



ARIZONA STATE UNIVERSITY  
GENERAL STUDIES COURSE PROPOSAL COVER FORM

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit College of Liberal Arts & Sciences Department American Indian Studies

Subject AIS Number 494 Title Cultural Professionalism Units: 3

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 \_\_\_\_\_

Course description:  
494 Special Topics: Covers topics of immediate or special interest to a faculty member and students.

**Requested designation:** Cultural Diversity in the United States-C

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

**Eligibility:**

Permanent numbered courses must have completed the university's review and approval process.  
For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu) or [Lauren.Leo@asu.edu](mailto:Lauren.Leo@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

**A complete proposal should include:**

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

**Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.**

**Contact information:**

Name Laura Gonzalez-Macias, Ph.D. Phone (480) 965-1711

Mail code 3903 E-mail: lauragm@asu.edu

**Department Chair/Director approval: (Required)**

Chair/Director name (Typed): \_\_\_\_\_ Date: 1/16/15

Chair/Director (Signature): John Teppanovic

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		<b>Identify Documentation Submitted</b>
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in <b>contemporary</b> U.S. Society.	Syllabus & Course flyer
		2. A Cultural Diversity course must then meet <b>at least one</b> of the following specific criteria:	
<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.	Syllabus & Course flyer
<input checked="" type="checkbox"/>	<input 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.	Syllabus & Course flyer
<input 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.	

**Cultural Diversity [C]**

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<b>Course Prefix</b>	<b>Number</b>	<b>Title</b>	<b>General Studies Designation</b>
AIS	494 (440)	Cultural Professionalism	TBD

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.

<b>Criteria (from checklist)</b>	<b>How course meets spirit (contextualize specific examples in next column)</b>	<b>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</b>
<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
See. 2a. Study of American Indian Nations and Tribes in Arizona	-Tribal leaders from various communities (e.g., Ak-Chin Indian Community; Hopi Nation, Navajo Nation, Salt River Pima Maricopa Indian Community) are guest speakers -Research Symposium/Exhibit focuses on needs of tribal communities	See Syllabus p.2, 3, & 4. Also see attached flyer
See 2b. Compares various U.S. cultures	Compares Western style & Native World views of leadership and etiquette	See Syllabus p.3 & 4 -Native Leadership -Business Etiquette (also see attached Etiquette Dinner flyer) -End of Semester event with Tribal Leaders

## **For General Studies – Cultural Diversity [C]**

### **AIS 494 (AIS 440) Cultural Professionalism**

#### **Course Catalog Description**

##### **Course description:**

This course emphasizes professional and leadership skills to prepare students for academic and career endeavors after undergraduate degree completion. This course explores indigenous perspectives on communication, research, professional and leadership skills.

##### **List of Required Readings/Books**

Dickson, P. (2009). *Coach Tommy Thompson and the Boys of Sequoyah*. University of Oklahoma Press.

Johnson, S. (2002). *Who moved my cheese?: An amazing way to deal with change in your work and in your life*. New York: G.P. Putnam's Sons.

##### **List of Reserved Statistical Information & Recommended Research Databases located at Labriola American Indian Data Center**

<http://libguides.asu.edu/content.php?pid=3897&sid=1620509>

Initial resource for Research paper culminating in PowerPoint presentation & Research Symposium poster presentation is:

*Tiller's Guide to Indian Country Indian country : economic profiles of American Indian reservations*. Edited and compiled by Veronica E. Velarde Tiller, Albuquerque, N.M. : BowArrow Pub. Co., c2005.

##### **Additional Resources on Blackboard**

Crosby, O. (2009). Résumés, applications, and cover letters. *Occupational Outlook Quarterly*, 53(2), 18-29. Retrieved from Military & Government Collection database.

<http://login.ezproxy1.lib.asu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=42958641&site=ehost-live>

Johnson, V., Benham, M.K.P., & VanAlstine, M.J.(2003). Native Leadership: Advocacy for transformation, culture, community, and sovereignty. In Benham, M.K.P. & Stein, W.J. (Eds.), *The renaissance of American Indian higher education: Capturing the dream* (pp. 149-165). Mahwah, NJ: Lawrence Erlbaum Associates.



**American Indian Studies  
College of Liberal Arts & Sciences**

**Course Syllabus**

**AIS 440: CULTURAL PROFESSIONALISM**

Instructor: Laura Gonzales-Macias, Ph.D.,  
Assistant Director, American Indian Student Support Services  
Certified School Psychologist, Arizona Department of Education  
Email: [lauragm@asu.edu](mailto:lauragm@asu.edu)  
Office: Discovery Hall 320B  
Office Hours: By Appointment

Class Number: 20816  
Units: 3 semester credit hours  
Component: Lecture  
Session: Regular  
Enrollment requirements: Pre Requisites: Junior or Senior status  
Repeatable for credit: No

Semester: Spring 2014  
Dates: 1/14/2013- 5/06/2014  
Day of Class: Tuesday  
Time: 4:40 pm – 7:30 pm  
Location: ASU Tempe Campus  
Room: Discovery Hall 312A

**COURSE DESCRIPTION:** Emphasizes professional and leadership skills to prepare students for academic and career endeavors after undergraduate degree completion. Explores indigenous perspectives on communication, research, professional, and leadership skills.

**COURSE OBJECTIVES:**

- Cover areas of Cultural Preservation dealing with American Indian issues.
- Explore the development of Career Education and Training.
- Consider tribal- and non-tribal professional and leadership styles.

**STUDENT LEARNING OUTCOMES:**

- Students will gain self-knowledge of interests and skills as well as acquire an understanding of desired skills from a Tribal Human Resource representative.
- Students will develop an understanding of Native Leadership.



Syllabus Spring 2014 - AIS 494 Cultural Professionalism

- Students will produce an effective resume and cover letter.
- Students will improve upon critical-thinking and writing.
- Students will enhance interviewing skills and gain interviewing etiquette advice from a member of the Inter Tribal Council of Arizona.
- Students will acquire a systematic approach to finding and applying to internships and graduate/professional schools.
- Students will gain a working knowledge of citation and research management in general.
- Students will improve their ability to research topics dealing with North American tribes by utilizing the Labriola National American Indian Data Center.
- Students will strengthen and expand upon presentation skills.
- Students will develop an understanding of situation-appropriate business etiquette.
- Students will gain practical experience with projects throughout the course and, for the final project, network and apply learned interpersonal communication skills.

**ASSIGNMENTS:**

**Note: Consider this schedule to be tentative - topics or presentations may have to be reordered, changed or adjusted in scope.**

<b>Date</b>	<b>Description</b>
01/14	Course overview and Self-knowledge (interest and skill assessment) Complete in-class interests and skills inventories for self-exploration and possible occupations. (NOTE: on 1/21 bring resume on flash drive to class) <b>Project 1:</b> in-class (identify skills that transfer between occupations)
01/21	Develop an effective Resume & Cover Letter; Identify references & plan for letters of recommendation. <i>Guest Speaker;</i> Hand-out for “Who Moved My Cheese?” discussion <span style="float: right;">2a</span>
01/28	Interviewing Skills (i.e., Behavioral Interview Questions; What are the Dos and Don’ts when interviewing?) <b>Project 2:</b> Resume, cover letter, and provide 3 references
02/04	Technical Skills (Word-editing, Track changes & components of a poster presentation; poster Session preparation and requirements for 03/25 Research Mixer); Guest Speaker on Native Leadership: Regent <i>LuAnn Leonard</i> ; member of the Inter Tribal Council of Arizona <span style="float: right;">2a</span>

Syllabus Spring 2014 - AIS 494 Cultural Professionalism

- 02/11 Research (plagiarism; citation; literature review; library skills, source credibility, electronic database overview); MEET @ Labriola
- Project 3:** Tour and conduct literature review at the *Labriola National American Indian Data Center*; <http://lib.asu.edu/labriola>; Joyce Martin, Asst Librarian, will present a bibliography session. Meet at Hayden Library, 2<sup>nd</sup> floor Labriola Center at 4:40. How to use your literature review to develop (background to conclusion) an effective paper and PowerPoint presentation.
- 02/18 Finding an Internship (Types & Where to learn about Internships; Strategically use internship search engines)
- Guest Speaker on HR: Salt River Pim Maricopa Indian Community- Crystal Banuelos & staff member 2a
- 02/25 In-class discussion of assigned readings (Coach Tommy Thompson and Who moved my cheese?) 2b
- Project 4:** Focus on indigenous values and leadership by providing a Summary & Reflection paper on *Coach Tommy Thompson and the Boys of Sequoyah* (note: forward by Chadwick Smith, Principle Chief of the Cherokee Nation; Tahlequah, Oklahoma)
- Peterson Zah, first President of the Navajo Nation 2a
- 03/04 In class PowerPoint 15-min presentations
- Project 5:** Community Development Research paper and PowerPoint Presentation due
- Note: Spring Break 03/11
- 03/18 In class PowerPoint 15-min presentations;
- Poster FORMAT DUE for printing; email to [lauragm@asu.edu](mailto:lauragm@asu.edu)
- Hand out for 4/01 in-class discussion: "Native Leadership: Advocacy for Transformation, Culture, Community, and Sovereignty." 2a
- 03/25 Research Poster Exhibit (Discovery Hall 3<sup>rd</sup> floor)
- 04/01 Graduate School and Native Leadership 2a
- Guest Speaker:* John Tippeconnic, Dir. of American Indian Studies;
- Lisa Evens, The Princeton Review
- Graduate School Overview: (general application processes, personal statement, standardized test prep; Admission Dos & Don'ts)
- Graduate Funding Opportunities & Resources



Syllabus Spring 2014 - AIS 494 Cultural Professionalism

04/08	Business Etiquette-Formal Dinner (location: TBA)	2b
04/15	Guest: Councilwoman Delia Carlyle, Ak-Chin Indian Community	2a
<b>Project 6 Due: Summary/Reflection paper on an internship</b>		
04/22	Native American Caucus, AZ State Legislatures Due: Research and summarize the application process of at least 3 graduate/professional programs.	
04/29	What to do with the gap between graduation and Graduate or Professional School (e.g., Teach for America)?  Due: Submit completed internship material or graduate school application with personal statement, at least one letter of recommendation, & identify deadlines, tests and test dates.	
05/06	End of Semester Cultural Professionalism event for students and community leaders—Attend formal lunch or dinner organized by instructor. Guests may include ASU faculty, Tribal Administrators, and Human Resource guests from Tribal governments.	

**PROJECTS:**

As part of the course, students will complete projects to provide practical application of course content. For example, students will prepare a research paper (details below) using a professional format (including accurate and complete citations). Students will also prepare and give a formal 15-minute PowerPoint presentation based on their research. The use of visuals and charts or tables is expected. PowerPoint slides should be self explanatory for a reviewer to understand without support of the oral presentation.

It is expected that the PowerPoint presentation is your own. A software program (for example BlackBoard plug-in SafeAssignment™) may be used to review your work. The program matches student papers and reports with documents on the Internet, and with a number of electronic document databases, to ensure originality of submitted documents. It is expected that you understand and appreciate the need for ethics and integrity when preparing a document and presenting your work.

**Project 4 Requirements:**

- Summary & Reflection paper on *Coach Tommy Thompson and the Boys of Sequoyah*
- How do you meet challenges along your academic/career path? Provide clear examples of how you identified with a “universal lesson(s)” presented in this book.
- Hint: “Universal lessons” may include sportsmanship, determination, team work, perseverance, understanding, learning from mistakes, and not fearing success.
- Minimum 5-page typed, double spaced, 12-point font

Project 5 Community Development Research Paper Requirements:

- Theme: “U.S. American Indian Reservation Profile”
- Select reservation from *Tiller’s Guide to Indian Country* (reserved at Labriola); pick a reservation that has not already been selected (the librarian assistant will have a class roster and list of already selected reservations).
- Summarize population, tribal enrollment, labor force, percentage of High School graduates; percentage of Bachelor’s degrees or higher; unemployment rate per capita income; Infrastructure (Education, Health Care, Environmental concerns).
- at least 5-pages typed, double spaced, 12-point font; *minimum of 3 references*
- Your research will be the basis of a formal 15-minute PowerPoint presentation

Project 6 Requirements:

- Summary & Reflection paper on an internship
- Include mission, goals, deadlines, eligibility criteria, paid vs unpaid, location
- How will the internship align with your career goals? How does the internship help you develop transferable skills?
- Minimum 5-page typed, double spaced, 12-point font

**Course Evaluation\***

Project 1	5% each
Project 3,5,7,8,9	10% each
Project 2,4,6	15% each
Total Grade	100%

**\*Weekly discussion topics will be considered towards each project evaluation. The quantity and quality of the postings will be assessed. Topics will be posted on Blackboard on Monday and participation must be completed by Sunday 9 p.m.. Additional discussion topics may be included at instructor’s discretion.**

**Grading Scale:**

97 to 100% = A+	87 to 89% = B+	76 to 79% = C+	60 to 70% = D
94 to 96% = A	84 to 86% = B	70 to 75% = C	0 to 59% = E
90 to 93% = A-	80 to 83% = B-		

**Late Papers and Assignments.** Submit papers to SafeAssignment. All papers and assignments should be printed, handed in and submitted to SafeAssign on Blackboard. When you download your paper or assignment-if you do not see the online confirmation, it has not successfully sent. Papers and assignments are late after 11:59 p.m. on the due date as long as the student attends class. Late papers are accepted up to 7 days past their due date. NO LATER. Each day they are late, 10% will be deducted from total possible points.

### **5-308 Student Code of Conduct.**

Prohibits “all forms of student academic dishonesty, including but not limited to, cheating, fabrication, facilitating academic dishonesty and plagiarism.” Sanctions include, failing grade of assignment, course, and/or expulsion or suspension from the university. Any student caught cheating or plagiarizing will receive a failing grade or an XE grade in this course.

As stated in the Student Academic Integrity Policy, “Plagiarism means using another's words, ideas, materials or work without properly acknowledging and documenting the source. Students are responsible for knowing the rules governing the use of another's work or materials and for acknowledging and documenting the source appropriately.”

You are responsible for knowing the Student Code of Conduct and Student Academic Integrity Policy. Student Code of Conduct *et al.* <https://eoss.asu.edu/dos/srr>

Academic honesty is expected of all students in all examinations, papers, 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/academicintegrity>

### **Classroom Etiquette**

- **Cell Phones.** I do not allow or tolerate the use of cell phones during class. Turn off cell phone or ringer during class. If you are expecting an emergency call, turn your phone to non-ring/vibrate and take your call outside the classroom with minimal disruption. I do not allow ANY text messaging in class. If you are caught text messaging in class, you will be asked to leave class for that day. Should the problem continue the professor will consider it disruptive and withdraw you from the course.
- **Laptops.** I allow the use of computers in class for note-taking *or* to look up readings pertaining to class. While in class disable the wi-fi capability. Laptops or phones should not be used to surf the web, check Facebook status (or the like) or email, play a game, or IM. Such uses of a laptop are distracting to you and classmates around you. If you or your classmates often seem distracted by what is on your screen, I will ask you to put the computer away and if it continues you will be asked to leave class for that day. Should the problem persist the professor will consider it disruptive and withdraw you from the course.
- **Recording.** Recording will only be permitted for justified reasons and with explicit written permission from the instructor. Any unauthorized recording or duplication of course materials including but not limited to lectures and handouts without the expressed, written consent of the instructor is prohibited. These materials are protected by copyright under Arizona Common Law. If you wish to duplicate materials or tape record for your own use, you must obtain permission from the instructor and dispose of the copy and/or recording at the end of the course.
- Although I encourage classroom discussion, remarks and statements that I find offensive and those I perceive to be offensive to other students, such as those that denigrate or dehumanize others will NOT be tolerated.

**Attendance.** In case of an emergency absence, let the professor know as soon as possible, by phone, email, or in-person. In case of death in family, please inform the Student Advocacy Office (965-6547, Student Services Bldg. 263). They will inform your professors of your absence. I understand ceremonies take place throughout the semester, please let me know ahead of time, if possible. Inform me of any absences due to ceremonies so we may arrange when papers are turned in with a minimal penalty.

**Disability Accommodations.** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. *Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.*

Establishing Eligibility for Disability Accommodations: 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. Their office is located on the first floor of the University Center Building, Suite 160. DRC staff can also be reached at (602) 496-4321 (V), (602) 496-0378 (TTY), and at: [DPCDisability-Q@asu.edu](mailto:DPCDisability-Q@asu.edu) Their hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Eligibility and documentation policies can be viewed at: <https://eoss.asu.edu/drc>

**Incompletes.** I do not give incompletes, unless unusual or emergency circumstances mitigate. An incomplete is only given if student has completed 2/3 of semester's work or in emergency circumstances after student has had discussions with professor. I have found that incompletes impede student progress and create more difficulties during completion. If left incomplete, student's grade becomes an E after a calendar year. Therefore, if any difficulties arise, please talk to me as soon as possible.

### Required Readings

- Crosby, O. (2009). Résumés, applications, and cover letters. *Occupational Outlook Quarterly*, 53(2), 18-29. Retrieved from Military & Government Collection database. <http://login.ezproxy1.lib.asu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=mth&AN=42958641&site=ehost-live>
- Dickson, P. (2009). *Coach Tommy Thompson and the Boys of Sequoyah*. University of Oklahoma Press.
- Johnson, S. (2002). *Who moved my cheese?: An amazing way to deal with change in your work and in your life*. New York: G.P. Putnam's Sons.
- Johnson, V., Benham, M.K.P., & VanAlstine, M.J.(2003). Native Leadership: Advocacy for transformation, culture, community, and sovereignty. In Benham, M.K.P. & Stein, W.J. (Eds.), *The renaissance of American Indian higher education: Capturing the dream* (pp. 149-165). Mahwah, NJ: Lawrence Erlbaum Associates.



**AIS 494**

# Cultural Professionalism

**Spring 2015 Class Information:**  
Tempe Campus, Discovery Hall 313  
Tuesday 4:40pm - 7:30 pm  
Line Number: 17943  
Instructor: Dr. Laura Gonzales-Macias  
E-mail: lauragm@asu.edu  
Office: Discovery Hall 320B

## Course Description

Emphasizes professional and leadership skills to prepare students for academic and career endeavors after undergraduate degree completion. Explores indigenous perspectives on communication, research, professional and leadership skills. Pre-requisite: Junior status (at least 56 earned credit hours).

## 10 Course Modules

- Self-knowledge (interest and skill assessment)
- Developing an effective Resume & Cover Letter
- Finding an Internship
- Interviewing Skills
- Research
- Technical Skills
- Graduate School Overview
- Graduate Funding Opportunities & Resources
- Business Etiquette
- Networking

## Etiquette Dinner

Students gain advice and practice on formal dinner protocol when engaged with community leaders. This 4-course dinner provides an opportunity to engage in networking with faculty, administrators and Tribal dignitaries.

## Research Poster Mixer

Students showcase posters, focusing on how they would address a community need. The poster presentations stem from written and orally presented research on North American tribes. Guests vote on the most innovative and practical poster idea and the winner receives a course scholarship from The Princeton Review valued at up to \$2000 for a test preparation course (GRE, GMAT, LSAT or MCAT).

Senior- "One thing that I gained from the course is through confidence, determination and perseverance I can excel above my goals in giving back to my community."

Senior- "I learned a lot from your projects and had a lot of fun along the way. I am happy that I was able to take your course."

Senior- "I was just informed that I was selected for the Summer Internship Program with NIH! I'm so glad I took this course. The application preparation and letter of recommendation made a huge impact on their decision."

Junior- "I enjoyed being a student in the class as it has much to offer: practical information, sound, logical advice and a small class size for more effective in-class discussions."





# graduate and professional student

graduate and professional  
**GPSA** student association

## appreciation week

### wednesday 3.26

#### Graduate Pizza Parties

Join other graduate students for free pizza and beverages! Hosted by your Graduate and Professional Student Association (GPSA)

##### ASU Polytechnic: Tuesday, March 25

5:00 – 7:00 p.m. • Graduate Student Center, Administration Bldg, Room 130 • *information: kepowell@asu.edu, gpsa.asu.edu/locations/*

##### ASU West: Wednesday, March 26

5:00 – 7:00 p.m. • Graduate Student Center, Faculty and Administration Bldg (FAB N174) • *information: Kimberly.Roland@asu.edu, gpsa.asu.edu/locations/*

##### ASU Downtown Phoenix: Thursday, March 27

11:00 a.m. – 1:00 p.m. • Graduate Student Center, Post Office, rm 136  
*information: Theresa.Avila@asu.edu, gpsa.asu.edu/locations/*

#### Shades Open House

Shades Multicultural Mentoring Program is opening its doors and inviting graduates to an open house. ASU students of all backgrounds have joined, creating a truly interdisciplinary assembly of scholars that promotes professional development and encourages networking within the ASU community. Whether you are matched with a Shades partner or not, or maybe you are just interested in learning more about how Shades Mentoring may improve your ASU experience, drop by our study area and learn about our resources. Refreshments provided.  
8:00 a.m. – 5:00 p.m. • Interdisciplinary B Bldg, rm 288  
*information: dousoe@asu.edu, graduate.asu.edu/diversity/shades, 480.955.9347*

### thursday 3.27

#### GPSA Coffee Thursdays

Every Thursday, the Graduate Professional Student Association at the Tempe campus invites you to free coffee and pastries!  
9:00 – 11:00 a.m. • Tempe Graduate Student Center, Center for Family Studies (CFS) • *information: gpsa.asu.edu, 480.727.9870*

#### Annual Graduate and Professional Student Appreciation Picnic

Come enjoy free food, music, prizes and socializing with fellow graduate students from all campuses!  
11:30 a.m. – 2:30 p.m. Student Services Lawn • *information: gpsa.asu.edu, 480.727.9870*

#### The New Black

A documentary film by new director and producer Yoruba Richen. The film examines the issues of gay rights, civil rights, gay marriage and homophobia in the African American church. Hosted by the ASU Black Graduate Student Association, a panel discussion will follow the film presentation. The discussion will be moderated by PhD graduate student of Gender Studies, Sakena Young-Scaggs.  
4:00 – 7:00 p.m. • West Hall, rm 267  
*information: nyrichen@asu.edu*  
Find Black Graduate Student Association at ASU on Facebook

### friday 3.28

#### Creating Healthier Communities: A Panel Discussion on American Indian Decolonization

American Indian Graduate Student Association (AIGSA) will host a discussion on innovative perspectives of decolonization. The panel dialogues will be moderated by Waquin Preston, graduate student of American Indian Studies (MS, Indigenous Rights and Social Justice). Panelists will discuss their studies and works designed to create healthier American Indian communities. Join in our discussion.  
2:00 – 3:00 p.m. • Discovery Hall, rm 313  
*information: Waquin.Preston@asu.edu*  
Find American Indian Graduate Student Association at ASU on Facebook

### tuesday 3.25

#### The Christine Marin Staff Award

The Latino/a Graduate Student Alliance (LGSA) invites you to join in conversation with Dr. Christine Marin, a dedicated servant of ASU who will share her expertise on topics of Mexican American history, Chicano studies and being recognized for her outstanding service to ASU.

11:00 a.m. – 12:00 noon • Memorial Union, rm 227 (Pinal)  
*information: asulgsa.weebly.com*

#### The Sense of Feeling in Richard Rolle's Incendium Amoris

sponsored by Arizona Center for Medieval and Renaissance Studies

Winner of the ACMRS "Outstanding Graduate Paper Travel Award", Arthur Russell (PhD student in the Department of English at ASU) will present his award-winning paper presentation at the Medieval Institute in May. *RSVP: graduatelectura.eventbrite.com*  
2:00 p.m. • Coor Hall, rm 4403 • *information: Kyntra.TerBeek@asu.edu*  
Arizona Center for Medieval and Renaissance Studies: *acmrs.org/news/events*

#### Research Exhibit: Creating Visions for Future Nations

Cultural Professionalism students present a research exhibit mentored by graduate students of the ASU American Indian Graduate Student Association (AIGSA). The exhibit will showcase innovative Tribal Community Development posters focusing on how best they would meet the needs of the tribal communities.

5:00 – 7:00 p.m. • Discovery Hall, rms 312 & 313

*information: lauragr@asu.edu*

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#### Parting the Fur: A Master of Fine Arts in Sculpture Thesis Exhibition Opening Reception

MFA graduate student, Haylee Bolinger's *Parting the Fur* is an extravaganza of provocative and playful artwork.

6:00 – 8:00 p.m. • Harry Wood Gallery (Art Bldg)

*information: Haylee.Bolinger@asu.edu, www.hayleebolinger.com*

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all events are free and take place on the Tempe campus unless otherwise noted

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[graduate.asu.edu](http://graduate.asu.edu)

march 25-28, 2014



## Research Exhibit Topics and Presenters – Vote Card

Please select **ONE** box

Must be **18** to vote

- Misty Preston, Health Science,  
A Healthier Havasupai: Importing Nutrient Density  
Mentor: Naomi Tom
- Delmar Blackhorse, American Indian Studies,  
Securing the Financial Security of the Onondaga Nation  
Mentor: Mario Atensio
- Erin Ortega, Criminal Justice/Criminology  
Jicarilla Apache Equine Therapy Program  
Mentor: Karyn Denny
- Denelle Prieto, American Indian Studies  
Standing Rock Sioux Reservation Traditional  
Healing Camp; Domestic Violence  
Mentor: Madison Fulton
- Jenna Hutchinson, American Indian Studies  
The Cahto Tribe of Northern California  
Mentor: Justin Hongeva
- Crystal Rope, Health Solutions-Nutrition,  
Access to Oral Health for White Mountain Apache  
Tribe Maternal Mothers  
Mentor: Waquin Preston
- Oscar Rubio, Justice Studies,  
Navajo Nation  
Mentor: Alesha Sloan
- Waynette Taylor, American Indian Studies,  
"Live Well, Be Well": A Holistic Approach to  
Treating diabetic and Obese Individuals Salt River  
Pima Maricopa Indian Community  
Mentor: Emery Tahy

- Danelle Cooper, Global Health,  
The Confederated Salish and Kootenai Tribes (CSKT):  
Healing the Spirit  
Mentor: Cynthia Benally
- Chelsea Garmenez, Justice Studies,  
Revitalization of the Hopi Language among Younger  
Generation  
Mentor: Cliff Kaye
- Wyatt Rosette, American Indian Studies,  
Campo Kumeyaay Nation Education  
Improvements  
Mentor: Emery Tahy
- Joel Guerrero, Justice Studies,  
Preventing the High Cost of Fighting Forest Fires  
Mentor: Eric Gonzales
- Melissa Lujan, General Studies,  
Cultural Revitalization of the San Carlos Apache Tribal  
Sunrise Ceremony  
Mentor: Nicholas Smith
- Kiaya Jackson, Biological Sciences (Conservation Bio &  
Ecology)  
Camp Verde Yavapai-Apache Nation  
Mentor: Farina King
- Kelcie Franklin, Secondary Education,  
Gila River Education and Cultural Revitalization Program  
Mentor: Melissa Slocum
- Dorothy Rhodes, American Indian Studies,  
Pawnee Tribe of Oklahoma "Pawnee Nation  
College"  
Mentor: Laura Medina

5:00 p.m. - 5:10 p.m. Welcome

5:10 p.m. - 6:15 p.m. Reception and Voting  
(Submit this ballot by 6:45 p.m. in the blue ballot box)

6:15 p.m. - 6:45 p.m. Mentor and Mentee Recognition

6:50 p.m.-7:00 p.m. The Princeton Review Award and Closing

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4th Annual AIS 494 Culture Professionalism

# ETIQUETTE DINNER



You're invited to attend and gain business etiquette advice during a four-course dinner on Tuesday, April 8th; 5:30pm Doors Open; Tempe Mission Palms. This Etiquette event is part of Dr. Laura Gonzales-Macias' AIS 494 Cultural Professionalism course. Eligible students are invited to attend. If you RSVP, make sure you mark your calendar! Seats are limited and there will be a wait list! This event is sponsored by Freeport McMoRan and the Native American Business Organization (NABO). To reserve a seat, you must be a current ASU student and follow the RSVP Deadlines.

## **There are four BLOCKS in which you may RSVP:**

### 1st BLOCK

Applicants: AIS 494 Cultural Professional students  
RSVP: March 21st-March 25th

### 2nd BLOCK

Applicants: ASU NABO Members  
RSVP: March 26th-April 1st; 8:00am

### 3rd BLOCK

Applicants: AIS majors/minors  
(expected to graduate Fall 2014 or later)  
RSVP: April 1st-April 4th

### 4th BLOCK

Applicants: Open to public  
RSVP: April 5th-April 7th; 8:00am

Only current student may attend. There is limited seating.

## **Speakers:**

### **Robin Hammond**

ASU Ira A. Fulton Schools of  
Engineering Director

### **Mary Fachman**

Career Services  
ASU Career Advisor

## **RSVP Survey Monkey Link**

<http://www.surveymonkey.com/s/CultureProfessional>

## **For any questions, contact:**

[lauragm@asu.edu](mailto:lauragm@asu.edu)

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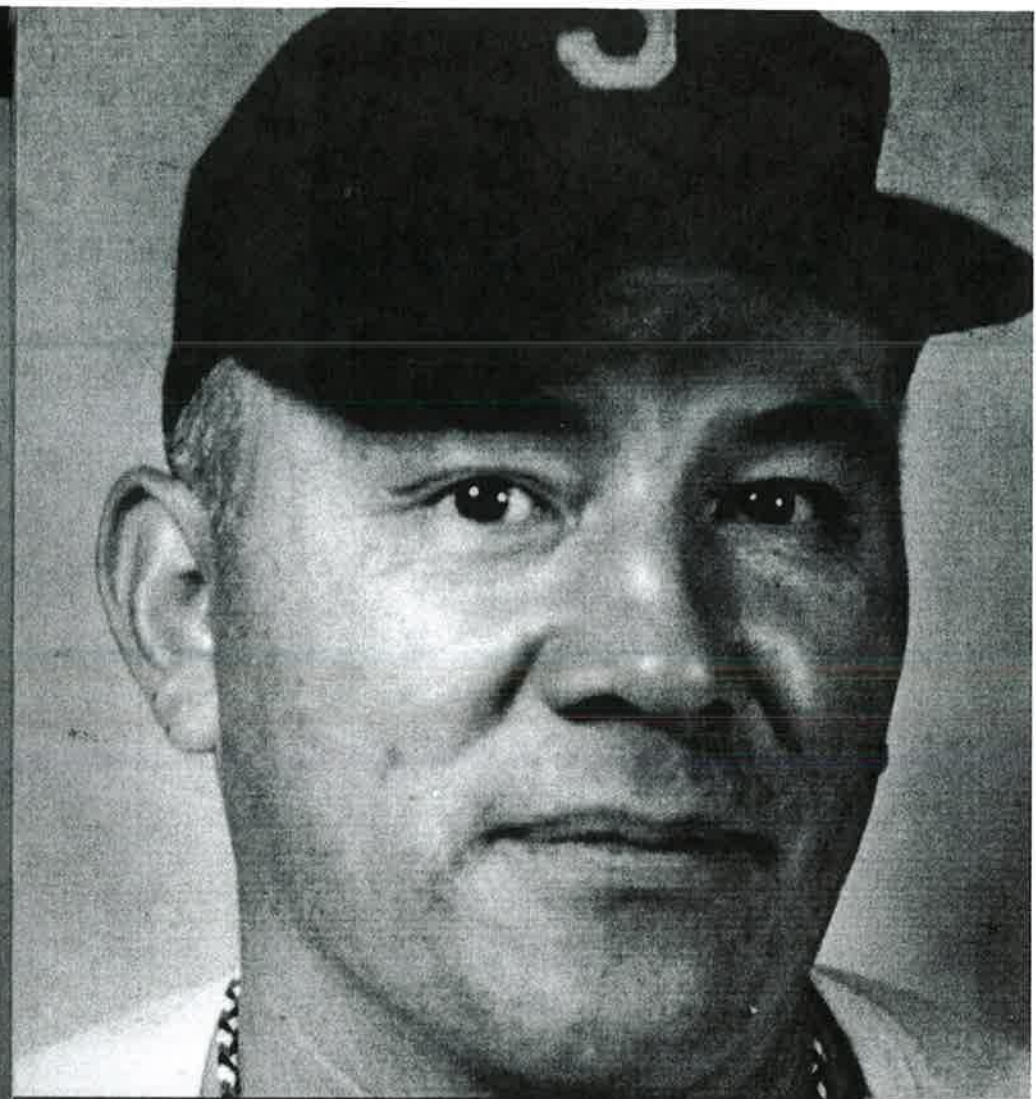


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**COACH TOMMY  
THOMPSON**

AND THE BOYS OF

**SEQUOYAH**

**PATTI DICKINSON**

FOREWORD BY

PRINCIPAL CHIEF CHADWICK SMITH



**W**hen eleven-year-old Tommy Thompson arrived at a government-run Indian boarding school in 1915, it seemed a last resort for the youngster. Instead, it turned out to be the first step toward a life dedicated to helping others. Thompson went on to become a star athlete and football coach—a Cherokee legend whose story is remembered by many and is now finally told for a wider audience.

Following gridiron fame at Northeastern State College, Thompson returned to Sequoyah Vocational School in 1947 as Boys' Coach and Advisor. More than a thousand boys attended the boarding school during the eleven years he coached there—boys who, like Thompson earlier, had nowhere else to go. Patti Dickinson tells the inspiring story of how this one man made a difference in the lives of a generation of Indian youth.

Through football, Thompson taught his boys the skills and values they would need to succeed in life, and twice led his team to the state finals. Dickinson describes the success of that program, including one epic, rain-soaked championship game. She paints compelling portraits of Thompson's boys—the men whose firsthand stories and reminiscences form the basis of the narrative. She also re-creates daily life at the school, with its pranks, school dances, and holiday feasts.

To his boys, Thompson was Ah-sky-uh, "the man," a Cherokee term of respect. Half a century after his death, this book helps secure his place in history as it opens a new window on the boarding school experience.

"Anyone with a heart will enjoy reading the story of Coach Tommy Thompson and his work with the students and football teams at Sequoyah Indian School. It's an inspiring story with great morals to teach but with a sad, human side as well, as Thompson's personal struggles are not glossed over. I urge everyone to read this book!"

**Robert J. Conley**, author of *Cherokee Thoughts, Honest and Uncensored*

"This captivating tale of a humble man who made a lasting difference in the Cherokee community is brilliantly relived through Patti Dickinson's sophisticated interweaving of lucid historical narrative and biographical detail."

**Sean Kicummah Teuton**, author of *Red Land, Red Power: Grounding Knowledge in the American Indian Novel*

**Patti Dickinson** is the author of *Hollywood the Hard Way: A Cowboy's Journey*. A native Oklahoman of Cherokee ancestry, she currently resides in Santa Maria, California. **Chadwick Smith** is the Principal Chief of the Cherokee Nation.

*On the front: Coach Tommy Thompson, Sequoyah Vocational School, 1947. Courtesy of Jimmy Thompson.*

Jacket design by Tony Roberts



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*Patti Dickinson*



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**Spencer Johnson, M.D.**

Foreword by **Kenneth Blanchard, Ph.D.**

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## American Indian Studies


### Guide Information

Last Updated: Nov 21, 2014  
 Guide URL: <http://libguides.asu.edu/LabriolaCenter>  
 Description: This page is a starting point for all students researching American Indian issues. This guide is created by the Labriola National American Indian Data Center.  
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### Featured Librarian

Name: Joyce Martin  
 Subjects: **American Indian issues**  
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[AIS 494 Cultural Professionalism](#)  
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## AIS 494 Cultural Professionalism

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<http://lib.asu.edu/govdocs>

Federal, Arizona and local government documents Dan Stanton [danton@asu.edu](mailto:danton@asu.edu) 480-965-1798

Hayden Library, 3<sup>rd</sup> floor Government Documents Reference desk open M-F 10-5 (ring bell for service) Government Documents Reference phone number (480) 965-3390

[Federal Government Documents LibGuide](#) and [Arizona Government Documents LibGuide](#)

**Law Library, Indian Law** <http://www.law.asu.edu/library>

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### Labriola National American Indian Data Center Info

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Contact the Center at 480-965-6490 or [archives@asu.edu](mailto:archives@asu.edu)

Or call Joyce Martin at 480-965-0298 or [joyce.martin@asu.edu](mailto:joyce.martin@asu.edu)



### Statistical Information

- Census 2010 American Indian and Alaska Native Data  
[http://www.census.gov/aiian/census\\_2010/](http://www.census.gov/aiian/census_2010/)
- Arizona State Data Center  
<http://www.workforce.az.gov/state-data-center.aspx>
- Tiller's Guide to Indian Country  
<http://library.lib.asu.edu/record=b4818360-S3>  
This book is located in Labriola Center and Hayden Reference



### Recommended Research Databases

- American Indian History Online  
<http://library.lib.asu.edu/record=e1000481>  
Online encyclopedia, good for an overview of a topic, also primary sources, images, and maps  
A unique resource that offers fast access to more than 5,000 years of culture, history, and leaders. More than 240 Native American groups are presented through subject entries, biographies, primary source documents, historical maps, and photographs.
- American Indian Index  
<http://library.lib.asu.edu/record=e1000031>  
Includes all photographs, oral histories, newscippings, reports, biography files, etc. in the Labriola Center collection.  
Part of the Labriola National American Indian Data Center Collection. Includes all topics dealing with the American Indian in Alaska, Canada, and the United States. Photographs are included in this collection.
- Bibliography of Native North Americans  
<http://library.lib.asu.edu/record=e1000081>  
General database for journal articles on various topics dealing with American Indian Nations - link to full text through Get it ASU  
Covers the history, life and culture of native North Americans. Indexes works from the 16th century to the present, including monographs, essays, journal articles, government documents, historical and ethnographic books, and dissertations.
- Ethnic Newswatch  
<http://library.lib.asu.edu/record=e1001157-S3>  
Newspaper articles, including Indian Country Today, very contemporary information, full text (1960+) Full-text of ethnic, minority and native press newspapers, magazines and journals. Provides a broad diversity of perspectives and viewpoints. Represents the diversity of the American population in ways that are not seen in the mainstream media.
- Google Scholar  
<http://scholar.google.com/azproxy1.lib.asu.edu/>  
General database to search for academic journal articles Be sure to search through the ASU Libraries home page so you can connect to the full text of many articles at no cost to you

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- American Indian History Online  
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