

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School		College of Liberal Arts and Sciences		Department/School		School of Civic and Economic Thought and Leadership	
Prefix:	CEL	Number:	394	Title:	Arizona Constitutionalism and Political Development	Units:	3

Course description: A university education should prepare thoughtful citizens for lives of participation and leadership in the self-government of a liberal democracy, and this requires awareness of why citizens in such republics or democracies constantly debate issues of liberty, equality, and social order and also appreciation of how and why to discuss contentious policy issues in a civil manner. This class is designed as an introduction to some of the key debates in American politics, with a focus on how American institutions and political ideas have developed and connect to current events. It is intended to bridge civics, history, and political science, allowing you to be both an informed observer of and participant in the American political system. Readings include a mix of formative or important documents from American history, contemporary works of political science, as well as extensive readings from current events, as we discuss basic principles of public debate and politics in a free political order, and consider contending views, from a range of sources, about major issues of our time to include free speech, the proper role of government, the health of American institutions and markets, and America's role in international affairs.

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials

Requested designation: Historical Awareness–H

Mandatory Review: (Choose one)

*Note- a **separate** proposal is required for each designation.*

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.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

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 program 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 course proposal cover form
- ☒ [Criteria checklist](#) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Frank Pina E-mail fpina@asu.edu Phone 480-727-5883

Department Chair/Director approval: (*Required*)

Chair/Director name (Typed): Paul Carrese Date: 9/3/20

Chair/Director (Signature): _____

Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
CEL	394	Arizona Constitutionalism and Political Development	H

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
History is a major focus of the course	The first third of the course focuses on the political history that preceded Arizona's Constitution, including its territorial period and two constitutional conventions. The middle unit of the class looks to the Arizona Constitution and its development, with a particular focus on the Progressive Era that gave birth to it. The final third of the course looks to a variety of thematic historical controversies in Arizona's political development.	Day 1 integrates the Founding of Arizona with the Founding of the country, incorporating the Federalist as well as a variety of secondary texts that explain the constitutional logic of federalism within the 1787 Constitution. Day 2 and 3 look to the territorial periods of Arizona and how they shaped its constitutional development, with a particular look at the two constitutional conventions. Days 6, 7, and 10 are largely about the Progressive Era and its ideological influences on Arizona's institutions. Day 11 looks to the politics of Arizona's water, from the early reclamation efforts under the first Roosevelt presidency, to Carl Hayden's midcentury activities in steering federal canal construction. Day 12 looks to Arizona's key role in shaping mid-century American conservatism, through the influence of Barry Goldwater specifically (as well as those in his circle like William Rehnquist and Sandra Day O'Connor). Day 13 looks to the political activism of those like Frances Munds (women's suffrage), Lincoln Ragsdale (civil rights) and others to make Arizona's democracy more inclusive. Day 15 traces the development of Indian relations and federalism from before nationhood to today.
The course examines and explains human development as a sequence of events influenced by a variety of factors.	The course is largely adapted from the tradition of American political development (often called APD), which uses historical sequencing to understand how American political institutions evolve in response to interactions with one another and in response to circulating political ideas, and in turn shapes those ideas themselves (perspective two). But, as I elaborate further in discussing Criteria IV, I incorporate many factors beyond political institutions, such as ecology,	One of the key lessons of APD is that sequencing matters, and that institutions develop in response to previous activities and institutions. Much of the course is built around that, but I will focus on a few that illustrate the dynamic: we spend almost two entire weeks considering the distinctive Arizona tradition of trying to build a democratically responsive judiciary (which caused division as Arizona's nascent territorial government clashed with federal law-making institutions, who viewed the Arizona tradition as so different from normal judicial understanding

	<p>technology, and economics in helping to explain Arizona's development.</p>	<p>as to be a fundamentally un-American institution (Week 7). After that, we look to how Arizonans have experimented with non-partisan politics through more recent institutional innovations such as an independent legislative redistricting commission and the so-called Missouri merit plan for selecting and retaining judges (Week 9).</p> <p>What weeks 7 and 9 show is how systems of drawing up legislative districts and to choose judges have been shaped by earlier ideas and time periods: for example, Arizonans were strongly influenced by the Jacksonian idea of elected judges, as opposed to the Madisonian idea of robust judicial independence. This was because it was believed judges would have the legitimacy to strike out at corrupt business deals present in the 1840 through 1860s, which Arizonans believed had applicable lessons in a state where powerful mining and railroads were able to corrupt politics (but not voters). A sustained clash with federal institutions followed, forcing Arizonans to temporarily accept a more Madisonian system-- which the students see in reading William Howard Taft's veto of statehood. But Arizonans immediately rejected Taft's Madisonianism upon statehood. 50 years later, Arizonans concluded they had made judges non-independent enough-- perhaps too-independent, and thus adopted a "merit plan system" of expert opinion that sought to synthesize the Madisonian and populist ways of building judiciaries. Week 9 similarly looks to how redistricting has been remade, beginning with Warren Court decisions on equal apportionment that de-emphasized county governance and legislative legitimacy while upholding expertise, which was then adopted in the form of independent electoral commissions; we look at how those interacted with developing doctrines of federalism, as well as a more contemporary distrust of expertise that now sees that system itself criticized.</p> <p>Other examples: Weeks 2, 4, and 5, show how the Arizona Constitution was shaped by three earlier constitutional efforts (the 1891 Constitution, the territorial Howell Code, and the 1787 Constitution-- which was itself a response to state constitutionalism in the 1780s, most significantly Pennsylvania's ultra-direct democracy.</p> <p>Week 10 looks to the the institutional developments made in the early part of the 20th century, from the Corporation Commission developed in the Progressive Era to check corporate power, to the Right-to-Work</p>
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		<p>amendment passed in 1946 in response to what was seen as too strong of a labour movement. (In other words, Arizonans decided their institution had proven too effective, both with their changes and those done in Washington and countered it with a competing institutional change). Week 12 continues that discussion, showing how Arizona shifted from a state seen as progressive to one seen as generally conservative, as we try to understand both the fissures and continuities-- to what extent was this a change in underlying attitudes, versus simply a response to different institutions? Week 12 also continues the themes from week 11. looking at how politics and ecology jointly shaped Arizona's development, as governing officials worked to combat the flooding that periodically ravaged the metro Phoenix area while also ensuring a steady water supply that could ensure first agriculture then urban development, which then realigned the state politically. Week 15 considers how institutional arrangements of federalism have evolved over time, from the initial ideas surrounding colonial Indian relations, to the development of the Bureau of Indian Affairs, to contemporary tribal governance.</p>
<p>There is a disciplined systematic examination of human institutions as they change over time</p>	<p>As noted above in Criteria II, the class is focused on sequential development. The APD framework is particularly invested in political institutions and their evolution, with a focus on how ideas and events shape institutions, which in turn shape ideas and events. The course is largely organized around institutions</p>	<p>As the syllabus makes clear , the course is largely organized around political institutions, with a focus on one or two institutions per session.</p> <p>The course begins with the pre-constitutional origins of Arizona (Week 1, 2, and 4 of the syllabus)—how ideas and beliefs and controversies shaped the distinctive form of Arizona's constitutional frame, both in terms of borrowing from early populist constitutions, incorporating Jacksonian political ideology, and reacting to economic situations in the territory. The result, as students discover, is a constitution aiming to create simple and responsive government capable of checking power across various forms. Students will see how the Arizona Constitution makers viewed themselves as specifically responding to and breaking from the Madisonian constitutional system in important ways, while adopting it in others. maintain much of those earlier views.</p> <p>After a brief detour through the state's Declaration of Rights (and how it is different than the American Bill of Rights), from there, the course is largely organized within various political institutions. It begins with the fragmented law-making process divided between a conventional legislature and</p>

		<p>elements of direct democracy (Week 6), then moves to several sessions considering ways in which Arizonans have sought to innovate institutional design to solve what they viewed as problems that subsequently developed on top of and damaged Madison's system: political partisanship and big business (as discussed above, in the forms of judicial and districting reforms) (Week 7 and 9). Week 10 looks to labor unions as a key fulcrum of the state's political development, from George Hunt's championing of them through their drastic weakening in 1946 via right-to-work. Week 15 considers institutional developments within the Department of the Interior, Bureau of Indian Affairs, key pieces of legislation first weakening then re-energizing tribal governance, and how that plays out in current times.</p>
<p>The course examines the relationship among events, ideas, and artifacts and the broad social, political, and economic context</p>	<p>The course shows how economics, geography, ideology, political leadership and activism, and partisanship have all interacted in shaping the distinctive political and constitutional traditions of Arizona.</p>	<p>For example, Days 2, 4, and 5 consider how distance from the capital and metropole helped create a deep skepticism of far-away power, both political and economic, and thus, an incredibly representative democracy that combined elements of the Progressive Era often associated with urban reform, but with a distinctively frontier twist. Days 6, 7, 9, and 12 consider how the changes in ideology rooted in changing political economies manifest in political change: how Jacksonian populism interacted with growing corporate power in the late 19th century, checked it in the early 20th (perhaps too much so, hence triggering an anti-union backlash in the 1940s). This happened via a variety of institutional changes such as direct democracy, recall of judges, a corporation commission, a possible unicameral legislature, and the like, with these days each looking to different institutional innovations and possibilities. Day 11 looks to Arizona's distinctive water situation, which required discarding English common law understandings of individual-based water rights to adopt more communal ideas drawn from Spanish territorial water rights. (It also, along with Day 10 focusing on George Hunt, Day 12 on Barry Goldwater, and Day 13 on Lincoln Ragsdale, shows how political leadership helps shape events as well. Even technological development, in the form of air conditioning, appears, insofar as it helps make Arizona make receptive to midwesterners which has massive consequences for the state's politics.</p>

Arizona State University
School of Civic and Economic Thought and Leadership
CEL 394: Arizona Constitutionalism and Political Development

Sean Beienburg
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Fall 2020: F 9:00 Coor West Hall 260
Office Hours: W: 2:15-4:30 (Coor 6652)
[and email for appointment]

"As you go west, you find that ... it is not a community in which to make your home; it is a lawless country."
- uttered on the floor of the Maine House of Representatives, 1953.

"Who would not die for a new star on the flag?"
- Buckey O'Neill, leading proponent of Arizona statehood, killed with Roosevelt's Rough Riders in the charge up San Juan Hill in 1898.

Description and Course Objectives:

This course is designed as an introduction to the constitutional development and politics of Arizona. The first half of the class will focus on Arizona's Constitution: its territorial origins and the convention that created it, and the text itself. The latter half will turn to key issues and leaders from Arizona political history. Topics covered to include federal-state relationships, Native American tribal sovereignty, popular control over judicial review, water rights and the construction of the state's canal system, labor politics, and the rise of conservatism.

Learning Outcomes:

This class is intended to teach you the basic structures, rights, and political assumptions within the Arizona Constitution. By the end of this class you should be able to explain the role states and state constitutions play in American constitutional federalism, as well as have an understanding of various issues in recent Arizona politics. You should also be able to articulate the core ideas and features that have shaped Arizona's political development, including its legacies from the Progressive Era in which it was Founded, its distance from Washington, its distinctive water situation, and the relationship between tribal and state sovereignty.

Required Texts/Materials:

Toni McClory, *Understanding the Arizona Constitution*, 2nd ed., (Tucson: University of Arizona Press).

David Berman, *George Hunt: Arizona's Crusading Seven Term Governor* (Tucson: U of A Press) (available online via Hayden)

You will also be provided with a pocket Arizona Constitution on the first day of class. All other readings will be distributed by email. You should expect approximately 120 pages of reading most weeks.

Assignments and Grading Policy:

Your grade [of 100 possible points] will be determined by

- Participation (20%)
- Weekly Quizzes (39%)

These will be a total of 13 6-question multiple choice quizzes assessing basic reading, primarily designed to ensure you do the reading and can participate in class discussion. I will automatically drop the lowest quiz grade (including for an absence) and replace it with a 100% quiz for that day.
- Comparative State Constitutionalism Research Paper (41%).

This will entail a 10-12 page research paper in which you will choose another state constitution and critically compare the Arizona state constitution to it, assessing the assumptions underlying each of them, and make a presentation to the class reporting your findings. Consistent with the learning objectives above, this will help you situate the basic structures, rights, and political assumptions of the Arizona Constitution with state constitutionalism more broadly.

You must complete all assignments to have a passing grade for this class.

A: 94-100; A-: 90-93; B+: 87-89; B: 83-86; B-: 80-82; C+: 77-79; C: 70-76; D: 60-69; E: 0-59

Comparative State Constitutionalism Paper

This will entail a 10-12 page research paper in which you will choose another state constitution—either a current one or a past one--- and critically compare the Arizona state constitution to it, assessing the assumptions underlying each of them. You will also make a ~10 minute presentation to the class reporting your findings.

The goal of the paper is not to just simply list how the constitutions are different, but to draw out the themes and ideas that underly each, and analyze how they are different and how they are similar (and, perhaps, why). While the focus is on the texts themselves, you must also use secondary sources (the Oxford commentaries on the state constitutions would be particularly useful starting points, especially their introductory essays; most volumes are freakishly expensive, but you can inter-library-loan them; alternatively, the series was previously published by Greenwood and older editions of that can also be found; I would recommend seeking them out immediately).

But the kinds of questions you should be asking: Are there particular themes or underlying ideas you can draw out of this state constitution and its institutions, and how are they different than the philosophy of the Arizona Constitution? To what extent do the constitutions differ on flexibility vs. stability, or the accountability or discretion of government officials? Is power ultimately concentrated in a few institutions, or widely dispersed to maintain checks? To what extent does it celebrate federalism and decentralization? Local versus state government? How does it view the relationship between religion and the state? Is it designed to be libertarian in its economic policies? Jacksonian and skeptical of select, monopolistic privilege? Or seeking to aggressively use the power of the state to tame corporate power?

Commented [SB1]: Criteria IV

So as a simplified example: simply telling me that one state has a two-year gubernatorial term and another four is not compelling. But if you were to carefully show that the state with a two year term also has a recall provision, or a weak (or absent!) veto, and also independently selects every executive officer, versus the other state giving a four year term, a hard-to-overcome veto, and broad appointment powers, and from there we can see that one aimed to build a strong governor with a lot of discretion, versus a weak governor—that would be the sort of systematizing that would make for a strong paper.

Situating any such themes within your historical research on the backgrounds of the state's constitutional development makes the paper's interpretative argument even more compelling. So again, to continue with the example above: perhaps the state with a strong governor instituted that because the state's legislature at the time of the constitution-writing was widely believed to be notoriously corrupt and in thrall to big business, so they wanted a simpler government that would be less easily captured by special interests.

Commented [SB2]: Criteria II, IV

Again, do not simply run through differences between the two constitutions in what amount to a list; picking roughly three themes or ideas and focusing on those would be perhaps the most useful way to do this.

Papers should be submitted in 12 font, Times New Roman, double-spaced 1 in. margins. Double-sided printing is fine as long as it is clear on both sides.

"A" range papers are those which are especially creative, perceptive, and persuasive in presenting original, clear arguments backed up by both textual evidence and fluid writing. They should also anticipate and seriously grapple with counterarguments. "B" range papers are for solid, clear arguments with textual support and serviceable writing. Papers that contain one or more of the following errors--primarily summarizing, failing to meaningfully engage the prompt or texts, or lacking basic proofreading--will warrant grades C or below.

Citations should be either as parentheticals or endnotes; for course materials simple citations or endnotes are fine (e.g. Tocqueville 1.2.4; McCulloch; Frymer 20). Otherwise, any standard citation system, e.g. Chicago is sufficient.

Standard canons of academic integrity as described in the college handbook apply. Plagiarism will result in failure of the assignment and referral to the appropriate disciplinary boards. Ask me if you have any specific questions.

I do keep the quality of writing in mind in assigning paper grades. Writing well is one of the essential skills that every college graduate ought to possess, and one which employers increasingly prize, so it is to your benefit to spend time developing your writing. I am happy to work one-on-one with you on your writing. For those interested in improving their writing, I recommend Strunk and White.

I am more than happy to have you run *ideas and thoughts* for papers by me in advance, but I do not review drafts themselves.

Deadlines:

Week 4: Proposal: a half to one page memo explaining what state constitution you are choosing to write about, justifying why, and any themes you think you see in it. [You are not bound to these in the final paper].

Week 10 Annotated bibliography of *at least three* secondary sources you are consulting (not including any materials assigned in class); and brief outline of the themes which you will be discussing.

Week 13: Paper due/presentations

Attendance/Participation/Discussion:

Thorough preparation for, and faithful attendance of, all classes is expected of all participants in the course.

As participation is an essential part of the course, I expect each of you to contribute to the discussion; merely showing up will not earn a strong grade. I am happy to expand on any material or answer any questions, but the primary purpose of our meetings is to think hard about the material in conversation with one another. Your participation grade is based not on attendance—which is assumed—but on thoughtful contribution to discussion- *not* measured by how many times you raise your hand but the substance of the contribution. This includes serious engagement with and reference to the texts- which you should bring to class.

As this is a discussion based course, I want your attention focused on what your peers are saying. Thus, with the exception of documented medical needs, the use of laptops, tablets, and other electronic devices is not allowed in class. This is not meant to be punitive or because I don't trust you, but because research has shown participation, retention, and comprehension are drastically lessened even when laptop users conscientiously and diligently focus on participation and note-taking.¹ (Because I believe in conservation I will allow, and indeed encourage, those of you with old-fashioned, e-ink readers such as non-Fire Amazon Kindles to use them and save paper and ink by not printing the materials.)

My expectations include courteous treatment of your peers; this is often controversial material that elicits strong passions (including my own!), but discussion should remain civil and respectful, even when forceful, focused on the ideas and not the speaker, as reasonable people of good will may disagree.

Contact/Office Hours:

I will do my best to respond to emails within 48 hrs, but you should not email me at the last minute for questions about papers. If you have a substantive question—not a logistical one—come to my office instead so we can discuss it. I love discussing this material and really do welcome any chance to meander over it, so you should feel free to come in and discuss it more.

¹ See, for example, <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>.

Technology Support

Other than initial retrieval of readings and assignments by email at the start of the semester, there is no technological or online component to the class.

Other policies, notes, and addenda:

Please arrive on time and do not leave early; let me know if you must be late or depart early. Should you withdraw from the class, please let me know.

I reserve the right to alter this syllabus as necessary with advance notice.

Unit 1: Arizona's Constitutional Tradition

Day 1: August 21

Federalism and State Constitutionalism

AZ Pocket Constitution Introductory Essay	5
<i>Federalist</i> 39	3
Dinan, "State Constitutionalism" (2015)	863-86
Tarr, "Popular Constitutionalism in State and Nation" (2016)	237-80
McClory, <i>Understanding the Arizona Constitution</i> ,	1-6

Day 2: August 28

Making Arizona's Constitution

McClory, <i>Understanding the Arizona Constitution</i> ,	17-22
Howell Code, <u>Declaration of Rights</u> , (1864)	23-26
Proposed Constitution of 1891	40
Leshy, "The Making of the Arizona Constitution" (1988)	1-22
Goff, "William T. Howell and the Howell Code" (1967)	221-33
Pry, "The Arizona Constitution of 1891" (1994)	1-31

Commented [SB3]: Possibly skip?

Day 3: September 11

Professor Beienburg will be at a conference

Day 4: September 18

[SUBMIT COMPARISON STATE FOR CONSTITUTION PROJECT]

The Constitutional Convention

Leshy, "The Making of the Arizona Constitution" (1988)	22-113
McClory, <i>Understanding the Arizona Constitution</i> ,	26-31

Commented [SB4]: Criteria I here

Unit 2: The Constitution of Arizona (1910/12)

Day 5: September 25

Declaration of Rights

US Constitution, Article I, Section 10; Amendments I-X, XIV
AZ Constitution, Article II; Article XX, Sections 1, 2, 7, 8;
Article XI,, Section 7; Article XXVII, Sec. 2

Day 6: October 2**The Lawmaking Process: Legislation, Elections, and Direct Democracy**

AZ Constitution, Article III-V, VII, Article XX, Section 7-8; XXI [read McClory first]

McClory, *Understanding the Arizona Constitution*, 52-68, 80-100, 104-107, 122-25

Tstontakis, "The Arizona Senate Suicide Attempt of 1912," (2012) 40-46

Commented [SB5]: Criteria IV here

Day 7: October 9**Judges and Justice: Constitutionalism in the Progressive Era**

US Constitution, Article III

Federalist 78

6

Ross, *A Muted Fury*, (1994)

132-54

Root, "How to Preserve the Police Powers of the States" (1907)

2

Schambra, "Saviors of the Constitution," (2012)

13

AZ Constitution, Article VI, Sec 1-28

McClory, *Understanding the Arizona Constitution*, 135-45, 152-62

Taft: Veto Message On Arizona Statehood (1911), in McClory, 193-98

McClory, *Understanding the Arizona Constitution*, 30-34

Commented [SB6]: Criteria I here.

Commented [SB7]: Criteria III

Day 8: October 16:**Local Government, Education, Taxation**

AZ Constitution, Article IX-XIII, XVI

McClory, *Understanding the Arizona Constitution*, 22-25, 68-75, 164-92**Day 9: October 23****Non-Partisan Politics?: Legislative Redistricting and The Judicial Missouri Merit Plan**

AZ Constitution, Article IV, Part II, Section I

McClory, *Understanding the Arizona Constitution*, 39-44

Reynolds v. Sims (1964) 5

Lucas v. 44th General Assembly of Colorado (1964) 4

Arizona State Legislature v. Arizona Independent Redistricting Commission (2015) 10

AZ Constitution, Article VI, Section 12, 36-42

McClory, *Understanding the Arizona Constitution*, 146-52Shugerman, *The People's Courts: Pursuing Judicial Independence in America* (2012)

[available online through library] 208-12, 215-18, 226-40

Severino, "What's the Matter with the Kansas Supreme Court?" (2019) 2

Commented [SB8]: Criteria II, III here.

Day 10: October 30**Populism and Progressivism: Labour and Big Business**

AZ Constitution, Article XV

AZ Constitution, Article XVIII

AZ Constitution, Article XXV

McClory, *Understanding the Arizona Constitution*, 132-34Trimble, "The Story of George Wiley P. Hunt," from *In Old Arizona* 5Berman, *George Hunt* entire book

Sheridan, "WWII and the Postwar Boom," from *Arizona*

~250 pages

282-290

Commented [SB9]: Criteria II here

Commented [SB10]: Criteria IV here.

ANNOTATED BIBLIOGRAPHY DUE

Unit 3: Arizona's Politics

Day 11: November 6

Water: Carl Hayden and the Central Arizona Project

AZ Constitution, Article XVII

Robbins, "Phoenix Prepares for a Future without CO River Water," (2019) 5

August, "Hayden: Born a Politician" (1985) 117-44

August, "Carl Hayden, Arizona, and the Politics of Water Development" (1989) 195-216

August, "Carl Hayden and the Modern Origins of the Central Arizona Project" (1999) 1-25

August and Gammage: Shaped by Water 16

Commented [SB11]: Criteria IV

Day 12: November 13

Barry Goldwater and the rise of western conservatism

Clymer, "Barry Goldwater, Conservative and Individualist, Dies at 89" (1998) 8

Goldwater, "The Perils of Power," and "States' Rights"
from *Conscience of a Conservative* (1960) 17

Goldwater, "Speech Accepting the Republican Nomination," (1964) 6

Goldwater, "Speech on the Civil Rights Act," (1964) 3

Middendorf, "Civil Rights", from *A Glorious Disaster: Barry Goldwater's Campaign and the
Origins of the Conservative Movement* (2006), 105-111

Annunziata, "Goldwater Conservatism and the Election of 1964," (1980) 254-65

Busch, "The Goldwater Myth" (2006) 5

McCarthy, "There's Something about Barry," (2007) 6

Day 13: November 20 [RESEARCH PAPER DUE, PRESENTATIONS]

Immigration and Nativism

Article XVIII, Sec. 10

Article XX, 8

Article XXVIII

Noel, "Debate Over Arizona and New Mexico Statehood"

Frymer, from *Building an American Empire* 116-26

Pawel, *Crusades of Cesar Chavez [or Chavez on Immigration 6]*

Arizona v. United States (2012) 9

Larkin, "Southwestern Strategy," (2013)

Civil Rights in/and Arizona

Article VII, Sec. 2; Article XI, Sec. 6

De Haan, "Arizona Women Argue for the Vote," (2004) 375-94

AZ Civil Rights Act (1964)

Whitaker, *Race Work: The Rise of Civil Rights in the Urban West*, 89-129

Melcher "Interracial Leadership in the Phoenix Civil Rights Movement" (1991) 195-216

Day 14: November 27

NO CLASS: THANKSGIVING BREAK

Day 15: December 4

Federalism in the West: Native American Reservations and the BLM

Article XX, Sec 3-4

Cherokee Nation v. Georgia (1831)

Worcester v. Georgia (1832)

4

FAQ, Bureau of Indian Affairs

15

Navajo Nation Concealed Weapons Law Debate (2018)

3-8, 12-16, 32-33

Current Events Readings on BLM (2016-)

16

Commented [SB12]: Criteria III here

University Policies

Absences

Absences will be excused in order to accommodate religious observances or practices (in accord with ACD 304-4 "Accommodations for Religious Practices") or for university sanctioned events (in accord with ACD 304-02 "Missed Classes Due to University-Sanctioned Activities.")

Accommodations for Students with Disabilities.

Academic Integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see

<http://provost.asu.edu/academic-integrity>.

Accommodations for students with disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit:

www.asu.edu/studentaffairs/ed/drc.

Expected Classroom Behavior: see **Attendance/Participation/Discussion** above.

Policy against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Title IX and University Policy

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Copyright of Materials

Course content, including this syllabus, lectures and instructional materials, are copyrighted materials and may not be shared outside the class, uploaded, sold, or otherwise redistributed.

Honors Contracts Available

If you are interested in pursuing an Honors Enrichment Contract for this course, please consult with your instructor at the beginning of the semester. For more information about honors contracts, please see the following website: <https://barretthonors.asu.edu/academics/honors-courses-andcontracts/honors-enrichment-contracts>.