



The John C. Stennis Institute of Government
At Mississippi State University

Arizona Bans Ethnic Studies: *Is it the old South all over again?*

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Arizona's governor Jan Brewer has recently signed off on a controversial amendment to Arizona's established school curriculum. The new bill effectively bans the teaching of ethnic studies at public schools in Arizona.

Ethnic studies began as the collective study of the histories, traditions, literatures, cultures and philosophies of American people of color (African-American) and their diasporas. Subsequent iterations of ethnic studies have included different cultures – not just the African-American culture – as well as gender studies, class studies, and GLBT (gay, lesbian, bisexual and transsexual) studies. The commonality with all of these studies includes the history and culture, as well as the triumphs and tragedies, of these groups of individuals who share common interests and common traits.

Ethnic studies, now centered around the rights and self awareness of African-Americans, Latino Americans, Asian Americans and American Indians, began to “intrude” into educational curricula in the '60s as a direct result of the Civil Rights Movement. Many authorities trace the

conception of ethnic studies to a movement by the Third World Liberation Front at San Francisco State University [SFSU] in 1968 which promoted the study of minority cultures. San Francisco State listened to the Third World leaders and eventually began teaching courses recommended by the movement and admitting more minority students. From this stance taken by SFSU, many other western colleges and universities, and then Ivy League and eastern colleges and universities followed suit, not only reshaping their curricula but their admissions policies as well. The popularity of these types of curriculum has grown as a result of student interest, and providing differing types of ethnic and cultural studies has become a staple in the curriculum of many schools and universities across the country.

In the '90s, when America saw a resurgence of conservative politics, ethnic studies came under greater scrutiny. Critics suggest that the teaching of ethnic studies undermines the study of a unified America. Despite the criticism, there are committed students and teachers all over the country and until this year, conservative politics did not seem to make a dent in the plethora of ethnic studies courses available to American students.

Some states in the country have come to ethnic studies slower than others, and Mississippi is a member of that group of states. While ethnic and gender studies have been available on most of Mississippi's college campuses for three decades, Mississippi's effort to engage primary and secondary schoolers, which is not the traditional ethnic studies curriculum, is the result of a bill passed by the Mississippi Legislature in 2006 which requires civil rights instruction in grades k-12 as a part of the social studies curriculum. Test programs began in 2007. This fall, each school in the state, and every classroom within the school, should have a civil rights curriculum in place that meets the requirements of the Mississippi Department of Education. [Dr. Marty Wiseman, Director of the Stennis Institute of Government, was appointed

by the Governor as a member of the Civil Rights Education Commission, which gave direction, form and contour to the curriculum adopted by the state.]

Dr. Susan Glissen, of the William Winter Institute for Racial Reconciliation, a proponent of the legislation noted: “Now more than ever we are engaged in national debates about race and so much of those debates are impoverished in their understanding of history. We want to emphasize the grass roots nature of civil rights and the institution of racism.” Numerous school systems have been there before us: Alabama, Georgia and Arkansas have placed an emphasis on civil rights instruction – although not as thoroughly as Mississippi anticipates its curriculum to be, according to a Mississippi Department of Education spokesperson, who indicates that a model curriculum like the one legislated in 2006 could not be found in the nation. New Jersey created an Amistad Commission to ensure that the history of slavery is taught in its schools. Philadelphia Pennsylvania’s school district requires each student to complete an African-American history course before graduation. Obviously, there are some “politicos” and “educators” who find value in the concept. However, the majority of Arizona’s legislators do not.

Arizona’s bill, which amends Title 15, Chapter 1, Article 1 of the Arizona Revised Statutes relating to school curriculum, has caused controversy not only in Arizona but nationwide. Currently there is debate on every level of Arizona state government, as well as nationally. Of particular concern to Latino Americans, who make up over 30% of Arizona’s population as of the 2008 Census Bureau report, the Latinos see this as directed toward them as a cultural group. Following closely behind the Arizona immigration law, this group of citizens may have reason for concern. Most Latino groups in Arizona and nationwide argue that the declaration of policy within the statute [§15-111, which states: “The legislature finds and

declares that public school pupils should be taught to treat and value each other as individuals and not be taught to resent or hate other races or classes of people.”] is not the object of the legislation; to these Latinos, the object of the bill is assimilation, rather than acceptance and respect for individuality. The proponents of the legislation, however, claim that they are working to promote the treatment of people as individuals rather than as class members.

The “con” argument of Latinos becomes more relevant when one considers that the Arizona legislation is grounded in the belief that Arizona’s current curriculum is classless, raceless and tradition-less, rather than accepting the fact that it teaches the history, literature, culture and philosophies of white Americans – and white male Americans at that. I realize that is a novel concept for most of us, but the fact is that our history, literature, culture and philosophies as Americans are the product of a civilization and a developing republic which was developed *for* and shaped *by* men.

Ethnic studies is being taught in Arizona and has always been taught in Arizona. Most curricula in K-12 in all states focus on the majority culture of the nation’s melting pot – Caucasians, western and middle Europeans, citizens of the British Isles, etc. But the redaction of the teaching of different races, their histories, including both their struggles and triumphs, in Arizona has caused controversy across the country and is being heavily debated by politicians on every level of Arizona’s government as well as nationally.

Moreover, the education bill seems to be just another incursion into Latino culture in Arizona. Along with Arizona’s new immigration bill, the education bill has become a largely protested issue among many minorities, especially Latino Americans, who make up over 30% of Arizona’s population, according to U.S. Census Bureau records from 2009. Opponents argue that the bill actually promotes the very issues that its declaration of policy claims to be the reason for

the abolition of the program and that assimilation rather than acceptance is the real goal of the amendment. Arizona officials, however, claim that they are working to promote the treatment of people as individuals rather than members of a race or class.

Indeed, the focus of the new Arizona legislation, was to target Chicano, Latino or Mexican American studies programs in the Tucson school system, according an article in the Los Angeles Times by Nicole Santa Cruz. A major proponent of the bill is Tom Horne, the state Superintendent of Public Instruction, who has been trying to end Tucson's district-wide ethnic studies program for years. According to Horne, only about 3% of the district's 55,000 students in the district take these ethnic studies courses. Horne was quoted as saying that public schools should not be encouraging students to resent a particular race. The thought that these classes teach resentment is touted as the basis for the bill. [The bill is purportedly the brainchild of Horne, who has been working to this end since he assumed the position as Superintendent of Public Instruction in 2002. He likens the Tucson curriculum to the "old south" and Arizona's own brand of "ethnic chauvinism", indicating – "It's just like the old south, and it's long past time that we prohibited (ethnic studies classes)" which, he claims, teaches Hispanics to resent whites. Much of Horne's opposition to the curriculum allegedly stems from a statement made by Hispanic civil rights advocate Dolores Huerta, who allegedly told students in one of Tucson's Hispanic studies class that "Republicans hate Latinos." Tucson also has African-American and Native American curricula.]

It should be noted that Horne is currently running in the Republican Primary for state Attorney General, a race that is highly contested, pitting him against Andres Thomas, a cohort of popular Maricopa County Sheriff Joe Arpaio, the energizer bunny of law enforcement who has reinstated chain gangs (1995) and established Arizona's tent city jail (2002). Horne considers

the passage of the education bill, which will be effective December 31, 2010, a major contribution to the welfare of Arizona and proudly touts his success on his attorney general campaign website.

The opposition to this new legislation is steadily expanding from the directly affected minority groups in the state of Arizona to politicians and citizens all over the country. United Nations human rights experts have denounced the measure. According to James Banks, a professor of Diversity Studies at the University of Washington-Seattle, ethnic studies in Arizona was cancelled based upon common misconceptions about the topic. Banks indicates that those who know little about ethnic studies believe that it is divisive and that it promotes ethnic pride over unity. The governor's representatives defend the bill stating that all ethnicities are taught in regular social studies classes, but Banks believes that this is not necessarily true. Banks says that without ethnic studies children will not be able to learn about the many detailed aspects that coincide with each ethnicity. In Arizona in particular, many believe that students should learn more about American Indians and Latino Americans because of their large effect on the state. Banks also asserted that this new bill will have a negative effect on the children of the state by suggesting that they should not take an interest in their own ethnicity.

Opponents are not taking the passage of this lying down. Protests have been held all over the state to protest the passage of this bill along with Arizona's highly controversial immigration bill. But Governor Brewer has made it clear that the state will continue to pass bills concerning the ethnicities that exist in the state. As a result of this position, U. S. Attorney General Eric Holder, who filed suit against Arizona's new immigration law, is considering filing suit against this legislation as well, together with a potential racial profiling lawsuit should the effect of the Arizona immigration law result in racial profiling in enforcement.

Governor Brewer is confident that the state law can be enforced without racial profiling. “The bottom line is that people in the Southwest, particularly Arizona, we love our diversity. It’s in our DNA. We are almost, I believe, colorblind. It’s just in us [to be guilty of racial profiling]. We’ve grown up, we’ve lived next door, we work together, we eat together. I mean, it’s so different than the issues they always want to relate to the South, you know, in regards to the civil rights issues down there,” said Brewer.

Interestingly, Brewer was not elected governor of Arizona; she obtained the position through succession. When Arizona’s Democratic Governor, Janet Napolitano was named US Secretary of Homeland Security in 2009, Brewer ascended by virtue of holding the position of Secretary of State of Arizona. [The Arizona constitution does not make provision for a lieutenant governor but establishes that the Secretary of State will succeed the Governor should she leave office before her term is up.] If Governor Brewer continues on her current path, she may have a run for her money next election year.

However, Brewer is not new to politics. She served in Arizona’s state house from 1982 to 1986, when she won election to the Arizona Senate, ultimately serving as majority whip. In 1996 she left the senate to run for the position of Chair of the Maricopa County Board of Supervisors, serving in that capacity until her election as Secretary of State in 2002.

Perhaps Brewer and Arizona’s legislators should visit the viability of Mississippi’s civil rights curriculum. Mississippi is not the old South any more: it’s the new South! But it’s beginning to sound fairly draconian in Arizona. New South or old South, once again, I am proud to live in Mississippi. We believe in training ourselves not to repeat our past errors. It makes sense.

The most important part of policy issues is thinking through them. Below you will find the education bill, with amendments in bright blue. Read it and make your own choices.

Following the bill is a list of Latino elected officials in Arizona. If Governor Brewer continues on her current path, she may have a run for her money next election year.

AN ACT AMENDING Title 15, chapter 1, article 1, Arizona Revised Statutes, by adding sections 15-111 and 15-112; amending section 15-843, Arizona Revised Statutes; relating to school curriculum.

Be it enacted by the Legislature of the State of Arizona:

Section 1. Title 15, chapter 1, article 1, Arizona Revised Statutes, is amended by adding sections 15-111 and 15-112, to read:

15-111. Declaration of policy

The legislature finds and declares that public school pupils should be taught to treat and value each other as individuals and not be taught to resent or hate other races or classes of people.

15-112. Prohibited courses and classes; enforcement

A. A school district or charter school in this state shall not include in its program of instruction any courses or classes that:

1. Promote the overthrow of the United States government.
2. Promote resentment toward a race or class of people.
3. Are designed primarily for pupils of a particular ethnic group.
4. Advocate ethnic solidarity instead of the treatment of pupils as individuals.

B. If the state board of education determines that a school district or charter school is in violation of subsection A, the state board of education shall direct the superintendent of public instruction to notify the school district or charter school that it is in violation of subsection A. If the state board of education determines that the school district or charter school has failed to comply with subsection A within sixty days after a notice has been issued pursuant to this subsection, The state board of education may direct the department of education to withhold up to ten per cent of the monthly apportionment of state aid that would otherwise be due the school district or charter school. The department of education shall adjust the school district or charter school's apportionment accordingly. When the state board of education determines that the school district or charter school is in compliance with subsection A, the department of education shall restore the full amount of state aid payments to the school district or charter school.

C. Actions taken under this section are subject to appeal pursuant to title 41, chapter 6, article 10.

D. This section shall not be construed to restrict or prohibit:

1. Courses or classes for native American pupils that are required to comply with federal law.

2. The grouping of pupils according to academic performance, including capability in the English language, that may result in a disparate impact by ethnicity.
3. Courses or classes that include the history of any ethnic group and that are open to all students, unless the course or class violates subsection A.

Sec. 2. Section 15-843, Arizona Revised Statutes, is amended to read:

15-843. Pupil disciplinary proceedings

- A. An action concerning discipline, suspension or expulsion of a pupil is not subject to title 38, chapter 3, article 3.1, except that the governing board of a school district shall post regular notice and shall take minutes of any hearing held by the governing board concerning the discipline, suspension or expulsion of a pupil.
- B. The governing board of any school district, in consultation with the teachers and parents of the school district, shall prescribe rules for the discipline, suspension and expulsion of pupils. The rules shall be consistent with the constitutional rights of pupils and shall include at least the following:
 1. Penalties for excessive pupil absenteeism pursuant to section 15-803, including failure in a subject, failure to pass a grade, suspension or expulsion.
 2. Procedures for the use of corporal punishment if allowed by the governing board.
 3. Procedures for the reasonable use of physical force by certificated or classified personnel in self-defense, defense of others and defense of property.
 4. Procedures for dealing with pupils who have committed or who are believed to have committed a crime.
 5. A notice and hearing procedure for cases concerning the suspension of a pupil for more than ten days.
 6. Procedures and conditions for readmission of a pupil who has been expelled or suspended for more than ten days.
 7. Procedures for appeal to the governing board of the suspension of a pupil for more than ten days, if the decision to suspend the pupil was not made by the governing board.
 8. Procedures for appeal of the recommendation of the hearing officer or officers designated by the board as provided in subsection F of this section at the time the board considers the recommendation.
- C. Penalties adopted pursuant to subsection B, paragraph 1 of this section for excessive absenteeism shall not be applied to pupils who have completed the course requirements and whose absence from school is due solely to illness, disease or accident as certified by a person who is licensed pursuant to title 32, chapter 7, 13, 15 or 17.
- D. The governing board shall:
 1. Support and assist teachers in the implementation and enforcement of the rules prescribed pursuant to subsection B of this section.
 2. Develop procedures allowing teachers and principals to recommend the suspension or expulsion of pupils.
 3. Develop procedures allowing teachers and principals to temporarily remove disruptive pupils from a class.
 4. Delegate to the principal the authority to remove a disruptive pupil from the classroom.
- E. If a pupil withdraws from school after receiving notice of possible action concerning discipline, expulsion or suspension, the governing board may continue with the action after the withdrawal and may record the results of such action in the pupil's permanent file.
- F. In all action concerning the expulsion of a pupil, the governing board of a school district shall:
 1. Be notified of the intended action.
 2. Either:

(a) Decide, in executive session, whether to hold a hearing or to designate one or more hearing officers to hold a hearing to hear the evidence, prepare a record and bring a recommendation to the board for action and whether the hearing shall be held in executive session.

(b) Provide by policy or vote at its annual organizational meeting that all hearings concerning the expulsion of a pupil conducted pursuant to this section will be conducted before a hearing officer selected from a list of hearing officers approved by the governing board.

3. Give written notice, at least five working days before the hearing by the governing board or the hearing officer or officers designated by the governing board, to all pupils subject to expulsion and their parents or guardians of the date, time and place of the hearing. If the governing board decides that the hearing is to be held in executive session, the written notice shall include a statement of the right of the parents or guardians or an emancipated pupil who is subject to expulsion to object to the governing board's decision to have the hearing held in executive session. Objections shall be made in writing to the governing board.

G. If a parent or guardian or an emancipated pupil who is subject to expulsion disagrees that the hearing should be held in executive session, it shall be held in an open meeting unless:

1. If only one pupil is subject to expulsion and disagreement exists between that pupil's parents or guardians, the governing board, after consultations with the pupil's parents or guardians or the emancipated pupil, shall decide in executive session whether the hearing will be in executive session.

2. If more than one pupil is subject to expulsion and disagreement exists between the parents or guardians of different pupils, separate hearings shall be held subject to this section.

H. This section does not prevent the pupil who is subject to expulsion or suspension, and the pupil's parents or guardians and legal counsel, from attending any executive session pertaining to the proposed disciplinary action, from having access to the minutes and testimony of the executive session or from recording the session at the parent's or guardian's expense.

I. In schools employing a superintendent or a principal, the authority to suspend a pupil from school is vested in the superintendent, principal or other school officials granted this power by the governing board of the school district.

J. In schools that do not have a superintendent or principal, a teacher may suspend a pupil from school.

K. In all cases of suspension, it shall be for good cause and shall be reported within five days to the governing board by the superintendent or the person imposing the suspension.

L. Rules pertaining to the discipline, suspension and expulsion of pupils shall not be based on race, color, religion, sex, national origin or ancestry. If the department of education, the auditor general or the attorney general determines that a school district is substantially and deliberately not in compliance with this subsection and if the school district has failed to correct the deficiency within ninety days after receiving notice from the department of education, the superintendent of public instruction may withhold the monies the school district would otherwise be entitled to receive from the date of the determination of noncompliance until the department of education determines that the school district is in compliance with this subsection.

L. M. The principal of each school shall ensure that a copy of all rules pertaining to discipline, suspension and expulsion of pupils is distributed to the parents of each pupil at the time the pupil is enrolled in school.

M. N. The principal of each school shall ensure that all rules pertaining to the discipline, suspension and expulsion of pupils are communicated to students at the beginning of each school year, and to transfer students at the time of their enrollment in the school.

<u>NAME</u>	<u>POSITION</u>	<u>ORGANIZATION</u>
Acedo, José Luis	Council Member	City of Douglas
Aceto, Mark	Superior Court Judge	Maricopa County
Acosta, Mike	Constable	Greenlee County
Acuna, Edgar	Superior Court Judge	Pima County
Acuna, Frank	Vice Mayor	City of Eloy
Aguilar, Gilbert	Council Member	Town of Superior
Aguirre, Manuel B. Jr.	Mayor	Town of Winkelman
Alvilar, Maria	Justice of the Peace	Pima County
Anguilo, Jim	Justice of the Peace	Pima County
Araneta, Louis	Juvenile Court Judge	Maricopa County
Archuleta, Elizabeth	Supervisor, District 2	Coconino County
Arellano, Silvia R.	Superior Court Judge	Maricopa County
Arredondo, Ben	Council Member	City of Tempe
Arredondo, Joe	Constable	University Lakes
Avelar, Lupita	Council Member	Town of Guadalupe
Avilez, Maria	Council Member	Town of Sahuarita
Baca, Ana M.	Superior Court Judge	Maricopa County
Baca, Eric	Vice Mayor	Town of Springerville
Badillo, Monica	Mayor	Town of Hayden
Baeza, Rebecca	Magistrate	Town of Miami
Barcelo, Alvaro	Council Member	Town of Mammoth
Bejarano, Lupita	Council Member	Town of Duncan
Belloc, Joel G.	Council Member	City of Eloy
Bracamonte, Louis C.	Council Member	Town of Winkelman
Bravo, Larry	Justice of the Peace	Pinal County
Canez, Frank	Constable	Maryvale, Phoenix
Canizales, Jesus	Mayor	Town of Miami
Casillas, Carmen	Vice Mayor	City of Globe
Castaneda, Nick	Constable	Greenlee County
Castaneda, Pete L.	Council Member	Town of Clifton
Castaneda, Esperanza	Treasurer	Town of Clifton
Castillo, Carolyn	Chief Deputy Clerk of Court	Navajo County
Castillo, Jose Luis	Justice of the Peace	Pima County
Celaya, Tom	Council Member	Town of Florence
Cervantes, Robert S.	Council Member	Town of Superior

Chavez, Harriett	Superior Court Judge	Maricopa County
Chavez, James	Superior Court Judge, Div. 4	Mohave County
Cipriano, Harry	Magistrate	Town of Clarkdale
Cirivello, Michael	Council Member	City of St. Johns
Contes, Connie	Superior Court Judge	Maricopa County
Contreras, Clorinda Erizes	Council Member	City of Tolleson
Cruz, Kathy	Council Member	Town of Hayden
Cruz, Maria Elena	Superior Court Judge, Div. 6	Yuma County
Delgado, Rose "Roy"	Council Member	City of El Mirage
Diaz, Paul	Council Member	City of South Tucson
Duarte-Salazar, Virginia	Constable	Pinal County
Duran, Jack	Vice Mayor	Town of Youngtown
Eckstrom, Jennifer	Mayor	City of South Tucson
Elias, Richard	Supervisor, District 5	Pima County
Escamilla, Juan	Mayor	City of San Luis
Escobedo, Anita	Clerk of the Court	Gila County
Espinoza, Jose "Diego"	Council Member	City of Tolleson
Estes, Joseph	Council Member	City of Maricopa
Estrada, Arnold	Justice of the Peace	Pinal County
Estrada, Arnold	Magistrate	Town of Mammoth
Estrada, Tony	Sheriff	Santa Cruz County
Felix, Ramon	Council Member	City of Nogales
Felix, Maria Lilia	Justice of the Peace	Pima County
Figueroa, Manuel	Magistrate	City of Somerton
Figueroa, Gilberto	Juvenile Court Judge	Pinal County
Flores, Daisy	County Attorney	Gila County
Fuentes, Felipe	County Assessor	Santa Cruz County
Galindo, Luis	Council Member	City of Somerton
Gama, Richard J.	Juvenile Court Judge	Maricopa County
Gamez, Adolfo	Mayor	City of Tolleson
Gamez, Alfredo	Constable	Maricopa County / Agua Fria
Garcia, John	Council Member	City of South Tucson
Garcia, Margarita	Council Member	Town of Guadalupe
Garcia-Von Borstel, Octavio	Mayor	City of Nogales
Garino, Arturo	Council Member	City of Nogales
Garza, Robert	Council Member	Town of Buckeye

Gomez, Michael	Mayor	City of Douglas
Gonzalez, Armida	Council Member	Town of Gila Bend
Green, Ildefonso	Council Member	City of South Tucson
Gurrola, Archibaldo	Council Member	City of San Luis
Guzman, Joseph	Justice of the Peace	Maricopa County / Agua Fria
Guzman, Juan Pablo	Clerk of the Court	Santa Cruz County
Hernandez, Patricia	Treasurer	Greenlee County
Hernandez, Manuel	Treasurer	Navajo County
Hernandez, Pauline	Constable	Navajo County
Hernandez, Frank	Council Member	Town of Parker
Hinojos, Anita	Council Member	Town of Winkelman
Huerta, Augustin	Constable	Santa Cruz County
Insalaco, John	Mayor	City of Apache Junction
Jimenez, Rebecca	Council Member	Town of Guadalupe
Laborin, Linda M.	Council Member	City of Tolleson
Langunas, Thomas	Vice Mayor	Town of Hayden
Latas, Salette	Council Member	Town of Oro Valley
Leal, Steve	Council Member	City of Tucson
Leon, Ruen	Council Member	City of Somerton
Lopez, Gilbert	Council Member	City of Coolidge
Lopez, Gilbert	Vice Mayor	Town of Cave Creek
Lopez, Enrique	Council Member	Town of Hayden
Lopez, Olga	Council Member	Town of Superior
Lopez Rogers, Marie	Mayor	City of Avondale
Lorenzo, Raymond	Council Member	Town of Clifton
Lorona, Toni	Justice of the Peace	Pinal County, Precinct 3
Lozano, Jorge	Justice of the Peace	Yuma County, Precinct 2
Lucero, Gregory	County Manager	Santa Cruz County
Lugo, Ernesto	Constable	Yuma County, Precinct 2
Marrufo, Robert	Council Member	City of Douglas
Martinez, Manuel	Council Member	City of Glendale
Martinez, Adeline	Magistrate	Town of Winkelman
Mazon, Christine	County Assessor	Coconino County
Medina, Jose Angel	Council Member	Town of Miami
Medrano, Sam	Vice Mayor	Bullhead City
Melendez-Lopez, Esther	Council Member	City of Nogales

Mendoza, Albert P.	Council Member	City of Tolleson
Mendoza, Raul	Council Member	City of Yuma
Mendoza, C.A.	Justice of the Peace	Phoenix, Downtown
Miroz, Rosa	Superior Court Judge	Maricopa County
Molera, Rudy	Supervisor, District 2	Santa Cruz County
Montiel, Francisco	Mayor	Town of Guadalupe
Montoya, Karl	Council Member	City of Casa Grande
Montoya-Paez, Ana	Superior Court Judge, Div. 2	Santa Cruz County
Morales, Rosendo	Magistrate	City of San Luis
Morales, Dave	Justice of the Peace	Cochise County
Moran, Mark	Superior Court Judge, Div. 3	Coconino County
Moreno, Monty	Council Member	Town of Sahuarita
Moya, Debra	Chief Deputy School Sup.	Gila County
Munoz, Jimmie	Constable	South Phoenix
Munoz, Maria M.	Council Member	Town of Hayden
Ordonez, Vincente	Vice Mayor	Town of Eagar
Orona, Becky	Council Member	City of St. Johns
Ortega, Richard	Council Member	City of Safford
Ortiz, Henry M.	Council Member	Town of Winkelman
Padilla, Jose	Superior Court Judge	Maricopa County
Parada, Cesar	Council Member	City of Nogales
Paz, Karen	Council Member	Town of Duncan
Peralta, Solya	Council Member	Town of Superior
Perez, Roy V.	Council Member	Town of Guadalupe
Pineda, Susanna	Superior Court Judge	Maricopa County
Porchas, Martin	Vice Mayor	City of Somerton
Quesada, Nannette	Council Member	Town of Hayden
Quezada, Diana	Magistrate	City of Tolleson
Quiroga, Gilbert	Council Member	Town of Patagonia
Ramirez, Laura	Council Member	City of Somerton
Ramirez, Andrew	Justice of the Peace	Pinal County
Ramirez, Caesar	Treasurer	Santa Cruz County
Ramirez, Syble	Council Member	Town of Mammoth
Ramos, Pablo	Chief Deputy Assessor	Santa Cruz County
Rayes, Douglas	Superior Court Judge	Maricopa County
Reyes, Tony	Supervisor, District 4	Yuma County

Reyes Moir, Armida	Council Member	Town of Clifton
Reyes, Marco "Tony", Jr.	Council Member	City of San Luis
Rios, Pete	Supervisor, District 1	Pinal County
Rivera, Bob	Mayor	Town of Thatcher
Rodriguez, Rudy	Treasurer	City of Cottonwood
Rodriguez, Juan F.	Council Member	City of Tolleson
Rodriguez, F. Ann	Recorder	Pima County
Rojas, Miguel	Council Member	City of South Tucson
Romero, Regina	Council Member	City of Tucson
Romo, Phyllis	Constable	Navajo County
Rotz-Lopez, Judy	Council Member	City of Coolidge
Ruedas, Hector	Supervisor, District 2	Greenlee County
Ruiz, Kristi Youtsey	Clerk of the Court	Pinal County
Ruiz, Manuel "Manny"	Supervisor, District 1	Santa Cruz County
Sainz, Suzanne	County Recorder	Santa Cruz County
Salcido Beager, Mary	Council Member	Town of Clifton
Saldate, Armando, Jr.	Constable	Maricopa County / Central Phx.
Sanchez, Gerardo	Council Member	City of San Luis
Sepulveda, Martin	Council Member	City of Chandler
Silva, George	County Attorney	Santa Cruz County
Solarez, Yolanda	Vice Mayor	Town of Guadalupe
Soltero, Mary H.	Council Member	City of South Tucson
Soto, James	Presiding Judge, Superior Court Div. 1	Santa Cruz County
Sousa, Richard	Council Member	City of Goodyear
Suarez, Jose Leonardo	Council Member	City of San Luis
Tadeo, Pete	Vice Mayor	City of South Tucson
Talamante, David A.	Juvenile Court Judge	Maricopa County
Torres, Rafael	Council Member	City of San Luis
Torres Carillo, Rachel	Justice of the Peace	West McDowell, Phoenix
Trevino, Jorge	Treasurer	City of Douglas
Trujillo, Richard	Superior Court Judge	Maricopa County
Valadez, Ramon	Supervisor, District 2	Pima County
Valdez, Olga	Council Member	City of Nogales
Valenzuela, Antonia "Toni"	Council Member	Town of Queen Creek
Valenzuela, Jayme	Council Member	Town of Superior

Varella, Ralph	Council Member	City of Casa Grande
Velasquez, Alfredo	School Superintendent	Santa Cruz County
Velasquez, Henry M.	Constable	Pinal County
Vicario, Larry		Town of Pinetop–Lakeside
Vildosola, Alma	Justice of the Peace	Cochise County
Villalpando, Miguel	Mayor	City of Somerton
Villanueva, Roy	Council Member	City of Surprise
Waddell, Nolberto	Vice Mayor	Town of Winkelman
Wayman–Trujillo, Ana	County Recorder	Yavapai County
Wilcox, Mary Rose	Supervisor, District 5	Maricopa County
Yepez, Jose	Council Member	City of Somerton

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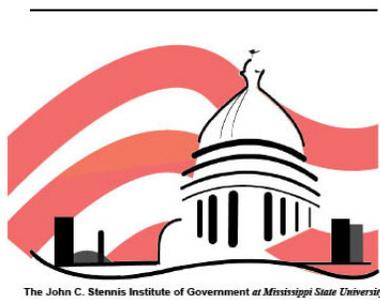
Lydia Quarles is a Senior Policy Analyst at the John C. Stennis Institute of Government, Mississippi State University. She received her Juris Doctorate from Cumberland School of Law, Samford University, and her MA and BA from Mississippi University for Women in political science and communication. After over a dozen years in the private practice of law in Alabama and Mississippi, she joined the Mississippi Workers' Compensation Commission as an Administrative Judge in 1993. Eight years later, in 2001, she was appointed Commissioner of the agency. In 2006, she resigned to join the Stennis Institute.

Quarles remains active in bar work, and currently chairs the Women in the Profession Committee, a standing committee of the Mississippi Bar. She is a fellow of the Mississippi Bar Foundation, a recipient of the Mississippi Bar's Distinguished Service Award, and was recently honored by the American Bar Association for her lifetime contribution to Administrative Law and Regulatory Practice, receiving the Mary C. Lawton Award for her contributions to the Mississippi Workers' Compensation Commission in the areas of alternative dispute resolution and access for Hispanic labor. Quarles serves as a member of the Mississippi School for Math and Science Foundation Board and parliamentarian of Mississippi's First Alumnae Association. Quarles has been named one of Mississippi's 50 Leading Business Women by the Mississippi Business Journal; the Journal recognized her service to the State as a Commissioner as well as entrepreneurial skills developed in her property management business in Starkville, Spruill Property Management, LLC. She also practices law with Knight Mozingo Quarles & Simpson, PLLC, in their Starkville office. Visit her website: www.lquarles.com.

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About the Institute



Elected to the United States Senate in 1947 with the promise to "plow a straight furrow to the end of the row," John C. Stennis recognized the need for an organization to assist governments with a wide range of issues and to better equip citizens to participate in political process. In 1976, Senator Stennis set the mission parameters and ushered in the development of a policy research and assistance institute which was to bear his name as an acknowledgment of his service to the people of Mississippi.



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