



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5013-301: Current Problems in Human Relations

Course Description:

This course is designed to expose seminar participants to an in-depth scholarly, objective, and professional analysis of some of the major human relations problems facing our society. Specifically, this course concentrates on the problem areas of social inequality (class, gender, and race), intrapersonal and interpersonal tension (individual stress and personal relations in groups and with others), and intra/inter group tension (multicultural and multinational). Also, the course provides recent contextual, demographic, and statistical data bearing on these problems. In addition to major social changes and consequences, policies and strategies to address these are identified, analyzed, and assessed relative to past and future effectiveness.

The course is developed and revolves around major conceptualizations of human relations problems, changes, and policy considerations. A wide variety of teaching and instructional approaches are employed in the course.

Class Dates, Location and Hours:

Dates: May 12 – 18, 2019

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.

Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.

Last day to enroll or drop without penalty: April 13, 2019

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Janette Habashi, Ph.D.

Mailing Address: 601 Elm Stree, Room 721
Norman, OK 73019

Telephone Number: 405 325 2339

Cell Phone Number: 918 409 1060

Email Address: jhabashi@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:

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. Eitzen, S. (2009). *Solutions to social problems: Lessons from other societies*. (5th Ed.) New York: Allyn and Bacon
This book will not be available directly through the OU bookstore. However, students may use outside sources to purchase the book such as Amazon.com or other book vendors.
2. Skolnick, J., & Currie, E. (2010). *Crisis in American institutions*. (14th Ed.) New York: Allyn and Bacon.
3. 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.
 - a. Sefa-Dei, G., & Karumanchey, L. (2004). *Playing the race card: Exposing white power and privileges*. New York, NY: Peter Lang Publishing, p-81-99

Course Objectives:

1. Understand the historical development of grassroots movements that contributed in addressing societal problems.
2. Understand the interdependence or interrelation of any given issues
3. Analyze policies that are in place to address a current problem and how it contributed to maintain the issue.
4. Encourage alternative and critical analysis and understand of current human relations problem.
5. Analyze at least one problem using a particular conceptualization of a problem, in terms of social, political, and economic inequalities: inter-and intra personal problems and social dynamics and change.
6. Develop and implement a plan of advocacy and activism around a specific issue related to human relations.
7. Provide meaningful services to eliminate the issue

Course Outline:

This course involves reading, in-class exercises, open discussion, oral presentations, use of videos, and written assignments. Attendance is mandatory; class absences may affect your final grade.

Points to remember: These class meetings are considered a valued and important part of the learning experience and students are expected to come to class prepared to discuss readings, current topics, and to participate in small group exercises. In light of this, there should be

- **No texting, or accessing the internet, or checking e-mail, during class.**
- The final assignment is a group effort.
- **For every day an assignment is late, you will receive 2 reduced grade points.**

Note: I welcome any inquiry regarding the course, however, as a university student, you should demonstrate the ability to articulate your concerns or questions clearly, rather than simply using the term “confused”

Assignments, Grading and Due Dates:

Discussion and class participation

Each student will share, discuss, and deconstruct the reading in a professional manner. **(30 points)**.

Elements included in the evaluation of participation are 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.

White Privilege Paper (15 points)

The paper is concerned with your personal thoughts and comments on the assigned book chapter on White Privilege. However, in order to obtain a grade of **(A)** you need to integrate your thoughts with the

reading material and **make sure you include citations while discussing/analyzing the reading.** It is important to argue the reading in a professional way by presenting a well-organized, persuasive argument with accurate, supporting evidence. Include an introduction, a brief summary of the reading, your argument with supporting evidence, and a conclusion. **(Please refer to the attached rubric which will help you.)** The intention of this paper is not to agree or disagree with the authors, but rather to argue the different perspectives. **Paper: 6-7 double-spaced pages, this would not include the cover page and reference page, each paper is to be formatted using American Psychological Association (APA). A minimum of 7 references for (e.g., refereed journal articles, books, monographs, or government reports) are expected (No Wikipedia or online sites).**

Review of a Book Paper (20 points)

Each student is responsible for **reading and writing a review of an academic book of your choice which presents a current social problem and approved by the instructor. The book should not be older than 12 years old and not self-published. You need to check with the professor on the book before starting.** Additionally, each student is expected to write his/her thoughts, questions, and challenges in implementing solutions to the social problem. The outline for the book review will be provided to students in advance of the beginning of the course, posted on Canvas. This assignment is not to exceed **7-9 double-spaced pages, this would not include the cover page and reference page, each paper is to be formatted using American Psychological Association (APA).** I highly recommend that you start researching a topic and communicate with me soon about a book. **Post your paper via a link on Canvas. APA format, 7-9 pages in length, plus a separate reference page; 7-9 scholarly references (No Wikipedia or online sites).**

- Within the book review paper, you will discuss the following:
- State the theme or the research statement of the book.
- Why is the theme discussed in the book?
- How is this theme connected to current problems?
- Present the authors proposed argument supporting the books theme.
- Provide at least 3 critiques on the book or the theme. Critiques are not necessarily in opposition to each other to the book's theme, but rather provide multi-perspectives to the understanding of the issue. The critique should be supported by refereed journal articles (No Wikipedia or online sites).
- Integrate the discussion of the book with the critiques.
- Reflect on how the book and the process of writing enforce or contradict some of your personal beliefs regarding the issue(s) discussed in the book.

Book Report Presentation (5 points)

Each student is expected to prepare and present their book report to the class. The presentation should be concise and explain how it relates to the premise of the course. Presentations are to be between 5 and 10 minutes each.

Advocacy Plan (25 points)

The major semester assignment is a group effort. The professor will randomly assign students to work groups on the first day of class. Students are responsible for selecting a relevant current problem for which they will **develop an advocacy plan.** It is preferred that the advocacy plan is developed in conjunction with some existing group, organization, or community. A written outline will be provided to students for this assignment. This assignment will be graded on the basis of significance/relevance as described in the paper, clarity, coherence, review and integration of the literature, specific issues that emerge from the literature for human relations' focus, and the practicality of the plan itself. One copy of the finished product will be provided to the collaborating group, organization, or community upon completion. Two copies should be submitted to the professor; only one will be graded and returned. This assignment is not to exceed **25 double-spaced pages, exclusive of attachments and *references; this**

would not include the cover page and reference page, each paper is to be formatted using American Psychological Association (APA). A minimum of *16 references are expected for each paper, half of which must be legitimate professional sources (e.g., refereed journal articles, books, monographs, or government reports). On occasion, some group members wind up shouldering the load for others who elect not to participate to the fullest extent. Non-participating group members may be voted out of the work group in consultation with the professor. If this occurs, the student that was voted out of the group will be responsible for completing all of the components of the research project on his or her own.

Advocacy Plan Group Presentation (5 points)

Each group is expected to orally present the advocacy plan they have developed to the class. The presentation will be evaluated by the student audience. Evaluation sheets will be shared with presenting groups after the end of the semester.

Grading:

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

Assignment	Percentage
Class Participation	30
White Privilege Paper	15
Book Review Paper	20
Book Review Presentation	5
Advocacy Plan	25
Advocacy Presentation	5
Total	100

100%**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

Na e 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