

## **EDCP 774: Advanced Seminar in Theories of College Student Development**

University of Maryland, College Park

Fall 2015

Tuesdays, 7:15 - 10 pm

1114 Tydings

Instructor: Kimberly A. Griffin, Ph.D.  
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Availability: I have office hours on Tuesdays from 2:30-4:30pm and Thursdays from 1-3pm. There is an electronic sign-up sheet at <http://bit.ly/NYBGLV>. If those times do not work, please email me or speak with me directly, and we will figure out a time to meet for an appointment. In terms of the best ways to reach me – I am the best and quickest on email, and not as good with the office phone. You are also certainly welcome to drop by the office anytime, although I'm often in meetings when I'm in.

### **Course Description**

This course aims to provide students with greater knowledge about the complex nature of student development in college. We will examine complex questions about the nature of development, including: cognitive and moral development; the identity development of different racial and ethnic groups; sexual identity development; whether there are developmental differences between men and women, as appropriate; and holistic models of development, like self-authorship. This course also focuses specifically on identity development, and considers students' multiple identities. We acknowledge that students' identities rarely exist in a vacuum. Rather, students' identities often work in concert; their life experiences and sense of self are often shaped by the confluence of their identities. Thus, this course will consider frameworks that address the intersections of students' identities and how they function together in shaping their college experiences.

This course assumes foundational knowledge in college student development and that students have taken an introductory course in the area. We will delve deeper into "traditional," well established, foundational theories that have been used in student affairs and higher education for many years in the three primary families of student development theory: psychosocial, cognitive, and identity. In addition to considering how to apply these frameworks and how they have been both praised and critiqued by scholars and practitioners, we will explore new fields within the area of student development in this course, particularly focusing on the experiences of

underserved and marginalized populations. Readings from psychology, sociology, nursing, and other social science disciplines are incorporated to provide a more comprehensive understanding of the developmental experiences of various communities in higher education. Efforts will be made to consider how to understand and apply frameworks in isolation, as well as in concert with one another, in research and in practice, to facilitate student growth in various educational contexts.

### **Learning Outcomes**

Upon completion of this course, students will be able to:

- Understand various psychological and sociological frameworks which have been or can be used to study college students' identity development
- Discuss and critique traditional identity development theories, how they were developed, and how they have been applied in student affairs and higher education research and practice
- Identify emerging populations and patterns of identity development
- Explain theories of multiple identity and intersectionality, and use this work to address the ways in which students' multiple identities can shape their experiences
- Apply theories to address various issues, challenges, and concerns relevant to student affairs scholar-practitioners, assessing their applicability and usefulness

### **Required Texts**

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

Wilson, M. E. (2011). *ASHE Reader Series: College student development*. Boston, MA: Pearson Learning Solutions.

Additional readings will be posted on Canvas or distributed in class

### **Suggested Texts**

*Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). (2009). Washington, DC: Author.

## Evaluation & Grading

Students will be graded based on the following point structure:

Class participation (includes integrative comments & leading class discussion)	25%
Emerging Identity Assignment	35%
Final Assignment	40%

### Final Grading Scale

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

## Class Policies

### Instructor's Expectations

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. Rather than just summarizing the readings, we will be critically engaging and building on the ideas described in the work assigned. **Thus, everyone must come to class prepared. All students are responsible for completing the week's assigned readings and activities prior to class** to help promote the engaging environment I hope we can create together in the classroom.

This type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement in each week's lesson and classroom participation. This does not mean you have to make sure to speak at least one time in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to a living, fluid document, not a static set of rules for us to abide by. It may (and is very likely to) change based on need for greater depth, group interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may not be graded, often adjustments to the syllabus will be in the students' favor. I am open to change and adjustment and welcome discussion and feedback.

### Classroom Conduct

Eating and drinking in class are totally fine – I understand that 3 hours is a long time, and that a snack can keep you focused and awake. All I ask is that students please try to avoid bringing snacks or foods that are overly loud or disruptive when eaten.

I also understand that several students like to use their laptops to take notes in class. Using a laptop for note taking is acceptable, but **not** for checking email, IMing or gchating with a friend, or taking a peek at the New York Times. **It is distracting and disrespectful to me or whoever is leading the class at that time.** This has been a problem in several of my classes in the past, so I am going to ask the following: if you intend to bring your laptop to class to take notes, you must submit your notes to me immediately after class.

A similar policy applies for PDAs and smart phones. I know that many classes have policies about ringing phones in class, and I also ask that you please activate the silent ring function. I also would like to request that your phones/PDAs stay off the desk, out of your lap, and definitely out of your hands during class. **To state it plainly, please no texting or playing with**

**your phone during class.** Any use of your phone will have a negative influence on your participation grade.

Your actual presence in class is considered as part of your participation grade. Each week, students are expected to be present and ready to begin class on time. If you must miss or be late for class for a legitimate reason (e.g., illness, family emergencies, work emergencies, court appearances, conferences), please contact me to discuss your absence in advance. One unexcused absence or two incidences of unexcused tardiness will result in a deduction of one letter grade from your participation grade. Students should also be careful not to accrue too many excused absences. Three excused absences or late arrivals/early departures from class will also result in a deduction of one letter grade from a student's participation grade.

Students must hand in all assigned work and projects in accordance with deadlines. If you must hand in work late for a legitimate reason, please contact me to discuss the situation prior to the due date (the sooner, the better!). **If you contact me within 12 hours of or any time after an assignment deadline with an excuse for a late assignment, the assignment will still be considered late.** Grades on late assignments that have not been previously discussed and negotiated with me in advance will be reduced by two letter grades. Students have one week to complete a late assignment. All assignments that are more than one week late will receive a 0.

Any time that an assignment is due, the deadline will be **8 pm**. Please note, assignments that come in after 8 pm will be considered late (even if it is 8:03pm). All assignments will be due to the CANVAS dropbox unless otherwise noted.

#### Re-Write Policy

Students will be given the opportunity to re-write or re-do any assignment on which they receive fewer than 80 points. Anyone interested in completing a re-write must notify me within a week of receiving their grade, and all re-written assignments and papers must be submitted within two weeks. Re-written assignments will be re-graded, and the student's previous grade will be replaced with the grade they are assigned on the re-written paper.

#### Academic Integrity

As scholars and practitioners, it is important for your written work and contributions to class to be your own. The University of Maryland Code of Academic Integrity outlines the university's policies in this regard – please become familiar with it. More information is available at <http://www.president.umd.edu/policies/docs/III-100A.pdf>. On all assignments, papers, and exams (except weekly reflections), please hand write the following before submitting, *“I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).”*

All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points). If including sentences, paragraphs, or other portion of the work of others in papers or presentations, be sure to cite this work appropriately based on guidelines presented in the *APA Manual* (6<sup>th</sup> edition). Generally, it is safest to avoid using Control C and Control V when working on your papers and reading resources.

### Assignments and Writing Style

All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 point font with one inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins. And yes, I really do check for these things 😊.

### Respecting Each Other

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than OK to express strong feelings or disagree with classmates ideas, but I ask it is done respectfully. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Also, I ask that when details regarding personal matters arise in discussion, that they do not leave the classroom.

### Students with Disabilities

Any student requiring academic accommodations based on a disability is respectfully asked to discuss her/his needs with me on or near the first day of class. Appropriate accommodations to facilitate student engagement, participation, and completion of coursework will gladly be provided.

### Recognition of Religious Pluralism

Accommodations will gladly be made for students who must turn in an assignment late or miss class time in observance of religious holidays. It is important to notify me of your absence/need for extension at least three weeks prior to the holiday.

## Course Schedule

<i>Date</i>	<i>Topic and Readings</i>
September 1	<p>Introduction to the course            What is theory and why does it matter? How do our identities fit in? How do we think about applying it? And how are we going to think about these things in this course?</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapters 1 and 32</li> <li>• Jones and Abes (Identity Development of College Students) – Chapter 1</li> </ul>
September 8	<p>“Traditional” Models: Psychosocial Models</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapters 2, 9, 10</li> </ul>
September 15	<p>Applications of “Traditional” Models: Moral and cognitive development</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapters 20, 21, 22, 26</li> </ul>
September 22	<p>Applications of “Traditional” Models: Self authorship</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapters 3, 35, and 31</li> </ul>
September 29	<p>Identity Development: What is “Identity” and how can we study it?</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Jones and Abes (Identity Development of College Students) – Chapter 2</li> <li>• CANVAS               <ul style="list-style-type: none"> <li>○ Chapter 2 - Winkle-Wagner, R. (2009). <i>The Unchosen Me: Race, gender, and identity among Black women in college</i>. Baltimore, MD: Johns Hopkins University Press.</li> <li>○ Snow, D.A., &amp; Anderson, L. (1987). Identity work among the homeless: The verbal construction and avowal of personal identities. <i>American Journal of Sociology</i>, 92(6), 1336-1371.</li> </ul> </li> </ul>
October 6	No class - Work on Emerging Identity projects and presentations
October 13	Emerging Identities Presentations
October 20	Emerging Identities Presentations

October 27	<p>Sexual Identity</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapter 15, 16</li> <li>• Jones and Abes (Identity Development of College Students) – Chapter 8 (focus on pgs 191-203)</li> <li>• CANVAS <ul style="list-style-type: none"> <li>○ Diamond, L.M. (2003). Was it a phase?: Young women’s relinquishment of lesbian/bisexual identities over a 5-year period. <i>Journal of Personality and Social Psychology</i>, 84(2), 352-364.</li> </ul> </li> </ul>
November 3	<p>Gender Identity</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapter 13, 14</li> <li>• CANVAS <ul style="list-style-type: none"> <li>○ Morgan, S., &amp; Stevens, P. (2008). Transgender identity development as represented by a group of female to male transgendered adults. <i>Issues in Mental Health Nursing</i>, 29, 585-599.</li> </ul> </li> </ul>
November 10	<p>Racial Identity</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Jones &amp; Abes (Identity Development of College Students) – Chapter 7 (focus on pgs 166-180)</li> <li>• CANVAS <ul style="list-style-type: none"> <li>○ Chapters 2, 6, &amp; 7 - Wijeyesinghe, C.L. &amp; Jackson, B.W. (2012). <i>New perspectives on racial identity development: Integrating emerging frameworks</i> (2<sup>nd</sup> ed.). New York, NY: New York University Press.</li> </ul> </li> </ul>
November 17	<p>Ethnic Identity</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wilson (ASHE Reader) – Chapter 12</li> <li>• CANVAS <ul style="list-style-type: none"> <li>○ Chapters 3 &amp; 5 - Wijeyesinghe, C.L. &amp; Jackson, B.W. (2012). <i>New perspectives on racial identity development: Integrating emerging frameworks</i> (2<sup>nd</sup> ed.). New York, NY: New York University Press.</li> </ul> </li> </ul>
November 24	<p>Multiple Identities and Intersectionality</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Jones &amp; Abes (Identity Development of College Students) – Chapter 3, 4, 5, and 6</li> <li>• CANVAS <ul style="list-style-type: none"> <li>○ Griffin, K. A., &amp; McIntosh, K. (2015). Finding a fit: Understanding Black immigrant students’ engagement in campus activities. <i>Journal of College Student Development</i>, 56(3), 243-260.</li> </ul> </li> </ul>



December 1	<p>Multiple Identities and Intersectionality</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Jones &amp; Abes (Identity Development of College Students) – Chapter 9, 10</li> <li>• CANVAS <ul style="list-style-type: none"> <li>○ Chapter 4 - Wijeyesinghe, C.L. &amp; Jackson, B.W. (2012). <i>New perspectives on racial identity development: Integrating emerging frameworks</i> (2<sup>nd</sup> ed.). New York, NY: New York University Press.</li> <li>○ Griffin, K.A., &amp; Perez, D. II (2013). Looking beyond labels: Black honors students negotiating the intersections between their personal and social identities. In T. Strayhorn (Ed.), <i>Living at the intersections: Social identities &amp; Black collegians</i> (pp. 197-220). Charlotte, NC: Information Age Publishing.</li> </ul> </li> </ul>
December 8	Final Presentations

## Course Assignments

*First a note on course assignments – please feel free to schedule an appointment to discuss or conceptualize course projects with me at least one week in advance if you would like additional support or guidance. These meetings should take place at least one week in advance of the assignment due date. Also, I've found that my colleagues and classmates offer me some of the best feedback and suggestions on my work – I encourage you to consult with your classmates on your work.*

### **1) Class Participation: Integrative Comments and Leading Class Discussion**

***Integrative Comments (Every week – posted to CANVAS by Monday at 8pm):*** Each week, you will prepare an integrative comment (in other words, addressing more than one of the week's readings) and post it to the ANGEL drop box for the week. Your comments should be approximately 250 words long.

Your integrative comment should be your reaction to the readings. The key here is to go beyond summarizing the readings, critically engaging the ideas being presented or the ways in which ideas are being approached in research. Your integrative comment can take multiple forms – it can address questions the readings raised for you, how multiple readings addressed a similar idea, or express your thoughts or questions about how a topic was studied.

These comments will be graded pass/fail, and will be factored into your class participation grade. You are allowed to skip one comment at any point during the semester – but please leave a note when you are using your one “get out of your reflection free” card! And in return, I get a “get out of responses” week, as well ☺. Late responses will not be accepted.

***Leading Class Discussion (Once during the semester):*** You will sign up to facilitate one of our classroom discussions, where you lead the class in an activity that relates the theories discussed that week to current issues in student affairs. The activity should provide the class with opportunities to assess whether and how various theories help scholar-practitioners better understand, assess, and address developmental issues. These activities could take the form of case studies, discussion of an article from the Chronicle or Inside Higher Education, viewing of a short film clip, a simulation – anything. I encourage you to be creative, and please do consult with me as you plan your activity. Activities should be approximately 30 minutes long.

### **2) Emerging Identity Assignment**

For this assignment, I will be asking you to research an “emerging identity group” that you would like to learn more about. Please choose a group that we are not covering in class and that has not long been the focus of research and traditional theories, but lately has attracted some attention in our field. Some potential ideas are: student athletes and athletic identity; disabled

students and identity around physical ability; class based identity; identity for social justice allies; SES/class based identity. Feel free to choose whatever works for you and whatever identity you'd like to explore! The only rule is that you have to choose an identity group about which there has been some research and theoretical work – enough for you to build a presentation around.

**Please submit the emerging identity group you'd like to learn more about by September 14<sup>th</sup> at 8pm, along with three or four references that you plan to use in your project.**

This assignment will be crafted like a conference presentation – much like what you would present at NASPA, ACPA, or our own Maryland Student Affairs Conference. In addition to presenting what we know about the development of this student group, what do student affairs scholars and practitioners need to know to support this student population?

The assignment has 3 parts:

- **Conference Proposal:** You'll develop a conference proposal, similar to what you'd submit to ACPA. The proposal will include a: Title, Abstract (80 words), Program Description (750 words), References, and Learning Objectives. The Program Description includes the following sections: Introduction (including purpose and rationale); Relevant conceptual/theoretical framework including a brief review of the literature; Method of program presentation; and the presenter(s) familiarity/expertise on the topic. *Please do not exceed the word count.* **Conference Proposals are due to peer reviewers October 2. Final Proposals will be submitted with Final Papers.**
- **Presentation:** You'll present your proposed "session" in class – each student will have 30 minutes to present (*including Q&A*) and share information about their student group and discuss the reading they have assigned. **Presentations will be on October 13 and 20.**
- **Paper:** Please complete and submit a 7-10 page paper that could be shared with individuals interested in learning more about the population you are presenting on. Begin with a section that helps the reader understand what makes the population an "emerging identity group" and why the population is particularly important or relevant in student affairs and higher education. Then review the literature on this group and what is known about their identity development. Complete the paper with specific recommendations for practitioners and offices within student affairs divisions based on what you've learned through your review. **Papers (with conference proposals) are due on October 23 at 8pm.**

### 3) Final Assignment –

This assignment allows you to write a comprehensive literature review on any student development related issue of interest to you. Feel free to schedule time to talk with me about the

scope and topics of your final papers, but I encourage you to do so by **November 3** to give you ample time to prepare to write and research your topic. Feel free to sign up for a time during office hours to discuss your paper topic.

There are two parts to this assignment:

- **Presentation:** You will have 12 minutes to present your work to the class. The presentation will be similar to a session that would be presented at ASHE or AERA. The presentation should provide an overview of the key ideas from your paper. **Presentations will be on December 8.**
- **Paper:** 12-15 pages. There are few parameters or guidelines – take this as an opportunity to examine any of the ideas of or beyond the course with more complexity and depth. It would be a good idea to take this opportunity to examine an area that you are considering exploring for your dissertation or pursuing in an independent project. **Papers are due Dec 11 by 8pm.**