ELPA 940 – College Student Development Theory

Syllabus   
University of Wisconsin – Madison

Spring 2014

 Rachelle Winkle-Wagner, PhD

Class Meeting Times and Location :

Tuesdays from 1:30-4:00 (291 Education Building) OR

Tuesdays 4:40-7:10 (L185 Education Building)

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Office Hours: By appointment. Please don’t hesitate to make one!!

Teaching Assistant: Courtney Luedke, Email: Cluedke@wisc.edu Office: 243 Education

Course Overview and Objectives

The aim of this course is to provide an introduction to identity that can either be applied to administrative practice or to research. Our goal is to become familiar with:

1. The concept of identity as it applies to college students;
2. The background and implications of three disciplinary frameworks for the study of identity:
   1. Psychological frameworks including the foundational student development theories and more recent advances;
   2. Sociological frameworks; and
   3. Political theory frameworks.
3. Applications of theories of identity for work in advising, teaching, mentoring, researching, and understanding colleges students.

Required Course Texts

Gutmann, A. (2003). *Identity in democracy.* Princeton, NJ: Princeton University Press.

Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). *Student development in college: Theory, research, and practice (2nd Edition).* San Franisco: Jossey-Bass.

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

Holstein, J.A. & Gubrium, J.F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York, NY: Oxford University Press.

Warnke, G. (2007). *After identity: Rethinking race, sex, and gender.* New York, NY: Cambridge University Press.

All other readings are available on Learn@UW course website.

Course Assignments

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| --- | --- | --- |
| Course Requirement | Percent of Course Grade | Due Date |
| Class Participation and Preparation | 10% | Ongoing |
| Discussant and Case Study | 25% | One time during the semester:   * Case study must be sent via EMAIL TO THE CLASS by Sunday at 5pm before you are to serve as a discussant * Discussant occurs during class |
| Final Project Proposal | 5% | February 25, 2014: Submit PAPER copy in class |
| Final Project Workshop – Peer Review Summary | 10% | March 25, 2014 by 5pm: Send your rough draft to your peer reviewer  April 1, 2014: Submit PAPER COPY in class during the workshop |
| Final Project Presentation | 5% | April 29, 2014 or May 6, 2014 in class |
| Final paper | 50% | FRIDAY, May 8, 2014 by 5pm: Submit ELECTRONICALLY to Learn@UW |

**Course Policies**

Written Assignments

Unless otherwise noted, all assignments must be typed, double-spaced, with one-inch margins, and 11-12 point readable fonts. All papers must follow the formatting, referencing and style of the *Publication Manual for the American Psychological Association* (6th Edition). It can be found in most libraries.

The references used in your written assignments should be scholarly. At times, it is appropriate to use sources from the popular media (e.g. Internet, newspapers, magazines, etc.), you should critically assess their worth and potential biases. Your citations should be primarily based on books, journal articles and other scholarly work. Do not cite work that you have not read. Please do not cite references in your bibliography that are not used in the text of the paper.

Attendance Policy

This is graduate school, and I expect you to want to come to class prepared to discuss the readings and actively participate. More than one absence is considered excessive and I have the discretion to require additional written assignments from you (e.g. due to sickness, personal issues, or family issues).

If you are absent for any reason, you have the option to write a memo to partially make up for lost participation points.

**Academic Honesty**

Academic honesty is the foundation of intellectual inquiry and academic pursuit. If you use the ideas of someone else or directly quote any part of a text, it needs to be cited. All students in this class will be held and are expected to hold each other to standards set forth by the University of Wisconsin Code Of Academic Integrity. If you have any questions about this, please talk to me and/or visit the following website to review the policy: http://students.wisc.edu/doso/acadintegrity.html

**Late Assignment Policy**

It is important that you can meet deadlines in graduate school and in your professional positions. Therefore, late assignments will typically lose 5 percentage points per day that they were late, even if just a few hours late or a minute late on the submission site. All deadlines for projects are specified in the syllabus. Assignments not completed three days past the deadline may not be able to be made-up. I do not allow extra credit.

**Life Happens Policy**

Although I will fully adhere to the late assignment policy, part of my teaching philosophy includes treating students holistically (as whole beings with complex lives). If for some reason you anticipate not being able to complete a requirement of this course by the specified deadline, contact me prior to the deadline to explain the circumstances. If you anticipate any conflicts now, contact me immediately to make arrangements. Do not contact me after a deadline has passed to explain why you did not make the deadline. Uncontrollable family or personal emergencies are, of course, exempted.

Mutual Respect and Consideration

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s prior experiences and viewpoints. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. Let’s only tell our own stories – not the stories of others.

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials related to gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions are welcomed.

\*\* A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact me as soon as possible.

**Religious holidays**

All attempts have been made to minimize conflict between this course and religious holidays.

\*\*If you notice that there is an assignment due on a religious holiday that you observe, please let me know as soon as possible and we can arrange an alternate date for the assignment to be submitted.

Assignments

**1. Class Participation and Preparation - 10% of your grade**

Thorough class preparation and participation are vital in the learning of course content. Your thoughtful preparation and participation will facilitate your own learning as well as the learning of your classmates. Therefore, your attendance and participation is extremely important. You will also be expected to contribute and participate in daily activities and discussions. Sometimes I may ask that you bring to class additional readings or materials to aid in class discussion.

Most students rarely miss, however, if a student misses three classes, regardless of circumstance, the student and I will meet to evaluate if that student can continue with the course. I reserve the right to withdraw a student from the course on the third or any subsequent absence. In cases of student transgressions, removal from the course, or additional procedures, may be instigated.

If you anticipate missing class for any reason other than a major illness, a religious holiday, or an extreme family emergency (e.g. the death of a family member), you should plan to write a 1-page memo summarizing the readings for the week that you missed in order to make up participation points.

**2. Discussant and Case Study – 25% of your grade: Submit a PAPER copy during class**

This assignment has two components: serving as a discussant for one of the readings in the class and authoring a practical case study so that students can apply the course material to work with students.

1. Discussant: One of the best ways to learn is to teach the material to other people. You will sign up to serve as the facilitator of the class for one reading (e.g., one article, one chapter of a book, etc.) during the semester. As the discussant of the class, it will be your job to know all the material for the week very well in order to compare the reading you are discussing to the others for that week. You will lead the class in a discussion of the reading for approximately 30 minutes (depending on how many are signed up for that week).

As the discussant you should:

* 1. Introduce or summarize the topics in the article, chapter, or reading (and please do be creative in how you approach this summary).
  2. Pose questions to the class or involve your colleagues in another way.
  3. Involve the class in a case study that you wrote (below).

1. Case study: Another excellent way to facilitate learning is to apply the course material. On the week that you serve as a discussant, you will author a 2-5 page (double-spaced) case study that helps to apply the theoretical ideas in the reading for which you are facilitating the class (e.g., the article, chapter, etc). This case study must be linked to advising, mentoring, teaching, or working with college students. The idea can come from your practice as a student affairs practitioner, teacher, or administrator if you have that experience. Or, the idea could come from news media such as mainstream news sources (television, radio), *The Chronicle for Higher Education, Diverse Issues,* or Insider Higher Ed (website). The case study must be sent to the class via email no later than Sunday at 5:00pm on the week before class meets (e.g., if class meets on Tuesday, you must send the case study by the Sunday two days before). This way your colleagues can review the case study before coming to class.

In the case study, be sure include the following:

* 1. Introduction of the actor or actors in the case.
  2. Introduction of the context or site of the case.
  3. Description of the problem or issue that relates to the theory or reading.
  4. Discussion questions to help stimulate class discussions and thinking

**3. Final Project – All portions = 65% of your grade**

# The Final Project .

# You should think about your future goal. If you want to become a scholar/faculty member/researcher, you should choose to be involved in the “research track” for this project. If you want to become a practitioner/administrator, you will be involved in the “practitioner track” for this project. If you really are not sure of your future plans, I would recommend doing the Practitioner Track because it will be more likely to help you regardless of your goals. This project is bifurcated as follows:

FOR STUDENTS WHO WANT TO BECOME RESEARCHERS/FACULTY/SCHOLARS (called the “Researcher Track”): This project will be about using one of the theoretical approaches (psychological, sociological, political theory) and then applying a specific theory or set of theories to a research problem. This paper is a draft of a paper that could be publishable, once it was revised. You may choose to do a literature review of research that used that particular approach and theory or theoretical framework. Or, if you already have data or are planning to collect data, you may choose to analyze that data using a particular theory to see how it shifts the findings. In this case, you would write an empirical paper with an introduction, literature review, research design, findings, and discussion sections. Think of this as 20-25 page paper in its final form.

Note: If you think that you might want to publish from the data you collect in class, you should immediately see me about getting IRB approval.

FOR STUDENTS WHO WANT TO BECOME PRACTITIONERS/ADMINISTRATORS (called the “Practitioner Track”): This project will be a chance for you to apply your own practice or current events in students affairs or higher education administration to the theories we are exploring in class. You will choose on of your colleague’s case studies from class from their discussant session (and you will cite the person!) or, you will find an already published case study to use. You cannot use your own case study!!

Based on the case study that you choose, you will proceed as follows:

1. Summarize the case study.
2. Choose 2-3 theories or approaches to use from the class. Provide a brief overview of each of the theories with appropriate literature from class and from outside sources.
3. Analyze the case study using each of the theories. Compare and contrast how your approach to the case would shift based on the different theories.
4. At the end of the paper, make an argument for which theory you think is most appropriate, given the situation in the case study.

The final project requirements are as follows:

1. Proposal - 5% of your grade

The first step is to plan which track you will take and the way you will proceed with the project. The proposal is a blueprint of goals, objectives, and activities to be achieved this semester and in the future. The more you submit during this phase of the project, the more feedback you will receive and this is likely to help you to improve your work.

You should summarize what you plan to do in the final paper, offer some narrative or outline of the paper, and give a timeline for how you will complete the project. Finally, you should have collected at least 5 of the outside (in addition to class readings) references you plan to use so that I can check these to be sure that they are appropriate sources for the project.

1. Workshop and peer review – 5% of your grade

Toward the end of the semester, one class session will be dedicated to getting the rough draft of your final paper reviewed by at least one colleague in the class. We will identify pairs for this assignment the week before the workshop and then the workshop will proceed as follows:

1. You should send your peer reviewer a draft of your paper at least one week before the workshop. Your peer reviewer will write you a memo or set of comments to help you revise the paper.
2. You will submit a paper copy of your peer review of one of your colleague’s papers to me on the day of the workshop.
3. You should plan to bring a nearly completed draft of the paper to class. During the workshop, you will meet with your peer reviewers and with at least one other colleague in class to talk through your revisions to the paper. I will also use this time to skim through papers and give feedback to you on your paper.

1. Final Project Presentations – 5% of the assignment grade

At the end of class, we will have a conference where we attempt to provide a model for how practitioners and researchers can communicate with one another. You will present your full Final Project, outlining your track, how you proceeded, your findings or arguments, and what you learned. This will be approximately a 7-10 minute presentation, depending on the size of the class. Part of this presentation is a way for practitioners and researchers to begin to communicate with one another about college student identity issues in higher education. In the presentation, you should:

* 1. Describe your goals, experiences, actions, and findings.
  2. Give an overview of the approach(es) and theory(ies) that you used and why you chose these.
  3. Take special care to explain what you did in a way that explicitly speaks to the opposite track (e.g., if you were on the practitioner track, you are speaking to the researchers; if you were on the researcher track, you are speaking to practitioners!!).
  4. Be ready to receive feedback from the track to which you are speaking regarding how you did in your communication to them.

1. **Final paper – 50% of your grade**

The final paper will be a 20-25 paper that either presents an analysis of a case study, using different theories or theoretical approaches (practitioner track) or it will be a literature review or empirical research study using one of the theories or theoretical approaches as a framework for the study (researcher track).

**Grading Criteria**

Each written assignment will be graded on the following criteria:

* Organization and development of ideas
* Synthesis of material (i.e. ability to synthesize readings or sources)
* Writing quality
* Soundness of analysis
* Writing style: formatting, reference, and style

Final grade assessment will use the following guidelines:

A Outstanding/Excellent achievement. Unusually complete or very thorough command of the course content; exceptionally high level of scholarship.

A/B Very good achievement. Thorough command of course material.

B Good achievement. Solid, acceptable performance.

B/C Fair achievement. Acceptable performance

C Not wholly satisfactory achievement. Marginal performance on some aspects

of the course requirements.

C/D Marginal achievement. Minimally acceptable performance on course assignments.

**COURSE SCHEDULE**

B – Required books for class; LUW – Learn@UW Course Website

**Class meeting 1 – January 21, 2014 – Introduction to the Course and Three Perspectives of Identity**

***Required Readings:***

LUW and IN-CLASS - P.J. Burke (2003). Introduction. In P.J. Burke, T.J. Owens, R.T. Serpe, & P.A. Thoits. (Ed.)., *Advances in identity theory and research*. New York, NY: Kluwer Academic /Plenum Publishing Corporation, 1-10.

***Topics:***

* Introduction to the course
* Introduction to the concept of identity
* Exploring three approaches to the study of identity

**Class meeting 2 – January 28, 2014 – Introduction to College Student Identity Development**

***Discussant(s):***

***Required Readings:***

B - Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). Part one: Understanding and using student development theory. *Student development in college: Theory, research, and practice (2nd Edition).* San Franisco: Jossey-Bass, 1-40.

B - Jones, S.R. & Abes, E.S. (2013). Situating ourselves in the study of identity. *Identity development of college students: Advancing frameworks for multiple dimensions of identity.* San Francisco: Jossey-Bass, 1-18.

B - Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). Part two: Foundational theories. *Student development in college: Theory, research, and practice (2nd Edition).* San Francisco: Jossey-Bass, 41-152.

***Topics:***

* What is student development theory?
* Considering how we relate to the study of identity
* Introduction to foundational theories of college student development theory

**Class meeting 3 – February 4, 2014– Psychological Identity Models and Foundational Theories of College Student Development**

***Discussant(s):***

***Required Readings:***

B - Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). Part two: Foundational theories. *Student development in college: Theory, research, and practice (2nd Edition).* San Francisco: Jossey-Bass, 41-152.

B - Jones, S.R. & Abes, E.S. (2013). Situating the study of identity in the evolution of student development theory. *Identity development of college students: Advancing frameworks for multiple dimensions of identity.* San Francisco: Jossey-Bass, 19-46.

LUW - King, P. M. (2009). Principles of development and developmental change underlying theories of cognitive and moral development. *Journal of College Student Development*, *50*(6), 597-620.

*Topics:*

* Psychosocial identity development
* Chickering’s Theory of identity development
* Perry’s theory of intellectual and ethical development
* Moral development theory
* Kolb’s theory of experiential learning

**Class meeting 4 – February 4, 2014 - – Integrative theories of college student development**

***Discussant(s):***

***Required Readings:***

B - Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). Part three: Integrative theories. *Student development in college: Theory, research, and practice (2nd Edition).* San Francisco: Jossey-Bass, 153-226.

LUW - Renn, K.A. (2004). The ecology of multiracial identity on campus – An analytic framework. *Mixed race student in college: The ecology of race, identity, and community on campus.* Albany, NY: State University of New York, 27-52.

LUW - Renn, K. A. (2003). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development*, *44*(3), 383-403.

LUW - Magolda, M. B. B. (2008). Three elements of self-authorship. *Journal of College Student Development*, *49*(4), 269-284.

LUW - Magolda, M. B. B. (2009). The activity of meaning making: A holistic perspective on college student development. *Journal of College Student Development*, *50*(6), 621-639.

*Topics:*

* Ecological approaches
* Self-authorship
* Faith and spiritual development
* Transition theory

**Class meeting 5 – February 11, 2014 – Social identity development**

***Discussant(s):***

***Required Readings:***

B - Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). Part four: Social identity development . *Student development in college: Theory, research, and practice (2nd Edition).* San Francisco: Jossey-Bass, 227-327.

B - Evans, N.J., Forney, D.S.., Guido, F.M., Patton, L.D., & Renn, K.A. (2010). Part five: Concluding reflections . *Student development in college: Theory, research, and practice (2nd Edition).* San Francisco: Jossey-Bass, 347-359.

LUW - Pope, R. L., Mueller, J. A., & Reynolds, A. L. (2009). Looking back and moving forward: Future directions for diversity research in student affairs. *Journal of College Student Development*, *50*(6), 640-658.

*Topics:*

* Social identity
* Racial identity
* Ethnic identity
* Multiracial identity
* Sexual identity
* Gender identity

**Class meeting 6 – February 18, 2014 – Multiple dimensions of identity**

***Assignment Due:*** Final project proposal due next week!

***Discussant(s):***

***Required Readings:***

B - Jones, S.R. & Abes, E.S. (2013). Section two: Multiple identities and models. *Identity development of college students: Advancing frameworks for multiple dimensions of identity.* San Francisco: Jossey-Bass, 47-122.

LUW - Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, *48*(1), 1-22.

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| LUW - Jones, S. R., & Abes, E. S. (2004). Meaning-making capacity and the dynamics of lesbian college students' multiple dimensions of identity. *Journal of College Student Development*, *45*(6), 612-632. |  |

*Topics:*

* Multiple dimensions of identity
* Intersecting identities

**Class meeting 7 – February 25, 2014 – Sociological Identity, Pragmatism, and Symbolic Interactionism**

***Assignment Due:*** Final Project Proposal due IN CLASS (paper copy)

***Discussant(s):***

***Required Readings:***

B - Holstein, J.A. & Gubrium, J.F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York, NY: Oxford University Press, 3-37.

LUW - Winkle-Wagner, R. (2012). Self, college experiences, and society. *College Student Affairs Journal, 30(2).*

LUW - Hogg, M. A., Terry, D. J., & White, K. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social psychology quarterly*, 255-269.

LUW - Burke, P. J., & Reitzes, D. C. (1981). The link between identity and role performance. *Social Psychology Quarterly*, 83-92.

LUW - Stryker, S., & Serpe, R. T. (1982). Commitment, identity salience, and role behavior: Theory and research example. In *Personality, roles, and social behavior.* Springer New York, 199-218.

LUW - McCall, G.J. (2003). The me and the not-me: Positive and negative poles of identity. In P.J. Burke, T.J. Owens, R.T. Serpe, & P.A. Thoits. (Ed.)., *Advances in identity theory and research*. New York, NY: Kluwer Academic /Plenum Publishing Corporation,11-25.

*Topics:*

* Differences between psychological and sociological models of identity
* Multiple identities
* Mead’s identity framework
* Stryker’s structural symbolic interactionism
* Commitment, identity salience, role choice

**Class meeting 8 – March 4, 2014 – Structural Symbolic Interactionism and Sociological Identity**

***Discussant(s):***

***Required Readings:***

LUW - Thoits, P. A. (2003). Personal agency in the accumulation of multiple role-identities. In P.J. Burke, T.J. Owens, R.T. Serpe, & P.A. Thoits. (Ed.)., *Advances in identity theory and research*. New York, NY: Kluwer Academic /Plenum Publishing Corporation, 179-194.

LUW - White, C. L., & Burke, P. J. (1987). Ethnic role identity among Black and White college students: An interactionist approach. *Sociological Perspectives*, 310-331.

LUW - Aries, E., & Seider, M. (2005). The interactive relationship between class identity and the college experience: The case of lower income students. *Qualitative Sociology*, *28*(4), 419-443.

LUW - Winkle-Wagner, R. (2009). *The Unchosen Me: Race, gender and identity among Black women in college,* 1-24; 93-114; 134-165.

*Topics:*

* Stryker’s adaptation of Mead’s identity framework
* Applications of sociological identity frameworks

**Class meeting 9 – March 11, 2014 - Postmodern Identity within Sociological Frameworks**

***Discussant(s):***

***Required Readings:***

B - Holstein, J.A. & Gubrium, J.F. (2000). *The self we live by: Narrative identity in a postmodern world*. New York, NY: Oxford University Press, 38-231.

*Topics:*

* Pragmatist motions of identity
* Constructionist identity accounts
* Narrative identity

**Class meeting 10 –March 18, 2014 - Critical Theoretical Frameworks for Identity and Multiple Identities**

***Assignment Due:*** Draft of Final Paper due to peer reviewer next week!!

***Discussant(s):***

***Required Readings:***

LUW - Jones, S.R. & Abes, E.S. (2013). Critical theoretical frameworks and multiple identities. *Identity development of college students: Advancing frameworks for multiple dimensions of identity.* San Francisco: Jossey-Bass, 123-212.

LUW - Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex Roles*, *59*(5-6), 377-391.

LUW - Ashmore, R. D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological bulletin*, *130*(1), 80.

LUW - Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford law review*, 1241-1299.

LUW - Jones, S. R. (2009). Constructing identities at the intersections: An autoethnographic exploration of multiple dimensions of identity. *Journal of College Student Development*, *50*(3), 287-304.

*Topics:*

* Intersectionality
* Critical race theory
* Queer theory

**Class meeting 11 – March 25, 2014 – Political Theory, Identity Groups, and Democracy Political Theory and Identity Groups**

***Assignment due:*** Send a draft of your Final Paper to your peer reviewer by 5pm!!

***Discussant(s):***

***Required Readings:***

LUW - Huddy, L. (2001). From social to political identity: A critical examination of social identity theory. *Political Psychology*, *22*(1), 127-156.

B - Gutmann, A. (2003). *Identity in democracy.* Princeton, NJ: Princeton University Press, 1-116.

***Topics:***

* Comparing sociological and political theories of identity
* Identity within democratic structures

**March 18, 2014 – SPRING BREAK – NO CLASS!!!**

**April 1, 2014 – WORKSHOP WEEK**

***Assignment due:*** Peer reviewer comments due IN CLASS (paper copy); Bring copy of your own paper to class; Be ready to review colleagues’ papers!

**Class meeting 12 – April 8, 2014 – Political Theory, Identity Groups, and Democracy**

***Discussant(s):***

***Required Readings:***

B - Gutmann, A. (2003). *Identity in democracy.* Princeton, NJ: Princeton University Press, 117-212.

***Topics:***

* Political theories of identity
* Identity within democracy
* Political groups
* Connecting identity in democracy to college students

**Class meeting 13 - April 15, 2014 – Rethinking race, sex, and gender identity**

***Discussant(s):***

***Required Readings:***

B - Warnke, G. (2007). *After identity: Rethinking race, sex, and gender.* New York, NY: Cambridge University Press.

*Topics:*

* Rethinking identity based on race, sex, and gender
* Postmodern representations of identity within political theory
* Identification and identity

**Class meeting 14 - April 22, 2014 – Educational Applications of Identity Theories**

***Discussant(s):***

***Required Readings:***

LUW - Jones, S.R. & Abes, E.S. (2013). Section four: Educational applications and future directions. *Identity development of college students: Advancing frameworks for multiple dimensions of identity.* San Francisco: Jossey-Bass, 213-288.

LUW - Stryker, S., & Burke, P. J. (2000). The past, present, and future of an identity theory. *Social psychology quarterly*, 284-297.

LUW - Tatum, B. D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. *Harvard Educational Review*, *62*(1), 1-25.

LUW - Magolda, M. B. B., & King, P. M. (Eds.). (2004). *Learning partnerships: Theory and models of practice to educate for self-authorship*. Herndon, VA: Stylus Publishing, LLC, Xvii – 62.

LUW - Strayhorn, T. L. (Ed.). (2013). *Living at the intersections: Social identities and Black collegians*. (Introduction and conclusion only).

***Topics:***

* Applications of models and theories of identity in educational contexts
* Future directions of identity theories in psychology, sociology, and political theory
* Comparing between identity theories in psychology, sociology, and political theory

**Class meeting 15 – April 29, 2014 – Class Presentations**

**Class meeting 16 – May 6, 2014 – Class Presentations**

**FINAL PAPER DUE THURSDAY, May 8, 2014 by 5:00pm**