

HED 608: The College Student
Spring 2019
Wednesday, 4:15-6:45p, Education 310
Office hours by appointment

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“If we have been gagged and disempowered by theories, we can also be loosened and empowered by theories.” (Anzaldúa, 1990, p. xviii)

“Theory is the result of the need people have to make sense out of life. It enables the organization and interpretation of enormous amounts of information existing in the world. ...Theory is a valuable tool for [student affairs] practitioners, but its use also presents challenges. To be effective, theory must be used responsibly.” (Evans, Forney, Guido, Patton, & Renn, 2010, pp. 23-26)

Land Acknowledgement

The University of Arizona is a community of learners situated within a network of historical and contemporary relationships with Native American tribes, communities, parents, students, and alumni. It is also in close proximity to reservations and near several tribes in Arizona and the Southwest. The University of Arizona campus sits on the traditional and ancestral lands of the Tohono O’odham and Pascua Yaqui peoples.

A land acknowledgment is a formal statement of recognition and respect for the Indigenous peoples and traditional stewards of this land and recognizes the relationship between the institution and Indigenous peoples and their traditional territories. It is a sign of respect and gratitude for those on whose territory we reside and learn. It is important to understand the long history of the land and the history of settler colonialism. Colonialism is an ongoing process and we must build mindfulness and practices that actively work to decolonize the lands and education.

Course Overview

This course will focus on contemporary college student development theories. The purpose of this course is to explore and understand the nature, culture, and development of college students in the U.S. The course will examine a range of developmental theories offering insight into the processes of student learning, growth, and development during the college years. There will be an emphasis on exploring the historical, philosophical, and theoretical foundations of student development theory related to student affairs practice. Additionally, special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration as well as the possibilities, limitations, and barriers for enacting student development theory in practice.

My Approach to this Course

There are a variety of ways to approach the study of college student development theory, and a variety of different theories about which one could learn. As you will quickly realize through the

early readings for this class, I tend to be relatively skeptical of many theories that—and theorists who—have been long taught as “foundational” to the field. My skepticism comes from the highly normative and limiting ways in which these theories/theorists’ works are framed. For example, many early developmental theories were based on studies with White, heterosexual, cisgender men at elite institutions. Despite the vastly different college student-going demographics now, many still treat these theories/theorists as student affairs gospel. With this in mind, I have constructed our course to focus on contemporary theories and theorists. I have sought to center theories that focus on marginalized populations, and theorists that are members of marginalized populations themselves. I have also framed our course on five broad keywords around developmental theory: identities, privilege, meaning-making, environments, and community. In structuring the syllabus this way, I am more interested in your understanding of theoretical themes connected to these keywords than with memorizing individual developmental theories themselves. I have also built in conversations with contemporary theorists throughout our course, allowing you a chance to talk with the authors of some of our course readings and promote deeper understanding of the material.

Learning Outcomes

As a result of taking this course, students will be able to:

Course Learning Outcomes	Assessment
Explore the major historical, philosophical, and theoretical foundations of student development in the higher education institutions within the United States.	Participation; Keyword Reflective Notes
Examine student development theory within the major families of models and its use in programs and services in multiple campus settings.	Keyword Reflective Notes; Praxis Paper
Analyze the cultural contexts in which development occurs.	Keyword Reflective Notes; Praxis Paper
Apply appropriate theory to illustrate the sequence/patterns of development in diverse ethnic/cultural groups in higher education.	Praxis Paper
Use student development theory to design programs and services in various units within student affairs/personnel services.	Praxis Paper
Examine and interpret a student’s behavior using a range of developmental theories.	Participation; Keyword Reflective Notes
Develop a personal philosophy of college student development.	My Relationship to Student Development Theory; Student Development Theory Philosophy Pecha Kucha
Design a learning environment that promotes college student development.	Participation; Praxis Paper
Identify current scholars and trends in college student development.	Participation

Required Texts

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

Abes, E. S. (Ed.). (2016). Critical perspectives on student development theory. *New Directions for Student Services*, 2016(154). San Francisco, CA: Jossey-Bass.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.

Should you want a primer on various student development theories, the following (non-required) text is available as an e-book through the UA Library:

Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice* (3rd ed.). San Francisco, CA: Jossey-Bass.

All other course readings will be made available via accessible electronic PDFs on D2L

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: 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 D2L 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 about and engaging in developmental theory 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: Class will start promptly at 4:15p. You are expected to be present and ready to begin class at this time. Arriving late to class is disruptive and disrespectful of your classmates and instructor. If a prior commitment will affect your ability to arrive on time, please notify me prior to class. Unexcused tardiness could negatively affect your overall grade for the course.

Because class attendance is critical to learning, you may not miss more than two classes without a negative effect on your overall grade for the course. Your grade will be dropped half a letter grade (e.g., A- to B+) if you have three absences. If you are absent a fourth time, you will be dropped from the course. If you must miss class for a legitimate reason (e.g., religious holidays, illness, family emergencies, work requirements that cannot be rearranged, court appearances, conferences), please contact me to discuss the situation prior to class via email or phone.

Late Assignments: You are expected to turn in all assignments on time. I understand circumstances may come up that disallow you from turning in your work on time, or that you may choose not to do certain assignments; however, it is my expectation that you use this syllabus to plan effectively so that you can complete all assignments and turn them in on time.

If, for some reason, you are unable to turn in an assignment on time, it is your obligation to be in conversation with me as your instructor as to why you are unable to do so as well as when you anticipate being able to turn in the assignment. 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 turning it in late. 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. Furthermore, if you do not contact me to discuss your late/missing assignment(s), you should expect for this to have a negative effect on 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 absence.

Academic Integrity: Academic integrity is central to our community. You can find the university policy regarding academic misconduct on the following website: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>. The University of Arizona also has online resources and an optional in-person workshop students can use to learn more academic integrity. You can learn more about these resources at the following website: <https://deanofstudents.arizona.edu/academic-integrity/academic-integrity-sanctions>. Oftentimes, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies; however, it is your responsibility to ensure you are aware of these policies, and are clear of the expectations regarding academic honesty. 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 University of Arizona Nondiscrimination and Anti-Harrassment Policy emphasizes equity. The text below is reproduced directly from: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>.

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. ...All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through various administrative records. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. 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, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

- https://lgbtq.arizona.edu/sites/lgbtq.arizona.edu/files/Preferred-Chosen_Name_Guidelines_v2_0-1_0.pdf

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 ground level of the Campus Health Service building, and can be reached at (520) 621-3268 or drc-info@email.arizona.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 are various online APA resources, including a free tutorial, all of which can be accessed at the following website: <http://www.apastyle.org/learn/index.aspx>. Below are general guidelines I will use when assigning grades:

- A (90 – 100%) = 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 (89 – 80%) = 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 (79 – 70%) = 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 (69 – 60%) = 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).
- E (59 – 0%) = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

Grading Breakdown

Participation	10 points
My Relationship to Student Development Theory (due January 16 by 4:15p)	10 points
Keyword Reflective Notes (due dates vary by 4:15p)	30 points
Praxis Paper (due April 10 by 4:15p)	30 points
Student Development Philosophy Pecha Kucha (due May 1 by 4:15p)	20 points
Total	100 points

Assignments

My Relationship to Student Development Theory: Although you may not think of it often, chances are that you have a relationship to student development. At the very least, you yourself were once a college student, and you likely have reflected on how you grew, changed, and developed throughout your own college experience. Therefore, although you are not a student development theorist, you have a general understanding about student development in college, even if it is from a personal perspective. Additionally, you may be more interested in some aspects of student development (e.g., cognitive or intellectual development) than others (e.g., interpersonal development).

For this assignment, you will spend some time thinking and writing about your personal relationship to college student development theory. You can use the previous week's reading as you begin to frame your narrative, but you should be sure to place emphasis on your own voice and your own experiences. To help focus your narrative, you should spend time answering the following questions:

- What is your relationship to student development in college?
- What are examples from your practice as a student affairs educator and/or your role(s) as a student leader that you can draw upon to articulate further your relationship to student development and student development theory?
- What is your current understanding of issues related to student development theory?
- What are you looking to gain from this course? Please note that in addressing this question, you should go deeper than saying, "I hope to learn more about issues related to developmental theory." Although this is an overall learning outcome for this course, you should write about what drew you to the course. What about developmental theory do you want to learn more about? Are there gaps in your knowledge that you would like to address? Are there certain things or issues on which you are hoping to gain more insight or different perspectives? Once again, you should place yourself as central to the learning experience and think about what you are hoping to gain as a result of being in this course.

This is a low stakes assignment, meaning that if you complete it and demonstrate thought and reflection, you will receive full credit. This assignment is both a way for me to get to know you better as well as a way for you to begin reflecting on how you are entering the learning environment. You should be thoughtful and think about who *you* are, as well as how who you are influences *your* learning. This is a personal reflection, so you should write this using first person language.

This assignment should be 2-3 pages, should be consistent with APA format, and is due by the start of class on **January 16**.

Keyword Reflective Notes (3): The purpose of this assignment is for you to consider ways theories we discuss in class may apply to your current interactions with undergraduate students. On three different occasions, you will write a 4-5 page reflection paper describing a situation where you observed a student or student group demonstrating behaviors associated with a keyword related to student development that we have discussed in class. Each reflective note must be based on keywords, and each reflective note should include the following:

- A description of the situation you observed;
- An analysis of the situation applying the keyword – use vivid examples to support your analysis of the situation.
- Implications and future considerations – How did the readings you did regarding the keyword in question inform your response to the situation or inform how you will think about a similar situation in the future?

For one of your reflective notes, you can (but are not required to) use the following alternative format for the assignment:

- Discuss how the readings around a particular keyword apply to yourself and your own attitudes/behaviors. For this format, you would provide a personal narrative of yourself as you relate to the student theory work related to a given keyword, including how you observe/experience the theories/keyword in relation to yourself. You would then use the theories/keyword to analyze your personal experiences, making sure to use vivid examples to support your analysis. You should finish by talking about how analyzing your own personal experiences through the theories/keyword you chose gave you greater insight into yourself as well as how this new insight may influence your future development as a student affairs educator.

Due dates for this assignment will vary based on which keywords you choose for your reflective notes. That is, because there are more possible dates than reflective notes required, you can choose the three times that work best for your schedule to submit these notes. Possible dates for your notes include: **January 30, February 13, February 27, March 27, and April 17**.

You will also be able to submit a rewrite of one of your reflective notes should you want to do so. If you rewrite and resubmit one of your reflective notes, you must also write a cover letter detailing what changes you made based on the written feedback I gave you on your original submission. You must also **highlight the changes** you have made in your revised paper so I can easily see them. If you decide to revise a reflective note, you must do so by **May 1**.

Please note that while you have until May 1 to submit a revised reflective note, it would be to your benefit to submit a rewritten reflective note as close to the time that you get your original feedback as possible. This way, your understanding of the material and how you need to improve on your work is fresh in your mind.

Praxis Paper: The purpose of this praxis paper is to provide students with the opportunity to design a programmatic intervention to address an issue in higher education/student affairs

grounded in relevant student development theory. For this assignment, students will identify a current issue in higher education/student affairs relevant to a particular department or unit and design a programmatic intervention guided by one (or more, if applicable) college student development theories. This assignment will be completed in groups of 2-3 people.

The praxis paper will consist of four sections outlined below. The first section will introduce the topic and programmatic intervention. This section will also include relevant literature and research related to your topic, with at least six academic citations used. In the second section of your paper, provides an overview of the context for the programmatic intervention and target audience.

The third section outlines the theoretical framework (e.g., college student development theory) guiding the intervention and a justification, and you should use at least three academic citations to do so. Section four, outlines the programmatic intervention including outcomes and methods of evaluation. The programmatic intervention may focus on individuals, student groups, classroom situations, policy changes, or other aspects of student life. Again, the theory needs to be used to support and justify the programmatic intervention.

The praxis paper should also include a title page, references, and appendices. Papers should be no longer than 20 pages (excluding title page, references, and appendices). The assignment is due by the start of class on **April 10**.

Potential Praxis Paper Outline

Section A (The Issue):

- *Introduction of the issue.* A concise description of the issue you will be addressing in your intervention.
- *Review of literature.* A review of research literature regarding your topic.

Section B (Context):

- *Institutional context.* Discuss the setting and context in which your programmatic intervention will occur. This might include information about the institution as well as the program/or unit that will sponsor the programmatic intervention.
- *Description of the targeted audience.* Describe relevant characteristics of the students at which the programmatic intervention is aimed (e.g., age, gender, racial/cultural background, class year); also describe your audience in relevant developmental terms (e.g., developmental level, learning style) associated with the theory you are using in guide your programmatic intervention.

Section C (Theoretical Framework):

- *College Student Development Theory.* Provide an overview of the college student development theory you are using to guide your programmatic intervention. You need to fully explain the theory. You may choose to use more than one theory, but you will need to explain both theories and discuss how they complement each other.
- *Rational/Justification.* Discuss why this is an appropriate theory to guide your programmatic intervention.

Section D (Programmatic Intervention):

- *Intervention outcomes.* What are the outcomes for students as a result of the programmatic intervention? How does the theoretical framework guide your outcomes?

- *Programmatic Intervention.* This includes activities that might be sponsored and programs that might be developed. What resources are going to be used? How will the programmatic intervention be facilitated? Basically, what are you going to do? Describe your intervention in enough detail that someone else could conduct it. Program outlines, curriculum, handouts, etc. can be referenced in this section and included in the Appendices. Again, the programmatic intervention needs to be guided by the college student development theory you selected.
- *Rationale.* Provide a developmental rationale for your intervention. Based on theory, why have you decided to do what you are doing?
- *Evaluation plan.* How will you evaluate your intervention? What is your rationale for the strategy you have chosen?

Conclusion:

- Summarize your programmatic intervention and how this addresses the issue you choose.

References:

- Need at least six citations for literature review as well as three citations to explain the college student development theory you choose. Minimum total citations: Nine.

Appendices:

- Attach any resource materials (e.g., program outlines, handouts) to be used in the intervention.

Student Development Theory Philosophy Pecha Kucha: As you continue your educational exploration of higher education, it is imperative that you reflect on your values as an educator. In particular, you should use coursework to explore how you can use what you are learning to enhance and refine your philosophy as an educator. In addition, you should also be giving thought to how you would enact your evolving philosophy in your role as a student affairs educator. For this assignment, you will create a 5-6 minute digital presentation exploring your philosophy of education as it relates to/is influenced by student development theory. This will provide you an opportunity to explore your values, how what you have learned in this course influences your values, and how you plan to infuse what you have learned with your evolving philosophy of student development theory throughout your work as an educator.

You should ensure that your Pecha Kucha presentation is automated, that you use slides with mostly/only pictures, and that you have practiced your presentation before giving it in class. You can learn more about the setup of Pecha Kuchas here: <https://www.pechakucha.org/faq>. You should also make sure to incorporate knowledge from our course readings and discussions into your presentation.

In your Pecha Kucha presentation, you should make sure to address the following:

- What are your core values as an educator?
- What is the importance of student development theory?
- How has student development theory influenced how you think about your role as a student affairs educator?
- What student development theories have been particularly meaningful/influential to you? Why?

- How do you plan to use your student development theory philosophy to enhance your work as a student affairs educator? What examples can you draw upon from your own practice to suggest you are infusing your philosophy into the work you do? What are concrete examples of how you would implement your philosophy into practice in the future?

You should create a professional presentation while making sure to use personal experiences to ensure your presentation fits your values and perspectives as an educator. You will present your Pecha Kucha during class on **May 1**.

Course Schedule

January 9 (Week 1)

Course introductions and graduate reading strategies

<p>Guiding questions:</p> <ul style="list-style-type: none"> • What are new strategies you learned for writing concisely? • What are specific things about which you need to be mindful to ensure your writing conforms to APA? • What are strategies you can use to promote your graduate school success? 	<p>Readings:</p> <ol style="list-style-type: none"> 1. <i>APA Manual</i> – Chapters 3 & 4 2. Wohl, H., & Fine, G. A. (2017). The active skim: Efficient reading as a moral challenge in postgraduate education. <i>Teaching Sociology</i>, 45(3), 220-227. 3. Sweeney, M. (2012, June 20). How to read for grad school [Blog post]. Retrieved from https://miriamsweeney.net/2012/06/20/readforgradschool/ 4. Pacheco-Vega, R. (2017, January 28). Finding the most relevant information in a paper when reading: A three-step method (the AIC technique) [Blog post]. Retrieved from http://www.raulpacheco.org/2017/01/finding-the-most-relevant-information-in-a-paper-when-reading-a-three-step-method/ 5. Pacheco-Vega, R. (2017, January 19). Different reading strategies I: Skimming, scribbling and crosslinking [Blog post]. Retrieved from http://www.raulpacheco.org/2017/01/different-reading-strategies-i-skimming-scribbling-and-crosslinking/ 6. Pacheco-Vega, R. (2017, January 31). Different reading strategies II: Engaging at the meso-level [Blog post]. Retrieved from http://www.raulpacheco.org/2017/01/different-reading-strategies-ii-engaging-at-the-meso-level/ 7. Pacheco-Vega, R. (2017, February 21). Different reading strategies III: Deep engagement [Blog post]. Retrieved from http://www.raulpacheco.org/2017/02/reading-strategies-iii-deep-engagement/
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January 16 (Week 2)
Framing perspectives on college student development theory

<p>Guiding questions:</p> <ul style="list-style-type: none"> • What is a paradigm? Why are paradigms important considerations when studying student development theory? • According to Jones and Stewart, how has student development theory evolved over time? • In your own words, what is Critical Race Theory, and why is it important when considering student development theory? • What is Nicolazzo’s argument for taking a break from student development theory? 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Abes, E. S. (2016). Situating paradigms in student development theory. <i>New Directions for Student Services</i>, 2016(154), 9-16. 2. Jones, S. R., & Stewart, D-L. (2016). Evolution of student development theory. <i>New Directions for student services</i>, 2016(154), 17-28. 3. Patton, L. D., McEwen, M., Rendón, L., & Howard-Hamilton, M. F. (2007). Critical race perspectives on theory in student affairs. <i>New directions for student services</i>, 2007(120), 39-53. 4. Nicolazzo, Z. (2016, March 19). Taking a break from student development theory [Blog post]. Retrieved from http://znicolazzo.weebly.com/trans-resilience-blog/taking-a-break-from-student-development-theory <p>Due: My Relationship to Student Development Theory</p>
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January 23 (Week 3)
Keyword: Identities

<p>Guiding questions:</p> <ul style="list-style-type: none"> • Why is it important to study how students’ identities interact and converge? • What is difficult about thinking about multiple identities at the same time? • How do these readings promote a more complex understanding of student development? Be ready to discuss this by using specific examples from the texts. 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Okazawa-Rey, M. (2017). A “nation-ized” intersectional analysis: The politics of transnational campus unity. <i>New Directions for Student Services</i>, 2017(157), 81-90. 2. Johnston-Guerrero, M. P. (2016). Embracing the messiness: Critical and diverse perspectives on racial and ethnic identity development. <i>New Directions for Student Services</i>, 2016(154), 43-55. 3. Johnston, M. P., Ozaki, C. C., Pizzolato, J. E., & Chaudhari, P. (2014). Which box(es) do I check?: Investigating college students' meanings behind racial identification. <i>Journal of Student Affairs Research and Practice</i>, 51(1), 56-68. 4. Denton, J. M. (2016). Critical and poststructural perspectives on sexual identity formation. <i>New Directions for Student Services</i>, 2016(154), 57-69. 5. Jourian, T.J. (2015). Queering constructs: Proposing a dynamic gender and sexuality model. <i>The Educational Forum</i>, 79(4), 459-474.
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January 30 (Week 4)
Keyword: Identities
Guest Speaker
Dr. D-L Stewart, Colorado State University

<p>Guiding questions:</p> <ul style="list-style-type: none"> • How has your understanding of students’ multiple converging identities deepened in the past week? • What does it mean to focus on multiple identities at the same time in your practice as a student affairs educator? • What questions do you have for Dr. Stewart about identities in relation to student development theory? Come prepared with 1-2 questions to ask Dr. Stewart. 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Robbins, C. K., & McGowan, B. L. (2016). Intersectional perspectives on gender and gender identity development. <i>New Directions for Student Services</i>, 2016(154), 71-83. 2. Jourian, T.J. (2017). Trans*forming college masculinities: Carving out trans*masculine pathways through the threshold of dominance. <i>International Journal of Qualitative Studies in Education</i>, 30(3), 245-265. 3. Peña, E. V., Stapleton, L. D., & Schaffer, L. M. (2016). Critical perspectives on disability identity. <i>New Directions for Student Services</i>, 2016(154), 85-96. 4. Stapleton, L. D. (2015). When being deaf is centered: d/Deaf women of color’s experiences with racial/ethnic and d/Deaf identity in college. <i>Journal of College Student Development</i>, 56(6), 570-586. 5. Stewart, D-L. (2015). Black queer (re)presentation in (white) academe. In F. A. Bonner II, a. f. marbley, F. Tuitt, P. A. Robinson, R. M. Banda, & R. L. Hughes (Eds.), <i>Black faculty in the academy: Narratives for negotiating identity and achieving career success</i> (pp. 89-101). New York, NY: Routledge. <p>Due: Identities Reflective Note</p>
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February 6 (Week 5)
Keyword: Privilege

<p>Guiding questions:</p> <ul style="list-style-type: none"> • In your own words, what is privilege? • Why is privilege important to take into consideration when studying student development theory? • How does privilege influence student development in college? • Whose responsibility is it to confront and interrogate privileged attitudes, behavior, and dispositions on college campuses? Why? 	<p>Readings:</p> <ol style="list-style-type: none"> 1. DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i>, 3(3), 54-70. 2. Watt, S. K. (2007). Difficult dialogues and social justice: uses of the privileged identity exploration (PIE) model in student affairs practice. <i>College Student Affairs Journal</i>, 26(2), 114-126. 3. Accapadi, M. M. (2007). When White women cry: How White women’s tears oppress women of color. <i>College Student Affairs Journal</i>, 26(2), 208-215. 4. Nunn, L. M., Sgoutas-Emch, S., Sumner, S., & Kirkley, E. (2017). Girls get drinks for free: Undergraduates’ misunderstandings of heterosexual privilege. <i>Journal of Homosexuality</i>, 64(12), 1684-1699.
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February 13 (Week 6)
Keyword: Privilege
Guest Speakers
Alex Lange, University of Iowa
Dr. Nolan Cabrera, University of Arizona

<p>Guiding questions:</p> <ul style="list-style-type: none"> • How has your understanding of privilege and its influence on student development in college deepened in the past week? • In your own words, why does Cabrera advocate shifting from “White privilege” to “White immunity”? • What are your responses to Lange’s list of suggestions for list of practices and reflections to address white supremacy in student affairs? • What questions do you have for soon-to-be Dr. Lange and Dr. Cabrera about privilege in relation to student development theory? Come prepared with 1-2 questions to ask soon-to-be Dr. Lange and Dr. Cabrera. 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Cabrera, N. L. (2014). But we're not laughing: White male college students' racial joking and what this says about "post-racial" discourse. <i>Journal of College Student Development</i>, 55(1), 1-15. 2. Cook, K., & McCoy, D. L. (2017). Messages in collusion: Resident assistants and white racial identity development. <i>Journal of College and University Student Housing</i>, 43(3), 68-79. 3. Lange, A. C. (2017, August 12). On student affairs educators and white supremacy [Blog post]. Retrieved from http://www.itsalexcl.com/blog/2017/8/12/on-student-affairs-educators-and-white-supremacy. 4. Cabrera, N. L. (2017). White immunity: Working through some of the pedagogical pitfalls of “privilege.” <i>Journal Committed to Social Change on Race and Ethnicity</i>, 3(1), 78-90. <p>Due: Privilege Reflective Note</p>
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February 20 (Week 7)
Keyword: Meaning-making

<p>Guiding questions:</p> <ul style="list-style-type: none"> • In your own words, explain meaning-making. • What is important to know about the process of meaning-making in relation to student development? • What is Taylor’s argument regarding the need for more diverse and critical perspectives on cognitive development? • What are the similarities and differences of the meaning-making capacities in 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Taylor, K. B. (2016). Diverse and critical perspectives on cognitive development theory. <i>New Directions for Student Services</i>, 2016(154), 29-41. 2. Baxter Magolda, M. B. (2009). The activity of meaning making: A holistic perspective on college student development. <i>Journal of College Student Development</i>, 50(6), 621-639. 3. Tillapaugh, D. (2016). Understanding sexual minority male students’ meaning-making about their multiple identities: An exploratory study. <i>Canadian Journal of Higher Education</i>, 46(1), 91-108. 4. Robbins, C. K., & Jones, S. R. (2016). Negotiating racial dissonance: White women’s narratives of resistance,
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<p>Tillapaugh's study with Robbins and Jones' study? How do you make sense of these similarities and differences?</p>	<p>engagement, and transformative action. <i>Journal of College Student Development</i>, 57(6), 633-651.</p>
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<p><i>February 27 (Week 8)</i> <i>Keyword: Meaning-making</i> <i>Guest Speakers</i> <i>Dr. Christa Porter, Kent State University</i> <i>Dr. Rosemary Perez, Iowa State University</i></p>	
<p>Guiding questions:</p> <ul style="list-style-type: none"> • In your own words, describe self-authorship. • What is the relationship between self-authorship and meaning-making? • How has your understanding of meaning-making deepened in the past week? • What questions do you have for Drs. Porter and Perez about identities in relation to student development theory? Come prepared with 1-2 questions to ask Drs. Porter and Perez. 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the Model of Multiple Dimensions of Identity: The role of meaning-making capacity in the construction of multiple identities. <i>Journal of College Student Development</i>, 48(1), 1-22. 2. Perez, R. J. (2016). Exploring developmental differences in students' sensemaking during the transition to graduate school. <i>Journal of College Student Development</i>, 57(7), 763-777. 3. Porter, C. J., & Dean, L. A. (2015). Meaning-making: Identity development of Black undergraduate women. <i>NASPA Journal About Women in Higher Education</i>, 8(2), 125-139. 4. Abes, E. S., & Hernández, E. (2016). Critical and poststructural perspectives on self-authorship. <i>New Directions for Student Services</i>, 2016(154), 97-108. <p>Due: Meaning-Making Reflective Note</p>

No class March 6 (Week 9) – Spring Break

No class March 13 (Week 10) – Z at NASPA – Working on group project is encouraged

<p><i>March 20 (Week 11)</i> <i>Keyword: Environments</i></p>	
<p>Guiding questions:</p> <ul style="list-style-type: none"> • What do these readings tell us about the effects of oppressive environments on specific marginalized student populations? • In your own words, describe controlling images. Come 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Squire, D. (2015). Engaging race and power in higher education organizations through a critical race institutional logics perspective framework. <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i>, 2(1), 105-121. 2. Ramos, D., Kiyama, J. M., & Harper, C. E. (2017). Controlling images: Institutional stereotypes of engagement

<p>prepared to discuss this concept with examples from the texts.</p> <ul style="list-style-type: none"> • Why is it important to center marginalized student populations when discussing college environments? • What does a critical race institutional logics perspective uncover about campus environments? 	<p>of low-income families, first-generation families, and families of color. <i>Journal Committed to Social Change on Race and Ethnicity</i>, 3(1), 126-158.</p> <ol style="list-style-type: none"> 3. Sirin, S. R., & Fine, M. (2007). Hyphenated selves: Muslim American youth negotiating identities on the fault lines of global conflict. <i>Applied Development Science</i>, 11(3), 151-163. 4. Museus, S. D., & Park, J. J. (2015). The continuing significance of racism in the lives of Asian American college students. <i>Journal of College Student Development</i>, 56(6), 551-569.
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<p><i>March 27 (Week 12)</i> <i>Keyword: Environments</i> <i>Guest Speaker</i> <i>Dr. Susana Muñoz, Colorado State University</i></p>

<p>Guiding questions:</p> <ul style="list-style-type: none"> • How has your understanding of environments and the importance of taking an environmental approach to understanding student development in college deepened in the past week? • How can we think through Muñoz and Espino’s work to create better conditions in which students develop in college? • What questions do you have for Dr. Muñoz about environments in relation to student development theory? Come prepared with 1-2 questions to ask Dr. Muñoz. 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Muñoz, S. M. & Espino, M. M. (2017). The freedom to learn: The voices and experiences of undocumented students at Freedom University. <i>Review of Higher Education</i>, 40(4), 533- 555. 2. Harris, J. C. (2017). Multiracial women students and racial stereotypes on the college campus. <i>Journal of College Student Development</i>, 58(4), 475-491. 3. Vaccaro, A. (2012). Campus microclimates for LGBT faculty, staff, and students: An exploration of the intersections of social identity and campus roles. <i>Journal of Student Affairs Research and Practice</i>, 49(4), 429-446. 4. Magolda, P. M., & Delman, L. (2016). Campus custodians in the corporate university: Castes, crossing borders, and critical consciousness. <i>Anthropology & Educational Quarterly</i>, 47(3), 246-263. <p>Due: Environments Reflective Note</p>
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<p><i>April 3 (Week 13)</i> <i>Workshopping day</i></p>

<p>Guiding questions: N/A</p>	<p>Readings: N/A</p> <p>Come to class having developed a 1-2 page précis about your Praxis Paper (one per group), and bring three copies.</p>
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April 10 (Week 14)
Keyword: Community

Guiding questions:

- In your own words, describe community cultural wealth.
- What do these readings tell us about how community is developed in college?
- What do these readings tell us about how community-building influences student development in college?
- According to the studies by Miller as well as Pérez and Duran, how do race, gender, sexuality, and disability converge to influence student development?

Readings:

1. Yosso, T. J. (2005). Whose culture has capital?: A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91.
2. Pérez II, D., & Duran, A. (2017). Queering la familia: A phenomenological study reconceptualizing familial capital for queer Latino men. *Journal of College Student Development*, 58(8), 1149-1165.
3. Pérez II, D. (2017). In pursuit of success: Latino male college students exercising academic determination and community cultural wealth. *Journal of College Student Development*, 58(2), 123-140.
4. Miller, R. A. (2017). "My voice is definitely strongest in online communities": Students using social media for queer and disability identity-making. *Journal of College Student Development*, 58(4), 509-525.

Due: Praxis Paper

April 17 (Week 15)
Keyword: Community

Guest Speakers

Dr. Stephanie Waterman (Onondaga, Turtle Clan), Ontario Institute for Studies in Education
Dr. Amanda Tachine (Diné), American Indian College Fund

Guiding questions:

- How has your understanding of community and the importance of taking a community-based approach to understanding student development in college deepened in the past week?
- In your own words, describe the connections between the notions of home-going and kinship networks. Come prepared to discuss these concepts and connections with examples from the texts.
- How does home-going contradict normative notions of belonging as being rooted to campuses?

Readings:

1. Tachine, A. R., Cabrera, N. L., & Yellow Bird, E. (2017). Home away from home: Native American students' sense of belonging during their first year in college. *Journal of Higher Education*, 88(5), 785-807.
2. Waterman, S. J. (2012). Home-going as a strategy for success among Haudenosaunee college and university students. *Journal of Student Affairs Research and Practice*, 49(2), 193-209.
3. Nicolazzo, Z, Pitcher, E. N., Renn, K. A., & Woodford, M. (2017). An exploration of trans* kinship as a strategy for student success. *International Journal of Qualitative Studies in Education*, 30(3), 305-319.

Due: Community Reflective Note

<ul style="list-style-type: none"> • What questions do you have for Drs. Waterman and Tachine about community in relation to student development theory? Come prepared with 1-2 questions to ask Drs. Waterman and Tachine. 	
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April 24 (Week 16)
The Future of Theory Panel
Guest Speakers
Dr. Wilson Okello, Miami University
Dr. J. Michael Denton, University of South Florida
Lauren Irwin, University of Southern California
Dr. Reginald Blockett, Grand Valley State University

<p>Guiding questions:</p> <ul style="list-style-type: none"> • How do these manuscripts push the boundaries of student development theory? • What possibilities are proliferated through these manuscripts for future directions for student development theory? • What questions do you have for soon-to-be Dr. Irwin and Drs. Okello, Denton, and Blockett? Come prepared with 1-2 questions to ask the panelists. 	<p>Readings:</p> <ol style="list-style-type: none"> 1. Okello, W. K. (2018). From self-authorship to self-definition: Remapping theoretical assumptions through Black feminism. <i>Journal of College Student Development</i>, 59(5), 528-544. 2. Tapia-Fuselier, N., & Irwin, L. (In press). Strengths so white: Interrogating strengthsquest education through a critical whiteness lens. <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i>. 3. Blockett, R. A. (2017). “I think it’s very much placed on us”: Black queer men laboring to forge community at a predominantly white and (hetero)cisnormative research institution. <i>International Journal of Qualitative Studies in Education</i>, 30(8), 800-816. 4. Manuscript from Dr. Denton forthcoming
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May 1 (Week 17)
Final presentations and closing thoughts

<p>Guiding questions: N/A</p>	<p>Readings: N/A</p> <p>Due: Student Development Philosophy Pecha Kucha Presentation; Revised Reflective Note</p>
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