

EDUC 601 - COLLEGE STUDENT DEVELOPMENT THEORY
UNIVERSITY OF MASSACHUSETTS AMHERST
FALL 2016

Instructor

Ezekiel Kimball
|E| ekimball@educ.umass.edu

Course Meeting

Tuesdays @ 7 PM
Location: Furcolo 102

|Office Hours| Mondays 2-3:30PM & Tuesdays 5-6:30 PM (or by appointment)

Course Description

The study of learning and human development both have long histories in fields such as biology, psychology, and sociology. In many ways, student development is related to this larger study, but it is also distinct. As scholars and practitioners, we believe—or at the very least act as though we believe—that there is something vitally important about the changes that occur during college. The creation of specialized theories of learning and development is also integral to the growth of higher education administration generally and student affairs specifically as specialized fields of study and practice. Yet, despite the fact that we have been thinking about college as a special time for learning and development for more than fifty years, there is still a great deal of disagreement about how best to describe affective, cognitive, intrapersonal, and interpersonal growth that occurs during college. Furthermore, many theories of learning and development embed problematic assumptions about the social identities and positionalities of the very students that they purport to describe. This course is thus designed to introduce students to major theories of learning and development while also undertaking the deconstruction of these same theories. It also provides an opportunity for students to think about connections between theory and practice in both their own professional lives and in higher education more broadly.

Unpacking the Course Description

In this class, we will collectively engage in asking critical questions about the theories of learning and development that most influence student affairs practice. These include considerations of the students a theory includes and those it excludes. When we do that, we ask about a theory's representativeness. We will also ask questions about how and where a theory was produced. In asking those sorts of questions, we are seeking information about a theory's generalizability. Finally, we will ask questions about when a theory should be used and how best to use it. Those questions seek to determine a theory's utility and assist us in making high quality theory-to-practice translations.

Nota Bene: On Our Course Readings

This course is constructed such that the readings are most extensive at the outset and then taper off as the assignments gets underway. This design should allow you time to read the things that were not assigned but are important to the completion of your course papers. Please plan accordingly.

Course Texts

- Moffatt, M. (1989). *Coming of age in New Jersey: College and American culture*. New Brunswick, NJ: Rutgers University Press.
- Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice, Third Edition*. San Francisco, CA: Jossey-Bass.

Grading & Assignments

Grading will be based upon a 100 point scale with the following correspondences between the points earned and the grade awarded:

A	More than 94 Points
A-	90-93 Points
B+	87-89 Points
B	83-86 Points
B-	80-82 Points
C+	77-79 Points
C	73-76 Points
C-	70-72 Points
D	60-69 Points
F	Less than 59 Points

The following assignments are included in the course grade:

- 1) **Participation [20 Percent of Final Grade]:** I expect that you will attend each week's class meeting and that you will have reviewed the week's readings in advance. If that will not happen, I expect you to notify me in advance. Both elements are critical to your success in the course since our class meetings will consist mostly of discussion.
- 2) **Definition and Utility of Student Development Essay [30 Percent of Final Grade]:** For this assignment, you will need to produce a "draft" of an essay that attempts to answer the questions: "What is student development? Are theories of student development useful?" This draft will be due early in the semester, so you will need to draw upon your experiences and prior coursework to complete it. This draft should be approximately 2-3 pages in length and should provide both an answer to these questions and a justification for the answer. You will revisit your draft answer near the end of the semester—revising, expanding, and/or rejecting parts of it to reflect the way that your thinking has evolved. Your "final" answer to the question should make extensive use of readings and be 4-6 pages in length. **Initial Draft Due: September 13 (10 Percent of Final Grade) | Final Draft Due: December 20 [Submitted by Email] (20 Percent of Final Grade)**

- 3) **Notes from the Field [50 Percent of Final Grade]:** For this assignment, you will complete ten memos that detail the evolution of your thinking about student development based on your observations of student behavior [fieldwork], your engagement with scholarly literature [the field of higher education], or both. For each assignment you must select a theory, theories, or key theoretical constructs from *Student Development in College*. In a two-page memo, you will provide a brief ostensive definition of the concept(s) you have selected and then discuss how your encounter with the field has expanded, complicated, contradicted, or otherwise enriched your understanding of those concepts. Over the course of the semester, you will write four memos that respond to *Coming of Age in New Jersey*; three memos that require you to select and respond to a journal article beyond those assigned in the course; and three memos that require you to observe and respond to student behaviors in context. The nature of each of week's memo is specified in the Course Meetings section. Doctoral students and/or those planning to conduct original research related to student experience should plan to substitute a term paper including or leading to original research for this assignment. **Due as Specified in Course Meetings (Each Worth 5 Percent of Final Grade)**

Course Policies

Academic Honesty - Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department head or chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (http://www.umass.edu/dean_students/codeofconduct/acadhonesty/).

Accommodations - The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have documented a disability diagnosis with the appropriate university offices, you are likely eligible for reasonable academic accommodations to help you succeed in this course. However, I am committed to supporting your learning as best as I can regardless of the documentation process, and I encourage you to contact me at any point throughout the semester should you feel that I could better support your learning. If you know of a need for support prior to the start of the class, I would ask that you inform at some point during the first two weeks of the semester so that we can create a plan for appropriate accommodations and support. I also ask that you please inform me of any religious observances that will require you to miss class or require special accommodation.

Citation Style - You should provide references to sources utilizing APA style. A short guide is available via Purdue's Online Writing Lab (<http://owl.english.purdue.edu>). Otherwise, you may format your written assignments however you would like provided you do so consistently.

Submission of Work - All assignments should be submitted in hard copy at the start of class on the due date specified in the syllabus. If you know you will miss a class, you should submit the assignment via email and follow-up with a hard copy of the assignment as soon as possible. ***If you need to turn in an assignment later than the date on the syllabus, please make that request at least 48 hours in advance.*** Late works for which an extension is not received will be awarded a grade one letter grade lower than that which it would otherwise have been assigned. All work must be submitted prior to the end of the semester; since a grade is supposed to be a measurement of learning over a discrete period of time, ***I do not award incompletes.***

Course Meetings

Week One: September 6

Defining the Problem(s) of/with Student Development in College

Textbook(s):

None

Article(s):

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469.
- Collins, P. H. (2005). That's not why I went to school. In A. Sica & S. Turner (Eds.), *The Disobedient Generation: Social Theorists in the Sixties* (pp. 94-113). Chicago: University of Chicago Press.
- Reason, R. D., & Renn, K. A. (2008, November). Why quibble over learning and development? Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Jacksonville, FL.
- Stewart, D. L. (2015). Know your role: Black college students, racial identity, and performance. *International Journal of Qualitative Studies in Education*, 28, 238-258.
- Tanaka, G. (2009). The elephant in the living room that no one wants to talk about: Why US anthropologists are unable to acknowledge the end of culture. *Anthropology & Education Quarterly*, 40(1), 82-95.

Week Two: September 13

What is Student Development? Why Student Development?

Textbook(s):

Patton, Renn, Guido, & Quaye (2016) – Chapters 1-3, 17-18 [Optional]

Article(s):

- Stage, F. K. (1996). Setting the context: Psychological theories of learning. *Journal of College Student Development*, 37, 227-235.

Strauss, S., (1993). Theories of learning and development for academics and educators. *Educational Psychologist*, 28, 191-203.

Week Three: September 20

Toward a Critical, Holistic Theory of Student Development

Textbook(s):

Moffat (1989) – Chapter 1, Appendices 1-2

Article(s):

Magolda, P. M. (1999). Using ethnographic fieldwork and case studies to guide student affairs practice. *Journal of College Student Development*, 40(1), 10-21.

Magolda, P. M. (2000). The campus tour: Ritual and community in higher education. *Anthropology & Education Quarterly*, 31(1), 24-46.

Magolda, P. M. (2003). Saying good-bye: An anthropological examination of a commencement ritual. *Journal of College Student Development*, 44(6), 779-796.

Trowler, V. (2014). May the subaltern speak? Researching the invisible 'other' in higher education. *European Journal of Higher Education*, 4(1), 42-54.

Due: Notes from the Field Memo Based on Selected Article or Reading Focused on Undergraduate College Students and Employing Observational / Ethnographic Methods

Week Four: September 27

Psychosocial Development: Beginning to Account for the Affective Domain

Textbook(s):

Moffat (1989) – Chapter 3

Patton, Renn, Guido, & Quaye (2016) – Chapter 13

Article(s):

McEwen, M. K., Roper, L. D., Bryant, D. R., & Langa, M. J. (1990). Incorporating the development of African-American students into psychosocial theories of student development. *Journal of College Student Development*, 31(5), 429-36.

Due: Notes from the Field Memo Based on Moffat (1989) - Chapter 3

Week Five: October 4

Perspectives on Social Identity Development

Textbook(s):

Patton, Renn, Guido, & Quaye (2016) – Chapters 4, 12

Article(s):

Abes, E. S. (2012). Constructivist and intersectional interpretations of a lesbian college student's multiple social identities. *The Journal of Higher Education*, 83(2), 186-216.

Jones, S. R., & Abes, E. S. (2004). Enduring influences of service-learning on college students' identity development. *Journal of College Student Development*, 45, 149-66.

Jones, S. R., Kim, Y. C., & Skendall, K. C. (2012). (Re-) Framing Authenticity: Considering Multiple Social Identities Using Autoethnographic and Intersectional Approaches. *The Journal of Higher Education*, 83(5), 698-724.

Due: Notes from the Field Memo Based on Your Observations

Week Six: October 11

No Course Meeting: Monday Schedule in Effect

Week Seven: October 18

Models of Racial & Ethnic Identity Development

Textbook(s):

Moffat (1989) – Chapter 4

Patton, Renn, Guido, & Quaye (2016) – Chapters 5, 6

Article(s):

Museus, S. D., & Quaye, S. J. (2009). Toward an intercultural perspective of racial and ethnic minority college student persistence. *Review of Higher Education*, 33(1), 67–94.

Torres, V. (2003). Influences on ethnic identity development of Latino college students in the first two years of college. *Journal of College Student Development*, 44(4), 532-547.

Due: Notes from the Field Memo Based on Moffat (1989) - Chapter 4

Week Eight: October 25

Models of Disability & Social Class Identity

Textbook(s):

Patton, Renn, Guido, & Quaye (2016) – Chapters 10, 11

Article(s):

Kimball, E., Moore, A., Vaccaro, A., Troiano, P., & Newman, B. (Forthcoming). College students with disabilities redefine activism: Self-advocacy, storytelling, and collective action. *Journal of Diversity in Higher Education*. Manuscript Accepted: May 9, 2016. Publication Anticipated: Fall 2016.

Stapleton, L. (2015). When being deaf is centered: d/Deaf women of color's experiences with racial/ethnic and d/Deaf identities in college. *Journal of College Student Development*, 56(6), 570-586.

Walpole, M. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. *The review of higher education*, 27(1), 45-73.

Due: Notes from the Field Memo Based on Your Observations

Week Nine: November 1

Models of Gender Identity Development

Textbook(s):

Patton, Renn, Guido, & Quaye (2016) – Chapter 8

Article(s):

Harper, S. R., Wardell, C. C., & McGuire, K. M. (2011). Man of multiple identities: Complex individuality and identity intersectionality among college men. In J. A. Laker & T. Davis (Eds.), *Masculinities in higher education: Theoretical and practical considerations* (pp. 81-96). New York: Routledge.

Nicolazzo, Z., & Marine, S. B. (2015). "It will change if people keep talking": Trans* students in college and university housing. *Journal of College & University Student Housing*, 42(1), 160-177.

Winkle-Wagner, R. (2009). The perpetual homelessness of college experiences: Tensions between home and campus for African American women. *The Review of Higher Education*, 33(1), 1-36.

Due: Notes from the Field Memo Based on Selected Article or Reading Focused on the Gender Identity Development of Undergraduate College Students

Week Ten: November 8

Models of Sexual Identity Development

Textbook(s):

Moffat (1989) – Chapter 5, 6

Patton, Renn, Guido, & Quaye (2016) – Chapter 7

Articles(s):

None

Due: Notes from the Field Memo Based on Moffat (1989) - Chapters 5, 6

Week Eleven: November 15

No Class: Consider attending NASPA Region One Conference in Burlington, Vermont.

Week Twelve: November 22

No class: Fall Break.

Week Thirteen: November 29

Models of Moral Reasoning & Spiritual Identity Development

Textbook(s):

Patton, Renn, Guido, & Quaye (2016) – Chapters 9, 15

Article(s):

King, P. M., & Mayhew, M. J. (2005). Theory and research on the development of moral reasoning among college students. In J.C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (Vol. XIX, pp. 375-440). The Netherlands: Kluwer.

Mayhew, M. J., Rockenbach, A. N., & Bowman, N. A. (2016). The connection between interfaith engagement and self-authored worldview commitment. *Journal of College Student Development*, 57(4), 362-379.

Due: Notes from the Field Memo Based on Your Observations

Week Fourteen: December 6

Models of Cognitive-Structural Development

Textbook(s):

Moffat (1989) – Chapter 7

Patton, Renn, Guido, & Quaye (2016) – Chapters 14, 16

Article(s):

Love, P. G. & Guthrie, V. L. (1999). *Understanding and applying cognitive development theory*. New Directions for Student Services: Volume 88. San Francisco: Jossey-Bass. **[Nota Bene: Readings from this piece will be assigned in class.]**

Due: Notes from the Field Memo Based on Moffat (1989) – Chapter 7

Week Fifteen: December 13

Closing Thoughts: Putting our Theories Away Neatly . . . And Messing Them Up Again . . .

Textbook(s):

None

Article(s):

Bloiland, P.A., Stamatokos, L.C., & Rogers, R.R. (1994). Reform in student affairs: A critique of student development. Greensboro, NC: ERIC Counseling and Student Services Clearinghouse.

Evans, N. J., & Guido, F. M. (2012). Response to Patrick Love's "informal theory": A rejoinder. *Journal of College Student Development*, 53(2), 192-200.

Reason, R. & Kimball, E. (2012). A new theory-to-practice model for student affairs: Integrating scholarship, context, and reflection. *Journal of Student Affairs Research & Practice*, 49(4), 359-376.

Love, P. (2012). Informal theory: The ignored link in theory-to-practice. *Journal of College Student Development*, 53(2), 177–191.

Parker, C. A. (1977). On modeling reality. *Journal of College Student Personnel*, 18, 419-25.

Due: Notes from the Field Memo Based on Selected Article or Reading Focused on the Behavior of Student Affairs Professionals