HR 5293-492: Multicultural Issues in Human Relations

Course Description:

This course examines multicultural issues within human relations and includes a discussion through an interdisciplinary lens. Specifically, the course will focus on historical, social, cultural, economic, and political discourses that limit the equity discussion in multiculturalism issues. Literature and research will guide this course. You will be encouraged to embrace challenges, and to commit to change found within polices at workplaces, educational and other settings. Different models of multiculturalism have emerged from assimilations, acculturations, integrations and social justice. Though some of these frameworks have not disappeared yet, it is important to deconstruct the implications of these notions. Therefore, this goal of this course is to bring about a better understanding of multiculturalism and diversity within our global interdependence.

Course Dates:

> November 1 – December 31, 2021
> Last day to enroll or drop without penalty: October 3, 2021

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.

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.

Alexander, J. (2001). Theorizing the "Modes of incorporation": Assimilation, hyphenation, and multiculturalism as varieties of civil participation. *Sociological Theory, 19(3)*, 237-249.

Bauböck, R., & Scholten, P. (2016). Introduction to the special issue: "Solidarity in diverse societies: Beyond neoliberal multiculturalism and welfare chauvinism". *Comparative Migration Studies, 4(1),* 1-7.

Bloemraad, I. (2017). Solidarity and conflict: Understanding the causes and consequences of access to citizenship, civic integration policies, and multiculturalism. In Banting, K., & Kymlicka, W. (eds) *The strains of commitment: The political sources of solidarity in diverse societies* (pp. 327-363). New York, NY: Oxford.

Ferdman, B. (2017). Paradoxes of inclusion: Understanding and managing the tensions of diversity and multiculturalism. *The Journal of Applied Behavioral Science, 53(2)*, 235-263.

Galinsky, A., Todd, A., Homan, A., Phillips, K., Apfelbaum, E., Sasaki, S., . . . Maddux, W. (2015). Maximizing the gains and minimizing the pains of diversity: A policy perspective. *Perspectives on Psychological Science, 10(6)*, 742-748.

Gans, H. J. (1997). Toward a reconciliation of "assimilation" and "pluralism": The interplay of acculturation and ethnic retention. In Kivisto, P. (eds) I*ncorporating diversity: Rethinking assimilation in a multicultural age* (pp. 138-153). Boulder, CO: Paradigm.

Hall, J. C., & Theriot, M. T. (2016). Developing multicultural awareness, knowledge, and skills: Diversity training makes a difference? *Multicultural Perspectives,18*(1), 35-41.

Hong, Y., & Cheon, B. (2017). How does culture matter in the face of globalization? *Perspectives on Psychological Science, 12(5),* 810-823.

Kivisto, P. (2003). Social spaces, transnational immigrant communities, and the politics of incorporation. *Ethnicities, 3(1)*, 5-28.

Miller, D. (2017). Solidarity and its sources. In Banting, K., & Kymlicka, W. (eds) *The strains of commitment: The political sources of solidarity in diverse societies* (pp. 61-79). New York, NY: Oxford.

Surrenti, S. (2009). Consumption of experience and the ethnic market: Cosmopolitan identity beyond multiculturalism. In Prato, G. (eds) *Beyond multiculturalism: Views from anthropology* (pp. 201-216). Burlington, VT: Ashgate.

Van Parijs, P. (2017). Concluding reflections: Solidarity, diversity, and social justice. In Banting, K., & Kymlicka, W. (eds) *The strains of commitment: The political sources of solidarity in diverse societies* (pp. 420-426). New York, NY: Oxford.

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:

As we utilize a critical lens in order to understand multicultural issues, the course aims to achieve the following objectives

1. Identify the difference between the terms 'multicultural' and 'diversity'
2. Analyze the personal and cultural biases embedded within privilege, religion and class
3. Examine different factors that shape the discourse of multicultural society
4. Identify the traditional approach to multiculturalism
5. Explore social justice debates in a multicultural and diverse society
6. Discuss the impact of globalization on multiculturalism and diversity

Methods of Instruction

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

Assignments, Grading, and Due Dates:

The final due date for all assignments is December 31, 2021

Discussion board participation (online):

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

Discussion tab on Canvas - 45 points.

Elements included in the evaluation of discussion board participation are as follows: 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 openly welcome expressions of opinions, 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/or one point will be allocated for inadequate participation (**See the rubric below).** You are expected to post your original response pertaining to issues in the reading as well as respond to the class discussion via several posts/comments to others. I highly encourage you to read other students' postings.

Discussion Rubric

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Frequency	No participation.	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 original response for assignment.	Posts adequate response with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed response that addresses all aspects of the task; but lacks full development of concepts.	Posts well developed response 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.
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.

1. **Interview assignment:** For this course, there is one interview task with someone outside of your own cultural identity. The purpose of the interview is to understand the different models of cultural integration in the United States and how they are presented in every day life. Therefore, the interview should be based on the cultural concern of the interviewee.
   o The best way to approach this task might be by asking the following questions:
     ▪ What is your cultural identity?
     ▪ How do you feel your culture is represented in society?
     ▪ What parts of your culture are not usually known to people outside of it?
     ▪ What would you like other to people to know about your culture?
     ▪ How do you envision the existence of your culture within a diverse society?

Discussion tab on Canvas - 10 points.

2. **Interview Paper #1:** This paper utilizes information gained from the interviewee and incorporates multicultural issues. The purpose of the paper is to understand the undertaken issue of multiculturalism and its relation to policies and interactions. The framework of the paper should be supported with academic literature. At the beginning of the paper, you need to identify the multicultural issue from multiple perspectives while integrating the interview input. You also need to deconstruct the interviewee's claims using literature. **This assignment is not to exceed 8-10 double-spaced pages (not including the cover page and reference list) and use at least 10 scholarly references (only 2 class readings may be used as references – No Wikipedia, online sites or dictionaries may be used).** I encourage you to structure your paper using headings and subheadings, as this creates a cohesive and organized argument. I also encourage you to look at different examples provided via Canvas before you submit the paper. **Assignments tab on Canvas – 20 points.**

3. **Book Review Paper #2**: Each student is responsible for reading and writing a review of an academic book of your choice, which presents cultural tension found in a diverse society. **The instructor must approve the book of your choice.** The book should not be more than 12 years old and not be self-published. Each student is expected to analyze the different multicultural models the book is addressing. Additionally, the student should challenge the premise of the model(s) by providing three critiques. **This assignment is not to exceed 7-9 double-spaced pages (not including the cover page and reference list) and use 7-9 scholarly references (No Wikipedia or online sites).** I highly recommend that you start researching a topic and communicate with me earlier in the course. **Assignments tab on Canvas – 20 points.**

4. **Discussion post – Summary of the book:** Post a summary of the book in the format of a discussion post. There will be a discussion board designated for this assignment. You will need to follow the same guidelines for the discussion board posts. **Discussion tab on Canvas - 10 points.**

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.*

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 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) (6th ed.). Papers should include a title page, appropriate citations within the text of the paper and a reference page. In addition, papers 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 using the Writing Center Facility at OU.

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 classroom 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!!!!!!!!!!

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 put into developing ideas. Periodic contributions to group presentations, papers and discussions. Forgetfulness regarding assignments, due dates. Missed classes, arrived late or early exits.

Policy for 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

Attendance Policy:

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.

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 make 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

Extended Campus (also and formerly known as 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 e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

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 OU Extended Campus, visit our website at: http://www.goou.ou.edu/

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, V*5.
- 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, heath 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