



University of
Pittsburgh

School of
Education

ADMPS 2055: Student Development Theory

Spring 2021 | Zoom Meetings Tuesdays 6:00-8:30pm as scheduled

Revised Jan. 4, 2021

INSTRUCTOR

Max Schuster, PhD

Assistant Professor, Educational Foundations, Organizations, and Policy

he/him/his pronouns

schustermt@pitt.edu | 412-624-3087 | 5520 Posvar Hall

Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.

Office Hours: My virtual office hours are scheduled by appointment. If you need to have a conversation with me about something in the course, I am glad to arrange phone or Zoom meetings during a mutually convenient time. For general questions about syllabus that others might also benefit from, you can post those to the *Ask Your Professor* discussion board on Canvas.

GRADUATE TEACHING ASSISTANT

Sharon Colvin, PhD Candidate (ABD)

she/her/hers pronouns

sharon.colvin@pitt.edu

Office Hours: [Virtual office hours](#) are on Tuesdays 4-5pm or by appointment. Please email me any time. I will try to get back to you within 48 hours.

COURSE DESCRIPTION

This course provides foundational knowledge regarding the nature, history, and recent advances in student development theory, focusing on both a solid overview of foundational theories and the application of theory in designing effective practices in academic and student affairs contexts. The course addresses the roles of power, privilege, and oppression as they relate to college student development, particularly for students with minoritized identities, as well as how conditions and environments support development. An understanding of student development theory is integral to working in higher education, and this course is designed for students pursuing both scholarly and practitioner-focused careers. Throughout the course, students will be asked to critically examine and engage with theory as they reflect upon and explore developmental processes and theory application.

LEARNING OUTCOMES

- Students will engage with student development theory and understand its application to student experiences, academic affairs, and student affairs.

- Students will understand the content associated with and implications of various student development theories, the theory families from which various student development theories are drawn, as well as how to evaluate theory.
- Students will understand, critically analyze, and apply their knowledge of student development theory to address relevant problems of practice in higher education settings.
- Students will recognize and understand the role of power, privilege, and oppression as they relate to developmental processes, theory application, and conditions and environments that support and/or impede development.
- Students will develop a deeper understanding of themselves and how their individual developmental processes act as filters for how they interpret and apply theory.

REQUIRED MATERIALS

Abes, E. S., Jones, S. R., & Stewart, D-L. (Eds.). (2019). *Rethinking college student development theory using critical frameworks*. Stylus. [available via PittCat]

Baxter-Magolda, M. B. (2001). *Making their own way: Narratives for transforming higher education to promote self-development*. Stylus.

Jones, S. R., & Abes. E. S. (2013). *Identity development of college students: Advancing frameworks for multiple dimensions of identity*. Jossey-Bass. [available via PittCat]

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

COURSE POLICIES

Course Format

This is an **online course** with **asynchronous** and **synchronous** components that intend to facilitate your learning and attainment of the course learning outcomes. **Synchronous learning** refers to a live-action learning event in which a group of students are engaging and learning together at the same time. For this course, synchronous learning will occur live over **Zoom** on the dates indicated in this syllabus. **Asynchronous learning**, meanwhile, is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. For asynchronous elements of this course, you will complete online modules that may include assigned readings, webinars, podcasts, discussion boards, and independent exercises by the due date indicated in the syllabus. It is important not to think of asynchronous as a reduced-time session.

Attendance and Course Engagement

For synchronous sessions, class attendance is critical to the full examination of the scheduled topic, which allows for students' individual and collective learning. Students should make every effort to attend class on time and for the full duration. Students are permitted one class absence without academic penalty. Acquiring more than one absence or missing class without prior notification will result in a lower course grade. Please email the instructor in advance if you are going to be absent from class. Persistent tardiness, without prior approval, may also result in a lower course grade. While not required, it is strongly recommended that you enable your video camera during at least the interactive portions of Zoom class sessions. You can expect Zoom sessions to be discussion-based and your engagement in these sessions is key to our collective learning. Zoom meetings begin

promptly at the designated time and it is suggested that you log into Zoom a few minutes before the start of the session to avoid any technical difficulties or glitches and close non-essential applications (e.g. iMessaging, email, etc.).

For asynchronous sessions, online modules and learning engagements may be completed at your own pace but must be finalized by the deadline indicated on Canvas in order to receive credit.

Deadlines

All assignments are due by 11:59pm on the date indicated in this syllabus, unless otherwise noted. Assignments turned in beyond the deadline will be reduced 1/3 letter grade for each day late. After seven days, a late assignment will not be accepted and will be recorded as an F. Unless you make arrangements with the instructor ahead of time, late assignments without penalty cannot be accepted. Most assignments require more than one week to complete and will need several hours for careful planning, critical reading, researching, scholarly writing, and astute self-editing before submitting a final product. Therefore, it is suggested that you allocate your time accordingly and work in advance to meet course deadlines.

Written Assignments

Writing is an important part of professional practice and this class is an opportunity to refine your writing skills. All written assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the grammar, formatting, and usage guidelines contained in the 7th edition of the *Publication Manual of the American Psychological Association* (APA). If you need assistance with APA, please do not hesitate to ask the instructor. The University Writing Center offers valuable services for graduate student writing and their services can be reviewed at <http://www.writingcenter.pitt.edu/graduate-services>. The Purdue Online Writing Lab (OWL) also contains helpful web resources that may assist in better understanding APA style and can be located at: <https://owl.english.purdue.edu/owl/section/2/10/>.

Grades

Letter grades are assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, style, grammar, and spelling. Letter grades are feedback and have the following meaning (+ and – are also assigned):

- “A” signifies work that exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate masterful and original interpretation of course material. “A” level denotes a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion and/or by submitting thoughtful online contributions.
- “B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of “A” work, particularly inconsistent preparation for class, infrequent contributions to class discussions, or written work that demonstrates less significant insight into the material or frequent grammatical errors or technical issues.
- “C” signifies work that is below expectations because all aspects of the assignment may not have been completed, work demonstrates little preparation or participation in class, work demonstrates little insight into material, or grammatical issues in written work distract from the assignment significantly.
- “F” is assigned for incomplete work or any work that breaches University standards of academic integrity.

SCHOOL OF EDUCATION POLICIES

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in EFOP believes that a faculty member has not met their obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance may be used solely for the student's own private use.

Teaching Surveys

Students in this class will be asked to complete a Student Opinion of Teaching Survey. Surveys will appear on your Canvas landing page near the end of the term. Responses are confidential and I do not see the results until after final grades are posted. Please take time to thoughtfully respond; your feedback is important to me.

GRADING SUMMARY

Assignment	Due	Weight
Reading Facilitation	Varies	15%
Course Engagement	Weekly	15%
Assignment 1–From Where I Enter Essay	Jan. 26	15%
Assignment 2–Reflective Essay, Case Study, or Third Wave Essay	Mar. 30	20%
Assignment 3–Student Stories Interview Protocol	Feb. 16	5%
Assignment 3–Student Stories Themes Paper	April 27	30%

ASSIGNMENT DESCRIPTIONS

Reading Facilitation and Course Engagement

For facilitators: All students are expected to complete the assigned readings before class and be prepared to discuss them. On most weeks, students will be responsible for facilitating small group discussions on the readings. During one of the first class sessions, students will arrange a reading facilitator schedule for the term. After reading the course materials for the week, reading facilitators will develop discussion questions that aim to build knowledge through the texts and connect to the course learning outcomes. The discussion questions should draw from and connect all of readings for the week and encourage thoughtful deliberation. The reading facilitator will also prepare for the discussion by building a thorough guide (i.e., written response, notes, or bullet points) that can be used to facilitate the discussion. The guide would be most beneficial to the discussion if it included references to page numbers, authors, and readings to easily direct attention to particular passages during the conversation. *The discussion guide will be uploaded to Canvas for course credit.* Each reading facilitator should be prepared to lead a small group discussion for approximately 30-45 minutes. Because of the complexity of some course topics, reading facilitators are especially encouraged to work in advance in order to lead a fruitful conversation.

For discussion members: Students not serving as reading facilitators will be ready for the conversation by preparing for a text-based classroom discussion. While preparation for discussion may look differently for different students and might include free writing a journal response, creating a bulleted list, or typing up notes from the readings, it is critical that each student sufficiently prepare for the discussion. Prior to class each week, you are asked to reflect critically on the readings and to identify a passage or passages that you found to be particularly illuminating, problematic, or even confusing. During class, you will have the opportunity to share your passage with your reading group and possibly the rest of the class. As you share your reflection, you will be asked to direct the class to the passage, read the passage aloud (or at least paraphrase its salient components), and offer your own analysis of the text. Others will then contribute to discussion of that passage and the facilitator will add nuance by asking follow-up conversations and providing connections to other readings. In this way, we will build class discussion that is collegial and that evidences your advanced preparation. Depending on timing each week, the instructor may randomly select students to share their passages to begin stimulating larger class discussion; therefore, it is necessary to always prepare a reflection with analysis before each class session.

Thoughtful discussion requires the commitment of each student and contributes significantly to the success of our collective learning.

Assignment 1: From Where I Enter Essay

The purpose of this essay is to tap into your personal theories and hunches about how college students develop before we delve into the established theories and models covered in this class. This is an opportunity for you to reflect on your growth and development as an undergraduate student and understand the place from which you are entering this course. This is a low stakes assignment, meaning that if you complete it with thought and reflection, you will receive credit. This essay should adhere to APA style (although references are not required), maintain a clear tone/readability, and be **4 double-spaced pages**. In particular, consider the following:

- In what ways did you differ in your last year of college in comparison to your memories of yourself as a first-year student in college?
- What experiences (in/outside the classroom activities, peer friendships, personal background, broader college environment, etc.) helped shape these changes during college?
- What conclusions would you draw in summarizing your own student development journey that might serve as “generalizable” lessons about how students learn, develop, and grow?

Assignment 2: For this assignment, you may select from the 3 options listed below:

Option 1: Reflective Interlude Essay

As the course proceeds, you will have been exposed to multiple theories and perspectives. As you prepare to enter into the final phases of the course, it is important to think critically again about your own narrative that you wrote at the beginning of the term. In this assignment, you will revisit the essay you wrote at the beginning of the semester without the benefit of having studied the theories we covered in this course. The purpose of this second paper is to *rewrite* your personal narrative through the lens of the theories we have been covering in class and how you relate (or not) to them in your own journey. This paper will be structured by the themes you identify from the theories as they relate to your development. For example, in the first reflection you may have written about your college roommate and continued in a chronological fashion. In this paper, you might identify intersectionality or interpersonal relationships as a theme and structure your paper in a way that amplifies these ideas as it considers student development theory. As you write your reflection, make sure to compare your narrative to at least three theories (but not more than four) that we have studied in class that relate (because they apply or not) to your experience. This essay should adhere to APA style, incorporate and cite references appropriately, maintain a scholarly tone, and be **5 double-spaced pages**. Because of the nature of this assignment, this option is to be completed individually.

Option 2: Case Study Response

For this assignment, you may work with a partner you select from class or individually. This assignment is intended to help you apply theory to practice. After reading from the cases available for this assignment on Canvas, select the case most relevant to your interests. From there, you (and your partner) will choose to craft either a **5 page, double-spaced paper** or a **10-12 minute video/audio presentation** that includes or summarizes:

- Definition of the problem (roughly 1/2 page)
- Overview of environmental and cultural elements of the case, including affected stakeholders (roughly 1/2 page)
- Detailed course of action that aptly considers organizational, leadership, legal, and ethical issues, focuses on both short and long-term goals, and clearly relates to at least two student development theories (roughly 2-3 pages)

- Purposeful rationale of the plan’s intended outcomes and why the theories described have the most utility for successfully resolving this case (roughly 1-2 pages)
- If writing a paper, include a headings for each section as well as a title page and reference page, which do not count toward page minimum

In all, the case response should include appropriate APA citations and be convincing in succinctly explaining to the reader how the proposed course of action is grounded in theory and best suited for resolving the situation.

Option 3: Third Wave Analytic Essay

For this assignment, you may work with a partner you select from class or individually. This assignment is intended to support your pursuit of advancing your knowledge in the third wave theories related to student development. After selecting a grouping of a third wave articles to read from the keyword categories located on Canvas, you (and your partner) will write a **5 page, double spaced analytic essay** that succinctly summarizes and distinctly analyzes the principles and concepts appearing across the set of readings. In your analysis, it is important to consider the main points of the texts, how the articles speak to one another, what principles can be gleaned across the readings, and what formulating these concepts in a higher education setting means for future theories as well as practice. The structure of your essay can take a variety of forms, including an imagined dialogue with the author(s), an actual conversation with a thought partner (see Nicolazzo & Carter, 2019), or a reflection of the theorizing applied to oneself (see Abes, Duran, Jones, & Carter, 2019). Remember that this exercise is meant to help you in pursuing deeper understanding and critical application of the readings related to third wave theorizing that you selected.

Assignment 3: Student Stories Project Overview

Applying existing theory to student experiences and analyzing those experiences from multiple theoretical perspectives is the focus of this assignment. For this project, you will select a population of students that have something in common with one another (e.g., a social identity, such as a racial, ethnic, gender, sexual orientation, or religious identity or an experience, such as being an honors student, returning adult student, student-athlete, or first-generation college student). Each student will conduct three informational interviews with three individuals who are members of the population that you have chosen. The interviews will consider ethics of interviewing and ask questions that are benign in nature about students’ college experiences. Further instructions and guidance on ensuring interviews are conducted ethically will be given during class. Due to the circumstances of the pandemic, you may interview individuals who have completed their undergraduate degree (e.g. graduate students) and are reporting back to you reflections of their undergraduate experience. You should, however, avoid interviewing individuals with whom you have an established formal connection (i.e. a student that you supervise, advise, or coach). Individual for this project do not need to be attending any singular institution of higher education. It is important to be mindful of which population of students you have access to interview and we will discuss your ideas about student populations during class to avoid oversaturating any particular group of students. This project has two main parts and may be completed independently or with a partner. If working with a partner, you both need to select the same student population.

Part A: Student Stories Interview Protocol

After selecting your population and learning about this student group by reading three articles or book chapters on your own, prepare an interview protocol that aids in answering the main question that

guides your project. Utilize open-ended questions to generate thoughtful participant responses. The protocol will guide each team member's interviews and include:

- *Title Page:* Give the paper a title that captures the essence of what you learned through reading the articles or book chapters.
- *Introduction:* A half-page overview describing what population you have selected and what you have learned about the population from your brief review of three articles.
- *Opening Script:* Describe the class project and voluntary nature of answering questions to participant (This will be provided to you, but must be included).
- *Main Research Questions:* What is the main question(s) being pursued in the project.
- *Interview Protocol:* Interview questions that help answer the overarching research question(s)
 - Write two introductory questions, four main topical questions, and at least three follow-up questions.

Interview protocols in a research setting usually undergo several revisions. While this is not a research study, you should similarly expect and plan for revisions of your interview questions for this portion of the project. You will meet individually with the instructional team to review your protocol and incorporate the instructors' feedback. Remember that because this is a class project assignment, these questions must be ethical in nature, low-risk, and benign to your participants. Interviews cannot be conducted until the protocol has been approved by the instructor.

Part B: Student Stories Themes Paper

This paper focuses on the development of your student population as understood through your interviews. The purpose of this assignment is to analyze, interpret, and present what you learned from your interviews. The length requirement for this paper is **10-12 double-spaced pages**. This paper will also provide utility in writing the final group paper by giving you an opportunity to critically analyze your interviews. The paper should include the following elements:

- Headers that identify each section
- *Title Page:* Follow APA style and develop a title that captures the essence of what you learned about the students you interviewed.
- *Introduction:* The introduction should be brief and include a basic background of the student population on which you are focusing that is supported by relevant literature and citations. The introduction should also signal to the reader the themes that will be discussed and their overall significance to this student population. This section should be built out from the introduction section of your interview protocol and include your independent research of 3-5 scholarly or professional knowledge sources.
- *Themes:* This portion of the paper is where the emphasis should be placed. Drawing from your interview data, what have you learned about your student population and how do you ascribe meaning to what you have learned? This will likely be organized around themes—conceptually similar ideas—that you have identified by critically thinking about and analyzing the data generated from your interviews. Avoid reporting the experiences of participants 1, 2, and 3 separately in this section. This section should balance description (merely reporting) and analysis (telling the reader why what you are reporting is important and the meaning of what you are reporting). Because of the number of interviews that are conducted and the length of the assignment, it is advisable to present at least two, but not more than three, themes that emerged from the interviews. Themes should be supported by quotes from your interviews and followed by your scholarly analysis of how the quote represents the theme.

These questions may not necessarily be answered in this paper, but it is helpful to think about them in this assignment as you analyze your interview data:

- What ideas, concepts, or experiences recur in your interviews?
- What are the explicit and implicit meanings of these recurrences?
- What ideas, concepts, or experiences are striking, interesting, or powerful?
- Where are there incongruences or disparities with what students are saying? What do they mean and how do they fit with the rest of the data?
- What relationships or connections might eventually emerge among your themes? How do these themes tie to what you have seen in other research articles?
- *Theoretical Connections:* Discuss at least two theories (but no more than four) that illuminate your understanding of the students' stories and how these theories specifically relate to the themes you identified in the earlier sections of the paper. Ensure at least one of the selected theories is a critical or third wave perspective (e.g. CRT, queer theory, etc.) Remember to name the theory appropriately (i.e. "Baxter-Magolda's (2001) theory of self-authorship" instead of "the meaning-making theory."). Provide a brief overview and explanation of the relevant key aspects of the theory (you do not need to detail every facet of each theory selected, but you should outline the principles from the theory relevant to enhancing your understanding of the students' stories). These questions might not be directly answered, but could prove to be useful in thinking through the students' stories:
 - How do existing theories help you describe your themes? What is missing from those theories?
 - What are some similarities and differences between the informal theory and existing theories?
 - What critique of existing theories would you make given what you have learned?
- *Conclusion:* Tie what you learned about these students together by reiterating the significance of your themes as they relate to the background information you identified in your literature review of the student population you are exploring.

STUDENT DEVELOPMENT THEORY: COURSE SCHEDULE

Carefully review the assignments, scan the readings, and plan your time accordingly. In some instances, the assigned readings are relatively brief or readily comprehensible. In other instances, full comprehension will require additional time for re-reading in advance of the class session or after.

* Reading available on Canvas

Date	Topic	Format	Readings and Assignments Due
Week 1: Jan. 19	Course Introduction and Paradigms	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Patton et al., Part 1 and Chapter 1-2 ▪ Jones & Abes, Section 1 Intro and Chapter 1 ▪ Jones, S. R. (2019). Waves of change. In E. S. Abes et al. (Eds.). <i>Rethinking college student development theory using critical frameworks</i>. Stylus. (pp. 1-16). ▪ *hooks, b. (1991). Theory as liberatory practice. <i>Yale Journal of Law & Feminism</i>, 4(1), 1-12. ▪ *Nicalozzo, Z. (2016, March 19). Taking a break from student development theory [Blog post]. https://znicolozzo.weebly.com/trans-resilience-blog/taking-a-break-from-student-development-theory
Week 2: Jan. 26	First Wave Perspectives of Student Development	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Patton et al., Chapters 3, 13-15 ▪ *Arnett, J. J. (2007). Emerging adulthood: What is it and what is it good for? <i>Child Development Perspectives</i>, 1(2), 68-73. ▪ *Arnett, J. J. (2016). College students as emerging adults: The developmental implications of the college context. <i>Emerging Adulthood</i>, 4(3), 219-222. ▪ *Taylor, K. B. (2016). Diverse and critical perspectives on cognitive development theory. <i>New Directions for Higher Education</i>, 154, 29-41. <p>Due</p> <p><input type="checkbox"/> From Where I Enter Essay</p>
Week 3: Feb. 2	An Overview of Social Identity in the Second Wave	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Jones & Abes, Chapters 2-3 ▪ Patton et al., Chapter 4 ▪ Wijeyesinghe, C. L. (2019). Chapter 3: Intersectionality and student development. In E. S. Abes et al. (Eds.). <i>Rethinking college student development theory using critical frameworks</i>. Stylus. (pp. 26-34) ▪ *Howard-Hamilton, M. F., & Hinton, K. G. (2016). Chapter 2: Oppression and its effect on college student identity development. In M. J. Cuyjet et al. (Eds). <i>Multiculturalism on campus</i> (2nd ed). Stylus. (pp. 22-39)

Week 3: Feb. 2 <i>continued</i>			<p><i>Recommended</i></p> <ul style="list-style-type: none"> *Linder, C. (2016). Chapter 4: An intersectional approach to supporting students. In M. J. Cuyjet et al. (Eds). <i>Multiculturalism on campus</i> (2nd ed). Stylus. (pp. 66-80)
Week 4: Feb. 9	Social Identity: Racial and Ethnic Identities	Zoom	<p>Readings</p> <ul style="list-style-type: none"> Jones & Abes, Chapters 4, 7 Patton et al., Part 2 and Chapters 5-6 *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>, 154, 43-55. *Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. <i>Race Ethnicity and Education</i>, 8(1), 69-91.
Week 5: Feb. 16	Social Identity: Sexuality Identities	Zoom	<p>Readings</p> <ul style="list-style-type: none"> Jones & Abes, Chapters 5 Patton et al., Chapter 7 *Chan, J. (2017). “Am I masculine enough?” Queer Filipino college men and masculinity. <i>Journal of Student Affairs Research and Practice</i>, 54(1), 82-94. *Denton, J. M. (2016). Critical and poststructural perspectives on sexual identity formation. <i>New Directions for Student Services</i>, 154, 57-69. *Marine, S. B. (2011). Stonewall’s legacy: Bisexual, gay, lesbian, and transgender students in higher education. <i>ASHE Higher Education Report</i>, 37(1). [pp. 1-57] <p>Due</p> <p><input type="checkbox"/> Student Stories Interview Protocol Draft</p>
Feb. 23	No Class—University’s Student Self-Care Day		
Week 6: Mar. 2	No Class—Review Student Stories Interview Protocol during instructor meetings and work on completing interviews		
Week 7: Mar. 9	Social Identity: Gender Identities	Zoom	<p>Readings</p> <ul style="list-style-type: none"> Patton et al., Chapter 8 Jones & Abes, Chapter 6 *Jourian, T. J. (2015). Evolving nature of sexual orientation and gender identity. <i>New Directions for Student Services</i>, 152, 11-23. *Porter, C. J. et al. (2019). Black women’s socialization and identity development in college: Advancing Black feminist thought. <i>Journal of Student Affairs Research and Practice</i>, 57(3), 253-265. *Robbins, C. K., & McGowan, B. L. (2016). Intersectional perspectives on gender and gender identity development. <i>New Directions for Student Services</i>, 154, 71-83.

Week 7: Mar. 9 <i>continued</i>			<p><i>Recommended:</i></p> <ul style="list-style-type: none"> ▪ *Edwards, K. E., & Jones, S. R. (2009). “Putting my man face on”: A grounded theory of college men’s gender identity development. <i>Journal of College Student Development</i>, 50(2), 210-228. ▪ *Harris III, F. (2010). College men’s meanings of masculinity and contextual influences: Toward a conceptual model. <i>Journal of College Student Development</i>, 51(3), 297-318.
Week 8: Mar. 16	Social Identity: Gender Identities	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Jones & Abes, Chapter 8 ▪ *Jourian, T. J. (2015). Queering constructs: Proposing a dynamic gender and sexuality model. <i>The Educational Forum</i>, 79(4), 459-474. ▪ *Nicolazzo, Z. (2016). “Just go in looking good”: The resilience, resistance, and kinship building of trans* college students, <i>Journal of College Student Development</i>, 57(5), 538-556. ▪ *Nicolazzo, Z. (2017). <i>Trans* in college: Transgender students’ strategies for navigating campus life and the institutional politics of inclusion</i>. Stylus. [pp. 20-46] ▪ *Nicolazzo, Z. (2017). Imagining a trans* epistemology: What liberation thinks like in postsecondary education. <i>Urban Education</i>, 1-26. <p><i>Recommended</i></p> <ul style="list-style-type: none"> ▪ Marine, S. B. (2011). Stonewall’s legacy: Bisexual, gay, lesbian, and transgender students in higher education. <i>ASHE Higher Education Report</i>, 37(1). [pp. 59-78]
Week 9: Mar. 23	Social Identity: Emerging Dimensions of Identity	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Patton et al., Chapters 9-12 ▪ Abes, E. S. (2019). Chapter 7: Crip theory: Dismantling ableism in student development theory. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.). <i>Rethinking college student development theory using critical frameworks</i> (pp. 64-72). Stylus. ▪ *Martin, G. L. et al. (2018). Reframing deficit thinking on social class. <i>New Directions for Student Services</i>, 162, 87-93.
Week 10: Mar. 30	Self-Authorship	<i>Asynchronous</i>	<p>Readings</p> <ul style="list-style-type: none"> ▪ Baxter-Magolda, Chapters 1-4 <p>Due</p> <p><input type="checkbox"/> Reflective Essay, Case Study, or Third Wave Essay</p>
Week 11: Apr. 6	Self-Authorship	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Baxter-Magolda, Chapters 5-6 and Epilogue ▪ Select from Baxter-Magolda, Chapter 7, 8, or 9 based on your interests

Week 11: Apr. 6 <i>continued</i>			<ul style="list-style-type: none"> ▪ *Abes, E. S., & Hernandez, E. (2016). Critical and poststructural perspectives on self-authorship. <i>New Directions for Student Services</i>, 154, 97-108. ▪ Kupo, V. L., & Oxendine, S. (2019). Chapter 11: Complexities of authenticity. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.). <i>Rethinking college student development theory using critical frameworks</i> (pp. 126-141). Stylus. ▪ *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.
Week 12: Apr. 13	Exploring Third Wave Perspectives	<i>Asynchronous</i>	<ul style="list-style-type: none"> ▪ Select a pair of readings from Canvas based on your interests and complete the accompanying online module.
Week 13: Apr. 20	No Class—Work on Student Stories Themes Paper		
Week 14: Apr. 27	Conclusions	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ Abes, E. S. et al. (2019). Chapter 18: Rethinking student development. In E. S. Abes, S. R. Jones, & D-L Stewart (Eds.). <i>Rethinking college student development theory using critical frameworks</i> (pp. 239-252). Stylus. ▪ *Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). “A change is gonna come”: Paradigm shifts to dismantle oppressive structures. <i>Journal of College Student Development</i>, 60(6), 659- 673. <p>Due</p> <p><input type="checkbox"/> Student Stories Themes Paper</p>