



**SCOTTSDALE  
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

## Course Information

Semester & Year:	Spring 2024
Course Title:	The US and Arizona Constitutions
Course Prefix & Number:	POS220
Section Number:	15806
Credit Hours:	3
Start Date:	2/26/2024
End Date:	4/5/2024
Room Number:	online
Meeting Days:	N/A
Meeting Times:	N/A

## Course Format

The course format for this course is On Your Time Online.

## Instructor Information

Instructor:	Nicholas Damask, PhD
Email:	Nicholas.Damask@scottsdalecc.edu
Phone:	480-423-6201
Office Location:	SB-117
Office Hours:	MW 7:30-9:00am

## Course Description

Examination of the United States Constitution and the constitution and government of the State of Arizona

## Prerequisites

None.

## Course Competencies

1. Identify the shortcomings of the Articles of Confederation and explain how our current Constitution was supposed to remedy each.
2. Explain the Founders` application of the principles of federalism, separation of power, republicanism and constitutional protections of civil liberties.
3. Identify the Founders` reasons for creating a republican form of government.
4. Explain the importance of Marbury vs. Madison and the constitutional role of the courts.
5. Explain the judicial review authority of the post World War II Court and its role in the reinterpreting the Constitution.
6. Examine the constitutional and political limitations on the Courts` powers.
7. Explain the importance of the bicameral organization of Congress.
8. Identify the legislative and economic powers granted to Congress in Article I.
9. Explain the importance of McCulloch vs Maryland and its impact on Congress` authority.
10. Identify the explicit limitations on Congress` power included in Article I.
11. Explain the process of Presidential election, including the role of political parties, winner-take-all state elections, and the electoral college.
12. Compare and contrast the difference between the foreign affairs and domestic powers granted the President in Article II.
13. Examine the modern struggle between the President and the Congress over the distribution of the war powers.
14. Explain the procedures for amending the Constitution.
15. Explain how the Bill of Rights was born of the politics of ratification in 1790.
16. Define civil liberties and explain how the 19th century court created a dual citizenship interpretation of the Bill of Rights.

17. Explain the difference between constitutional protection of religious belief and practice.
18. Identify and explain the constitutional limitations on speech.
19. Define the exclusionary rule and its role in nationalizing the Bill of Rights.
20. Compare substantive and procedural due process.
21. Define eminent domain and describe the constitutional conflict over the definition and consequences of regulatory takings.
22. Define civil rights and explain the constitution consequences of the court's redefinition of equality in Brown vs the Board of Education.
23. Define affirmative action and the constitutional controversy surrounding it.
24. Identify Arizona's major historical periods from Pre-Columbian to early statehood.
25. Compare and contrast the initiative and referendum processes.
26. Describe the impeachment and recall processes.
27. Describe the structure of Arizona's legislative districts.
28. Explain how a bill becomes a law.
29. List the executive offices and their specific powers.
30. Describe the courts in the Arizona judicial system and the jurisdiction of each court.
31. Explain the organization and powers of county and municipal governments.

## **Texts and Course Materials**

There is no textbook required. Readings will be provided as supplemental readings in pdf format that can be either viewed in Canvas or downloaded to the student's device.

## **Course Technologies**

View the [Accessibility Statements & Privacy Policies](#) of technologies used in this course.

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account

- Maricopa Open Educational Resource Learning System (MOER)

## Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included in the [General Catalog & Student Handbook](#).

The course is an online course, divided into six modules (each with one or two topics), six quizzes (one per module), and a final exam.

Students are encouraged to contact me should you have any questions at all about the class – no question is “silly” or a bother for me to answer, and it’s likely that other students may have the same question as you, so please don’t hesitate to ask!

The entire course will be made accessible to students via Canvas at 12:01am on the start date – thereafter, the student may work at his/her own pace, completing the quizzes and the final exam by the class end date.

The course must be taken in the sequential order of modules. Students should first view each module’s PowerPoint presentation(s), then complete the supplemental readings, watch the recorded mini-lecture, and only then attempt the related quiz.

Class reading material is comprised of:

1. Lectures delivered in the form of PowerPoint slides – the slides are both downloadable and viewable in Canvas and will remain accessible throughout the course.
- 2.) Supplemental readings in the form of pdf files and found within that topic’s module in Canvas – the slides are both downloadable and viewable in Canvas and will remain accessible throughout the course.

Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

### Class Schedule

Module #1

**Introduction & The U.S. Constitution: Federal Power**

Readings:

“American Exceptionalism,” former Supreme Court Justice Antonin Scalia. YouTube video.

“Antifederal Objections to the Constitution,” by Jackson Turner Main, from his *The Antifederalists: Critics of the Constitution, 1781-1788*

The US Constitution

Video lecture #1: Introduction

Video lecture #2: Federalism

Assignment: **Quizzes #1 and #2**

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Module #2

### **The U.S. Constitution: Civil Liberties and Civil Rights**

Readings:

“Speech Introducing the Bill of Rights,” by James Madison

“Equality,” by Gordon Wood, from his *The Radicalism of the American Revolution*

Video lecture #3: Civil Liberties

Video lecture #4: Civil Rights

Assignment: **Quizzes #3 and #4**

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Module #3

### **The Arizona Constitution**

Readings:

“The Biggest Water Fight in American History: Stewart Udall and the Central Arizona Project,” by Charles Coate

“Territorial Politics,” by Marshall Trimble, from his *Arizona: A Cavalcade of History*

The Arizona Constitution

Video lecture #5: The Arizona Constitution: Citizen-led Legislation

Video Lecture #6: The Arizona Constitution: The Plural Executive

Assignment: **Quizzes #5 and #6**

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Assignment: **FINAL EXAM**

## Grade Scale

Letter Grade	Points Range
<b>A</b>	90 – 100%
<b>B</b>	80 – 89.99%
<b>C</b>	70 – 79.99%
<b>D</b>	60 – 69.99%
<b>F</b>	0 – 59.99%

## Response Time

Students can expect a response time of a few hours for the instructor to respond to messages sent via the Canvas Learning Management System or by email. Once students have completed their quizzes and the final exam they will immediately be able to see their grade for that assignment. Grades will be accessible throughout the length of the class

## Attendance Policy

Students are not required to be online at any specific time.

## Instructional Contact Hours (Seat Time)

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly. Accelerated courses will require additional time per week.

## Online Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [SCC Tutoring & Learning Centers](#) page for detailed information on the five learning center's hours and procedures.

As much as possible, it is highly recommended that you utilize SCC tutors since they are more familiar with SCC coursework, instructor expectations, and assignments; however, if you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. Brainfuse provides online tutoring in a variety of academic subjects. Each student may utilize up to 6 hours of online tutoring through Brainfuse per semester, and has the option of requesting additional time if needed.

To access Brainfuse and begin working with a tutor:

1. Visit the [SCC Online Tutoring Services Through Brainfuse](https://www.scottsdalecc.edu/students/tutoring/online-tutoring) page (<https://www.scottsdalecc.edu/students/tutoring/online-tutoring>)
2. Click the **Visit a tutor online** button
3. Enter your MEID and password
4. Choose your topic and subject
5. Click the **Connect** button

Please use your time effectively and be prepared with your questions before you connect to a tutor. Tutors and students communicate in real-time so whatever you type, draw, or share on the screen, the tutor sees, and vice versa. You may also want to have screenshots ready if applicable. All Brainfuse sessions are recorded for review later.

## Learning Tools and Your Privacy and Security

SCC utilizes a variety of software applications and web-based tools operated by third party vendors to support student learning. To allow student access to the application, site or tool, certain identifiable information may be required to establish a user name or password, and submit work and/or download information from these tools. Inherent with

all internet-based tools, there is a risk that individuals assume when electing to use these tools, as they may place information at risk of disclosure.

To use learning tools responsibly, please observe all laws and the Maricopa Community College District [Student Conduct Code](#), such as copyright infringement, plagiarism, harassment or interference with the underlying technical code of the software. As a student using a learning tool, you have certain rights. Any original work that you produce belongs to you as a matter of copyright law. You also have a right to the privacy of your educational records. Your contributions to learning tools constitute an educational record. By using the tool, and not taking other options available to you in this course equivalent to this assignment that would not be posted publicly on the internet, you consent to the collaborative use of this material as well as to the disclosure of it in this course and potentially for the use of future courses.

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course and the **College Policies & Student Services** page found in the “First Steps” module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.