



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5100-491: International/Intercultural Awareness

Course Description:

In this course we will study ways to understand diverse cultures. We will use a multi-disciplinary approach as we look at how cultures are different and what factors contribute to their cultural distinctiveness. As we review other cultures, we will use the tools of history, geography, economics, sociology, and other social and physical sciences to understand the why's behind cultural distinctiveness. We will study how to adapt to cultural differences and to work with people from other cultures, both domestically and internationally.

Course Dates:

April 2 – 30, 2020

Last day to enroll or drop without penalty: March 15, 2020

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: Zermarie Deacon, Ph.D.
Mailing Address: Dept. of Human Relations
601 Elm Ave.
PHSC 709
Norman, OK 73069
Telephone Number: (405) 325-2749
Email Address: zermarie@ou.edu
Professor availability: The professor will be available via email to students and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Diamond, J. M. (1999). *Guns, germs, and steel: The fates of human societies*. New York: W.W. Norton. ISBN 9780393317558.
2. Landes, D.S. (1999). *The wealth and poverty of nations: Why some are so rich and some are so poor*. New York: W.W. Norton. ISBN 9780393318883.

3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>. Enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

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:

In this class we will:

- learn about the origins of culture(s);
- recognize and understand the significance and meaning of the expressions of culture (housing, dress, food, language, non-verbal symbols, etc.);
- see how to identify cultural expressions and their meanings in the world around us;
- study processes of transmission of culture;
- observe how old cultural traits often survive even when submerged in new cultural settings;
- understand the different kinds of cultural conflicts and the contexts in which they occur, and how they are resolved;
- become aware of the differences in etiquette in different cultures;
- discover the relationship between culture and identity, and gain appreciation for the importance in people's lives for maintaining culturally rooted self-identity; and,
- become equipped to carry out independent learning so that principles of cultural analysis learned in the class can be applied in future situations in which students may find themselves.

Course Outline:

Class will be divided into modules. Students are expected to be active participants in class discussion and to complete module-specific tasks, and assignments. The goal of the class is to internalize new ways of thinking about cultures and to create a basis for life-long growth in cultural awareness and appreciation. Although we will be using texts as resources for the class, the learning objectives go beyond the materials contained in the text. Essential to success in the class, therefore, is the active engagement of students in class discussions and student presentations.

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

During each of the four weeks of class students will be tasked with viewing materials posted on Canvas, engaging in online class discussions, and completing a few brief writing assignments (reaction papers). These tasks will take the place of conventional class participation.

Readings

Before the first class, students should have read the Diamond and Landes texts.

Written Report

Each student will prepare a written report that explains a “cultural trait” in terms of its function, origin, and meaning. Appropriate “cultural traits” will be selected by the students, but the professor will be available to assist in the selection of appropriate traits. Further details about this report will be posted on Canvas and discussed in the introductory module. Students who wish to get an early start on their report may contact the professor in advance by email to seek approval for a proposed trait topic. The cultural traits paper should be at least 3,500 words which is about ten (10) pages in length (not counting the cover page or the reference page); using a font size no larger than 12 Times New Roman. At least eight sources should be cited, and at least three of the sources should be from scholarly journals, books, or personal interviews (references to dictionaries, encyclopedias, course assigned readings, or the Wikipedia, will not count towards this requirement); references should follow APA format. The paper should be organized into three sections: (1) explanation of the trait; (2) recounting of the origins of that trait; and (3) explanation of the ways in which the trait provides insight into the culture from which it arises. Written reports should be submitted using the Canvas dropbox no later than midnight CST on **April 30**. Papers will be graded 10% writing or presentation clarity, and 30% on each of the three sections of the paper (described above).

Class Presentation

Students will post a brief description of their paper in the designated discussion forum at about the halfway mark in the class. This will be an opportunity to share your thoughts with others while getting feedback from the professor and your peers.

Grading:

This is a letter-graded course: A, B, C, D, or F. 90% or above constitutes an “A”, 80-90% a “B”, 70-80% a “C”, 60- 70% a “D”, and lower than 60% shall not be considered passing.

Assignment	Percent of Grade
Report and Discussion Presentation of a Cultural Trait	100%

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).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Zermarie Deacon

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

- 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

- HR 5703 International Human Relations
- HR 5013 Current Problems in Human Relations
- HR 5970 The Role of Gender in Warfare

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

Publications

- Deacon, Z. (2017). Review of: *Stop global street harassment: Growing activism around the world.* [Review of the book *Stop global street harassment: Growing activism around the world*, by H. Kearl]. *Psychology of Women Quarterly*, 41(1), 132.
- Sykes, B., Pendley, J., & Deacon, Z. (2017). Transformative learning, citizenship, and cultural restoration: A case study of Native American service-learning at a research university. *Gateways: International Journal of Community Research and Engagement*, 10, 204-228.
- 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. (2017). Donor involvement in Community-Based Action Research: A typology for advancing reflexive decision-making to protect essential participatory values in L. Rowell, C. D. Bruce, J. M. Sosh, & M. M. Riel (Eds), *The Palgrave international handbook of action research*, pp. 563-578. New York, NY: Palgrave Macmillan US.
- 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.
- 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 preconditions for action to developing a cycle of continued social change: Tapping the potential of immigrant 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

- Moxley, D., Thompson, V., & Deacon, Z. (2016, April). Donor Influence in Community- Based Action Research: A Typology for Advancing Reflexive Decision-Making to Protect Essential Participatory Values. In L. Rowell (Chair), *International Action Research: Sharing Public Scholarship in Diverse Global Educational Contexts*. Symposium presented at the annual meeting of the American Educational Research Association.
- Deacon, Z. (2015, June). *Conducting effective, ethical, and collaborative cross-cultural and social change oriented research under complex circumstances*. Roundtable conducted at the 15th 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 15th 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 59th 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.
- 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 59th 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 9th 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 58th 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 58th 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 119th 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 3rd 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 3rd 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 117th 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 12th 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 12th 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 5th 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 33rd 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 11th 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 11th 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 11th 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 10th 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 9th 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 9th 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 9th 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: Jarvis (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*