EDCP 771
The College Student
Spring 2011

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Time: 1:00-3:45 p.m. on Wednesdays
Location: 0206 Benjamin Building
Office Hours: By Appointment
Website: http://elms.umd.edu

“Students always remain larger than their categories” — William Perry

“The unintended consequence was that I did not know that people like me could exist in literature. So, what the discovery of African writers did for me was this: it saved me from having a single story of what books are.” — Chimamanda Adichie

Course Description
Theories of student development are considered one of the foundations of the student affairs profession. The purpose of this course is to provide an overview of this theoretical foundation by examining theories describing the psychosocial, cognitive, and social identity development of college students. This examination will also include an exploration of the developmental issues facing students as well as the factors that both promote and impede development. Understanding the development of college students is integral to the design of effective student affairs practice; thus, the course focuses on applications of theory to practice in higher education and student affairs contexts.

In this course, we will explore the primary “families” of student development theories, which is how they are typically conceptualized. Although this approach tends to pull apart development into discrete domains (e.g., psychosocial, cognitive, and social identities), it is important that students understand the principle dimensions characteristic of each of these theoretical families. However, because individuals rarely represent or present a singular dimension of development, we will also study how the theories from each of these domains come together in a more integrative way. That is, we will consider how the nature of student development is mediated by students’ individual differences and sociocultural histories, such as their gender, race, ethnicity, and sexual orientation; how families of theories interact with each other (e.g., psychosocial and cognitive); and the contexts and environments in which students are situated, including those we intentionally design as student affairs educators. You will see this approach and framework for understanding student development reflected in the course design.

Student development theory is constructed by rigorous methods of observation, interviewing, and survey design. However created, theories should tell the stories of student development. Existing theories describe particular students in specific contexts. No one theory is able to tell the story of all students. Developing theory, then, necessitates an understanding of students, which requires an understanding of how theories are created (and by whom). Thus, this course includes a focus on developing theory by reading existing theories, talking to students and learning from their stories, and critically reflecting on your own developmental stories. Finally, as a semester-long course, it is impossible to cover the breadth and depth of all there is to know and understand about student development theories. Several of the assignments are designed in order to provide an opportunity to learn from each other and to expand what is covered in the required course readings. Nonetheless, there will always be theories, populations, and ideas not considered.
Course Objective and Learning Outcomes

The primary objective of this course is to develop an understanding of student development theories and their application to college students. Specific outcomes include:

- To learn about the history and the contexts in which developmental theories applying to college students have evolved.
- To understand the content associated with specific theories of college student development and the conditions and environments that promote and/or impede development.
- To understand particular dimensions (e.g., race, gender, sexual orientation) of identity development and how they are a part of, and influence, a student’s overall development.
- To consider and critically analyze the strengths and limitations of existing theories of college student development.
- To gain skill in applying student development theories to our work with students and student affairs practice.
- To begin to develop our own tentative theories, models, and ideas about how college students develop psychosocially, cognitively, and in terms of their identities based upon observations, interviews, critical reflection, and consideration of a wide range of current theories and applications.
- To develop a deeper understanding of ourselves and our developmental processes, as who we are and where we are from act as a filter for how we see students and interpret and apply theories.

Required Texts and Readings


Helms, J. E. (2008). A race is a nice thing to have: A guide to being a White person or understanding the White persons in your life (2nd ed.). Hanover, MA: Microtraining Associates. [ISBN: 0917276132]

Articles and book chapters on Enterprise Learning Management System / Enhancing Learning for Maryland Students (ELMS)—http://elms.umd.edu

Course Expectations

Attendance—Your attendance is very important to the functioning of the class. Unexcused absences will be reflected in final grades. If you must be absent from class for reasons of illness or other obligations, please send me an email message or leave a voice-mail message in advance of class. If you miss a class, you will be completely responsible for the material covered and any handouts distributed during that class session.

Timeliness—Please arrive on time for all class meetings. The success of this course necessitates the timely completion of required work. Work that is late, without documented medical excuse or extraordinary circumstances, will need to be negotiated with me to assess proper evaluation. In the absence of extenuating circumstances, late assignments will be docked one letter grade per day late. Similarly, incompletes will not be given except in cases of extraordinary circumstances.
Active Participation—Given the nature of this graduate-level course, active participation is expected of all students. By active participation, I mean critically reading all articles and book chapters prior to each class, reflecting on the authors’ arguments, critiquing the authors’ ideas, thinking about the relationship of the readings to your life and work, asking questions, contributing in small groups, presenting your poster presentation, and being engaged in class discussion. I am cognizant of the different ways in which students learn and will utilize a diverse array of pedagogical approaches—discussion, reading, writing, individual processing, presenting, collaborating, and reflecting. While I expect that all students will participate, there are multiple and varied ways to demonstrate active engagement in the course. We should strive to stretch ourselves beyond our preferred methods of learning and our comfort zones, as dissonance can promote new learning. The success of our mutual learning from each other depends upon preparation and active participation in all aspects of the course.

Critically Reading—This is a graduate class and designed for a seminar format, which depends upon active student engagement and group discussions. As such, preparation for each class, through completion of each week’s readings as well as thoughtful reflection on the topics, is critical to your own learning as well the learning environment of the class. Each student is expected to complete the readings in advance of the class for which they are assigned. Further, class time may not always be directed toward discussion of every reading assigned, but instead, to the illumination of themes, constructs, critical analysis of the content, and application to student affairs contexts.

Quality of Contributions—Active engagement and participation are important; however, participation does not mean merely verbal interaction or taking up air time. I recognize that individual participation is influenced by a range of factors, including learning style. Participation, therefore, is not based on the frequency of participation but the quality. However, I encourage each of you to challenge yourself to contribute as fully as possible as your preparation, attentiveness, and willingness to share and disclose in smaller groups are essential.

Civility*—All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-centered environment is one that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. Participants, therefore, will:

- Arrive on time and remain for the duration of the class.
- Refrain from conducting private conversations in class.
- Refrain from using laptops for any other purpose than taking notes and accessing readings.
- Refrain from using cellular phones.
- Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present.
- Show respect of others in the course through listening effectively and responding thoughtfully and sensitively.
- Contribute to the learning of class members by being prepared for class and engaging in and contributing to the learning in the course.

* Adapted from statements on civility by Holley Belch and Michael C. Young

Demanding Nature of Course—EDCP 771 is a demanding course. Please pace yourself carefully to meet the expectations of the course. Getting behind will seriously impact your ability to successfully complete the requirements of the course. I am expecting much of you as students because I know you can achieve much. Part of my educational philosophy is that high expectations with sufficient support
yield high outcomes. Consequently, please allow sufficient time each week to engage with the material and participate fully in the course.

**Course Assignments**

Below are the assignments for the course. Unless otherwise stated, in all papers, please adhere to the guidelines outlined in the *Publication Manual of the American Psychological Association* (APA), sixth edition. In addition, please submit all **final** versions of written assignments electronically using the “Assignments” feature on ELMS. Save all uploaded files in the following manner: lastname_assignment_name (e.g., quaye_reflective_note).

**Unless otherwise specified, all assignments are due by noon on the due date.**

*Where I Am From Essay*

Using the book *Where I Am From* as a template, write your own “Where I Am From” essay. You may write this in any style you would like (e.g., poem, prose, narrative essay), but what you write should focus on your own experience as this becomes a window to understanding student development theory. Try not to write this encumbered by any theoretical frameworks or developmental theories (we will get to these theories later). Simply write about *where you are from*...

Those who are willing, will share these essays with others in the class on February 2. I will also write a “Where I Am From” essay, which I will share.

**Due: February 2**

**Length/Format: Students’ Discretion**

*My Life as a College Student Essay*

The purpose of this essay is for you to intentionally consider your own development during your college years. Similar to the “Where I Am From Essay” assignment, you do not need to write this with theories in mind. Instead, reflect upon your own college experiences in relation to growth, change, and identity development. In particular, reflect upon and write about the following:

- Where were you during your college years, how were you spending your time, and what was important to you?
- How were you different as a senior in college in relation to who you were as a first-year student? How did you grow and change during your college years?
- In what ways did “where I am from” influence your growth and change?
- To what do you attribute your growth and change? What experiences (in-class, out-of-class, larger environment) contributed to your growth and change?

I will hold this paper in confidence, so share as you are comfortable.

**Due: February 9**

**Length: 5-8 pages**
Reflective Notes
Each week, after completing the readings, one or two class members will prepare a one-page reflection that addresses the following:

- Key themes from the readings
- Questions from the readings that she/he/they would like to discuss
- Specifics about her/his/their own development in relation to the readings

Insert yourself into these readings and reflect on your own development using the new knowledge you have gained through your study of student development theories. For example, how do the cognitive development theories we studied resonate (or not) with your own developmental experiences; or how did your own college environment promote (or not) your racial identity development? What lingering questions do you have? What major concepts did you notice in the readings?

Students will submit Reflective Notes weekly, and we will utilize these Reflective Notes in class discussions. Therefore, each class member will submit a copy on ELMS by noon on the Monday in advance of class. All class members are expected to read this Reflective Note prior to class. There are eight (8) due dates (noted below) for submitting these Reflective Notes. Of these eight dates, some dates will contain two reflective notes.

Due to ELMS: February 14 / 21 / 28 | March 7 / 14 | April 4 / 11 / 18
Due in Class: February 16 / 23 | March 2 / 9 / 16 | April 6 / 13 /20
Length: 1 page

My Life as a College Student: Analysis
In this final paper, return to the “My Life as a College Student Essay” assignment you wrote at the beginning of the semester, without the benefit of knowledge about student development theories. The purpose of this paper is to “rewrite” your essay, formally, through the lens of student development theories. This paper will be structured by themes you identify from the theories as they relate to your college narrative.

For example, in your college narrative, you may have written about your college roommate and continued in a chronological fashion. In this paper, you might identify racial identity or interpersonal relationships as a theme and re-cast your college experiences to amplify this theme.

More specifically, accomplish the following five tasks in this culminating paper:

- Identify 3-5 theories that do or do not resonate (because they apply or not) to your development as a college student
- Describe the theories
- Discuss the commonalities and differences between your college experiences and the theories
- Provide benefits, critiques, and limitations of existing theories
- In light of all you have learned about student development theories, and linking your suggestions to the specific theories/themes addressed in this paper, what recommendations would you make to student affairs educators about how to best promote college students’ development?

Due: April 27
Length: 10-12 pages
Applying existing theories to student experiences and analyzing student experiences from multiple theoretical perspectives is the focus of this assignment. The purpose of this assignment is to learn the stories of a particular group of students and to then generate theories grounded in these stories. Working in groups of two, three, or four, choose a particular population of students to study that has something in common with each other (e.g., a social identity such as racial, cultural, religious identity; or an experience—returning adult students, first-generation students, international students). Each group member will interview at least two (2) students who fit into the population you have chosen. You will want to prepare a list of interview questions prior to your interviews, which should be based upon some knowledge, however cursory, of that population. You will also need to take careful notes during your interviews so you can complete the rest of the assignment.

Once you have completed your interviews individually, the group will come together to share the stories you have heard and the information you have learned. Develop a summary of information you have learned and begin to develop an emerging theory of development for this group of students. This emerging theory should reflect the major themes from your interviews.

Using three theorists we have studied, compare your emerging theory to each of these three:

- How do these existing theories help you describe your themes and findings? What is missing?
- What are the similarities and differences between your emerging theory and the existing theories you are using to analyze your data? What accounts for the differences?
- What critique of existing theories would you make given what you have learned from students about their experiences?
- Although your group will need to examine how your theory compares to each of the three existing theories you are using for analysis, you will also want to look at these comparisons in an integrated way. How does your theory compare to overarching patterns of existing theory?

You will present the final results of your project in a scholarly poster format, consistent with a poster presentation at a conference. Below are elements of this project and their due dates throughout the semester.

1. Select a population of students to study and sign up for topics—Due February 9 (groups should be formed so that there is good variety of populations and topics and to ensure 2-4 students per group).

2. Identify from where you will recruit students to interview and submit a list of potential interview questions—Due February 23.

3. Complete all interviews and write a draft summary of your students’ stories. You will exchange your summaries with each member of your team so you can begin to put the stories together—Due April 13.

4. Draft an emerging student development theory that reflects the main themes in the 4-8 student interviews conducted by your team. To do so, you might go through the stories/ interviews to identify themes that relate to various dimensions of development. Organize your themes into a core story of...
development, using your data to explain and support the themes you present. Your theory can take any form as long as (a) it is based on your themes, (b) you include relevant dimensions of development, and (c) you can explain what each dimension means.

5. Compare your stories and theory to at least three existing theories we studied in class. In your analysis, comment on the similarities and differences you notice between your students’ stories and your emerging theory and these three existing theories. Also, speculate on why you think these similarities and differences exist.

6. The project will culminate in a scholarly poster presentation, characteristic of academic and professional conferences, on May 4. The purpose of the poster presentation is to share the findings from your interviews, your emerging theory, and your comparison of how your theory relates to existing theories. Each group must prepare a handout, with copies for class members, which includes:

- Title, brief description of your sample, and interviews
- The themes upon which your theory is based
- Your theory presented in the manner you think most appropriate (e.g., chart, graphic, words)
- Overview of the comparison of your theory to existing theories
- References

This document should not be a full paper, but instead, is similar to a handout you would distribute at a conference (e.g., prints of PowerPoint slides, bulleted format, outline, and references).

**Your Poster Presentation and Handout will be due in class on May 4.**

**Evaluation and Grading**

Throughout our educational experiences, we have been socialized by family members, teachers, professors, peers, and even ourselves to believe in the importance of grades. Although I do not trivialize the power of grades (you likely are at this point in your educational careers because you earned high marks), I believe they sometimes detract from the learning process, as the main focus becomes the score rather than how to improve what one learns. Consequently, I will make every effort to offer feedback on assignments through meaningful comments. Of course, I will assign grades to each assignment, but I hope that through providing constructive feedback, you will continue to improve. Evaluations will be based on the following elements.

- **APA Style**—Your formal written papers must be prepared according to the *Publication Manual of the American Psychological Association* (APA), sixth edition. If there are major errors in APA style, I will return papers to you to revise them.

- **Quality of Work**—All work for the course must be completed by the end of the semester; no grades of incomplete will be given, except in cases of extenuating circumstances. An “A” represents papers and projects of exceptionally high quality that demonstrate a remarkably strong understanding of the theories. A “B” represents papers and projects of good quality that demonstrate a sound understanding of the theories. A “C” represents a minimally adequate completion of the assignment demonstrating a limited understanding of the theories. Work that is late, without documented medical excuse or extraordinary circumstance, will need to be negotiated with me to assess proper evaluation. In the absence of extenuating circumstances, late assignments will be docked one letter grade per day late.
Quality of Writing—Proper documentation, grammar, word choice, and congruence with APA style will be taken into account in evaluation of your work. Be sure to **proofread** your work carefully.

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Contribution to Grade</th>
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<tbody>
<tr>
<td>Where I Am From Essay</td>
<td>February 9</td>
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<tr>
<td>My Life as a College Student Essay</td>
<td>February 16</td>
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<tr>
<td>Reflective Notes</td>
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<tr>
<td>My Life as a College Student: Analysis</td>
<td>April 27</td>
<td>25%</td>
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<tr>
<td>Student Stories and Analysis</td>
<td>May 4</td>
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</table>

**Evaluation Criteria**
I will use a rubric to evaluate all final versions of written and presented work for this course. Specifically, I will evaluate your assignments using the following criteria:

- Ability to incorporate own ideas
- Soundness of arguments and use of evidence (i.e., theories, literature, relevant stories, examples, and empirical research) to justify claims
- Writing style (i.e., organization, coherence, transitions, clarity, engagingness, use of headers, logical flow, word choice, free from grammatical and spelling errors)

**Grading Scale**
The scale I will use for determining final course grades is the following:

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<tr>
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<th>Range</th>
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<tr>
<td>A</td>
<td>3.7-4.0</td>
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<td>A-</td>
<td>3.3-3.6</td>
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<td>B+</td>
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<td>C+</td>
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**Academic Integrity**
I expect that your work will be characterized by academic integrity and honesty. I encourage you to become familiar with the University of Maryland's policy on academic dishonesty, as this policy applies to our class as well as to all others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions about proper documentation, please speak with me. Any student who violates standards of academic honesty will be held accountable through University of Maryland procedures.

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. It is important for you to be aware of the consequences of cheating, fabrication, facilitating academic dishonesty, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, visit the following website:
http://www.studenthonorcouncil.umd.edu/whatis.html

The Code of Academic Integrity prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or assignment: “I pledge on my honor that
I have not given or received any unauthorized assistance on this examination (or assignment).”

Compliance with the Code is administered by a Student Honor Council, which strives to promote a “community of trust” on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (301.314.9154) by any member of the campus community.

**Academic Accommodations for Persons with Disabilities**

In compliance with and in the spirit of the Americans with Disabilities Act (ADA), I will work with students who have a disability that is relevant to their work in this course. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

**Religious Observances**

The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. I will be happy to work with you if class meetings or assignments conflict with your religious practices.
Course Outline

**January 26**  
Introduction to Student Development Theory

**ELMS**
Lutovsky  Tips for Writing Academic Papers  
Quaye  Stephen's Writing Tips

**Topics**
Introduction  Course overview and requirements  
Discuss writing expectations  
Introductory discussion of student development theory

**February 2**  
Where I Am From and What Difference Does This Make?

**Text**
Borrego & Manning  Chapters 1-7

**ELMS**
McEwen  The Nature and Uses of Theory  
Quaye  Voice of the Researcher

**Due**
Where I Am From Essay

**February 9**  
Nature and Uses of Theories / Holistic Perspectives on Student Development

**Text**
EFGPR  Chapters 1, 2

**ELMS**
Reynolds & Pope  The Complexities of Diversity  
Jones & McEwen  A Conceptual Model of Multiple Dimensions of Identity  
Baxter Magolda  Complex Lives  
*Strange  Student Development

**Due**
My Life as a College Student Essay

**Due**
Sign up for Student Stories and Analysis Population

**February 16**  
Psychosocial Theories of Development

**Text**
EFGPR  Chapter 4

**ELMS**
Chickering & Reisser  The Seven Vectors  
Josselson  Identity  
Fassinger  Lesbian, Gay, and Bisexual Identity and Student Development Theory  
Davis  Voices of Gender Role Conflict  
Carter  Transgenderism and College Students

Quaye  EDCP 771  10
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>February 23</td>
<td>Psychosocial Theories of Development</td>
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<td><strong>Text</strong></td>
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<td>March 2</td>
<td>Cognitive Development</td>
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<td><strong>Text</strong></td>
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<td>March 9</td>
<td>Cognitive, Moral, and Faith Development</td>
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<td>March 16</td>
<td>Racial and Ethnic Identity Development</td>
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<td></td>
<td><strong>Text</strong></td>
<td><strong>Helms</strong> Whole Book</td>
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<td><strong>EFGPR Chapters 14, 15</strong></td>
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ELMS
Helms  Introduction
Helms & Cook  Models of Racial Oppression and Sociorace
Tatum  Chapters 4-6
Wijeyesinghe  Racial Identity in Multiracial People
Phinney  Ethnic Identity in Adolescents and Adults
Kim  Asian American Identity Development Theory
*McIntosh  White Privilege

Due  Reflective Notes: ________________

NASPA—March 12-16

March 23  Spring Break—No Class

March 30  ACPA—No Class

April 6  Racial and Ethnic Identity Development

Text
EFGPR  Chapter 16

ELMS
Harper & Quaye  Student Organizations as Venues for Black Identity Expression…
Renn  Understanding the Identities of Mixed-Race College Students…
Bray  Refuse to Kneel
Sirin & Fine  Hyphenated Selves
*Patton et al.  Critical Race Perspectives on Theory in Student Affairs

Due  Reflective Notes: ________________

April 13  Gender and Sexual Identity Development

Text
EFGPR  Chapters 17, 18

ELMS
D’Augelli  Identity Development and Sexual Orientation
McCarn & Fassinger  Revisioning Sexual Minority Identity Formation
Bilodeau & Renn  Analysis of LGBT Identity Development Models and Implications…
Abes & Kasch  Using Queer Theory to Explore Lesbian College Students’ Multiple…

Due  Reflective Notes: ________________
Due  Student Stories and Analysis Summary of Interviews
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<thead>
<tr>
<th>April 20</th>
<th>Return to Holistic Perspectives on Student Development</th>
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<tr>
<td><strong>Text</strong></td>
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<tr>
<td>EFGPR</td>
<td>Chapters 10, 12</td>
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<tr>
<td>Abes et al.</td>
<td>Reconceptualizing the Model of Multiple Dimensions of Identity</td>
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<td>King &amp; BM</td>
<td>Toward a Developmental Model of Intercultural Maturity</td>
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<td>Quaye &amp; BM</td>
<td>Enhancing Racial Self-Understanding</td>
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<td>Weber</td>
<td>A Conceptual Framework for Understanding Race, Class, Gender…</td>
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<td>*Tanaka</td>
<td>Higher Education’s Self-Reflexive Turn</td>
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<td>Reflective Notes: _________________________</td>
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<td>April 27</td>
<td>Application, Synthesis, Remaining Questions, and Future Directions</td>
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<td>Baxter Magolda</td>
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<td>Upcraft</td>
<td>The Dilemmas of Translating Theory to Practice</td>
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<td>Ortiz &amp; Rhoads</td>
<td>Deconstructing Whiteness as Part of a Multicultural Educational Framework</td>
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<td>Rhoads &amp; Black</td>
<td>Student Affairs Practitioners as Transformative Educators</td>
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<td>Beemyn</td>
<td>Trans on Campus</td>
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<td><strong>Due</strong></td>
<td>My Life as a College Student: Analysis</td>
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<td>May 4</td>
<td>Presentations</td>
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<tr>
<td><strong>Due</strong></td>
<td>Scholarly Poster Presentation and Handouts</td>
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Required ELMS Readings


*Portions of this syllabus are adapted from Marylu McEwen, Elisa Abes, Nancy Evans, Kristen Renn, and Susan Jones*