



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5003-103: Theoretical Foundations of Human Relations

Course Description:

The goal of this course will be to familiarize you with the theoretical underpinnings of a degree in Human Relations. We will explore questions of race, gender, social class, and intersectionality. Throughout the semester we will explore the significance of race, gender, and class to the human experience. We will additionally locate this exploration in the international arena, and we will explore related theories of liberation.

Class Dates and Format Information:

Dates: May 10 – 16, 2021
Format: Hybrid via Canvas and Zoom. Synchronous hours listed below.
Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: April 11, 2021

Site Director and Information for VA Benefits:

Location: Hurlburt Field, Florida. Class will be held in Bldg. 90220, 221 Lukasik Ave.
Hours: Monday - Friday 6:00 p-9:30 p; Saturday 8:00 a-4:30 p; Sunday 8:00 a-12:00 p

This military installation is not open to the general public. In order to take courses at this installation, students must have a current military or Department of Defense identification card which allows them to access the installation.

Email: aphurlburt@ou.edu. Phone: 850-581-3000.

Professor Contact Information:

Course Professor: Zermarie Deacon
Mailing Address: University of Oklahoma
Department of Human Relations
PHSC 729
601 Elm Avenue
Norman, OK 73019
Telephone Number: (405) 325-2749
E-mail Address: zermarie@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

This course required a textbook, a book review book, and completing reading posted on Canvas. See below for the list of required readings.

Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Updated 23 February 2021\

Preface to Readings:

This course provides an introduction to the fundamental theories of human behavior that are typically applied in Human Relations practice and research. Many of these theories have their origin in “personality theories” in the field of psychology, but in a more encompassing context they are viewed and applied as theories of human behavior. For that reason, many of the required readings below will refer to these theories as “theories of personality.” This course broadens the application of these theories within the context of personal, organizational, and societal behavior.

Course Readings: (Required):

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Adams, M., Blumenfield, W. J., Catalano, D. C. J., Dejong, K., Hackman, H. W., Hopkins, L. E., Love, B., Peters, M. L., Shlasko, D., & Zuniga, X. (Eds.). (2018), *Readings for diversity and social justice (4th Edition)*. Taylor & Francis
2. Select **one** of the following books for your book review paper
 - a. *The new Jim Crow: Mass incarceration in the era of colorblindness*, M. Alexander, 2010
 - b. *The Lone Ranger and Tonto fistfight in heaven*, S. Alexie, 2013
 - c. *Hunger: A memoir of (my) body*, R. Gay, 2017
 - d. *Hunger of memory*, Rodriguez, R., 2004
 - e. *The immortal life of Henrietta Lacks*, R. Skloot, 2011

Instructional Strategies:

During the course, combinations of the following instructional methods will be used: Lectures, discussions, small group work, and presentations.

Course Outline:

Our class time will be a combination of Zoom meetings, Canvas discussions, and use of materials posted on Canvas.

Day 1: Zoom meeting from 6-9PM to review syllabus, establish outline the week’s work, and start discussion of Section 1

Day 2: Chapters 9, 12, 14, 15, 16, 19, 21, 22, 23

Day 3: Chapters 23, 29, 30, 32, 33, 35, 36, 39, 40, 43

Day 4: Chapters 45, 46, 48, 49, 52, 53, 57, 58, 62

Day 5: Chapters 63, 64, 65, 70, 71, 72, 82, 87, 89, 92

Day 5: Chapters 97, 98, 99, 101, 103, 104, 105, 106, 109, 115

Day 6: Chapters 117, 118, 119, 120, 121, 124, 125, 127, 129

Day 7: Chapters 130, 133, 134, 135, 137, 139, and wrap-up

Statement on Respect:

The classroom should provide a supportive learning environment where students can express their views without fear of reprisal. That freedom of expression must be balanced by demonstrated respect for other’s viewpoints and appropriate and reasonable sensitivity, especially within the context of scholarly disagreement. Disrespectful or uncivil dialogue (including, but not limited to, personal attacks, insults, or harassment) will not be tolerated.

Statement on the Use of Personal Electronic Devices:

Personal computers or tablets may be used for note taking or completing in-class assignments provided they are used in a manner that is not distracting to other students. At no time during class time may personal electronic devices (including computers tablets, cell phones, etc.) be used for incidental web browsing, gaming, video viewing, texting, voice communication, or any other noncourse-related activity. The use of personal electronic devices for voice, photographic, or video recording during or related to this course is prohibited without the prior permission of the instructor.

The MHR Program Planner:

Students should become familiar with the MRH Program Planner, which was sent to each student upon admission. The Planner has a description of the HR program and helpful information about such topics as graduate study, financial support, graduation information, and of particular interest, information on comprehensive exams and internships.

Department of Human Relations Web Site: <http://humanrelations.ou.edu>.

Assignments, Grading and Due Dates:

Please read the following descriptions of assignments and complete those noted **before class begins**.

Readings:

Required course readings are listed above.

Attendance and absences:

It is a policy of the Board of Regents of the University of Oklahoma that you attend all class sessions. Absence from class also significantly affects the quality of participation in small group discussions and presentations, as well as planned exercises, not only for the student, but for classmates as well. Absence can be excused for legitimate reasons such as emergencies, military duties, dangerous weather conditions, etc. However, absence for social events, non-official university events, or other non-excused reasons can result in lowering your grade. As a general rule, tardiness and unexcused absence can result in lowering your grade, and large numbers of hours absent (e.g., 4-6 hours or more) can be very serious and may even result in your having to repeating the course. Please see the instructor if you face circumstances that may result in your absence.

Class participation:

Each student will be expected to lead a discussion on one chapter from our textbook. Students may choose from any of the chapters in the book, whether or not they have been assigned. Students will be required to lead the discussion on the days that we deal with the topic of their chosen chapter. More than one student will lead a discussion on a given a day. We will discuss which chapters students want to lead discussions on during the first day of class. Students should thus come to class having identified their top three choices of chapters to lead a discussion on.

A formal presentation is not necessary. Rather, students will be expected to come to class having read their chosen chapter. They will highlight the chapter's most significant points for their peers and come prepared with a selection of discussion questions to address with their classmates. The discussion should last about 15 to 20 minutes.

Reaction paper:

You will complete a reaction paper in response to a chapter in your textbook. You may pick any chapter that is of interest to you.

Your reaction papers provide you with an informal, yet scholarly forum in which to respond to the assigned reading. Your papers should be three to five double-spaced pages long and should be proofread and spell and grammar checked. You are not expected to use outside sources, but rather, are expected to provide your own response and reaction to the assigned reading material. However, any outside sources should be cited appropriately. You should consider the following questions when completing your

reaction papers: How are the issues the author raises relevant to human relations? Do you agree with the author's perspective? Why or why not? What are your reactions to the chapter?

Additional instructions for completing these papers will be posted on Canvas. Your reaction papers will receive a grade out of 100, with papers demonstrating a high degree of critical thinking in response to the framing questions receiving the highest grades.

Your reaction paper will be due by the Sunday of class. You may start work on this paper at any point, provided that it is completed by the due date.

Book review:

You should begin reading your selected text before the start of class. You will write a paper in response to this text that will be due approximately two weeks after the last day of class. The book review should be three to five double-spaced pages long and should include your critical analysis of the book. In addition to your perspectives on the materials presented by the authors, I would like you to relate the material to what we have learned in class. In your review you should discuss the major themes the author elucidates and the ways in which these relate to our course material. You should also highlight areas where you agree or disagree with the author as well as ways in which the book has influenced your thinking on questions of race, gender, social class, and other sources of social stratification. Any outside sources should be cited appropriately using correct APA formatting.

Your paper should be typed using 12-point font and conventional margins, should be proofread and spell and grammar checked, and should be formatted using APA stylistic guidelines. All papers should be submitted to Canvas. Your paper will receive a grade out of 100 and will be graded using the following criteria: 20% for using appropriate formatting, etc.; 30% for critical thinking (i.e., the degree to which you provide a thoughtful analysis and discussion of the book); and 50% for the content of your paper (i.e., the degree to which you meet the requirements of the assignment).

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all late papers will be subjected to a grade deduction. Five points will be deducted from papers handed in on the due date but after 5pm. Following the due date, ten points will be deducted for each day that your paper is late.

We will additionally dedicate class time to discussing your selected texts. Breakout sessions will be used to allow students who read the same text to discuss their book. Following these discussions, you will have an opportunity to share with the class a brief overview of your selected text as well as your preliminary thoughts on the book and its relevance to human relations and the material we are covering in class.

Please do not hesitate to contact the professor if you have any questions about this assignment.

Final paper:

For your final paper, you will be expected to select a theoretical issue relevant to human relations to analyze. Specific instructions for selecting a topic will be posted on Canvas. You will additionally be required to obtain approval for your topic from the professor by the relevant date.

For your final paper, you should provide a thorough analysis of the issue that you have selected. You should not only discuss the reasons why this issue is relevant to human relations. As such, your paper should provide a thoughtful analysis of the issue that you choose to address. Additional instructions will be placed on Canvas.

You should use at least **ten** outside sources in your analysis, of which at least **six** should be scholarly books and/or journal articles. The other three sources may be websites of non-governmental organizations or agencies, newspaper articles, and/or reports published by international organizations such as Amnesty International, etc.

Your paper should be ten to fifteen double-spaced pages long, should be typed using 12-point font and conventional margins, should be proofread and spell and grammar checked, and should be formatted using APA stylistic guidelines.

Your paper will receive a grade out of 100 and will be graded using the following criteria: 20% for using appropriate formatting, etc.; 30% for critical thinking (i.e., the degree to which you provide a thoughtful analysis of the issue that you have selected); and 50% for the content of your paper (i.e., the degree to which you meet the requirements of the assignment).

Unless prior arrangements have been made with the professor, or you experience a documented personal emergency, all late papers will be subjected to a grade deduction. Five points will be deducted from papers handed in on the due date but after 5pm. Following the due date, ten points will be deducted for each day that your paper is late.

We will set aside class time towards the end of the week to discuss everyone's final paper topics. This will be an opportunity to get feedback and assistance from me and your peers. Your papers will be due approximately three weeks after the end of class.

Please do not hesitate to contact the professor if you have any questions about this assignment.

Note on writing assignments: Typically, all writing assignments will be submitted to Turnitin, an electronic assessment system for determining similarity with other written/published work.

Grading:

This is a letter-graded course: A (90-100 points), B (80-89 points), C (70-79) points, D (60-69 points), or F (59 points or less).

Grades for the course will be based on a student's combined score on the following:

Assignment	Due Date	Points
Class discussion leader	In Class	15%
Reaction Paper	May 16	20%
Book Review	May 30	30%
Final Paper	June 6	35%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA Zermarie Deacon

Education

- 2007 Ph.D., Michigan State University, East Lansing, Michigan Department of Psychology. Cognate: Gender and International Development. Dissertation: *An examination of factors influencing Mozambican women's attainment of post-war well-being.*
- 2003 M.A., Michigan State University, East Lansing, Michigan Department of Psychology. Thesis: *The well-being of Muslim refugee women in resettlement: A needs assessment*
- 1997 B.A. (Honours) Rhodes University, Grahamstown, South Africa, Department of Politics; Major: Political Philosophy
- 1996 B.A., Rhodes University, Grahamstown, South Africa, Major: Politics; Major: Philosophy

Current Positions

- 2007 - 2013 Department of Human Relations, University of Oklahoma, Assistant Professor
- 2007 – Present Affiliate Faculty, School of International and Area Studies
- 2008 - Present Women's Studies Program, University of Oklahoma, Adjunct Professor
- 2012 – Present Women's and Gender Studies Program Center for Social Justice, University of Oklahoma, Affiliate Faculty
- 2013 – Present Department of Human Relations, University of Oklahoma, Associate Professor

Frequently Taught Advanced Programs Courses

- HR 5703 International Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5970 The Role of Gender in Warfare

Major Areas of Teaching and Research Interest

- In addition to Current Problems in Human Relations I also teach International Human Relations and Strategies for Social Change at the graduate level. At the undergraduate level I teach a class entitled Gender and War as well as International Human Relations and Social Change Processes.
- My primary research interests are in cross-cultural definitions of health and wellbeing and factors that facilitate individuals' attainment of wellbeing across different ecological contexts.

Representative Publications and Presentations

Publications:

- Deacon, Z. (2017). Review of: *Stop global street harassment: Growing activism around the world.* [Review of the book *Stop global street harassment: Growing activism around the world*, by H. Kearl]. *Psychology of Women Quarterly*, 41(1), 132.
- Sykes, B., Pendley, J., & Deacon, Z. (2017). Transformative learning, citizenship, and cultural restoration: A case study of Native American service-learning at a research university. *Gateways: International Journal of Community Research and Engagement*, 10, 204-228.
- Miller, C., Deacon, Z., Smith, A., & Abernathy, P. (in press). Visions of health: The Girl Power Photovoice project in D. Moxley, J. Bishop, & J. Miller-Cribs (Eds), *Photovoice methods in social work: Using visual and narrative techniques in participatory research and practice.*
- Moxley, D. P., Thompson, V., & Deacon, Z. (2017). Donor involvement in Community-Based Action Research: A typology for advancing reflexive decision-making to protect essential participatory values in L. Rowell, C. D. Bruce, J. M. Sosh, & M. M. Ri
- el (Eds), *The Palgrave international handbook of action research*, pp. 563-578. New York, NY: Palgrave Macmillan US.
- Miller, C., Deacon, Z., & Fitzgerald, K. (2015). Visions of collaboration: The Girl Power Photovoice project. *Journal of Community Engagement and Scholarship*, 8(1), 98-105.
- Moxley, D., Deacon, Z., & Thompson, V. (2013, July). Action research and development for intrinsic innovation in social service administration: Prototyping and proof of concept in small scale start-ups. *Action Learning and Action Research Journal*, 18(2), 37-68.

- **Deacon, Z. & Moxley, D. (2012).** Donors as stakeholders in Participatory Research: Praxis as typology in assessing and framing their roles. *Action Learning, Action Research Association Inc. Monograph Series.* (No. 3).
- **Deacon, Z. Pendley, J., Hinson, W., & Hinson, J. (2011).** Chokka-chaffa' kilimpi', Chikashshiyaakni' kilimpi': Strong family, strong nation. *American Indian and Alaskan Natives Mental Health Research: The Journal of the National Center, 18(2),* 41-63.
- **Deacon, Z. & Bert, S. (2010).** Teaching diversity: A reflection on the impact of identity on our work as educators. *Free Inquiry in Creative Sociology, 38(1),* 35-45.
- **Deacon, Z. (2010).** Mozambique: The gendered impact of warfare. In T. Falola & H. ter Haar (Eds). *Narrating wars and peace in Africa* (pp.141-154). Rochester, NY: University of Rochester Press.
- **Deacon, Z. & Sullivan, C. (2010).** An ecological examination of rural Mozambican women's attainment of post-war well-being. *Journal of Community Psychology, 38(1),* 115-330.
- **Deacon, Z. & Sullivan, C. (2009).** Responding to the complex and gendered needs of refugee women. *Affilia: Journal of Women and Social Work.*
- **Deacon, Z., Foster-Fishman, P., Mahaffey, M., & Archer, G. (In press).** Moving from pre-conditions for action to developing a cycle of continued social change: Tapping the potential of migrant programs. *Journal of Community Psychology.*
- **Nowell, B., Berkowitz, M., Deacon, Z., & Foster-Fishman, P. (2006).** Revealing the cues within community places: Stories of identity, history, and possibility. *American Journal of Community Psychology, 37(1-2),* 29-46.
- **Foster-Fishman, P., Nowell, B., Deacon, Z., Nievar, M. A., & McCann, P. (2005).** Using methods that matter: The impact of narrative, reflection, and voice. *American Journal of Community Psychology, 36(3-4),* 275-291.
- **Goodkind, J. R. & Deacon, Z. (2004).** Methodological issues in conducting research with refugee women: Recognizing and re-centering the multiply marginalized. *Journal of Community Psychology, 32(6),* 721-739.

Presentations:

- **Moxley, D., Thompson, V., & Deacon, Z. (2016, April).** Donor Influence in Community- Based Action Research: A Typology for Advancing Reflexive Decision-Making to Protect Essential Participatory Values. In L. Rowell (Chair), *International Action Research: Sharing Public Scholarship in Diverse Global Educational Contexts.* Symposium presented at the annual meeting of the American Educational Research Association.
- **Deacon, Z. (2015, June).** *Conducting effective, ethical, and collaborative cross-cultural and social change oriented research under complex circumstances.* Roundtable conducted at the 15th biennial conference of the Society for Community Research and Action, Lowell, Massachusetts.
- **Deacon, Z. & Miller, C. (2015, June).** *Effective and transformative service learning.* Roundtable conducted at the 15th biennial conference of the Society for Community Research and Action, Lowell, Massachusetts.
- **Miller-Cribs, J., Miller, G., Miller, C. R., Deacon, Z., & Moxley, D. (2014, January).** *Using Photovoice in Social Work practice research to enhance community-university partnership.* Workshop conducted at the Society for Social Work and Research annual conference, San Antonio, Texas.
- **Miller, C. R. & Deacon, Z. (2013, October/November).** *Photovoice as group work.* Roundtable presented at the 59th annual program meeting of the Council of Social Work Education, Washington, D.C.
- **Lien, A., Darlston-Jones, D., Dworkin, D., Grohe, H., Barlow, J., Ronayne, M., Thai, N., Belyaev-Glantsman, O, Rowley, R., Long, S., & Deacon, Z. (2013, June).** *Social justice in the classroom: Teaching controversial topics.* Roundtable Presentation held at the Biennial Conference of the Society for Research and Action, Miami, Florida.
- **Miller-Cribs, J., Miller, G., Miller, C. R., Deacon, Z., & Moxley, D. (2014, January).** *Using Photovoice in Social Work practice research to enhance community-university partnership.* Workshop conducted at the Society for Social Work and Research annual conference, San Antonio, Texas.

- **Miller, C. R. & Deacon, Z. (2013, October/November).** *Photovoice as group work.* Roundtable presented at the 59th annual program meeting of the Council of Social Work Education, Washington, D.C.
- **Lien, A., Darlston-Jones, D., Dworkin, D., Grohe, H., Barlow, J., Ronayne, M., Thai, N., Belyaev-Glantsman, O, Rowley, R., Long, S., & Deacon, Z. (2013, June).** *Social justice in the classroom: Teaching controversial topics.* Roundtable Presentation held at the Biennial Conference of the Society for Research and Action, Miami, Florida.
- **Deacon, Z. & Pendley, J. (2013, May).** *Using Photovoice to generate change in one American Indian tribe.* Paper presented at the 9th international Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.
- **Miller, C., Deacon, Z., Smith, A. (2012, November).** *The GirlPower Photovoice Project: A vision of partnership.* Poster presented at the 58th annual program meeting of the Council of Social Work Education, Washington, D.C.
- **Miller-Cribbs, J., Miller, C., Deacon, Z., Miller, G. (2012, November).** *Using Photovoice in Social Work practice research to enhance community-university partnerships.* Paper presented at the 58th annual program meeting of the Council of Social Work Education, Washington, D.C.
- **Chapple, C., Bones, P., Worthen, M., & Deacon, Z. (2012, November).** *Ecological correlates of sex trafficking in Oklahoma.* Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois.
- **Simons-Rudolph, J. M., Zimmerman, L., Deacon, Z., Olson, B. (2011, August).** *Examining the future of international community psychology to address global needs.* (Paavola, E. & Amer, M. M., Chairs). Conversation hour held at the 119th Convention of the American Psychological Association, Washington, D.C.
- **Deacon, Z. & Bert, S. (2010, October).** *Teaching diversity: The impact of race and gender on our experiences as instructors.* Structured discussion held at the Institute for the Study and Promotion of Race and Culture's annual Diversity Challenge, Boston, Massachusetts.
- **Deacon, Z. (2010, June).** *Indigenous approaching to post-war recovery amongst Mozambican women.* In Katie Thomas (Chair), *Traditions for tomorrow: Indigenous and lived wisdoms.* Symposium presented at the 3rd International Conference on Community Psychology, Puebla, Mexico.
- **Deacon, Z. (2010, June).** *Resolving challenges inherent in forming campus-community partnerships with indigenous communities.* Paper presented at the 3rd International Conference on Community Psychology, Puebla, Mexico.
- **Sykes, B. E., Pendley, J., Deacon, Z., & Moxley, D. P. (2009, August).** *Promoting American Indian identity: A Learning Community model.* Paper presented at the 117th annual convention of the American Psychological Association, Toronto, Canada.
- **Deacon, Z. (2009, June).** *Work/life/family: How women balance multiple roles in academia* (M. M. Schehofer, Chair). Discussant as part of a town hall meeting held at the 12th Biennial Conference of the Society for Research and Action, Montclair, New Jersey
- **Chilenski, S. M., Deacon, Z., Evans, S. D., Hernandez, E. A. L., Sarkisian, G. V., & Schehofer, M. (2009, June).** *Establishing a career in community psychology: Issues, challenges, and opportunities* (S. R. Torres-Harding, Chair). Roundtable discussion held at the 12th Biennial Conference of the Society for Research and Action, Montclair, New Jersey
- **Deacon, Z. (2009, May).** *Reaching the truly hard to reach: Methodological challenges for making psychology more representative.* Paper presented at the 5th International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana-Champaign, Illinois
- **Deacon, Z. (2008, March).** *Factors that have facilitated Mozambican women's recovery from the gendered impacts of warfare.* Paper presented at the 2008 Africa Conference: Wars and Conflicts in Africa, University of Texas at Austin, Austin, Texas.
- **Deacon, Z. & Sullivan, C. (2008, March).** *Factors supporting women's recovery from war in developing nations.* Poster presented at the 33rd Annual Conference of the Association for Women in Psychology, San Diego, California.
- **Deacon, Z. (2007, June).** *Considering the implications of socio-culturally determined definitions of wellbeing.* Roundtable discussion at the 11th Biennial Conference of the Society for Community Research and Action, Pasadena, California.

- **Deacon, Z.,** Mahaffey, M. Archer, G. & Foster-Fishman, P. (2007, June). *Using minigrants to build readiness and capacity for change in seven economically distressed neighborhoods*. Poster presented at the 11th Biennial Conference of the Society for Community Research and Action, Pasadena, California.
- Droege, E., Morales, M., Mahaffey, M., McNall, M., **Deacon, Z.,** & Foster-Fishman, P. (2007, June). *Revealing conversations: Negotiating power in community-based multiple stakeholder groups*. Poster presented at the 11th Biennial Conference of the Society for Community Research and Action, Pasadena, California.
- Karim, N. & **Deacon, Z.** (2005, June). *Conducting effective, ethical, community psychology research internationally*. Roundtable discussion at the 10th Biennial Conference of the Society for Community Research and Action, Urbana-Champaign, Illinois.
- Nowell, B., **Deacon, Z.,** & Foster-Fishman, P. (2003, November). *Photovoice: A powerful tool for evaluation*. Demonstration conducted at the Annual Conference of the American Evaluation Association, Reno, Nevada.
- **Deacon, Z.,** Madsen, P., Bybee, D., & Sullivan, C. (2003, June). *A needs assessment of women with abusive partners*. Poster presented at the 9th Biennial Conference of the Society for Community Research and Action, Las Vegas, New Mexico.
- **Deacon, Z.** (2003, June). Assessing early implementation strategies for resident engagement. In L. Van Egeren (Chair), *Neighborhood voices: Data sources and stories for implementation and evaluation*. Symposium conducted at the 9th Biennial Conference of the Society Community Research and Action, Las Vegas, New Mexico.
- Goodkind, J. & **Deacon, Z.** (2003, June). *Methods for including multiple perspectives in research with refugees*. Roundtable discussion at the 9th Biennial Conference of the Society for Community Research and Action, Las Vegas, New Mexico.

Representative Honors and Awards Received

- 2020 **PI: Deacon;** Co-PI: Acar; Co-PI: Nkhata - Understanding intersectional inequalities in postsecondary education: Education, retention, connectedness, black women, and STEM. *Inequities in the Academic Research and Creative Activity Enterprise Rapid Response Seed Grant Opportunity*.
- 2011 **PI: Deacon;** Co-PI: Pendley (Center for Applied Social Research, OU); Co-PI: Jervis (Center for Applied Social Research, OU) – CHRs as facilitators of health for Chickasaw elders. *OU Center for Research Program Development and Enrichment, Faculty Research Challenge Grant Program; \$44,225*
- 2011 University of Oklahoma, College of Arts and Sciences, *Junior Faculty Summer Fellowship*
- 2011 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2011 **PI: Miller; Co-PI: Deacon;** Co-PI: Wedel; Co-PI: Fitzgerald – Norman Center for Children and Families Photovoice Project/Girl Power Photovoice. *Seed grant awarded by the OU-TULSA Program in Community Health Research; \$38,477*
- 2010 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2009 University of Oklahoma, Research Council, *Junior Faculty Research Program Grant*
- 2009 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2008 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2008 University of Oklahoma, Office of the President, Presidential International Travel Fellowship
- 2007 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2007 Michigan State University Graduate School, Dissertation Completion Fellowship
- 2005 United States of America Department of State, Fulbright Student Fellowship
- 2004 Michigan State University International Studies and Programs, Walker-Hill International Pre-Dissertation Scholarship
- 2001 **PI: Deacon** - The well-being of Muslim refugee women in resettlement: A needs assessment. *Student Award Program Grant awarded by the Blue Cross Blue Shield of Michigan Foundation*