![OU Extended Campus — College of Professional and Continuing Studies logo]

HR 5063-491: Seminar in Strategies of Social Change

Course Description:

Students will engage in exploring and discussing contemporary strategies of social and political change and its impact on policies and relationships such as in civil rights movements. Strategies are traditionally argued in relation to violence or non-violence methodology and whether such methodology is isolated to reality and structural make-up. It is within such discussion that innovation in strategies evolves and is defined by the reality of the issue. To understand such dialectic relationships the course will adopt case studies analysis. Through this approach students will acquire skills needed to design strategies for intervention that may positively impact the collective lives of a target population. It is important to become familiar with the sociopolitical challenges faced by society, as they are becoming part of daily discourse. In addition, awareness of these issues equips us with tools to critically assess and develop interventions and programs for social change. Therefore, this course adapts an interdisciplinary approach in understanding causes, issues, and strategies of interventions for social change. The dynamic behaviors and processes of social change will lead us to comprehend the interdependence with which we live and its potential limitations.

Course Dates:

> July 1 – August 31, 2021
> Last day to enroll or drop without penalty: June 2, 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 during the above listed Virtual Office Hours and other methods by arrangement.

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

Ackerly, B. (2004). Women's human rights activists as political theorists. In L. Ricciutelli., A. Miles & M, Mcfadden (Eds.), *Feminist politics, Activism and vision: Locals and global challenges (pp. 285-312).* New York: Zed Books LTD.

Barthle, P. (2012). Whistling rogues: A comparative analysis of the Dodd-Frank whistleblower Bounty Program. *Washington and Lee Law Review*, 69(2), 1201-1259.

Brown, J. (2009). Gandhi and civil resistance in India, 1917-47: Key issues. In A. Roberts & T.G. Ash (Eds.), *Civil resistance and power politics: The experience of non-violent action from Gandhi to the present (pp. 43-57). New York, NY: Oxford.*

Carter, A. (2009). People power and protest: The literature on civil resistance in historical context. In A. Roberts & T.G. Ash (Eds.), *Civil resistance and power politics: The experience of non-violent action from Gandhi to the present (pp. 25-42). New York, NY: Oxford.*

Collins, P. (1989). The social construction of black feminist through. *Journal of Women in Culture and Society*, 9*(1)* 131-150.

Ginwright, S. (2005). Toward a politics of relevance: Race, resistance and African American youth activism. *Youth Activism: A Web Forum Organized by the Social Science Research Council.* Retrieved from http://ya.ssrc.org/african/Ginwright/

Furlong, A. & Cartmel, F. (2007). Politics and Participation (pp. 121-137). *In Young people and social change: New perspectives* (2nd ed.) New York, NY: Open University Press.

Field, J. (2010). Making the good society work. *Adults Learning*, 21(10), 24-27.

Harrod, J. (2004). Global Unions: Constraints in an age of the politics of the underclass. In M. van der Linden & B. Unfried (Eds.), *Labour and new social movements in a globalizing world system (pp. 89-102).* Vienna: ITH.

Kriesberg, L. (1997). Social Movements and global transformation. In J. Smith, C. Chatfield, & R. Pagnucco (Eds.), *Transnational social movements and global politics: Solidarity beyond the state (pp. 3-18).* Syracuse, NY: Syracuse University Press.

Larson, D. (2004). Supporting Change Through local action. *New Directions for Adult and Continuing Education,* 104, 39-47.

LeMay, M.C. (2009). Old-style radicalism. M.C. LaMay, *The perennial struggle: Race, ethnicity, and minority group relations in the United States (pp. 246-277)* (3rd ed). New Jersey: Prentice Hall

LeMay, M.C. (2009). New -style radicalism. M.C. LaMay, *The perennial struggle: Race, ethnicity, and minority group relations in the United States (pp.283-329).* (3rd ed). New Jersey: Prentice Hall

Illia, L. (2002) Passage to cyberactivism: How dynamics of activism change. *Journal of Public Affairs*, 3*(4),* 326-337.

Miller, J., Krosnick, J. (2004). Threat as a motivator of political activism: A field experiment. *Political Psychology*, 25*(4).* 507-523.

Silver, B. (2004). Labour, war and world politics: Contemporary dynamics in the world-historical perspective. In M. van der Linden & B. Unfried (Eds.), *Labour and new social movements in a globalizing world system (pp. 19-38).* Vienna: ITH.

Waytz, A., Dungan, J., & Young, Liane. (2013). The whistleblower's dilemma and the fairness-loyalty tradeoff. Journal of Experimental Social Psychology, 49, 1027-1033

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

When corresponding with me via e-mail, you must use your OU-email address and check your OU-email account frequently. In case I do not respond to your email in 48 hours please email me again. In addition, pay attention to my posting at Canvas course home page*

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:

At the end of this course, students will demonstrate an understanding of:

- The historical and sociopolitical paradoxes that exist in a specific program.
- The range and depth of social problems and related issues in our communities.
- The reasons for change and its relationship to our privileges.
- Current social problems from individual, cultural and political points of view.
- The process of changing individual perceptions while attempting to intervene.
- The process involved in the shaping of ideas, policies and limitations.
- The interconnectedness between local and global problems and how interventions at one end directly affects the other end.
- The challenges presented by our preconceived notions of race, poverty, sexuality, immigration, and privileges.
- Intervention strategies that are appropriate for diverse groups and cultures.

Assignments, Grading, and Due Dates:

Discussion Board Participation (45 points)

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.**

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.

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

One Position Paper (10 points)

This paper is concerned with your personal thoughts and comments on ONE of these reading materials

Fowler, A. (2000). NGDOS as a moment in history: Beyond aid to social entrepreneurship or civic innovation? *Third World Quarterly, 21*(4). 637-654

Martin, R., & Osberg, S. (2007). Social entrepreneurship: The case for definition. *Stanford Social Innovation Review*.Retrieved from http://www.ssireview.org/articles/entry/social_entrepreneurship_the_case_for_definition

Mort, G. S., Weerawardena, J., Carnegie, K. (2003). Social entrepreneurship: Towards conceptualization, *International Journal of Nonprofit and Voluntary Sector Marketing, 8*(1) 78-88.

Rucht, D. (1999). The Transnationalization of social movements: Trends, causes, problems. In D. Della Porta, H. Kriesi, & D. Rucht (Eds.), *Social movements in a globalizing world (pp. 206-222).* New York: St. Martin's.

Tripp, A. M. (2006). The evaluation of transnational feminisms: Consensus, conflict and new dynamics. In M.M. Frree & A.M. Tripp (Eds.), *Global feminism: Transnational women's activism, organizing, and human rights (pp. 51-75).* New York: New York University Press.

To obtain a grade of (**A**) you are expected to integrate your thoughts with the reading material and **provide appropriate in-text citations while discussing/analyzing the readings.** It is important to argue the readings in a professional way by presenting a well-organized, persuasive position with accurate, supporting evidence from **at least 6 academic resources** (from refereed journals). Refer to the instructions on Paper Structure provided below. It is important that you follow the academic writing guidelines provided in the APA manual.

Position Paper Structure:
APA format, 5-7 pages in length, this does not include the cover and reference pages; Graduate students should provide a minimum of 6 scholarly references (**no wikipedia** or online sites).

The Position Paper includes your personal thoughts and comments; the format should 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 understand different perspectives.

Due Week 3

Book Review Paper (15 points)

Each student is responsible for reading and writing a review of a book of their choice. The book should include a theme relating to strategies of social change. The outline for the book review will be provided to students in advance of the beginning of the course, posted on Desire to Learn (D2L). This assignment is not to exceed **7-9 double-spaced pages, this does not include the cover and reference pages; each paper is to be formatted using American Psychological Association (APA)**. I highly recommend that you start a literature review researching critiques on the themes in this book at the beginning of class. **You are expected to share and discuss your interview in an online discussion with your classmates, through the use of the discussion board found on Canvas.**

Book Review Structure:

APA format, 7-9 pages in length, this does not include the cover and reference pages; 5-7 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 change and social strategies?
- 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.

Due week 6

Interview a social activist/social leader in grassroots organizations/movements (10 points)

You need to interview an individual who works within a grassroots organization or movement. You do not need to shy away from interviewing individuals who are seen as dissenters by the mainstream perspective on social change. You may interview an individual such as this, as long as they are attempting

to activate/aim for social change for the greater good of society. For example, you could interview an individual that is strategizing for social change on issues such as gay rights or different economic and social policies. **The interview should revolve around these three themes: 1) purpose of change, 2) tools assigned for change, and 3) expected outcome.** The interview could be face-to-face, over the phone, or through e-mail. I encourage you to develop a rapport with an individual or organization early in the course. If you start late your quality of work will be jeopardized. The issue/organization could be local, regional, or global. **You are expected to share and discuss your interview in an online discussion with your classmates, through the use of the discussion board found on Canvas.**

Due Week 7

Final paper (20 points)

The final paper should build on and integrate the interview with a social activist or leader in a grassroots movement. Contrast or complement two strategies of change with the interviewee's methods of social change. These two strategies should be critiqued in terms of methodology and outcome. Please see the outline for further details.

APA format, 7-9 pages in length, this does not include the cover and reference pages; 5-7 scholarly references (NO WIKIPEDIA or online sites).

Your writing should demonstrate graduate level academic standards following APA guidelines

Due Week 8

Grading:

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

- Position paper- 10 points
- Book Critique- 15 points
- Interview 10 points
- Discussion Board Participation- 45 points
- Final paper- 20 points
- **Grade points total-100 points**

Quality of Written Work

All written reports must be typewritten and include references. All reports should **follow the format described in the Publication Manual of the American Psychological association (APA) (5th Ed.).** Each paper should 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. I highly recommend using the Writing Center Facility at OU- Tulsa.

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.

Policy for Late Work:

Please contact the professor regarding his/her policy for late work

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).

<center>**POLICIES AND NOTICES**</center>

<center>**Attendance/Grade Policy**</center>

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.

<center>**Academic Integrity and Student Conduct**</center>

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/

<center>**Accommodation Statement**</center>

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.

<center>**Adjustment for Pregnancy/Childbirth-Related Issues**</center>

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, 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