

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

#### Course Title:

Special Topics/Seminar: The Role of Gender in Warfare

#### Course Number:

HR 5970-429

#### Course Description:

Notions of “male” and “female” are essential during times of war. Not only does gender determine **who** fights in wars, and **why**, but it is also an integral aspect of **how** wars are fought. Over the course of the semester, you will read a selection of texts that discuss and illustrate the ways in which gender is significant during times of war. This will include an examination of the roles of combatants and civilians as well as questions of public policy as these relate to warfare and issues surrounding post-war reconstruction. We will examine these questions within an international framework that encompasses both current and past wars.

#### Course Dates:

March 1 - April 30, 2017

Last day to enroll or drop without penalty: March 1, 2017

#### Site Director:

Please see your local Site Director or email [apidr\\_internship@ou.edu](mailto:apidr_internship@ou.edu)

#### Professor Contact Information:

Course Professor: Zermarie Deacon, Ph.D.  
Mailing Address: Department of Human Relations  
PHSC 709  
Norman, OK 73069  
Telephone Number: 405-324-27849  
E-mail Address: [Zermarie@ou.edu](mailto:Zermarie@ou.edu)  
Virtual Office Hours: Please contact the professor for this information.  
Professor availability: The professor will be available via e-mail 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](mailto: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. Giles, W., & Hyndman, J. (Eds.). (2004). *Sites of violence: Gender and conflict zones*. Berkley: University of California Press. ISBN 9780520237919.
2. Moser, C., & Clark, F. C. (Eds.) (2001). *Victims, perpetrators or actors: Gender, armed conflict and political violence*. New York: Zed Books. ISBN 9781856498982.

3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

**Choose one additional book from the list below**

1. Carpenter, R. (2006). *'Innocent women and children': Gender norms and the protection of civilians*. Burlington, VT: Ashgate. ISBN 9780754647454.
2. Coulter, C. (2009). *Bush wives and girl soldiers: Women's lives through war and peace in Sierra Leone*. Ithica, NY: Cornell University Press. ISBN 9780801475122.
3. Hedgepeth, S., & Saidel, R. (Eds) (2010). *Sexual violence against Jewish women during the Holocaust*. Lebanon, NH: Brandeis University Press. ISBN 9781584659051.
4. Jones, A. (2010). *War is not over when it's over: Women speak out from the ruins of war*. New York, NY: Metropolitan Books. ISBN 9780805091113.
5. Snyder-Hill, S. *Soldier of change: From the closet to the forefront of the gay rights movement*. Lincoln, NE: Potomac Books, Inc. ISBN 9781612348162.

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 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](mailto:casonline@ou.edu)

**Course Objectives:**

- Understand the definition of "gender"
- Develop an overarching understanding of the multiple ways in which gender is significant during times of war
- Examine specific ways in which gender matters (e.g., distinctions between civilians and combatants, international law, etc.)
- Develop the capacity to critically evaluate the ways in which gender plays out during war

**Assignments, Grading, and Due Dates:**

You will be expected to complete three written assignments. **All assignments will be due by April 30, 2017 5PM (CST)**. If at all possible, assignments should be placed in the relevant dropbox on D2L. Hard copies of the assignments will also be accepted by the due date.

**Assignment 1:**

Read *Sites of Violence*. This book provides an analysis of some of the ways in which gender is significant during war. First, provide a brief summary of the main points each chapter. Next, provide your perspective on the material presented in this book. Provide your analysis of the significance of gender during war. What did you learn from reading the book? How does what you read compare to other

material you have read as well as your personal experiences? What is your perspective on the authors' ideas?

### **Assignment 2:**

Read *Victims, Perpetrators or Actors*. This book provides an additional analysis of gender and warfare in the international arena. First, provide a brief summary of the main points in each chapter. Next, select the chapter that you found most interesting/most enjoyed. Provide a more in-depth discussion of this chapter, including an outline of what it was about the chapter that you found interesting and why. Provide your perspective on the chapter as well as an analysis of how what you read compares to other material you have read and your own personal experiences.

### **Assignment 3:**

Select an additional textbook on a topic that is most interest to you. (1) War, international law, and gender (2) The definition and treatment of civilians and combatants (3) The experience of women during particular wars (4) The aftermath of war, 5) Gender in the US military. First, provide an overview of your chosen text, including your reasons for selecting the book and your overall perspective on the presented material. In addition, provide a discussion of how gender is significant in the book you chose (i.e., how do notions of “male” and “female” play out, and how were these significant to the experience of men and women). Finally, use what you learned from the required texts in order to supplement your analysis of the material in your chosen text.

### **Document preparation:**

All papers should be typed, double-spaced, and should use conventional margins and formatting. Headings should be used to organize your material and to ensure that you fully complete all parts of the assignment. Use either Word (.doc) or Rich Text Format (.rtf) to complete your papers. A “references” page should be included, and all citations should be completed in APA (American Psychological Association) format. Any sources, including outside sources should be appropriately and accurately referenced. While a minimum page limit has not been set, I would suggest that you consider approximately three to five pages the minimum for your first and second assignments and five pages the minimum for your third assignment. This is merely a guide, as quality is ultimately more important than quantity. Please do not hesitate to contact me if you have any questions or concerns.

### **Grading:**

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

**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.

### **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](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](mailto: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

**Zermarie Deacon, Ph.D.**

### Education

- 2007 Ph.D., Michigan State University, East Lansing, Michigan Department of Psychology. Cognate: Gender and International Development. Dissertation: *An examination of factors influencing Mozambican women's attainment of post-war well-being.*
- 2003 M.A., Michigan State University, East Lansing, Michigan Department of Psychology. Thesis: *The well-being of Muslim refugee women in resettlement: A needs assessment*
- 1997 B.A. (Honours) Rhodes University, Grahamstown, South Africa, Department of Politics; Major: Political Philosophy
- 1996 B.A., Rhodes University, Grahamstown, South Africa, Major: Politics; Major: Philosophy

### Current Positions

- 2013 – Present Department of Human Relations, University of Oklahoma, Associate Professor
- 2007 – 2013 Department of Human Relations, University of Oklahoma, Assistant Professor
- 2007 – Present Affiliate Faculty, School of International and Area Studies
- 2008 - Present Women's Studies Program, University of Oklahoma, Adjunct Professor
- 2012 – Present Women's and Gender Studies Program Center for Social Justice, University of Oklahoma, Affiliate Faculty
- 2013 – Present Department of Human Relations, University of Oklahoma, Associate Professor

### Frequently Taught Advanced Programs Courses

- International Human Relations
- Current Problems in Human Relations

### Major Areas of Teaching and Research Interest

- In addition to Current Problems in Human Relations I also teach International Human Relations and Strategies for Social Change at the graduate level. At the undergraduate level I teach a class entitled Gender and War as well as International Human Relations and Social Change Processes.
- My primary research interests are in cross-cultural definitions of health and wellbeing and factors that facilitate individuals' attainment of wellbeing across different ecological contexts.

### Representative Publications and Presentations

#### Refereed Publications:

- Miller, C., Deacon, Z., Smith, A., & Abernathy, P. (in press). Visions of health: The Girl Power Photovoice project in D. Moxley, J. Bishop, & J. Miller-Cribs (Eds), *Photovoice methods in social work: Using visual and narrative techniques in participatory research and practice.*
- Moxley, D. P., Thompson, V., & Deacon, Z. (in press). Donor involvement in Community-Based Action Research: A typology for advancing reflexive decision-making to protect essential participatory values in *The Palgrave international handbook of action research.*
- Miller, C., Deacon, Z., & Fitzgerald, K. (2015). Visions of collaboration: The Girl Power Photovoice project. *Journal of Community Engagement and Scholarship*, 8(1), 98-105.
- Moxley, D., Deacon, Z., & Thompson, V. (2013, July). Action research and development for intrinsic innovation in social service administration: Prototyping and proof of concept in small scale start-ups. *Action Learning and Action Research Journal*, 18(2), 37-68.
- Miller, C., Deacon, Z., & Fitzgerald, K. (2015). Visions of collaboration: The Girl Power Photovoice project. *Journal of Community Engagement and Scholarship*, 8(1), 98-105.

- Moxley, D., Deacon, Z., & Thompson, V. (2013, July). Action research and development for intrinsic innovation in social service administration: Prototyping and proof of concept in small scale start-ups. *Action Learning and Action Research Journal*, 18(2), 37-68.
- Moxley, D., Deacon, Z., & Thompson, V. (2013, July). Action research and development for intrinsic innovation in social service administration: Prototyping and proof of concept in small scale start-ups. *Action Learning and Action Research Journal*, 18(2), 37-68.
- Deacon, Z. & Moxley, D. (2012). Donors as stakeholders in Participatory Research: Praxis as typology in assessing and framing their roles. *Action Learning, Action Research Association Inc. Monograph Series*. (No. 3).
- Deacon, Z. Pendley, J., Hinson, W., & Hinson, J. (2011). Chokka-chaffa' kilimpi', Chikashshiyaakni' kilimpi': Strong family, strong nation. *American Indian and Alaskan Natives Mental Health Research: The Journal of the National Center*, 18(2), 41-63.
- Deacon, Z. & Bert, S. (2010). Teaching diversity: A reflection on the impact of identity on our work as educators. *Free Inquiry in Creative Sociology*, 38(1), 35-45.
- Deacon, Z. (2010). Mozambique: The gendered impact of warfare. In T. Falola & H. ter Haar (Eds). *Narrating wars and peace in Africa* (pp.141-154). Rochester, NY: University of Rochester Press.
- Deacon, Z. & Sullivan, C. (2010). An ecological examination of rural Mozambican women's attainment of post-war well-being. *Journal of Community Psychology*, 38(1), 115-330.
- Deacon, Z. & Sullivan, C. (2009). Responding to the complex and gendered needs of refugee women. *Affilia: Journal of Women and Social Work*.
- Deacon, Z., Foster-Fishman, P., Mahaffey, M., & Archer, G. (In press). Moving from pre-conditions for action to developing a cycle of continued social change: Tapping the potential of migrant programs. *Journal of Community Psychology*.
- Nowell, B., Berkowitz, M., Deacon, Z., & Foster-Fishman, P. (2006). Revealing the cues within community places: Stories of identity, history, and possibility. *American Journal of Community Psychology*, 37(1-2), 29-46.
- Foster-Fishman, P., Nowell, B., Deacon, Z., Nievar, M. A., & McCann, P. (2005). Using methods that matter: The impact of narrative, reflection, and voice. *American Journal of Community Psychology*, 36(3-4), 275-291.
- Goodkind, J. R. & Deacon, Z. (2004). Methodological issues in conducting research with refugee women: Recognizing and re-centering the multiply marginalized. *Journal of Community Psychology*, 32(6), 721-739.

### **Presentations:**

- Deacon, Z. (2015, June). *Conducting effective, ethical, and collaborative cross-cultural and social change oriented research under complex circumstances*. Roundtable conducted at the 15<sup>th</sup> biennial conference of the Society for Community Research and Action, Lowell, Massachusetts.
- Deacon, Z. & Miller, C. (2015, June). *Effective and transformative service learning*. Roundtable conducted at the 15<sup>th</sup> biennial conference of the Society for Community Research and Action, Lowell, Massachusetts.
- Miller-Cribs, J., Miller, G., Miller, C. R., Deacon, Z., & Moxley, D. (2014, January). *Using Photovoice in Social Work practice research to enhance community-university partnership*. Workshop conducted at the Society for Social Work and Research annual conference, San Antonio, Texas.
- Miller, C. R. & Deacon, Z. (2013, October/November). *Photovoice as group work*. Roundtable presented at the 59<sup>th</sup> annual program meeting of the Council of Social Work Education, Washington, D.C.
- Lien, A., Darlston-Jones, D., Dworkin, D., Grohe, H., Barlow, J., Ronayne, M., Thai, N., Belyaev-Glantsman, O, Rowley, R., Long, S., & Deacon, Z. (2013, June). *Social justice in the classroom: Teaching controversial topics*. Roundtable Presentation held at the Biennial Conference of the Society for Research and Action, Miami, Florida.

- Deacon, Z. & Pendley, J. (2013, May). *Using Photovoice to generate change in one American Indian tribe*. Paper presented at the 9<sup>th</sup> international Congress of Qualitative Inquiry, Urbana-Champaign, Illinois.
- Miller, C., Deacon, Z., Smith, A. (2012, November). *The GirlPower Photovoice Project: A vision of partnership*. Poster presented at the 58<sup>th</sup> annual program meeting of the Council of Social Work Education, Washington, D.C.
- Miller-Cribbs, J., Miller, C., Deacon, Z., Miller, G. (2012, November). *Using Photovoice in Social Work practice research to enhance community-university partnerships*. Paper presented at the 58<sup>th</sup> annual program meeting of the Council of Social Work Education, Washington, D.C.
- Chapple, C., Bones, P., Worthen, M., & Deacon, Z. (2012, November). *Ecological correlates of sex trafficking in Oklahoma*. Paper presented at the annual meeting of the American Society of Criminology, Chicago, Illinois.
- Simons-Rudolph, J. M., Zimmerman, L., Deacon, Z., Olson, B. (2011, August). *Examining the future of international community psychology to address global needs*. (Paavola, E. & Amer, M. M., Chairs). Conversation hour held at the 119<sup>th</sup> Convention of the American Psychological Association, Washington, D.C.
- Deacon, Z. & Bert, S. (2010, October). *Teaching diversity: The impact of race and gender on our experiences as instructors*. Structured discussion held at the Institute for the Study and Promotion of Race and Culture's annual Diversity Challenge, Boston, Massachusetts.
- Deacon, Z. (2010, June). *Indigenous approaching to post-war recovery amongst Mozambican women*. In Katie Thomas (Chair), *Traditions for tomorrow: Indigenous and lived wisdoms*. Symposium presented at the 3<sup>rd</sup> International Conference on Community Psychology, Puebla, Mexico.
- Deacon, Z. (2010, June). *Resolving challenges inherent in forming campus-community partnerships with indigenous communities*. Paper presented at the 3<sup>rd</sup> International Conference on Community Psychology, Puebla, Mexico.
- Sykes, B. E., Pendley, J., Deacon, Z., & Moxley, D. P. (2009, August). *Promoting American Indian identity: A Learning Community model*. Paper presented at the 117<sup>th</sup> annual convention of the American Psychological Association, Toronto, Canada.
- Deacon, Z. (2009, June). *Work/life/family: How women balance multiple roles in academia* (M. M. Schehofer, Chair). Discussant as part of a town hall meeting held at the 12<sup>th</sup> Biennial Conference of the Society for Research and Action, Montclair, New Jersey
- Chilenski, S. M., Deacon, Z., Evans, S. D., Hernandez, E. A. L., Sarkisian, G. V., & Schehofer, M. (2009, June). *Establishing a career in community psychology: Issues, challenges, and opportunities* (S. R. Torres-Harding, Chair). Roundtable discussion held at the 12<sup>th</sup> Biennial Conference of the Society for Research and Action, Montclair, New Jersey
- Deacon, Z. (2009, May). *Reaching the truly hard to reach: Methodological challenges for making psychology more representative*. Paper presented at the 5<sup>th</sup> International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign, Urbana-Champaign, Illinois
- Deacon, Z. (2008, March). *Factors that have facilitated Mozambican women's recovery from the gendered impacts of warfare*. Paper presented at the 2008 Africa Conference: Wars and Conflicts in Africa, University of Texas at Austin, Austin, Texas.
- Deacon, Z. & Sullivan, C. (2008, March). *Factors supporting women's recovery from war in developing nations*. Poster presented at the 33<sup>rd</sup> Annual Conference of the Association for Women in Psychology, San Diego, California.
- Deacon, Z. (2007, June). *Considering the implications of socio-culturally determined definitions of wellbeing*. Roundtable discussion at the 11<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Pasadena, California.
- Deacon, Z., Mahaffey, M., Archer, G. & Foster-Fishman, P. (2007, June). *Using minigrants to build readiness and capacity for change in seven economically distressed neighborhoods*. Poster presented at the 11<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Pasadena, California.
- Droege, E., Morales, M., Mahaffey, M., McNall, M., Deacon, Z., & Foster-Fishman, P. (2007, June). *Revealing conversations: Negotiating power in community-based multiple stakeholder*

groups. Poster presented at the 11<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Pasadena, California.

- Karim, N. & Deacon, Z. (2005, June). *Conducting effective, ethical, community psychology research internationally*. Roundtable discussion at the 10<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Urbana-Champaign, Illinois.
- Nowell, B., Deacon, Z., & Foster-Fishman, P. (2003, November). *Photovoice: A powerful tool for evaluation*. Demonstration conducted at the Annual Conference of the American Evaluation Association, Reno, Nevada.
- Deacon, Z., Madsen, P., Bybee, D., & Sullivan, C. (2003, June). *A needs assessment of women with abusive partners*. Poster presented at the 9<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Las Vegas, New Mexico.
- Deacon, Z. (2003, June). Assessing early implementation strategies for resident engagement. In L. Van Egeren (Chair), *Neighborhood voices: Data sources and stories for implementation and evaluation*. Symposium conducted at the 9<sup>th</sup> Biennial Conference of the Society Community Research and Action, Las Vegas, New Mexico.
- Goodkind, J. & Deacon, Z. (2003, June). *Methods for including multiple perspectives in research with refugees*. Roundtable discussion at the 9<sup>th</sup> Biennial Conference of the Society for Community Research and Action, Las Vegas, New Mexico.

### **Representative Honors and Awards Received**

- 2011 PI: Deacon; Co-PI: Pendley (Center for Applied Social Research, OU); Co- PI: Jervis (Center for Applied Social Research, OU) – CHRs as facilitators of health for Chickasaw elders. *OU Center for Research Program Development and Enrichment, Faculty Research Challenge Grant Program; \$44,225*
- 2011 University of Oklahoma, College of Arts and Sciences, *Junior Faculty Summer Fellowship*
- 2011 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2011 PI: Miller; Co-PI: Deacon; Co-PI: Wedel; Co-PI: Fitzgerald – Norman Center for Children and Families Photovoice Project/Girl Power Photovoice. *Seed grant awarded by the OU-TULSA Program in Community Health Research; \$38,477*
- 2010 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2009 University of Oklahoma, Research Council, *Junior Faculty Research Program Grant*
- 2009 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2008 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2008 University of Oklahoma, Office of the President, Presidential International Travel Fellowship
- 2007 University of Oklahoma, College of Arts and Sciences, *Faculty Enrichment Grant*
- 2007 Michigan State University Graduate School, Dissertation Completion Fellowship
- 2005 United States of America Department of State, Fulbright Student Fellowship
- 2004 Michigan State University International Studies and Programs, Walker-Hill International Pre-Dissertation Scholarship
- 2001 PI: Deacon - The well-being of Muslim refugee women in resettlement: A needs assessment. *Student Award Program Grant awarded by the Blue Cross Blue Shield of Michigan Foundation*

### **Major Professional Affiliations**

- American Psychological Association
- Society for Community Research and Action (Division 27 of the APA)
- Society for the Psychological Study of Social Issues (Division 9 of the APA)
- Phi Kappa Phi National Honor Society
- Fulbright Association