



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5403-105: Psychosocial Development

Course Description:

This course is intended to familiarize graduate students with concepts related to the diversity of human development across the lifespan. The course will address the impact of cultural context on the construct of human development. With emphasis on the psychosocial model of development, the course is intended to help prepare professionals with a working knowledge of issues and phases of human development. Also, the course will provide fundamental perspectives on different issues regarding developmental, psychological, and cultural understandings of individuals. The course will focus upon interpersonal and intrapersonal development issues that affect the well-being of individuals. Developmental issues will be examined within the context of everyday life, with special attention paid to enhancing and facilitating developmental potential for professionals in the field. Thinking 'outside the box' is the spirit of this course that will enable us to see individual growth as a complexity of developmental issues, which are defined within geo-political and cultural entities. This challenging approach demands a critical lens that allows deep reflection on the professional applications in the field.

Class Dates, Location and Hours:

Dates: November 26 – December 2, 2018
Location: Washington, D.C. Liaison Office - 2189 Crystal Plaza Arcade, Arlington, VA, 22202.
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: October 28, 2018

Site Director:

Email: apwashington@ou.edu. Phone: 703-418-4800.

Professor Contact Information:

Course Professor: Janette Habashi, Ph.D
Mailing Address: OU-Tulsa Schusterman Center
4502 E 41st St, Room 1J26,
Tulsa, OK 74135-2512
Telephone Number: (918) 409-1060
E-mail 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 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@fheg.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. Gardiner, H., & Kosmitzki, C. (2011). *Lives across cultures: Cross-cultural human development* (5th ed.) New York: Pearson. ISBN 9780205841745.
2. Thomas, M.R (2005). *Comparing theories of child development* (6th ed.). Canada: Thomson &Wadsworth. ISBN 9780534607173.
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.

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.

Course Objectives:

Students are expected to complete the following learning tasks

1. Understand the dynamics of psychosocial development in the modern world.
2. Understand the scope and the nature of the psychosocial model of human development.
3. Understand the role that development theory plays in our development of human beings in local and cross-cultural entities.
4. Understand methods of assessing developmental strengths and weaknesses of people from the socialization process.

Course Outline:

This course adopts a seminar format for graduate students; it is expected that the student will be involved in reading the material carefully and be able to engage in discussion and exercise while demonstrating critical thinking and interest in the subject matter. Due to the nature of subjects, students will develop their ideas and concepts whereby their interest will guide them in being active in scholarly arenas. The class format will maximize students' opportunity to interact and engage. Students are encouraged to keep a journal of their learning experience during the course. Students are encouraged to take advantage of the structure of the course, to read the material carefully and ask questions at the beginning of the course to keep from falling behind.

Assignments, Grading and Due Dates:

Given the course interest and the student academic level, as well as students' backgrounds, class participation, readings and discussion are fundamental issues for this class. The assigned readings are designed according to weekly themes: every week the course will try to explore one theme in life span and adult development; however, some intersection might occur due to the complexity of subject.

Participation:

You will post your views and deconstruct the reading in a professional manner. Discussion policy is included in the syllabus. **During class sessions. 30 points.**

Observation:

The student must select an age group as categorized in the *Comparing Theories of Child Development* and determine a forum for making a series of informed observations of a subject. Please refer to the guidelines for more information. You are also expected to post a brief review of your experience at **Due by last day of class to Canvas. 15 points.**

Interview

Interview a caregiver that is part of your observation location. Please refer to the guidelines for more information. You are also expected to post a brief review of your experience at **Due to Canvas. 15 points.**

Written paper #1

Paper #1 is studying the Ecological theory through case study.

Guideline for developing a realistic case study: This should be a hypothetical case study, **developed by the student**, around a child under the age of 15 year-old. Please check the PDF file that illustrates the ecological theory. The file is essential to facilitate the interaction of the theory with the case study. Your characters should display the following:

- The child in the case study should have psycho-social and economic challenges.
- These challenges should be spelled out in content and supported by at least 7 scholarly books or journal articles. **Do not use Wikipedia, Dictionary or other similar sites/links.**
- Analyze the case study using the Ecological Theory. The explanation should be cohesive and connected to every level and points within the levels in theory. The theory represents the relationships of multiple points/ levels simultaneously and therefore you need to explain such relationship **and there is always a relationship.**
- I encourage you to read beyond the task book to understand it. The theorist Burgerberner initiated Head Start in the US. He emigrated from Russia to the US in the mid twentieth century and worked on shifting the human development perspective from here and now to a perspective of ecological connectedness.

Guidelines for developing the paper: After establishing a thorough working knowledge of the Ecological theory that observes how this theory is portrayed in the interactions with the case. The purpose of the paper is for the student to recognize and implement the cultural and social components necessary to construct a convincing argument that utilizes the foundations of Ecological Theory which can confirm its validity. The paper should include several circumstantial examples as support for the ecological components discussed in the text.

Structure the paper with a brief introduction, followed by a clear overview of the case study, including a description of the case, its background and relationship to each other and the community. Then use the remainder of the paper in a convincing discussion of how the unfolding of the case study is interpreted using Euri Burgerberner. Finalize the paper with your conclusion relative to the characters in the case study provided in the .pdf file on Canvas as additional information to help in this assignment. **This paper should follow APA format (6th edition) and be 7-9 pages in length with additional title and reference page, being aware of proper format for citing a personal contact.** The use of subheadings in the paper is encouraged, follow APA standards.

The outline for the case study assignment can be found on Canvas under the course content tab and also and a good and bad example. There is the general information for writing quality. **The paper should be submitted to Canvas no later than 11:59pm, December 9, 2018.**

Post Course Assignment - Written paper #2: 20 points.

Paper #2 is theorist's roundtable. Please refer to psycho-social paper #2 at Canvas under the course content tab. There is the general information for writing quality. **20 points**

This paper should follow APA format (6th edition) and be 7-9 pages in length with additional title and reference page, being aware of proper format for citing a personal contact. Do not use Wikipedia or other similar sites/links.

Guidelines for developing the paper: This assignment should be written from the perspective of psycho-social development as conceived by each of these theorists: Skinner, Erikson Piaget, and Kuhlberg. The paper should include a brief introduction describing and discussing your selection of age category and the location of your observations and interview. The text of the paper should employ a cultural argument that includes scholarly literature to support the validity of the observations selected to

demonstrate specific characteristics that distinguish each of the 4 theories, one from another. Please discuss not only your observations specific to the individual theorist, but also how specific components of these theories overlap or differ. Also, incorporate components of the caretaker interview that support the position you bring forward in your discussion. Balance the paper by combining and moving around the cultural argument position, aspects of theoretical perspective and facets of **real life** circumstances observed in relation to theory alone. **This paper should follow APA format (5th or 6th edition) and be 7-9 pages in length with additional title and reference page, being aware of proper format for citing a personal contact.**

The outline for the case study assignment can be found on Canvas under the course content tab and also a good and bad example. There is the general information for writing quality. **The paper should be submitted to Canvas no later than 11:59pm, December 23, 2018.**

Course Policies

Attendance and Participation:

Attendance and participation are important in any class because much of the learning comes from in-class discussions with other students. It is expected that you attend all classes and be on time except in the case of an emergency. You will be expected to read all material for class and participate in discussions

Attendance Policy: you may have two (2) hours of absence without penalty to allow for emergencies and unforeseen events. Thereafter, two (2) points will be deducted from your grade for each class missed.

Quality of Written and oral reports:

All written reports must be typewritten and include references and bibliographies. All reports should follow the format described in the *Publication Manual of the American Psychological Association* (APA) (5th ed.). The paper will include a title page, appropriate citations within the text of the paper and a reference page. 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.

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) points will be deducted from the total possible points for each day the assignment is late.

Final Word:

I value each of you and do not want to lose any of you because of misunderstandings or confusion. 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 word.

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=90-100%: 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.

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

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