withdraw after this date, he or she must submit a request to the instructor via email. Students deemed not to have initiated participation in the course will be withdrawn by the instructor one week prior to the 45th day of the semester.

**Cell Phone Policy:** Cell phones and PDAs will be used during various class sessions. When class is in session, devices must be placed in silent mode and in use only during sanctioned class activities. Text messaging or any other use of electronic devices during inappropriate times (such as a lecture presentation) or circumstances (such as texting a friend) will not be tolerated. Violators of this policy are subject to expulsion from the classroom.

**MCC Early Alert Program (EARS):** Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at:

<http://www.mesacc.edu/students/ears> [\\_\(http://www.mesacc.edu/students/ears\)](http://www.mesacc.edu/students/ears).

## Course Summary:

Date	Details	
Mon Jan 22, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420410">Arizona History -- Unit 1 Quiz</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420410">https://maricopa.instructure.com/courses/1013587/assignments/6420410</a> )	due by 10am
Mon Jan 29, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420415">Arizona History -- Unit 2 Quiz</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420415">https://maricopa.instructure.com/courses/1013587/assignments/6420415</a> )	due by 10am
Mon Feb 5, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420416">Arizona History -- Unit 3 Quiz</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420416">https://maricopa.instructure.com/courses/1013587/assignments/6420416</a> )	due by 10am
Mon Feb 12, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420411">Arizona History -- Unit 4 Quiz</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420411">https://maricopa.instructure.com/courses/1013587/assignments/6420411</a> )	due by 10am
Wed Feb 21, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420409">Arizona History -- Unit 5 Quiz</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420409">https://maricopa.instructure.com/courses/1013587/assignments/6420409</a> )	due by 10am
Fri Mar 9, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420418">1st Essay Assignment</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420418">https://maricopa.instructure.com/courses/1013587/assignments/6420418</a> )	due by 11:59pm
Mon Mar 19, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420414">Arizona History -- Unit 6 Quiz</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420414">https://maricopa.instructure.com/courses/1013587/assignments/6420414</a> )	due by 10am

Date	Details	
Mon Mar 26, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420412">Arizona History -- Unit 7 Quiz</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420412">https://maricopa.instructure.com/courses/1013587/assignments/6420412</a>	due by 10am
	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420422">Bibliography</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420422">https://maricopa.instructure.com/courses/1013587/assignments/6420422</a> )	due by 11:59pm
Mon Apr 2, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420417">Arizona History -- Unit 8 Quiz</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420417">https://maricopa.instructure.com/courses/1013587/assignments/6420417</a>	due by 10am
Sun Apr 8, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420420">AHS Report</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420420">https://maricopa.instructure.com/courses/1013587/assignments/6420420</a> )	due by 11:59pm
Fri Apr 13, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420426">Research Assignment</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420426">https://maricopa.instructure.com/courses/1013587/assignments/6420426</a>	due by 11:59pm
Mon Apr 16, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420413">Arizona History -- Unit 9 Quiz</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420413">https://maricopa.instructure.com/courses/1013587/assignments/6420413</a>	due by 10am
Mon Apr 23, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420421">Arizona History -- Unit 10 Quiz</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420421">https://maricopa.instructure.com/courses/1013587/assignments/6420421</a>	due by 10am
Mon May 7, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6421891">WWII -- Final Presentation</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6421891">https://maricopa.instructure.com/courses/1013587/assignments/6421891</a>	due by 11am
	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6626274">Redo-Research</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6626274">https://maricopa.instructure.com/courses/1013587/assignments/6626274</a>	due by 11:59pm
	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420428">WWII Assignment Submission</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420428">https://maricopa.instructure.com/courses/1013587/assignments/6420428</a>	due by 11:59pm
Tue May 8, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420425">Presentation Surveys</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420425">https://maricopa.instructure.com/courses/1013587/assignments/6420425</a>	due by 11:59pm
Wed May 9, 2018	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420419">2nd Essay Assignment</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420419">https://maricopa.instructure.com/courses/1013587/assignments/6420419</a>	due by 11:59pm
	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6454612">4Cs Civic Engagement Assessment Tool</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6454612">https://maricopa.instructure.com/courses/1013587/assignments/6454612</a>	
	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6454616">4Cs Communication Assessment Tool</a> <a href="https://maricopa.instructure.com/courses/1013587/assignments/6454616">https://maricopa.instructure.com/courses/1013587/assignments/6454616</a>	
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	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420423">Extra Credit -- Syllabus</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420423">https://maricopa.instructure.com/courses/1013587/assignments/6420423</a> )	
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	 <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420427">Site Presentation</a> ( <a href="https://maricopa.instructure.com/courses/1013587/assignments/6420427">https://maricopa.instructure.com/courses/1013587/assignments/6420427</a> )	
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## PREFACE

I grew up in Phoenix, a child of the boom in a subdivision carved out of citrus groves just south of the Arizona Canal. Soon after my family moved there in 1955, we began making pilgrimages up the Beeline Highway to a neighbor's log cabin under the Mogollon Rim. I remember sitting beside my mother on a chaise longue in the back of a pickup as we drove up Oxbow Hill to Payson. The Tonto Basin seemed to stretch around us forever in a series of yellow hills that led to mysterious places like Punkin Center and the Sierra Anchas. But the country that captured my imagination most was the Mazatzal mountain range, whose blue outline dominated the western horizon. The Mazatzals were dark and deep, and to my young eyes, they embodied all the mystery and grandeur of the West. No one took me into them then. That came later. For thirteen years they fermented into that most powerful of drugs—wilderness—only in my mind.

Then, when I was sixteen, I made my first forays into their rattlesnake-infested heart. I started by switchbacking up the Barnhardt Trail west of Rye, past south-facing slopes bristling with agave and north-facing crevices where once, in January, I found a waterfall completely captured by ice. That trail led me around Mazatzal Peak and brought me to a little clearing where Chilson Cabin used to stand—a plank shed guarding a trickle of water dripping from a pipe. I remember camping there one moonlit night and watching a doe step out of the junipers to feed. Fifty miles to the southwest, Phoenix glittered, but I wanted the doe's world then. The doe and Chilson Cabin belonged to an Arizona I hungered to become a part of before it disappeared.

Ever since then the Mazatzals have been my touchstone in a state I call home. I return to them year after year—from Lion Mountain, Horseshoe Dam, and Sheep's Bridge, from Polles Mesa down the Gorge and the East Verde River to its confluence with the Verde. I have carved part of my own personal history into the soft wood of the door to Club Cabin, a line shack below Table Mountain where ranchers, hunters, and backpackers have weath-