CAHE 702: Student Development in Higher Education: Theory and Practice
Spring 2016

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> "*I think we should not underestimate what the thought of the possible does for those for whom the very issue of survival is the most urgent. If the answer to the question, is life possible, is yes, that is surely significant. It cannot, however, be taken for granted as the answer. That is a question whose answer is sometimes 'no,' or one that has no ready answer, or one that bespeaks an ongoing agony. For many who can and do answer the question in the affirmative, that answer is hard won, if won at all, an accomplishment that is fundamentally conditioned by reality being structured or restructured in such a way that the affirmation becomes possible.*" (Butler, 2004, p. 29)

> "*A system of compulsory able-bodiedness repeatedly demands that people with disabilities embody for others an affirmative answer to the unspoken question, 'Yes, but at the end of the day, wouldn't you rather be more like me?'*" (McRuer, 2006, p. 9)

Course Overview

This course will focus on current programs, issues, practices, research, and trends in student development programming in higher education. The purpose of this course is to explore and understand the nature, culture, and development of the American college student. Specifically, this course will focus on exploring how student development, success, and persistence is mediated by social identity. Thus, there will be an emphasis on exploring the historical, philosophical, theoretical, and practical foundations of how social identities mediate students' experiences on both macro and micro levels of interaction. The course will also investigate how notions of privilege, power, and oppression, as connected to one's social identities, influence policies and practices in higher education and student affairs administration. With this understanding, the course will propose new ways of reorienting oneself to student affairs praxis through the lenses of social justice, equity, and various salient social identities.

Learning Outcomes

As a result of taking this course, students will be able to:
1. Explore the major historical, philosophical, and theoretical foundations of student development in the higher education institutions within the United States.
2. Examine student development theory within the major families of models and its use in programs and services in multiple campus settings.
3. Analyze the cultural contexts in which development occurs.
4. Apply appropriate theory to illustrate the sequence/patterns of development in diverse groups in higher education.
5. Develop a personal philosophy of college student development.
6. Use student development theory to design programs and services in various units within student affairs/personnel services.

7. Design a learning environment that promotes college student development.
8. Identify current scholars and trends in college student development.
9. Examine and interpret a student's behavior using a range of developmental theories.

Required Texts
There are two required texts for this course, which are as follows:

Jones, S. R., & Abes, E. S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. San Francisco, CA: Jossey-Bass.

Mitchell, Jr., D., Simmons, C. Y., & Greyerbiehl, L. A. (Eds.). (2014). *Intersectionality and higher education: Theory, research, and praxis*. New York: Peter Lang.

Additionally, you are highly encouraged to purchase the 6th edition of the Publication Manual of the American Psychological Association. All CAHE courses require you to know and use appropriate APA formatting for written work, so this manual will serve as an invaluable resource.

All other course readings will be made available via electronic PDFs on Blackboard

Throughout the course of the semester, you may come across readings or other materials (blogs, films, articles, YouTube clips, etc.) that may be relevant for this course. Please feel free to email materials to me ahead of time and I will do my best to incorporate them. Additionally, you are welcome to bring materials to class to share with our learning community.

Course Expectations
Participation (10 possible points / 10% of overall grade): This course is structured to be largely discussion based. Due to this, we all—instructor and students—share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by everyone's active participation. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, nor encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is an important part of your contribution to the class.

Appropriate Challenge: We all come to this class with varying levels of personal experience, awareness, and investment in the topic of student development, specifically developmental theory. Because of this, the course may at times feel basic, while at other times, it may feel highly advanced. For the times when you may feel unchallenged with the required readings and

discussions, I encourage you to explore additional readings, some of which I will provide on the Blackboard site for this course. I also encourage you to engage your peers in critical conversation and to ask "big questions" that will stimulate further thought.

For the times when you may feel like the reading and conversations may be overwhelming, I encourage you to stick with it. Thinking and doing gender is tough stuff for all of us, regardless of our own perceived "level of expertise." However, the point is not to give up. Instead, I encourage you to be in communication with your peers and me about what you do not understand. Encourage people—including me as an instructor—to slow down, explain themselves, and break down the complexity of our conversation. Rather than being an impediment to learning, this will help everyone. Doing so will help you gain a footing about the ideas and concepts we are discussing. It will also require others to think deeper in order to clearly articulate the ideas and concepts they may have previously perceived to be unassailable.

You are also highly encouraged to speak with me if the course seems too advanced and/or not advanced enough for you. We can then make a plan for how you can get what you need from the class, keeping in mind the learning objectives for the course. If you are thinking of doing this, I strongly suggest you be proactive and do not wait too long. It is far easier for you and me to work alongside each other to create a positive learning experience when you talk with me early and are willing to be solutions-oriented.

Attendance: Because this class relies heavily on everyone's active participation in discussion, you are expected to attend all class sessions. However, I also understand certain circumstances may arise that preclude you from being in class. It is your responsibility to discuss any absences with me well ahead of time. In the case of an emergency, I ask that you talk about your absence as early as possible. Valid reasons for missing class include family emergencies, health emergencies, and religious observances, and excused absences will be negotiated on an individual basis. However, your grade will be dropped a full letter grade if you have two unexcused absences. If you have a third unexcused absence, your grade will be dropped another letter grade. If you have more than three unexcused absences, you will be dropped from the course.

Late Assignments: This syllabus acts as a contract for our class and our learning community. Due to this, you are expected to follow all deadlines and turn in assignments on time. If, for some reason, you are unable to do this, you must meet with me to discuss why you did not turn in the assignment prior to the original deadline. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late. If you neglect to meet with me to discuss your assignment being late and what you feel an acceptable consequence would be, your overall grade for the assignment will be reduced by a partial letter grade for each day it is late. For instance, an A will be dropped to an A-, an A- to a B+, a B+ to a B. Please note that turning in late assignments will have a negative impact on not only your learning, but also our learning community and your overall grade for the course.

Use of Technology in the Classroom: Similar to when you are working with others on campus, it is painfully obvious to me as an instructor when someone is using their cell phone, laptop,

tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction, and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an unexcused absence.

Academic Integrity: Academic integrity is central to our community. The university policy regarding academic misconduct is stated on page 21 of the latest version of the Graduate School Handbook: http://www.grad.niu.edu/grad/audience/pdf/catalogs/NIUgradcatalog14-15.pdf. Northern Illinois University also has online tutorial describing academic integrity that you may find helpful: http://www.niu.edu/ai/students/. Often times, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies. Please be certain to review these documents and websites.

Respect for Diversity: The values of inclusion and respect for diversity are central to the work I do as an educator. Similarly, the Northern Illinois University Non-Discrimination/Harassment Policy emphasizes inclusiveness. The text below is reproduced directly from: http://www.hr.niu.edu/Resources/files/Other/AADR/AADR%20Non-Discrimination-Harassment%20Policy%20and%20Procedures.pdf

> [The Non-Discrimination/Harassment Policy] prohibits employment/academic decisions that are unrelated to performance, qualifications, academic achievement, and/or conduct that seek to limit, segregate, or classify employees/students on the basis of race, color, national origin, sex, religion, age, physical or mental disability, marital status, veteran status, sexual orientation, political affiliation, or any other factor unrelated to professional qualifications. (p. 3)

The policy further details what activities are protected, and you are strongly encouraged to familiarize yourself further with this policy.

In addition, class rosters and University data systems are provided to instructors with students' legal names and gender identifications. However, knowing that not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

Accommodations for Students with Disabilities: In conjunction with creating an inclusive and safer learning community, creating an accessible classroom is important to me. There are services on campus that can assist in providing accommodations for students with disabilities. If you need an accommodation for this class, please contact the Disability Resource Center as soon

as possible. The DRC coordinates accommodations for students with disabilities. It is located on the 4th floor of the Health Services Building, and can be reached at (815) 753-1303 (V) or drc@niu.edu.

Also, please contact me privately as soon as possible so we can discuss your accommodations. The sooner you let me know your needs, the sooner I can assist you with achieving your learning goals for this course. I treat all information you share with me regarding these matters as confidential.

Grading Criteria

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There is an APA on-line tutorial available: http://apastyle.apa.org/learn/. Below are general guidelines I will use when assigning grades:

A = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.

B = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.

C = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).

D = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

F = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

Grading Breakdown

Course Participation	10 points
Hot Topics Discussion Lead (due: Various dates)	15 points
MMDI Reflections	
R-MMDI (due: January 26)	10 points
I-MMDI (due: March 22)	10 points
B-MMDI (due: April 19)	10 points
Semester-Long Critical Praxis Project	
Initial Curriculum Design Check-In (due: February 23)	5 points
Secondary Curriculum Design Check-In (due: March 29)	5 points

Final Written Curriculum Design (due: May 3)   15 points
Final Presentation of Curriculum Design (due: May 3)   15 points
<u>Student Development Philosophy (due: April 26)   5 points</u>
Total   **100 points**

Grading Scale

94-100 points: A	80-83 points: B-	67-69 points: D+
90-93 points: A-	77-79 points: C+	64-66 points: D
87-89 points: B+	74-76 points: C	60-63 points: D-
84-86 points: B	70-73 points: C-	0-59 points: F

Assignments

MMDI Reflections

Throughout the semester, we will reflect on our own identity using several different iterations of the MMDI. For this assignment, you will reflect on the Reconceptualized-MMDI (R-MMDI), Intersectional-MMDI (I-MMDI), and Borderland-MMDI (B-MMDI). These reflections are intended to help you better understand the theories we are studying and yourself in relationship to the theories. Each reflection is detailed below:

- **R-MMDI Reflection (10 points / 10% of overall grade)**: Using the Reconceptualized-MMDI, please draw and describe how you perceive your identity. What is at your core; what is the salience of your social identities in relationship to the core and each other; what are some of the contexts in which your identity is situated; how does the meaning-making filter mediate the relationship between context and your identity. I will provide an R-MMDI template for you to use. After completing your model, please write an essay explaining your model and why you portrayed your identity and context in the manner that you did. Some questions to consider include: How important or not (salient) are your different social identities to how you currently see yourself? In what ways, if any, do you experience your various social identities in relationship to one another? How do you describe your core, or personal, sense of self? How do you experience personal and social identity and their relationship to one another? What contextual factors influenced how you describe who you are as a person? In what ways does your meaning-making interact with the relationship between context and your identity? This reflection paper should be 5-7 pages, and all sources—if you use any—should be cited and referenced according to APA guidelines. **This assignment is due by the start of class on January 26**.

- **I-MMDI Reflection (10 points / 10% of overall grade):** Using the I-MMDI, please draw and describe how you perceive your identity. I will provide an I-MMDI template for you to use. You should consider the meaning of authenticity (core); sites of intersections (social identities); and intersecting systems of inequality (context). How do you experience intersecting systems of inequality? What sites of intersections are most significant to you? What does it mean to you to have an authentic identity and in what ways is your identity authentic or not? What is the role of your meaning-making filter from an intersectional perspective? Please consider how the I-MMDI is effective for making sense of your identity and/or how it falls short. This paper should be 3-5 pages, and all sources should be cited and referenced according to APA guidelines. **This assignment is due by the start of class on March 22**.

- **B-MMDI Reflection (10 points / 10% of overall grade):** In chapter 10 of the Jones and Abes text, you read examples of four Borderland Models of Multiple Dimensions of Identity. For this assignment, please design your own borderland model that represents your identity. Your model should include the elements of the MMDI, but you can interpret them however they best suit your identity. You do not need to include every critical perspective that we studied, but you should include at least one. This project ought to provide you an opportunity to draw a model that represents you without feeling confined by one theory. For this assignment, you will not write a paper. Instead, we will share our B-MMDI models with one another in class. **This assignment is due for class on April 19**.

Your grade for this assignment will be based on the following: your understanding of the content on which your reflections are based; your writing ability, including your coherence, consistency with APA formatting, and correct use of formal written grammar[1]; and your ability to relate the material to your personal experiences through the use of specific and understandable examples.

Hot Topics Discussion Lead (15 points / 15% of overall grade)

Critical and poststructural engagements with student development theory do not exist in a vacuum. In fact, much of what you will learn is being enacted in daily life for college students across the country. As such, you will be required to facilitate a 60-minute discussion for your peers on one of three specified dates throughout the semester (possible dates are marked on the Course Schedule that follows). As a part of this presentation, you need to select a "reading" for your peers, which you need to share with them at least one week ahead of the date for your facilitation. This "reading" could be a video, film, blogpost, or interview, or scholarly article, and should be substantive enough for you to lead a 60-minute conversation. Your "reading" should also connect with at least one, if not more, of the readings for the day on which you are facilitating discussion.

Given that people learn in various ways, you are encouraged to have an activity-based component of your class facilitation. You should also come prepared with questions to encourage critical reflection of the reading you selected for the day as well as the other articles assigned for the day as they intersect with the reading you chose. You may consult with me as the instructor prior to your facilitation should you want to do so, but that is not a requirement for successful completion of this assignment.

Your grade for this assignment will be based on the following: your ability to engage in critical reflection; your ability to promote critical dialogue amongst your peers; the level to which your reading connects with the days course readings; and the overall quality of facilitation abilities.

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[1] I recognize there are times when "proper" grammar is indeed improper/inappropriate. However, these times are far and few between. Additionally, I firmly believe it is important for students to learn the mechanics of sound writing before bending/breaking those rules. Therefore, you should adhere to formal rules for grammar. If there is a reason why you may not want to do this for any given assignment, you should discuss this with me as the instructor at least one week before the assignment is due.

Semester-Long Critical Praxis Project (40 points / 40% of overall grade)
For this assignment, you will create an eight-week curriculum design to address a critical issue to student affairs and higher education theory and practice (this issue will be detailed in an additional handout, which will be distributed during the first week of the term). This curriculum design should be geared toward engaging with undergraduate students around these topics, and should attempt to move them from what might be their first encounter with these concepts through working through the myriad feelings associated with such encounters to finally taking action themselves. The curriculum should be framed in a similar fashion to those found in *Teachings for Diversity and Social Justice*, examples of which are available on our Blackboard site.

To successfully complete this assignment, you will need to ensure you attend to two additional components. First, you will need to use the various theoretical perspectives we discuss in this class (i.e., critical theory, intersectionality, and queer theory) to influence your overall curriculum design. Each perspective does not to be evident in all parts of your curriculum, but all should be present as appropriate throughout the design. In fulfilling this portion of the assignment, you are encouraged to view this curriculum as a developmental intervention with undergraduate students, meaning that you should take into account where they may be in terms of cognitive, interpersonal, and intrapersonal development, as well as their social identity development. As such, you should introduce and leverage the aforementioned theoretical perspectives where, when, and how they are most appropriate, taking one's holistic development into account. Secondly, you will need to present a 15-minute final presentation, during which you address your curriculum and how you incorporated all three aforementioned theoretical perspectives. More specifics on this presentation will be distributed with the final project.

Because of the significant investment of time in this project, there will be class time given for you to workshop with your fellow peers. This time should be used to think through what you are reading and discussing conceptually as well as to develop ideas for how this could be used in designing your curriculum. This assignment will also require you to use previous knowledge about student development theory, which may necessitate going back and (re)reading developmental models and frameworks that will be germane for your work on this assignment. Discussing these and other relevant materials should also be a main focus of workshopping days.

This assignment will have several deadlines, which include:
- **Initial Curriculum Design Check-in (5 points / 5% of your overall grade):** As a group, submit a 2-3 page report detailing the progress made on the overall curriculum design. You should take special effort to detail how you are using the theoretical perspectives learned about thus far in the course to influence and enhance your curriculum design. **This portion of the assignment is due on February 23**.
- **Secondary Curriculum Design Check-in (5 points / 5% of your overall grade):** As a group, submit a 3-5 page report detailing the progress made on the overall curriculum design. You should take special effort to detail how you are using the theoretical perspectives learned about thus far in the course to influence and enhance your curriculum design. You should also discuss how you have responded to the feedback I provided on your Initial Curriculum Design Check-in. **This portion of the assignment is due on March 29**.

- **Final Written Curriculum Design (15 points / 15% of your overall grade):** As a group, submit your final Curriculum Design, along with any necessary handouts, worksheets, or additional materials. This curriculum design does not have a page limit, as it should be as detailed and as long as it needs to be. Again, it should also conform to the style and approach taken in the *Teachings for Diversity and Social Justice* text, which you can (and should) use as a guide when crafting your final draft. **This portion of the assignment is due on May 3**.
- **Final Presentation of Curriculum Design (15 points / 15% of your overall grade):** As a group, you will present the introductory session of your overall curriculum design. You will be responsible for the logistics for the session (I will help with this) as well as the full presentation of the session and any evaluation materials you may want to develop to assess the work you have done. Again, workshopping time will be given to you to develop this throughout the semester, and I will be available to discuss the assignment as well. **This portion of the assignment is due by May 3**.

Your grade for this assignment will be based on the following: your understanding of the content on which your reflections are based; your writing ability, including your coherence, consistency with APA formatting, and correct use of formal written grammar (written portions); the overall quality of your facilitation abilities (oral presentation portion); the depth to which you synthesize and apply course content across all aspects of the assignment; and your ability to build/expand upon pervious knowledge regarding student development theory.

Student Development Philosophy (5 points / 5% of your overall grade)
Bring a picture, symbol, quote, poem, song, or other representation of your student development philosophy to class. Write 1-2 paragraphs describing your philosophy and the relationship between your philosophy and the symbol you chose. Think about these 1-2 paragraphs as your answer to an interview question about your student development philosophy.

This assignment is due by the start of class on April 26, and you should be prepared to share your philosophy (including the representation of your philosophy) in class. The written portion of your philosophy should be typed and submitted either in hard copy form at the start of class or via email prior to the start of class.

Your grade for this assignment will be based on the following: your ability for critical self-reflection; your writing ability, including coherence, consistency with APA formatting, and correct use of formal written grammar; and the extent to which your student development philosophy is influenced by course content.

Course Schedule

DATE	TOPIC	READINGS & ASSIGNMENTS
Week 1 January 19	Introductions; Framing perspectives	1. Anzaldúa, G. (2007). *Borderlands/la frontera* (3rd ed.). San Francisco, CA: Aunt Lute Books. (pp. 75-86) 2. Jones & Abes – Chapter 5
Week 2 January 26	Finding the "I" in the Study of Identity	1. Jones & Abes – Preface & Chapter 1. 2. Nicolazzo, Z. (2014). Identity as inquiry: Living and researching in the borderlands. In R. N. Brown, R. Carducci, & C. R. Kuby (Eds.), *Disruptive qualitative inquiry: Possibilities and tensions in educational research* (pp. 205-226). New York: Peter Lang. 3. Potter, J. E. (2015). The whiteness of silence: A critical autoethnographic tale of a strategic rhetoric. *The Qualitative Report*, *20*(9), 1434-1447. **Due: R-MMDI Reflection**
Week 3 February 2	Identity and student development; The social construction of identity	1. Jones & Abes – Chapter 2 2. Gunaratnam, Y. (2003). *Researching 'race' and ethnicity: Methods, knowledge, and power*. Thousand Oaks, CA: SAGE. (pp. 28-50). 3. Patel, L. (2015, June 17). Why racial justice is not what we need at this moment [Blog post]. Retrieved from https://decolonizing.wordpress.com/2015/06/17/why-racial-justice-is-not-what-we-need-at-this-moment/. 4. Wendell, S. (2013). The social construction of disability. In M. Adams, W. J. Blumenfeld, C. Castañeda, H. W. Hackman, M. L. Peters, & X. Zúñiga (Eds.), *Readings for diversity and social justice* (3rd ed.) (pp. 481-485). New York: Routledge.
Week 4 February 9	Critical Race Theory	1. Jones & Abes – Chapter 7 2. Delgado, R., Stefancic, J, & Liendo, E. (2012). *Critical race theory: An introduction* (2nd ed.). New York: New York University Press. [Chapters 1 & 2] 3. Bell, D. (1989). Racism: A prophecy for the year 2000. *Rutgers Law Review*, *42*(93), 93-108.

Week 5 February 16	Hot Topic Presentation; Critical Race Theory (CRT)	1. Brayboy, B. M. J. (2005). Toward a tribal critical race theory in education. *The Urban Review, 37*(5), 425-446. 2. Bernal, D. D. (2002). Critical race theory, Latino critical theory, and critical raced-gendered epistemologies: Recognizing students of color as holders and creators of knowledge. *Qualitative Inquiry, 8*(1), 105-126. 3. Inckle, K. (2015). Debilitating times: Compulsory ablebodiedness and White privilege in theory and practice. *Feminist Review, 111*, 42-58. 4. Optional Reading: Marine, S. B., & Nicolazzo, Z. (2014). Names that matter: Exploring the tensions of campus LGBTQ centers and trans* inclusion. *Journal of Diversity in Higher Education, 7*(4), 265-281. 5. Reading assigned by Hot Topic Discussion leader Presenter: _____**Annie**_____
Week 6 February 23	Critical practitioner chat; Workshop #1	1. Thompson, A. (2003). Tiffany, friend of people of color: White investments in antiracism. *International Journal of Qualitative Studies in Education, 16*(1), 7-29. 2. Bergerson, A. A. (2003). Critical race theory and White racism: Is there room for White scholars in fighting racism in education? *International Journal of Qualitative Studies in Education, 16*(1), 51-63. 3. zhang, r. [Critical Pedagogy]. (2015, March 27). *Centering the margins: Inclusion & critical pedagogy.* Retrieved from https://www.youtube.com/watch?v=ecQq9gntEyo. 4. Furr, S. [Critical Pedagogy]. (2015, May 19). *Creating spaces for authentic dialogue*. Retrieved from https://www.youtube.com/watch?v=9BGV9Rq-bGI. Visit with Tobias Spears, Director, LGBTQ Student Life, University of Chicago **Due: Initial Curriculum Design Check-In**
Week 7 March 1	Intersectionality	1. Jones & Abes – Chapter 6 2. Mitchell, Jr., Simmons, & Greyerbiehl – Part 1

Week 8 March 8	Hot Topic Presentation; Intersectionality	1. Mitchell, Jr., Simmons, & Greyerbiehl – Part 2 2. Optional reading: Tillapaugh, D., & Nicolazzo, Z. (2015). "It's kind of apples and oranges": Gay college males' conceptions of gender transgression as poverty. *Journal of Critical Scholarship on Higher Education and Student Affairs, 1*(1), 67-81. 3. Reading assigned by Hot Topic Discussion leader Presenter: _____**Mimi**_____
Week 9 March 15		NO CLASS – SPRING BREAK
Week 10 March 22	Critical Practitioner chat; Workshop #2	1. Mitchell, Jr., Simmons, & Greyerbiehl – Part 3 2. Dalton, D. (2015). The three women behind the Black lives matter movement. *Madame Noire*. Retrieved from http://madamenoire.com/528287/the-three-women-behind-the-black-lives-matter-movement/. 3. Patterson, E., Hughes, M., Cray, A., & Hussey, H. (2015). Disability justice is LGBT justice: A conversation with movement leaders. *Center for American Progress*. Retrieved from https://www.americanprogress.org/issues/lgbt/news/2015/07/30/118531/disability-justice-is-lgbt-justice-a-conversation-with-movement-leaders/. 4. Shadid, B. (Producer), & Spade, D. (Director). (2015). Pinkwashing exposed: Seattle fights back [Motion picture]. United States: Chicken Sit Down Media. (Access the film here: https://vimeo.com/127284021) Skype with Heather C. Lou, Assistant Director of Outreach, UC Davis Women's Resources and Research Center **Due: I-MMDI Reflection**
Week 11 March 29	Queer Theory	1. Jones & Abes – Chapter 8 2. Abes, E. S. (2008). Applying queer theory in practice with college students: Transformation of a researcher's and participant's perspectives on identity. *Journal of LGBT Youth, 5*(1), 55-75. 3. Warner, M. (1999). *The trouble with normal: Sex, politics, and the ethics of queer life*. Cambridge, MA: Harvard University Press. (pp. 41-80). **Due: Secondary Curriculum Design Check-In**

Week 12 April 5	Hot Topic Presentation; Queer Theory	1. Renn, K. (2010). LGBT and queer research in higher education: The state and status of the field. *Educational Researcher*, *39*(2), 132-141. 2. Nicolazzo, Z. (In review). "It's a hard line to walk": Black non-binary trans* collegians' perspectives on passing, realness, and trans*-normativity. *International Journal of Qualitative Studies in Education*. 3. Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development*, *48*(6), 619-636. 4. Reading assigned by Hot Topic Discussion leader Presenter: _____**Brian**_____
Week 13 April 12	Critical Practitioner chat; Workshop #3	1. Margolin, E. (2015). Which #blacklivesmatter?: The killings no one's talking about. *MSNBC*. Retrieved from http://www.msnbc.com/msnbc/which-blacklivesmatter-the-killings-no-ones-talking-about. 2. Anzaldúa, G. (2007). *Borderlands/la frontera* (3rd ed.). San Francisco, CA: Aunt Lute Books. (pp. 37-45). 3. Cohen, C. (1997). Punks, bulldaggers, and welfare queens: The radical potential of queer politics? *GLQ: A Journal of Lesbian & Gay Studies*, *3*(4), 437-465. Skype with Alex C. Lange, Assistant Director, Michigan State University Lesbian, Bisexual, Gay, and Transgender Resource Center
Week 14 April 19	Using theoretical perspectives in conjunction	1. Jones & Abes – Section 4 Interludes, Final Interludes, & Chapter 10. **Due: B-MMDI Reflection (to discuss in class)**
Week 15 April 26	Liberatory thinking for education's future	1. Watch "Toward What Justice?: Describing Diverse Dreams of Justice in Education" (all segments). Available at: http://tinyurl.com/paakd6d. 2. Boggs, G. L. (2012). *The next American revolution: Sustainable activism for the twenty-first century*. Berkeley, CA: University of California Press. (pp. 135-158). 3. Spade, D. (2015). *Normal life: Administrative violence, critical trans politics, and the limits of law* (2nd ed.). Durham, NC: Duke University Press. (pp. 117-138). 4. hooks, b. (1990). *Yearning: Race, gender, and cultural politics*. Boston, MA: South End Press. (pp. 145-153). 5. Reading assigned by Hot Topic Discussion leader. **Due: Student Development Philosophy** Presenter: _____**Lori**_____

| Week 16 May 3 | Closing thoughts; Final presentations | **Due: Final Written Curriculum; Final Presentation of Curriculum Design** |

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