# GENERAL STUDIES COURSE PROPOSAL COVER FORM

**College/School:** College of Liberal Arts and Sciences  
**Department:** American Indian Studies  
**Prefix:** AIS  
**Number:** 440  
**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:**

**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?**  
Yes

**Chair/Director Initials**

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

**Mandatory Review:** Yes

**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 2016 Effective Date: October 1, 2015  
For Spring 2017 Effective Date: March 10, 2016

**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 (SO/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(s) 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: Laura Gonzales-Macias, Ph.D.  
E-mail: lauragm@asu.edu  
Phone: 480-965-1711

**Department Chair/Director approval:** (Required)
Chair/Director name (Typed): John Tippeconnic
Chair/Director (Signature): [Signature]
Date: 11/24/2015
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.

### ASU--[C] CRITERIA

#### CULTURAL DIVERSITY IN THE UNITED STATES

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td><strong>1. A Cultural Diversity course must meet the following general criteria:</strong></td>
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<tr>
<td>☒</td>
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<td>- The course must contribute to an understanding of cultural diversity in <em>contemporary</em> U.S. Society.</td>
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<td><strong>2. A Cultural Diversity course must then meet at least one of the following specific criteria:</strong></td>
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<tr>
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<td>- 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.</td>
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<td>☒</td>
<td>☐</td>
<td>- 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.</td>
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<td>☒</td>
<td>- 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.</td>
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<td>☒</td>
<td><em>Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</em></td>
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<td>*<em>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.</em></td>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example - See 2b. Compares 2 U.S. cultures</td>
<td>Example - Compares Latino &amp; African American Music</td>
<td>Example - See Syllabus Pg. 5</td>
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<tr>
<td>See 2a. Study of American Indian Nations and Tribes in Arizona</td>
<td>- 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</td>
<td>See Syllabus p.2, 3, &amp; 4. Also see attached flyer</td>
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<tr>
<td>See 2b. Compares various U.S. cultures</td>
<td>Compares Western style &amp; Native World views of leadership and etiquette</td>
<td>See Syllabus p.3 &amp; 4 - Native Leadership - Business Etiquette (also see attached Etiquette Dinner flyer) - End of Semester event with Tribal Leaders</td>
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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  
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. Research focuses on addressing the needs of Arizona Indian Nations & Tribes and culminates in a research paper, in-class presentation, and community development poster presentation. Research posters are showcased in a Research Symposium in which guests vote on the most innovative and practical poster presentation.

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.
- 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.

**Required Readings**


**Research Resources**


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


**Recommended Readings**

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>01/14</td>
<td>Course overview and Self-knowledge (interest and skill assessment)</td>
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<tr>
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<td>Complete in-class interests and skills inventories for self-exploration and possible occupations. (NOTE: on 1/21 bring resume on flash drive to class)</td>
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<td><strong>Project 1:</strong> in-class (identify skills that transfer between occupations)</td>
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<tr>
<td>01/21</td>
<td>Develop an effective Resume &amp; Cover Letter; Identify references &amp; plan for letters of recommendation.</td>
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<td>![Guest Speaker](Guest Speaker: Hand-out for “Who Moved My Cheese?” discussion)</td>
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<td>01/28</td>
<td>Interviewing Skills (i.e., Behavioral Interview Questions; What are the Dos and Don’ts when interviewing?)</td>
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<td><strong>Project 2:</strong> Resume, cover letter, and provide 3 references</td>
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<tr>
<td>02/04</td>
<td>Technical Skills (Word-editing, Track changes &amp; components of a poster presentation; poster Session preparation and requirements for 03/25 Research Mixer); Guest Speaker on Native Leadership: Regent LuAnn Leonard; member of the Inter Tribal Council of Arizona</td>
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<tr>
<td>02/11</td>
<td>Research (plagiarism; citation; literature review; library skills, source credibility, electronic database overview); MEET @ Labriola</td>
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<td><strong>Project 3:</strong> Tour and conduct literature review at the Labriola National American Indian Data Center; <a href="http://lib.asu.edu/labriola">http://lib.asu.edu/labriola</a>; Joyce Martin, Asst Librarian, will present a bibliography session. Meet at Hayden Library, 2nd floor Labriola Center at 4:40. How to use your literature</td>
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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 Pima-Maricopa Indian Community-Crystal Banuelos & staff member

02/25

In-class discussion of assigned readings (Coach Tommy Thompson and Who moved my cheese?)

**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

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

Hand out for 4/01 in-class discussion: “Native Leadership: Advocacy for Transformation, Culture, Community, and Sovereignty.”

03/25

Research Poster Exhibit (Discovery Hall 3rd floor)

04/01

Graduate School and Native Leadership

*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

04/08

Business Etiquette-Formal Dinner (location: TBA)

04/15

Guest: Councilwoman Delia Carlyle, Ak-Chin Indian Community

**Project 6** Due: Summary/Reflection paper on an internship

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*

<table>
<thead>
<tr>
<th>Project</th>
<th>Percentage</th>
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<tr>
<td>1</td>
<td>5% each</td>
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<tr>
<td>3,5,7,8,9</td>
<td>10% each</td>
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<td>2,4,6</td>
<td>15% each</td>
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<td>Total Grade</td>
<td>100%</td>
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*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, 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/academicintegrity*

For more information, see

**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 Their hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Eligibility and documentation policies can be viewed at: https://coss.asu.edu/drc

**Policy against threatening behavior**
ASU’s policy against threatening behavior (Student Services Manual SSM 104-02 "Handling Disruptive, Threatening or Violent Individuals on Campus"): 

*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.*

**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.
AIS 494
Cultural Professionalism

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

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.”

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).
graduate and professional student appreciation week

**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: Araceli@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 N114). Information: Kimberly.Akin@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 118. Information: Theresa.Velez@asu.edu, gpsa.asu.edu/locations

**Wednesday 3.26**

**Shades Open House**
Shades McAfee Rural 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 might you can just stop by and learn 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 5 Bldg., rm 289. Information: docmcafee@asu.edu, graduate.asu.edu/mentoring/locations/58019659

**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, 480.257.8800

**Annual Graduate and Professional Student Appreciation Picnic**
Come enjoy free food, drinks, prizes and speaking with fellow graduate students from all campuses. 11:30 a.m. - 2:30 p.m., Student Services Lawn. Information: gpsa.asu.edu, 480.727.8800

**Friday 3.28**

**Creating Healthier Communities: A Panel Discussion on American Indian Decolonization**
American Indian Graduate Student Association (MIGSA) will host a discussion on innovative perspectives of decolonization. The panel discussion will be moderated by Wayne Prislin, graduate student of American Indian Studies. (Hopi, Indigenous Rights and Social Justice). Panelists will share their stories and works designed to create healthier American Indian communities. Join us! 2:00 - 3:00 p.m., Discovery Hall, rm 313. Information: Wayne.Prislin@asu.edu, facebook.com/GraduateStudentAssociation

**Research Exhibit: Creating Visions for Future Nations**
Cultural professionalism: students present their research involving mentoring by graduate students of the ASU American Indian Graduate Student Association (MIGSA). The exhibit will showcase innovative Tribal Community Development projects, focusing on how best they would meet the needs of the tribal communities. 5:00 - 7:00 p.m., Discovery Hall, rm 312. Information: Wayne.Prislin@asu.edu, facebook.com/GraduateStudentAssociation

**Paradigm: A Master of Fine Arts in Sculpture Thesis Exhibition Opening Reception**
MFA graduate student Haylee Bolding's "Paradigm: A Master of Fine Arts in Sculpture Thesis Exhibition" is an extraordinary exhibition of creation and play in working. 5:00 - 8:00 p.m., Harry Wood Gallery (Art Bldg). Information: Haylee.Bolding@asu.edu, http://hayleebolding.com

**The New Black**
A documentary film by new director and producer Yonita Rehme. The film examines the issues of gay rights, LGBTQ, and homophobia in the African American church. Hosted by the ASU Black Student Association. A panel discussion will follow the film presentation. The discussion will be moderated by PhD graduate student of Gender Studies, Sakina Young-Suggs. 4:00 - 7:00 p.m., West Hall, rm 267. Information: gpsa.asu.edu, 480.727.8800

**The Christine Marin Staff Award**
The Latino/a Graduate Student Alliance (LGSAn) 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/a studies, and being recognized for her outstanding service to ASU. 11:00 a.m. - 12:00 noon, Memorial Union, rm 227 (Final). Information: lgsa.asu.edu

**The Sense of Feeling in Richard Rolle's Incendium Amoris**
Sponsored by the Arizona Center for Medieval and Renaissance Studies. Winner of the ACMRS "Outstanding Graduate Paper Travel Award," Author: Russell (PhD student in the Department of English at ASU), will present his award-winning paper presentation at the Medieval Institute in May. RSVP to graduateStudents@asu.edu. 7:00 p.m., Civics Hall, rm 4409. Information: cimres.asu.edu, 480.965.5229

**Research and Writing with New Media**
A panel discussion exploring the potential of new media to enhance research and writing. Hosted by the ASU Graduate School's Writing Center. 1:00 - 2:00 p.m., Discovery Hall, rm 313. Information: writing.asu.edu, 480.727.8800

**Graduate and Professional Student Appreciation**
All events are free and take place on the Tempe campus unless otherwise noted.
gpsa.asu.edu/event/grad-week-2014
graduate.asu.edu
Research Exhibit Topics and Presenters – Vote Card

Please select ONE box

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: Karynn Dennv

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 Honceva

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

Dannelle 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
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.

RSVP Survey Monkey Link
http://www.surveymonkey.com/s/CultureProfessional

Speakers:

Robin Hammond
ASU Ira A. Fulton Schools of Engineering Director

Mary Fachman
Career Services
ASU Career Advisor

For any questions, contact:
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AND THE BOYS OF SEQUOYAH

PATTI DICKINSON

FOREWORD BY
PRINCIPAL CHIEF CHADWICK SMITH
When 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.
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Who Moved My Cheese?

Spencer Johnson, M.D.
Foreword by Kenneth Blanchard, Ph.D.
coauthors of The One Minute Manager

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American Indian Studies

Guide Information
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Cherokee Physician and Medicine Man
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Oral History - Listening to Indians
Oral History Subject Guide
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http://lib.asu.edu/aborama
Statistical Information

- Census 2019 American Indian and Alaska Native Data

- Arizona State Data Center
  http://www.asdatacenter.asu.edu

- Tribal Guide to Indian Country
  http://library.lib.asu.edu/guide/tribal66360-53
  This book is located in the Labrona Center and the Hayden Reference.

Recommended Research Databases

- American Indian History Online
  http://library.lib.asu.edu/record/1000041
  Online encyclopedias, good for overviews of topics. Also includes primary sources, images, and maps.

- American Indian Index
  http://library.lib.asu.edu/record/1000031
  Includes all photographs, oral histories, news clippings, reports, biography files, etc., at the Labrona Center.

- American Indian History Online
  http://library.lib.asu.edu/record/1000041
  Includes all topics dealing with American Indian history, including monographs, essays, journal articles, government documents, historical and ethnographic books, and dissertations.

- Ethno-News watch
  http://library.lib.asu.edu/record/1001157-53
  Newspaper articles, including Indian Country Today, very contemporary information, full text.

- Google Scholar
  http://scholar.google.com
  General database to search for academic journal articles. Be sure to search through the ASU Libraries homepage so you can connect to the full text of many articles at no cost to you.

Online Photographs

- American Indian History Online
  http://library.lib.asu.edu/record/1000481-53
  A unique resource that offers free access to more than 5,000 years of culture, history, and leadership. More than 240 Native American groups are presented through subject entries, biographies, primary source documents, historical maps, and photographs.

- Library of Congress Online Photographs Catalog
  http://www.loc.gov/pictures/

- National Archives Catalog
  http://www.archives.gov/research/search/1
  Hint - add the word photograph to your keyword search.

- NAU Clymer Library Digital Special Collections
  http://Archive.library.nau.edu

- Official Tribal Webpages by Example: Ak-Chin Indian Community
  http://www.ak-chin.indiancommunity.org

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