The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Issues of Education in the Middle East

Course Number:
HR 5113-123

Course Description:
Students will engage in exploring and discussing issues related to education in the Middle East that pertain to educational policies and challenges. Some of these challenges include gender differences and single-sex vs. coeducation schooling; private vs. public school; female education; higher education; youth education; teacher roles; and the influence of the intersection of religion and culture on education. Historically, education in the Middle East has been impacted by different colonial entities, which formed specific sociopolitical and economical ramifications that are still prevalent today. A significant issue that is usually overlooked is the role of the informal community education, which focuses on alternative educational narratives. The significance of these narratives is not part of the state sanctioned curricula but authored by the collective knowledge. Education is not merely a state-controlled concept but also collectively constructed. This course will showcase how these issues and others are not separate entities from education but rather interconnected elements within the educational process. It is important to become familiar with the intricacies of education in the Middle East and its relations to formal and informal education for the next generation. The dialectic relationships of these challenges are manifested in understanding different case studies within different countries. Through this approach students will acquire skills needed to understand and recognize factors in education within Middle Eastern countries. This course is important since education is a global method use to communicate across cultures, institutions and biases. Therefore, this course adapts an interdisciplinary approach to understand the complex educational process and application.

Class Dates, Location and Hours:

Dates: November 12-18, 2012
Hours: Mon-Fri 6:00 p.m.-9:30 p.m.; Sat 8:00 a.m.-4:30 p.m.; Sun 8:00 a.m.-12:00 p.m.
Last day to enroll or drop without penalty: October 14, 2012

Site Director:
Steve Watson. Assistant: Carrie Grabil Church. 2189 Crystal Plaza Arcade, Arlington, VA, 22202. Phone: 703-418-4800; Fax: 703-418-2730; E-mail: apwashington@ou.edu

Professor Contact Information:

Course Professor: Janette Habashi, Ph.D
Mailing Address: OU Tulsa Schusterman Center
4502 East 41st Street
Tulsa, OK 74135
Telephone Number: (918)-660-3365 (O), (918)-299-3351 (H), (330)-328-6193 (C)
Fax Number: (918)-660-3490
E-mail Address: jhabashi@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.
Textbook(s) and Instructional Materials:

Materials posted on the OU Desire to Learn (D2L) system: All the reading materials for this course will be posted on D2L. The readings will be posted according to the discussions. 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.

Recommended Material: Publication Manual of the American Psychological Association (APA) (5th ed.).

Course Objectives:

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

- The diverse issues related to education systems in the Middle East
- The cultural and political challenges entailed in the educational process
- The gender differences embedded in education as related to cultural expectations
- The political and economic resources attached to education
- The relationship between the structure and un-structural educational systems

Methods of Instructions

The delivery of this course is face-to-face meetings. Assignments and activities will be listed on the course website and will be facilitated via the Desire2Learn course management system accessed at www.learn.ou.edu

Assignments, Grading and Due Dates:

Class Participation

Elements included in the evaluation of class participation will include evidence of critical thinking, clear identification of the issue, understanding problems, and the ability to propose and evaluate solutions. All participants are expected to welcome the open expression of opinion, varying attitudes and beliefs, and to accept the legitimacy and value of dissenting views. In addition to respect for the ideas of your classmates and the instructor, common courtesy is also expected.

The more you contribute to the discussion and response to others feedback, the more it will enrich your learning experience. Also, it could lead to extra credit for engagement. I encourage everyone to take this opportunity to communicate and learn from others. This will help you understand the intended concepts of the course material. 15 points

Perceptions on Middle Eastern Education Paper

This paper should entail five common perceptions or misperceptions regarding educational issues related to the Middle Eastern region. The perceptions can include social, economic, cultural, political elements found within education. After discussing these five perceptions and misperceptions, critique and analyze these notions using academic literature. Provide sound support and justification for these perceptions/misperceptions. You are expected to provide appropriate in-text citations while discussing/analyzing the issues. It is important to argue the analysis of the perceptions/misperceptions in a professional way by presenting a well-organized, persuasive position with accurate, supporting evidence from at least 3 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.

Perceptions Paper Structure:

You are expected to complete one Perceptions Paper worth 20 points. APA format, 5-7 pages in length, plus a separate reference page; Graduate students should provide a minimum of 3 scholarly references (No Wikipedia or online sites). The Perceptions paper includes your personal thoughts and comments; the format should include an introduction, a summary of the 5 perceptions/misperceptions, your analysis with supporting evidence, and a conclusion.
The Perceptions on Middle Eastern Education paper is **due one week prior to our on-site, face-to-face first meeting.**

**One Position Paper**

You are expected to complete one position paper worth 30 points. This paper is concerned with your personal thoughts and comments on a reading provided specifically to this assignment. However, in order 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, 6-8 pages in length, plus a separate reference page; 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.

**Book Review Paper**

You are expected to complete one book review worth 25 points. Each student is responsible for reading and writing a review of a book of their choice. 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, plus Reference Page; 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 before the beginning of class.

**Book Review Structure:**

APA format, 7-9 pages in length, plus a separate reference page; 3-5 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 discusses 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.

**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.
Grading Policy

This is a letter-graded course: A, B, C, D, or F. Grades are based on total points, which are earned via objective and subjective scoring. A=90%, B=80%, C=70%, D=60%

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<thead>
<tr>
<th>Assignment</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>Perception paper</td>
<td>20 points</td>
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<tr>
<td>Book Critique</td>
<td>25 points</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15 points</td>
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<tr>
<td>Position Paper</td>
<td>30 points</td>
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<tr>
<td>Attendance</td>
<td>0 points</td>
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<tr>
<td>Grade points total</td>
<td>100 points</td>
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Subjective criteria for evaluating your work will be the quality of individual writing assignments and the quality of your participation in-group discussions. Completion of work in a punctual manner is also part of the evaluation process.

- **Excellent Work:** Writing demonstrates unusual competence, obvious analytical thinking with thoughtful evaluation and outstanding contributions to on-line discussions. Continuous and enthusiastic effort over the course of the class. Manifests initiative, meets all deadlines and due dates.
- **Good Work:** Writing demonstrates competence; interpretive/inferential thinking, drawing conclusions, and reading between the lines; strong contribution and active participation in on-line discussions; meets all due dates.
- **Average Work:** Individual writing is competent; literal thinking and mere regurgitation of readings; occasional contributes to on-line discussions. Meets all due dates.
- **Unsuccessful Work:** Individual writing suggests or demonstrates incompetence. Little thought to developing ideas. Periodic contributions to group presentations, papers and on-line discussions. Forgetfulness regarding assignments, due dates.

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.

Communications

Communication will be accomplished via e-mail or telephone. **When corresponding with me via e-mail, you must use your OU-email address.** Although I answer e-mail regularly throughout the week, Monday-Friday 8:00-4:00 p.m., I respond to it less frequently on the weekends and holidays. During those times, you can expect an answer to your e mail within 24-48 hours. There may be times during the semester, when I do not have e-mail. I will be sure to notify students if such a situation occurs. In the event of a power outage or other technical problems, I will contact you by telephone at the number you provide to me the first week of the semester. Similarly, if you have any computer/technical problems, it is your responsibility to contact me using an alternative method, like the telephone. If you are on campus and you would like to drop by my office please feel free to do so. However, it is probably best to arrange a specific time in advance, as I am often away from the office. Please call or e-mail me if you wish to schedule a meeting.

Course Policy

Participation is important in any class because so much of the learning comes from the exchange of thoughts. In this course, participation will be through the exchange of ideas and thoughts on the web. You are expected to post your ideas on the web regularly. You will be expected to read all materials as assigned, turn in assignments on time and participate in web discussion. If you do not participate in the discussion, two (2) points will be deducted from your grade for each missed topic in addition to the points missed for each discussion (see discussion rubric mentioned above).

Discussion Board Policy

Be considerate and appropriate when using the discussion board. It is neither a public forum nor a limited public forum. Your instructor has the right to remove any message for the purposes of saving
space, focusing the attention of students on relevant materials, and avoiding material inappropriate for discussion. On this last note, remember that **with freedom comes responsibility**. Please keep in mind, as you contribute to the discussion board, that not everyone comes from the same background or shares the same values and ideals. Please be appropriate, professional, and considerate of others. If you have any questions on this matter, contact the instructor for clarification.

**Late Work**

A late assignment will incur a penalty. If an emergency occurs, please make arrangements with the professor. Two (2) points will be deducted from the total possible points for each day an assignment is late.

**Religious Holidays Statement**

It is the policy of the University to excuse student absences resulting from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.

**Final Word**

I value each of you and do not want to lose any of you through confusion or misunderstandings. So please let me know what I can do to clarify my lectures or otherwise fill in missing holes in your perceptions of written exchanges or assignments. What do you need (other than a guaranteed “A” or “B”) to make our class worthwhile? You have the final word!!!!!!!!

HR Website: The Department of Human Relations website is [http://www.ou.edu/cas/hr](http://www.ou.edu/cas/hr)
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

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

Educational Psychology, PhD. Kent State University

Current Positions

Assistant 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

Representative Honors and Awards Received

- 2005-2006  Child on the Wing Rockefeller Foundation Resident Fellowships, Humanities and the Study of Culture Program, Johns Hopkins University, Baltimore, USA
- 2005-2006  Summer Fellowship, College of Arts and Science, University of Oklahoma, Oklahoma, USA
- 2005-2006  Presidential International Travel Fellowship Award, International Programs Center: University of Oklahoma, Oklahoma, USA
- 2005-2006  Nominated for outstanding dissertation award at the American Education Research Association- Social Context in Education (Division G), San Francisco, USA

Major Professional Affiliations

American Educational Research Association