



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5013-491: 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.

Course Dates:

January 2 – April 30, 2018

Last day to enroll or drop without penalty: December 4, 2017

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: Department of Human Relations
601 Elm, Room 721
Norman, OK 73019

Telephone Number: (918) 409-1060 (c); (405) 325-2339 (o)

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.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Eitzen, D.S. (2009). *Solutions to social problems: Lessons from other societies* (5th ed.). New York: Allyn and Bacon. ISBN 9780205698349.
2. Skolnick, J., & Currie, E. (2010). *Crisis in American institutions* (14th ed.). New York: Allyn and Bacon. ISBN 9780205610648.
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.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU Email:

All official correspondence from distance learning 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:

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.

Assignments, Grading, and Due Dates:

Points to remember:

1. These class meetings are considered a valued and important part of the learning experience and students are expected to be prepared and participate in the online discussion.
2. Please check and use your OU email account.

3. For every day an assignment is late, you will receive 2 reduced grade points.
4. If I did not respond to your email in 48 hours, please email me again.
5. Please check my posting on the Canvas course home page.
6. Please upload an image to your personal profile on Canvas.

Discussion Board Participation:

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

Discussion tab on Canvas at Canvas.ou.edu. 45 points.

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.

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
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.
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.

White Privilege Paper:

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).**

Full credit for this assignment **White Privilege Paper** is worth **15 points**

Reaction Paper:

The reaction paper is a scholarly forum and its intent is to respond to the assigned chapters Section 8 from the Solutions to Social Problems (p. 116-126), and Part Ten from Crisis in American Institutions (297-324)). You are expected to cite outside academic references. This assignment is not to exceed **7 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 7 references for (e.g., refereed journal articles, books, monographs, or government reports) are expected (No Wikipedia or online sites).**

Full credit for this assignment is worth **10 points**

Review of a Book Paper:

Each student is responsible for **reading and writing a review of a book of your choice which presents a current social problem, and approved by the instructor. 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.

Full credit for this assignment, **Review of Book Paper, 20 points.**

Summary Post of the Book Report:

Post a summary of the book in a format of a discussion. There will be discussion board designated to this assignment. You need to follow the same guideline as the online discussion

Full credit for this assignment, **Review of Book Paper** is worth **10 points.**

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades are based on total points, which are earned via objective and subjective scoring. A=90%, B=80%, C= 70%, D=60%

Subjective criteria for evaluating your work will be 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.

The final grade will be determined on the basis of the following:

Assignment	Percent of Grade
Online Participation	45%
White Privilege Paper	15%
Book Review Paper	20%
Reaction Paper	10%
Discuss Book Report	10%

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.

Deep Vs. Surface Learning:

For letter-graded courses: A, B, C, D, or F. Grades are based on total points, which are earned via objective and subjective scoring. A=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.**

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 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 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.

Quality of Written Papers:

All written reports/papers must be typewritten and include references and bibliographies, following the format described in the Publication Manual of the American Psychological Association (APA) (6th ed.). The paper will include a title page, appropriate citations within the text of the paper and a reference page. Please refer to the APA standards. In addition, the paper should be carefully researched, grammatically correct and neat in appearance. You will be penalized for poorly written papers and poorly presented oral reports. I highly recommend accessing the Writing Center Facility at OU- Tulsa.

Late Work:

A late assignment will incur a penalty. If you miss class because of an emergency, please make arrangements with the professor. Two (2) grade levels will be deducted from the total possible points for each day the assignment is late.

HR Website:

The Department of Human Relations website is <http://www.ou.edu/cas/hr>.

Final Word

I value each of you and do not want to lose any of you through confusion or misunderstandings. So please let me know what I can do to clarify my lectures or otherwise fill in missing holes in your perceptions of class room verbal exchanges or assignments. What do you need (other than a guaranteed “A” or “B”) to make our class worthwhile/ you have the final words!

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. Zazonen & L. Lestinen (Eds.), *Teaching and Learning for Intercultural Understanding, Human rights and a Culture of Peace*, Annual Vol. 1. (1), 1-4, Jyväskylä, 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