



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5443-493: Adolescent Issues

Course Description:

This course, Adolescent Issues, analyses, debates and conceptualizes the paradoxes presented in the construction, perception and intervention of adolescent issues. Such constructs are shaped by culture and socio-economic backgrounds. Adolescent as a concept has been of interest to several social science disciplines to determine the welfare of the individual, community and society as a whole. Therefore, this course will examine several issues pertaining to the universal and relative notions of adolescent biological and cognitive development and culture. Adolescence, as a stage of development, constructs individual sexual orientation, identity, behavior and relationships. This course illustrates the vast interpretations of several key issues relating to differences and similarities of adolescent issues and therefore the dilemmas and challenges of their growth

Course Dates:

July 1 – August 31, 2019

Last day to enroll or drop without penalty: June 2, 2019

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Janette Habashi, Ph.D.

Mailing Address: PHSC Room 721

Telephone Number: (918) 409-1060

Email Address: jhabashi@ou.edu

Professor availability: The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Bergh, J. (2013). Does voting rights affect the political maturity of 16-and 17-years- olds? Finding from the 2011 Norwegian voting-age trial. *Electoral Studies*, 32, 90-100.

Berlan, E., & et.al. (2010). Sexual orientation and bullying among adolescents in the growing up today study. *Journal of Adolescent Health*, 46, 366-371.

Brown, G. (2017) Tagging: Deviant behavior or adolescent rites of passage? *Culture and Psychology*, 1-15.

Dodge, K. (2008). Framing public policy and prevention of chronic violence in American youth. *American Psychology*. 63, 7, 573-590.

- Gillies, W., Bodern, J., Friesen, M., Macfarlance, S., & Fergusson, D. (2017). Ethnic differences in adolescent mental health problems: examining early risk factors and deviant peer affiliation. *Journal of Children and Family Studies*, 26, 2889-99.
- Hopkins, J., & Pain, R. (2007). Geographies of age: thinking relationally. *Area*, 39(3), 287-29.
- Johnson, S., & et al. (2009). Adolescent Maturity and the brain: the promises and pitfall of Neurosciences research in adolescent Heath. *Journal of Adolesences Health*, 45, 216-221.
- King, K., & Vidourek, R. (2010). Attitudinal and social correlates to recent alcohol use among youth. *American Journal of Health Studies*, 25(1)19-30.
- Kitayama, S. & Park, J. (2010), Cultural neuroscience of the self: understanding the social grounding of the brain. *Social and Cognitive and Affective Neuroscience*, 5, 111-129.
- Markey, M., & Markey, C. (2010). Vulnerability to violent video games: A review of and integration of personality research. *Review of General Psychology*, 14(2), 82-91.
- Mason, M., & Mennis, J. (2010). An exploratory study of the effects of neighborhood characteristics on adolescent substance use. *Addiction Research and Theory*, 18(1)33-50.
- Ojeda, C. (2015). Depression and political participation. *Social Science Quarterly*, 96, 1226-1235.
- Persson, S., & Hagquist, C. (2017). Young voices in mental health care: Exploring children's and adolescents' services experiences and preferences. *Clinical Child Psychology and Psychiatry*, 22, 140-15.
- Quinn, W., Newield, Neal., & Protinsky, H. (1985). Rites of Passage in families with adolescents. *Family Process*, 24, 1, 101-111
- Rew, L. (2005). Adolescent Development. In L. Rew, *Adolescent heath: A multidisciplinary approach to theory, research and intervention* (pp.51-99). Thousand Oaks, CA: Sage Publications, Inc.
- Steinberg, L. (2009). Should the science of adolescent brain development inform public policy? *American Psychologist*, 739-750.
- Theocharis, Y. (2016). Stimulating citizenship or expanding entertainment? 18, 817-836.
- Wagner, M., Johann, D., & Kritxinger, K. (2012). Voting at 16: Turnout and the quality of vote choice. *Electoral Studies*, 31, 372-283.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

This course discusses development during the adolescent and early adult years. Contemporary theories and research will be used to help students understand issues central to adolescence including: pubertal and neuro- cognitive development, rites of passage, social and government laws, cultural and personal identity, sexual and gender orientation, obesity, media, substance abuse, family and peer relationships, adolescent violence, technology and work, culture and the media, and challenges faced by adolescents. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Methods of Instruction

Assignments and activities will be listed on the course website and will be facilitated via the Canvas course management system. I recommend that you take the online orientation before the beginning of the class. Hence, in order to successfully learn you need to engage online and during the class. Your engagements and reading reflections are essential to the learning class experience. The discussion board will also assist in the participation in our cyber classroom. The course website will provide to deposit the paper assignments

Assignments, Grading, and Due Dates:

Online Discussion Board Participation (45 points)

You will post your views and deconstruct the reading in a professional manner. Discussion policy is included in the syllabus.

Elements included in the evaluation of discussion board participation will include evidence of critical thinking, clear identification of the issue, understanding of the problems, and the ability to propose and evaluate solutions. All participants are expected to welcome open expression of opinion, attitudes and beliefs and to accept the legitimacy and value of dissent. In addition to respect for the ideas of your classmates and the instructor, common courtesy is also expected. There are 3 discussion points for every issue. However, 2 points and one point is allocated for inadequate participating (**See the rubric below**). You are expected to post your original response on the issue and response to the class discussion. You are expected to post an original response pertaining to issues of the reading and post few responses to the comment of a classmate. I encourage you to read other students' postings.

Discussion Rubric:

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Frequency	Participates not at all.	Participates 2 times on the same day.	Participates 4 times but postings not distributed throughout week.	Participates 6 times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Interview assignment (20 points)

For the Adolescent Issues course there are two interview tasks, one with an adolescent and one with an adult. The purpose of the interviews is to understand the adolescents' perspective on the issue he/she considers most pressing. Therefore, the interview issue should be based on the adolescent's concern. After the interview with the adolescent, you will interview an adult over the same issue. You need to complete the adolescent interview before the adult one.

Adolescent interview

The best way to approach this task is by asking the following questions:

- How adolescents think about their life?
- What is the misunderstanding between adults and adolescents?
- What is the biggest problem facing adolescents?

I am expecting that every adolescent interviewee will address this question differently. Some might focus on drugs, gangs, foster care, parents or another issue. In any case, the interviewee is framing the issue of this talk. You need to discuss the issue with him/her from his/her perspective. The talk should concentrate on understanding and appreciating his/her point of view rather than challenging her/his perspective.

Adult interview

This interview with the adult is based on the issue raised by the adolescent. If the adolescent discussed gangs as the main problem for adolescents this will be the same issue discussed with the adult. You can start with saying that I have interviewed an adolescent and he/she thinks that the biggest problem adolescents face is i.e. drug. Please let me know what you think and why they think this way? What is the role of adults regarding this issue? What can the community or government do regarding this issue? You are encouraged to ask more questions but it is important to be understanding and willing to see both adolescents' and adults' perspectives. Also, you must post a description of the interview by the date indicated in the timeline document.

Paper #1 (15 points)

This paper utilizes information gained from the interviewees and incorporates adolescent issues. The purpose of the paper is to understand the undertaken issue from adolescence and adult perspectives. You can divide the paper according to different perspectives but you need to discuss the issue at the beginning. The framework of the paper should be supported with academic literature. At the beginning of the paper, you need to identify the issue from multiple perspectives while integrating the interviews. You also need to deconstruct the interviewees' claims using literature. This is an academic paper and should be supported by at least 10 references (only 2 course materials can be used for references). Wikipedia and dictionaries will not be considered references. The paper should be between 8-10 pages. This does not

include cover and reference pages. I encourage you to structure your paper using headings and subheadings. This creates a cohesive and organized argument. I encourage you to look at different example provided before you submit the paper. Paper #1 must be uploaded to the canvas.

Paper #2 (20 points)

Focuses on an issue or dilemma pertaining to adolescence and how an issue is articulated in *social policy* and adhered in *social programs*. The purpose of the paper is to deconstruct any disconnect between, policy, program and what we know (research) about an issue related to adolescent. Sometime, a policy or a government bill does not correspond with the designated program or research. The paper should address the following: 1) Identify an issue related to adolescent with the support of research. 2) Identify the policy/ bill that aim to address the issue and whether such policy/bill was successful. It is important to provide research to support the findings. 3) Identify programs that are design to address the issue or build to address the policy/bill identified. 4) In some cases, some policies do not correspond with programs let alone with the issue as highlighted in the reading. Therefore, it is important to show the discount between these three elements. This paper should show the paradoxes, alignments, possibilities, and disconnects of what we know as a society concerning these adolescent issues. Elaborate on the current adolescent issue and how it is manifested in social policy and therefore in the intervention pronounced in social programs. This is an academic paper and should be supported by at least 10 references (only 2 course materials can be used for references). Wikipedia and dictionaries will not be considered references. The paper should be between 8-10 pages. This does not include cover and reference pages. I encourage you to structure your paper using headings and subheadings. This creates a cohesive and organized argument. I encourage you to look at different example provided before you submit the paper. Paper #2 must be uploaded to the canvas.

Grading:

This is a letter-graded course: A, B, C, D, or F.

A=90-100%: superior work, B = 80-89 %: above average work, C = 70-79%: average work, D = 60-69%: below average work (passing), F = below 60%: failing work 90%, B=80%, C= 70%, D=60%

Subjective criteria for evaluating work include quality of individual writing assignments, participation/quality in group papers, presentations, and discussions. Attendance and **completion of work in a punctual manner are also part of the evaluation process.**

Deep vs. Surface learning

Below are descriptions of varying degrees of work which reflect the level and quality of learning student/learner. Keep these in mind as you navigate the course.

Excellent Work

Writing demonstrates unusual competence; obvious analytical thinking with thoughtful evaluation; outstanding contributions to group presentations, papers and group discussions. Student exhibits a continuous and enthusiastic effort over the course of the class. Manifests initiative, meets all deadlines and due dates and no absences. **Deep Learning—understanding of the content and applications to real world.**

Good Work

Writing demonstrates competence; interpretive/inferential thinking, drawing conclusions, and reading between the lines; strong contribution to group presentations; active participation in group discussions, meets all due dates. Missed parts of classes. **Deep & Surface Learning--understanding of some course content, possible examples.**

Average Work

Individual writing is competent; literal thinking and mere regurgitation of readings; some contribution to group presentations and papers; occasionally contributes to group discussions. Meets all due dates. Missed classes. **Surface Learning—overview of the content.**

Unsuccessful Work

Individual writing suggests or demonstrates incompetence. Little thought to developing ideas. Periodic contributions to group presentations, papers and discussions. Forgetfulness regarding assignments, due dates. Missed classes, arrived late or early exits.

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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.

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

Janette Habashi, Ph.D.

Education

- 2004 Educational Psychology, PhD. Kent State University
- 1994 Master of Counseling in Education (M.Ed.), Center of International Studies, Newcastle Upon Tyne, U.K.
- 1991 Bachelor of Science (B.S.), Social Work , Bethlehem University, Palestine

Current Positions

Associate Professor, Department of Human Relations, University of Oklahoma

Major Areas of Teaching and Research Interest

- Social Science theories
- Qualitative research
- My research interest is children and indigenous discourse.

Representative Publications and Presentations

Refereed Publications

- Habashi, J. (Accepted). Children writers: methodology of the rights-based approach. *International Journal of Children's Rights*
- Habashi, J. (Accepted). Palestinian children: Authors of collective memory. *Children and Society*.
- Hathcoat, J., & Habashi, J. (Accepted). Ontological categories of truth and the perceived conflict among science and religion. *Cultural Studies of Science Education*.
- Habashi, J. (2012). Colonial Guilt and the Recycling of Oppression: The Merit of Unofficial History in Transforming the State's Narrative. *Diaspora, Indigenous, and Minority Education: An International Journal*, 6, 50-59.
- Habashi, J., Wright, L., Hathcoat, J. (2012). Patterns of Human Development Indicators across Constitutional analysis of children's rights. *Social Indicators Research*, 105, 63-73.
- Habashi, J. (2011). Children's agency and Islam: Unexpected paths to solidarity. *Children's Geographies*. 9, 131-144.
- Habashi, J., Driskill, S., Long, J., & DeFalco, P. (2010). Constitutional Analysis: A Proclamation of Children's Right to Protection, Provision, and Participation. *International Journal of Children's Rights*, 1, 267-290.
- Habashi, J., & Worley, J. (2009). Child Geopolitical Agency: A Mixed Methods Case Study. *Journal of Mixed Methods Research*, 3(1), 42-64.
- Habashi, J. (2008). Political language of socialization: Language as resistance, *Children's Geographies*, 6 (3), 269-280.
- Habashi, J. (2008). Palestinian children crafting national identity. *Childhood: A Global Journal of Child Research*, 15(1), 12-29.
- Habashi, J. (2005). Creating indigenous discourse: History, power and imperialism in academia. *Qualitative Inquiry*, 11(5), 711-788.
- Verma, G. K., & Habashi, J. (2005). Incorporating themes of contextualized curriculum in a science methods course: Analyzing perceptions of pre-service middle school teachers in multicultural education. *Research and Practice [Online journal]*, 1 (1), 24-47.
- Habashi, J. (2003). Locating Black women's educational experience: In the context of community. *Exploring Adult Literacy*, V5.
- McLaren, P., & Habashi, J. (2000). Shedding a legacy of oppression: The turmoil of Palestinian education. *International Journal of Educational Reform*, 9 (4), 361-368.

Published Refereed Book Chapters in Scholarly Books and Monographs

- Habashi, J. (accepted). Political language of socialization: Language as resistance. In Savyasaachi & R. Kumar (Eds.), *Social Movements, Dissent and Transformative Action*. New Delhi: Routledge.
- Habashi, J. (2005). Freedom Speaks. In L.D. Soto and B.B. Swadener (Eds.) *Power and Voice in Research with Children (21-34)*. New York: Peter Lang.

Under Review Articles for Refereed Journals

- Habashi, J., & Worley, J. (under review). Children's political affiliation: Transcending local politics. *Social Science Quarterly*.
- Habashi, J. (under review). Children's religious agency: Conceptualizing Islamic idioms of resistance. *AREA*
- Habashi, J. (under review) Morality of resistance in children's daily living: What is wrong/ right? *Children and Society*.
- Habashi, J. (under review). By default: the researcher ownership of knowledge. *Qualitative Inquiry*.
- Worley, J., & Habashi, J. Mixed methods research: A pragmatic approach for transcending the Cartesian meta-paradigm. *Journal of Mixed Methods Research*.

Research Projects in Progress

- Habashi, J. (in progress). Children's age of responsibility: Analysis of social political on the age of maturity. This project uses content analysis in identifying the discrepancy of children's age of responsibility in three main areas: crime, health and community engagement.
- Habashi, J. (in progress). Children's historical images: Analysis of religious discourse in three constitutions. This project uses content analysis to deconstruct children's capacities in three nation-states which adopt religion as a fundamental element of their constitution.
- Habashi, J. (in progress). Imprinting children's participation in the Palestinian constitution: The democratization of children in international settings? This project is a conceptualize piece that will set the foundation for a grant proposal.
- Habashi, J. (in progress). Intergenerational dialogue: children collecting historical narratives. This project provides an analysis of the intergenerational narrative whereby children are active in creating a digital oral history.

Refereed Abstracts or Proceedings

Habashi, J., & Verma, G. (2003). Multicultural Education: Examining Historical Memories and Language Implementation Policies in India. In J. Zasonen & L. Lestinen (Eds.), *Teaching and Learning for Intercultural Understanding, Human rights and a Culture of Peace*, Annual Vol. 1. (1), 1-4, Jyvaskyla, Finland: UNESCO Conference on Intercultural Education.

Non-refereed Articles

- Blanchet-Cohen, N., Habashi, J., Lundy, L., Murray, C., Musomi, M., Ndimande, B., Phatudi, N., Polakow. Polakow., Smith, K., & Swadener, B. (2011). *Children's Rights in Cultural Contexts*, Una Working Paper 7, Belfast: Una. <http://www.unaglobal.org>.
- Habashi, J. (2011). *The Empathetic Youth Culture: Political Socialization, Value Affiliation, and Transnational Identity*. (White Paper ID 167). Directorate for Social, Behavioral, and Economic Sciences. 2011. *SBE 2020* National Science Foundation.
- Blanchet-Cohen, N., Habashi, J., Lundy, L., Murray, C., Musomi, M., Ndimande, B., Phatudi, N., Polakow. Polakow., Smith, K., & Swadener, B. (2010). *Children's Rights in Una and Beyond: Transnational Perspectives*. Una Working Paper 7, Belfast: Una. <http://www.unaglobal.org>.
- Habashi, J. (2007). *Research experience for teachers (RET): Oklahoma site* (NSF Grant N. 0602051) Division of Engineering Education and Centers, National Science Foundation
- Rogers, L., Safford, J., Kabha, O., & Habashi, J. (April 2001). A qualitative study of day care plus: Children, providers, and the consultation process. Positive Education Program of Cuyahoga County and Starting Point. Cleveland, OH.

Representative Honors and Awards Received

- Present Awarded \$500,000 by a private philanthropist to fund the development of a gifted program for Palestinian children.
- Present Invited to be on the Editorial Review Board for the American Research Association Journal- Teaching, Human Development and Learning.
- 2011 International Alumni Award, Kent State University, Ohio
- 2005-Present Invited to be on the Editorial Review Board for the *Research and Practice Online Journal* (for second time). Published two times a year to provide a scholarly space for the “subaltern” and “subjugated knowledge(s)” to speak (Cross- listed under national service).
- 2008-2009 Speaker, in the international research project, Children Living Rights: Theorizing Children’s Rights in International Development. Institut Universitaire Kurt Bösch, Switzerland.
- 2005-2006 Fellowship Award, Child on the Wing Rockefeller Foundation Resident Fellowships Program, Humanities and the Study of Culture Program, Johns Hopkins University, Baltimore, MD.
- 2005-2006 Presidential International Travel Fellowship Award. International Programs Center, University of Oklahoma, OK.
- 2005-2006 Nominated for outstanding dissertation award at the American Education Research Association. Social Context in Education (Division G), San Francisco, CA.
- 2001 & 2003 Center Scholarship. Center for International and Intercultural Education, Kent State University, Kent, OH.
- 2002 Graduate Student Senate, Outstanding Dissertation Award. Kent State University, Kent, OH.
- 2000 College of Education Award for Outstanding Achievement in Leadership. Scholarship and Services, Kent State University, Kent, OH.

Major Professional Affiliations

American Educational Research Association