Course Change Proposal
Form A

Academic Group (College):
College of Health and Human Services

Academic Organization (Department):
Social Work

Date:
04/1/11

Type of Course Proposal:
New ___ Change x ___ Deletion ___

Department Chair:
Dr. Robin Kennedy

Submitted by:
Chrys Barranti

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No x ___

For Catalog Copy: Yes x___ No ___

CCE (Extension): Yes ___ No X

Semester Effective:
Fall x___ Spring , 2011___

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):
SWRK 196A

Change from:

Subject Area (prefix) & Catalog Nbr (course no.):
SWRK 196A

Title:
Exploration of Veteran Studies: An Ethnographic Approach

Units: 3

Change to:

Subject Area (prefix) & Catalog Nbr (course no.):
SWRK 191

Title:
Exploration of Veteran Studies: An Ethnographic Approach

Units: 3

JUSTIFICATION:

The course was offered as an experimental course in the Fall, 2010. It was very well received. California Veterans are returning from combat experience in high numbers. In fact, California is home to more veterans than any other state in the nation. With the advent of Gov. Schwarzenegger's 2006 Troops to College Initiative, Sacramento State has become a veteran's destination campus and is now home to one of California's largest student veteran populations (600 student veterans). Transition and readjustment issues faced by veterans returning from combat to higher education are a critical priority for veterans and their college campuses. Special outside funding has been generously provided to support a course in which students are introduced qualitative and ethnographic literature and research articles in veterans’ studies through an ethnographic lens. This is a learning through doing course in which students learn not only the ethnographic approach to research, but learn about issues, needs, challenges facing OEF and OIF veterans as they transition form combat to civilian life. Students will be able to identify gaps in the literature, identify topics for future research and be able to write an analytical literature review. This course fits well within the Division of Social Work as the work of developing vibrant learning communities and improving goodness of fit in the person and environment context are fundamental professional objectives.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspl.htm - Guidelines for Catalog Course Description

Through the review of ethnographic works, qualitative research articles and other significant recent literature on veterans’ issues, students are introduced to the qualitative research process. Most significantly students simultaneously gain knowledge of the issues and challenges faced by veterans returning from combat as they transition to civilian life as well as best practices in supporting positive transitions from combat to civilian life. Students will develop analytical thinking skills and writing skills for preparing literature reviews.
**Prerequisite:**
Enforced at Registration: Yes X No GWAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M/W; or 4-unit placement in ENGL 109M/W and co-enrollment in ENGL 109X; or WPJ score 70/71 and co-enrollment in ENGL 109X)

**Corequisite:**
Enforced at Registration: Yes No x

**CAN** (California Articulation Number):

<table>
<thead>
<tr>
<th>Graded: Letter</th>
<th>Credit/No Credit</th>
<th>Instructor Approval Required?</th>
<th>Yes X No x</th>
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**Course Classification (e.g., lecture, lab, seminar, discussion):**
Lecture and discussion C-02

**Title for CMS (not more than 30 characters):**
Exploring Veteran Studies

**Cross Listed?**
Yes X No X

If yes, do they meet together and fulfill the same requirement, and what is the other course.

**How Many Times Can This Course be Taken for Credit?** once

**Can the course be taken for Credit more than once during the same term?** Yes No X

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GE Writing Intensive
petition pending
approval of course proposal.

~Janett
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at http://www.csus.edu/aca/f/example.htm

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

For whom is this course being developed?
Majors in the Dept _____ Majors of other Depts _____ Minors in the Dept _____ General Education X ____ Other ____

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No __X__
If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No X __
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ____________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>4-21-11</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>4-21-11</td>
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<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mall zip 6016. An electronic copy must also be sent.
DIVISION OF SOCIAL WORK
Social Work 196A

Exploration of Veteran Studies: An Ethnographic Approach

Schedule: Tuesdays and Thursdays: 1:30 – 2:45 pm
Classroom: 134 Calaveras Hall

Instructor: Chrys C. Ramirez Barranti, PhD., MSW
Office: 4011 Mariposa Hall
Phone: 916.278.7183
Email: cbarranti@csus.edu
Office hour: Mondays: 3:00-5:00 pm; Tuesdays and Thursdays: 3:00pm to 4:00 pm and gladly by Appointment

Course Description

This course provides a purposeful opportunity for students to develop an introductory understanding of the process of ethnographic research through a focused examination of issues for veterans transitioning from combat to civilian life. This way of knowing and exploring is an exceptionally congruent approach for understanding and applying the social work perspective of the Person-in-Environment. While the experience of Veterans from past wars is included, the focus of the literature and research is on veteran of the current wars: Operation Iraqi Freedom and Operation Enduring Freedom. Through the review of ethnographic works, qualitative research articles and other significant recent literature on veterans’ issues, students are introduced to the qualitative research process. Most significantly students simultaneously gain knowledge of the issues and challenges faced by veterans returning from combat as they transition to civilian life as well as best practices in supporting positive transitions from combat to civilian life. The course focuses on the development of analytical and critical thinking and writing skills so necessary for reviewing a body of literature. As a result students will not only build a knowledge and understanding of issues and challenges faced by veterans, but will develop analytical writing skills necessary to identify gaps in the research on veterans, identify new areas of inquiry/study, and become informed consumers of research. This course is a university Writing Intensive course and students will be asked to write at least 5,000 words of analytical writing throughout the semester.

Course Objectives

1. Students will demonstrate introductory knowledge of ethnographic research process as it relates to veterans experiences as a way of knowing-assessing and exploring from the Person-in-Environment Social Work Perspective (evaluated by written, in class exercises, in class discussion, conducting an interview, fieldnote taking, analysis of data, and analytic commentary)
2. Students will apply critical thinking and writing skills in the reviews of ethnographic works, qualitative research articles and other significant recent literature on veterans issues that may come from several disciplines such as psychology, psychiatry, military science, family studies, medicine and social work (evaluated by analytic reviews of journal articles, reading response forms, reading journal, ethnographic book commentary, and anthology project).
3. Students will apply analytical thinking skills in reviewing a body of literature from several disciplines such as psychology, psychiatry, military science, family studies, medicine and social work in order to identify and diagnose gaps, critically evaluate research methodology and findings and identify areas of further inquiry/study (evaluated by analytic reviews of journal articles, reading response forms, reading journal, ethnographic book commentary, and anthology project).
4. Students will demonstrate mastery of analytical writing skills in the social sciences (evaluated by analytic reviews of journal articles, reading response forms, reading journal, ethnographic book commentary, and anthology project).
5. Students will apply knowledge and research skills in conducting literature searches using electronic library resources and to discover and utilize resources on the internet with appropriate search engines and strategies (evaluated by analytic reviews of journal articles, reading response forms)
6. Students will demonstrate understanding of ethical issues in social research in reviewing research articles and in the construction of their own research questions and data gathering (evaluated by analytic reviews of journal articles, conducting interviews and fieldnote taking)
7. Students will apply knowledge of veterans issues and challenges in readjustment transitioning from combat to civilian life (evaluated by written in class exercises, in class discussion, conducting an interview, fieldnote taking, analysis of data, analytic commentary, anthology project).
8. Students will apply knowledge of best practices in supporting veterans’ positive transitions from combat to civilian life (evaluated by in class discussion; anthology project).

Required Texts

Companion website: www.bedfordstmartins.com/fieldworking3e
2. Ethnographic or autoethnographic work for reading with a reading group (see list at end of syllabus. This is also available on the SacCT webpage.

3. Reading Packet of research articles and other readings on veteran studies available on course Sac CT web page.

**Suggested Resources**


**Suggested Supplies**

- Digital voice recorder (recommend DragonSpeak edition)
- Double-entry Notetaking Worksheets (download at www.bedfordstmartins.com/fieldworking3e)
- Binder for Research Portfolio

**Course Format**

Class sessions are composed of lectures, classroom discussion, and skill building exercises. In addition to lectures, students will be asked to share their own experiences, knowledge, and opinions within the frameworks and concepts presented in class. Active participation in class discussion and class assignments is essential as this is a “hand-on” course. Students will be learning through doing as they read, discuss, apply critical thinking skills, analyze literature and write analytical papers. Foremost, students will be involved in fieldwork learn to be active ethnographers as they develop and implement a field study of their own.

**Course Requirements**

- **Be A Participant** – Participating fully in this class will enrich your learning experience. It will also count toward your grade. This includes actively participating in class discussions, in class group presentation work, role plays and exercises, and class attendance

- **Be Committed**—Professional and personal growth is a critical aspect of becoming a leader in one’s fielder. Be open and willing to engage in the journey both academically and personally.

- **Be Prepared** - Reading assignments shall be completed prior to the start of class.

- **Be Patient and Supportive** – Beginning a new class may cause you or your classmates some initial nervousness or apprehension. It is important that class members are patient and supportive of each other. Providing encouragement and support creates an atmosphere of trust and confidence. Such an atmosphere makes risk-taking possible and even exciting.

- **Be Respectful** – Students are expected to be considerate and respectful toward their classmates and instructor. The instructor welcomes and encourages you to speak-up and actively participate in class discussions and exercises. The instructor will not tolerate any student disrupting the class. A student is considered disruptive when he/she engages in behavior in the classroom that interferes with the process of teaching and learning. If any student persists in disrupting the class, points will be subtracted from his/her grade.

- **Be Present**—Please turn off or silent your cell phones. Accepting or placing calls or text messaging during class is not acceptable. Surfing the web on your computers is also not acceptable.

**Attendance is Essential**

Attendance is required to all class sessions. A student who is absent for more than one class session shall notify the instructor.

1. A roll sheet will be circulated at the beginning or end of each class.
2. It is the student's responsibility to sign-in on the attendance sheet.
3. Students who are repeatedly late or repeatedly leave class early will have points deducted from their final grade (Up to 10 points...
off the final grade).

4. Any student **missing Three (3) class sessions** will result in a one-letter grade reduction in student’s final course grade (i.e., Grade of “A” can drop to “B”; Grade of “B” can drop to “C”).

5. **Four or more absences (excused or unexcused), will result in the student receiving a final course grade of FAIL [F].**

**Course Evaluation and Grading**

Student preparation and participation are integral parts of this learning process so both written work and participation in class discussions and exercises are the basis for evaluating performance.

**Writing Assignments:** The following criteria are used to evaluate assignments:

- **Excellent performance (A level work):** The paper clearly communicates an understanding of the topic under discussion. It is well organized; ideas are fully developed and discussed. It is written in a clear and concise fashion with little ambiguity. It also makes clear references to sources, and shows that the writer has thought carefully about the topic. There are no grammatical, spelling or syntax errors. The references are used appropriately and are in the proper APA format.

- **Above Average performance (B level work):** The paper contains some but not all of the strengths described in the A level work. It is also a well-written paper, but the examples are less specific, clear, or appropriate than those in the A essay. There are very few grammatical, spelling or syntax errors.

- **Average performance (C level work):** As with the A and B papers, the paper is organized around the assigned topic and directly discusses the topic. Yet, it is organized in a less clear and concise manner. Transitions are weak and there is repetitiveness and poorer use of examples. The paper communicates the basic information, but not in as clear, effective or persuasive fashion. There may be several grammatical, spelling or syntax errors.

- **Below average performance (D level work):** The paper is too general; it lacks direct and specific focus on the topic. It is poorly organized and does not provide documentation and support for the topic. It is difficult to follow the information and argument that is being presented. It also may have numerous grammatical, spelling or syntax errors.

- **All writing assignments shall be typed, double-spaced, and have one-inch margins. Font (typeface) size shall be 12 point. APA format is to be used in this course.**

- **Late Paper Policy:** All writing is due at the beginning of class on the day assigned. No late papers will be accepted, unless there are extraordinary circumstances and prior approval has been given by instructor. When a late paper approval is given by the professor, not that such assignments lose 5 points for each calendar day past due.

- **Always keep a copy of each assignment you submit to the instructor.**

**Support for Writing Assignments Available**

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras Hall, Room 128. The University Writing Center can help you at any stage in your reading and writing processes; coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Writing Center website at www.csus.edu/writingcenter.

**A Note on Plagiarism**

At CSUS, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one’s own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.
Sometimes students become confused on what is or is not plagiarism. Please feel free to talk with me about any concerns you may have BEFORE turning in the written assignment.

Student with Special Learning Needs
The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD).

Course Assignments and Grading

1. **Analytic Reviews of Four Journal Articles (4 articles x 2 pages each):** Over the course of the semester, students are asked to identify five ethnographic journal articles related to veterans studies. For each article, you will write an annotated bibliography style synopsis and a brief review according to guidelines provided by the professor. A model to guide analytical thinking and writing is presented in class and available on SAC CT. You will need to attach your written review to a hard copy of the article to turn-in. You will also present your articles in class.
   - 4 Articles x 2 pages each..........................8 pages
   - Due Dates : 10/07 ; 10/19 ; 11/02 ; 11/18
   - 50 pts

2. **Analytic Review of an Ethnographic or AutoEthnographic Book:** Students will select a book of their choice from the reading list to be read collectively in a reading discussion group of two to three students each. Students will be keeping a Reading Journal as they note significant etic and emic perspectives. At least 4 entries should be made, although you can make more. These will be collected and reviewed throughout the semester. A short analytical paper will be written. Book groups will share their readings with the larger class.
   - Reading Journal (4 entries x 2 pages each)........8 pages
   - Entries by: 9/23; 10/14; 10/21; 11/04
   - Analytical Paper ..................................5 pages
   - Due: 11/09
   - 50 pts.

3. **Interview and Analytical Commentary:** In this assignment you will learn to listen and record the perspective of your informant. Prepare for your interview by conducting background research and field observations and by writing interview questions. Make sure to test your interview equipment and rehearse your interview questions with a research partner. You may wish to use a cultural artifact to help focus your interview. Throughout your work with your informant you are asked to keep fieldnotes. After the interview, you will transcribe the recording and conduct a content analysis to identify emerging themes. A five page analytical commentary will be written to discuss your findings.
   - Fieldnotes .............................................TBA pages
   - Analytical Commentary..............................5 pages
   - Due: 1/30
   - 50 pts

4. **Anthology Submission:** In this assignment you will synthesize and integrate your research, book analysis, interview analysis and learnings across the semester. This culminating assignment will be published in a class anthology. You may choose a creative medium such as a short story, a poem, or a song. Likewise, you may want to produce an art project, a video or slide show. A short 2 to 3 page narrative discussing your anthology project completes the assignment.
   - Descriptive Narrative...............................2 – 3 pages
   - Class Anthology Share: 12/07 & 12/09
   - Final Anthology Project and Descriptive Narrative Due: 12/16
   - 50 pts

5. **Reading Response Forms:** Students are encouraged to use the reading response form for readings for each class session. While use of the reading response form is not required, it is highly recommended. The form may help students to apply analytical and critical thinking skills to the required readings. The form is available on SacCT and at the end of this syllabus.

Grading scale is shown below. Keep in mind that your final grade will be determined by the total score you would earn through all the required assignments by the class.

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<tr>
<th>Final Grade</th>
<th>Total Score</th>
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<td>A</td>
<td>200 - 188</td>
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Course Outline

Please bring all assigned readings/texts to each class session.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>Week 1</td>
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</table>
| 8/31   | Introduction and Overview of the course  
        | Building a Classroom Community |
| 9/02   | Entering the Field of “Veterans”  
        | What is Ethnographic Research?  
        | The Working Research Portfolio  
        | Field Writing and Establishing Voice |
| Readings: | From the READINGS FOLDER on SAC CT  
           | Reading One: Roll With It  
           | Reading Two: The Hardest Letter To Write |
| Assignments Due: | Complete Reading Response Forms for each reading |
| Week 2 |                     |
| 9/07   | A Social Work Perspective-Ecological Perspective  
        | And Veterans Studies  
        | The Person-in-Environment Framework  
        | Resiliency Perspective  
        | Form Ethnographic Book Groups |
| Readings: | Fieldworking: Chapter 1: pp. 3-44 |
| 9/09   | Go to Coalition for Iraq & Afghanistan Veterans  
        | Explore the site and READ information under the Veterans Issues Tab.  
        | Reading Three: Hard-wired to bounce back |
| Guest Speaker: | CPT Lance Friis on Military Culture  
| Readings: | Fieldworking: Chapter 1: pp. 44-54  
            | Reading Four: Strong in Mind and Body |
   Follow the tabs reading through the 4 parts:
   - Introduction & What Is Resilience?
   - Resilience Factors & Strategies
   - 10 Ways to Build Resilience
   - Learning From Your Past
   - Strong & Flexible
   - Places To Look For Help / Continuing On Your Journey

4. Go to Real Warriors Real Battles Real Strength at http://www.realwarriors.net/active/treatment/resilience.php and Read Build
   Resilience to Maximize Mission readiness

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<th>Week 3</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tr>
<td></td>
<td>Military Culture</td>
<td>1. Complete Online Workshop: Course 116: Military Cultural Competence (See SacCT for Link)</td>
<td>1. Print out Certificate of Completion of Military Cultural Competence and turn it in</td>
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<td></td>
<td>Understanding FieldWriting</td>
<td><a href="http://www.deploymentpsych.org/training/training-catalog/military-cultural-competence">http://www.deploymentpsych.org/training/training-catalog/military-cultural-competence</a></td>
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<td>9/14</td>
<td>Notetaking &amp; Keeping a Notebook</td>
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<th>Week 4</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td></td>
<td>Double-Entry Notes</td>
<td>2. Go Service Members Legal Defense Network</td>
<td>3. Complete a Reading Response to the Military Stories on the SLDF site</td>
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<td>Identifying a Field Site</td>
<td><a href="http://www.sldn.org/pages/about-dadt">http://www.sldn.org/pages/about-dadt</a></td>
<td>First Book Discussion Session</td>
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<td>9/21</td>
<td></td>
<td>Review the tabs:</td>
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<tr>
<td></td>
<td></td>
<td>- About Don’t Ask Don’t Tell;</td>
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<td>- Legal Issues.</td>
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<td>- Military Stories and Choose 3 Stories and read</td>
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<th>Week 5</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tr>
<td>9/28</td>
<td>Positioning</td>
<td>2. Fieldworking: Chapter 3: 141-174</td>
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<td>Ethics of Fieldworking</td>
<td>Chapter 1: Qualitative vs Quantitative Reviews on SAC CT</td>
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<td>Reading Artifacts</td>
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| 9/30   | Readings                                                                                   | Assignment Due |
|        |                                                                                           | 1. Complete Reading Response Form for Reading # 2 |


Week 6
10/05
Researching People—Reaching for Understanding the Veteran’s Experience
Interviewing & Learning How to Listen
Establishing Rapport
Taping and Transcribing

Readings:
1. Fieldworking Chapter 5: pp. 237-252
2. Marines pour resources into mental health care (on Sac CT).

Assignments Due:
1. Reading Response Form for Reading #3 (Zoellner, et al)
2. Journal Article # 1 Analytical Paper Due (2 pages)

10/07
Operation Homecoming Video

Readings:

Assignments Due:
1. Reading Response Form for Reading # 1 (Pietrzak, et al)

Week 7
10/12
Guest Speaker: Tresa Jones, LCSW on Women Veterans

Women in the Military
Informant’s Perspective
Analyzing Literature
Lioness

Readings
   And read background for viewing the film Lioness
   Read Tabs: Team Lioness
   and Read Interviews with at Least 2 of the soldiers.
   Read: Tab: Women in Wartime
2. Article: Selecting a Topic for Literature Review (on SAC CT)
3. Fieldworking Chapter 5: pp. 252-271

Assignments Due:
1. Complete a Reading Response for your readings of the Team Lioness member interviews
2. Complete a Reading Response Form Reading # 4 (Street & Stafford)

10/14
Lioness—Video

Reading Discussion Groups Today

Readings:
1. Quantitative and Qualitative Research on SAC CT
2. Examining Qualitative Research on SAC CT

Assignments Due:
1. Complete Reading Response Form for Reading #4 (Fitzgerald)

2. Complete Reading Journal Entry for today’s discussion

Operation Homecoming Video

Week 8
10/14
Working with Oral Histories
Families of Veterans
Vets Suicide Epidemic at
tt://www.cbsnews.com/video/watch/?id=3498534n&tag=related:photovideo

Readings:
1. Fieldworking Chapter 5, 272-306

Assignments Due:
1. Journal Article # 2 Analytical Paper Due (2 pages)
2. Complete Reading Response Form for Reading # 2 (Chapter 1)

10/21
Reading Discussion Groups Today
Readings:
• Kaufman, L. (2008). After war love can be a battlefield. New York Times, April 6, 2008 on SacCT
• Visit the Veterans History Project and listen to at least one interview of a veteran from the Iraqi or Afghanistan wars

Assignments Due:
4. Complete Reading Journal Entry for today’s discussion

Week 9
Ethnography and Media
Guest Speaker: Janet Lial, LCSW on Trauma and Suicide

10/26
Readings:
1. Fieldworking Chapter 6,
3. VCSA Sends, Part II: The Reality of Suicide in The Army Health Promotion Risk Reduction Suicide Prevention Report 2010 on SacCT

Assignments Due:
1. 1. Complete Reading Response Form for Reading # 3

10/28
Operation Homecoming Video
Readings:

Assignments Due:
5. Complete Reading Response Form for Reading # 1 (Litz & Orsillo)

Week 10
Researching Language
Readings:
11/02
1. Fieldworking Chapter 6

Assignments Due:
1. Journal Article # 3 Analytical Paper Due (2 pages)

11/04
Reading Discussion Groups Meet Today
Readings:

Assignments Due:
6. Complete Reading Journal Entry for today’s discussion

Week 11
Guest Speaker: Jo Ann Pinotti
Researching Archives

11/09
Veterans History Project
Accessing the Veterans' Communities for Research
Readings:
Fieldworking Chapter 7

Assignments Due:
1. Ethnographic Book Individual Analytical Paper Due

11/11
• NO CLASS TODAY

VETERANS DAY!

Week 12
11/16
Methods in qualitative inquiry
Working with Interviews
Case Studies

Readings:
2. Go to:
http://tpmcafe.talkingpoinstmemo.com/talk/blogs/r/u/rutabaga_ridgepole/2010/05/blast-induced-brain-injuries-f.php Read Blast-Induced Brain Injuries from Iraq and Afghanistan. Click on links and read related articles

Assignments Due:
1. Complete Reading Response form Reading # 1 (Zinger)

11/18
Guest Speaker: Kelley Huddleston, LCSW on TBI, PTSD and Services
1. Fieldworking, Chapter 8 pp. 419-431

Assignments Due:
1. Journal Article # 4 Analytical Paper Due (2 pages)

Week 13
11/23
Methods in Qualitative Inquiry Continued
Homelessness

Readings:
1. Fieldworking Chapter 8 pp 432-448

Assignments Due:
1. Complete Reading Response Form for Reading #3 (Chapter 5)

11/25
THANKSGIVING HOLIDAY
• NO CLASS TODAY

Week 14
11/30
Alive Day Memories—Video

Readings:
1. Fieldworking Chapter 8 pp 449-470

Assignments Due:
7. Interview Analysis Paper Due
12/01  **Readings:**

**Assignments Due**
8. Complete Reading Response Form for Reading #1

---

**Week 15**

**Sharing our Anthology Projects**

**Readings:**


**Assignments Due**
9. Complete Reading Response Form for Reading #1

---

**12/09**

**Sharing our Anthology Projects**

**Readings:**


---

**12/16**

**Turn in your Anthology Project and Narrative**

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**Ethnographic & AutoEthnographic Works (Students will choose one to be read as part of a reading reflection group)**

Reading Response Guide
SWRK196A: Exploring Veterans Studies

Name: ___________________________  Date: ____________

After reading the identified piece, please share your thoughtful reflections using the following questions as a guide.

1. What about the reading surprised me?

2. What about the reading intrigued me?

3. What about the reading disturbed me?

4. What do I want to explore further or learn more about after having read and reflected on this reading?
G.E. Course Proposal for
AREA D: The Individual and Society

Subarea: D2 Major Social Issues of the Contemporary Era

Department: Social Work
Course Number: 196A (experimental) Proposed number: 

Course Title: Exploring Veteran Studies: An Ethnographic Approach
Units: 3

Contact Person: Chrys Barranti
Phone: 606-1848

I. Submissions shall include the following:

A. A course syllabus which must include: catalog description of the course; prerequisites, if any; student learning objectives; assignments; tests; reading lists; materials; grading system; exams and other methods of evaluation. If more than one section is offered, provide a description of what would be considered common to all sections and what might typically vary between sections.

Attached

B. Detailed course outline with topics and subtopics to be covered on a weekly basis.

Attached

C. A statement indicating

Attached

1) the means and methods for evaluating the extent to which the objectives of Area D2, the cultural diversity requirements, and the writing requirements are met for all course sections, and

2) the steps the department plans to take to ensure that instructors comply with the category criteria (and who is responsible). Before a course can be offered in multiple sections, a designated person in the department must provide a description of what would be common to all sections and what might typically vary between sections.

II. Indicate in a written statement how the course meets the following criteria for Category D2. Relate the statement directly to the course syllabus and outline. Be as succinct as possible

Attached

A. Examines domestic issues confronting/dividing Americans today* within one or more of the following topic areas:

- Globalization and International Relations
- Institutions and Infrastructure
- Justice/Injustice/Law
- Science and Technology
- Health and Wellness
- Education and Employment
- Power, Identity, Equality

*The selected topics will be reviewed every two years by the General Education Committee to determine their continued relevance to national concerns and priorities. Topics will be added or deleted (as appropriate) to maintain a list that reflects the major issues being debated in American society.

B. Specifically identified topics within no more than two of the above topic areas which will be considered in the course

C. Focuses on social issues.

D. Examines various sides of each issue and critically evaluates strengths/weaknesses of supporting/refuting arguments and presents scholarly analysis of possible alternative solutions.

E. Imparts knowledge of current information/materials.

F. Incorporates the results of social science research, theories and concepts appropriate to the analysis of each issue.
G. Develops an understanding of and appreciation for the diversity of the human community.

H. In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

I. Includes a writing component described on course syllabus.

Attached

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

III. If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found on pp. 2-3 of the "Statement of Policies Pertaining to the G.E. Program" of August, 1991.

Submit proposals to the General Education Office in Sacramento Hall 234 (6016).

Area.D2

rev. 12/28/07
Course Syllabus
Exploration of Veteran Studies: An Ethnographic Approach

Schedule: Tuesdays and Thursdays: 1:30 – 2:45 pm
Classroom: 134 Calaveras Hall

Instructor: Chrys C. Ramirez Barranti, PhD., MSW
Office: 4011 Mariposa Hall
Phone: 916.278.7183
Email: cbarranti@csus.edu
Office hour: Mondays: 3:00-5:00 pm; Tuesdays and Thursdays: 3:00pm to 4:00 pm and gladly by Appointment

Course Description

This course provides a purposeful opportunity for students to develop an introductory understanding of the process of ethnographic research through a focused examination of issues for veterans transitioning from combat to civilian life. This way of knowing and exploring is an exceptionally congruent approach for understanding and applying the social work perspective of the Person-in-Environment. While the experience of Veterans from passed wars is included, the focus of the literature and research is on veteran of the current wars: Operation Iraqi Freedom and Operation Enduring Freedom. Through the review of ethnographic works, qualitative research articles and other significant recent literature on veterans’ issues, students are introduced to the qualitative research process. Most significantly students simultaneously gain knowledge of the issues and challenges faced by veterans returning from combat as they transition to civilian life as well as best practices in supporting positive transitions from combat to civilian life. The course focuses on the development of analytical and critical thinking and writing skills so necessary for reviewing a body of literature. As a result students will not only build a knowledge and understanding of issues and challenges faced by veterans, but will develop analytical writing skills necessary to identify gaps in the research on veterans, identify new areas of inquiry/study, and become informed consumers of research. This course is a university Writing Intensive course and students will be asked to write at least 5,000 words of analytical writing throughout the semester.

Course Objectives

1. Students will demonstrate introductory knowledge of ethnographic research process as it relates to veterans experiences as a way of knowing-assessing and exploring from the Person-in-Environment Social Work Perspective (evaluated by written, in class exercises, in class discussion, conducting an interview, fieldnote taking, analysis of data, and analytic commentary)

2. Students will apply critical thinking and writing skills in the reviews of ethnographic works, qualitative research articles and other significant recent literature on veterans issues that may come from several disciplines such as psychology, psychiatry, military science, family studies, medicine and social work (evaluated by analytic reviews of journal articles, reading response forms, reading journal, ethnographic book commentary, and anthology project).
3. Students will apply analytical thinking skills in reviewing a body of literature from several disciplines such as psychology, psychiatry, military science, family studies, medicine and social work in order to identify and diagnose gaps, critically evaluate research methodology and findings and identify areas of further inquiry/study (evaluated by analytic reviews of journal articles, reading response forms, reading journal, ethnographic book commentary, and anthology project).

4. Students will demonstrate mastery of analytical writing skills in the social sciences (evaluated by analytic reviews of journal articles, reading response forms, reading journal, ethnographic book commentary, and anthology project).

5. Students will apply knowledge and research skills in conducting literature searches using electronic library resources and to discover and utilize resources on the internet with appropriate search engines and strategies (evaluated by analytic reviews of journal articles, reading response forms).

6. Students will demonstrate understanding of ethical issues in social research in reviewing research articles and in the construction of their own research questions and data gathering (evaluated by analytic reviews of journal articles, conducting interviews and fieldnote taking).

7. Students will apply knowledge of veterans issues and challenges in readjustment transitioning from combat to civilian life (evaluated by written in class exercises, in class discussion, conducting an interview, fieldnote taking, analysis of data, analytic commentary, anthology project).

8. Students will apply knowledge of ‘best practices in supporting veterans’ positive transitions from combat to civilian life (evaluated by in class discussion; anthology project).

Required Texts

   Companion website: [www.bedfordstmartins.com/fieldworking3e](http://www.bedfordstmartins.com/fieldworking3e)

2. Ethnographic or autoethnographic work for reading with a reading group (see list at end of syllabus. This is also available on the SacCT webpage.

3. Reading Packet of research articles and other readings on veteran studies available on course SacCT web page.

Suggested Resources


Suggested Supplies

- Digital voice recorder (recommend DragonSpeak edition)
- Double-entry Notetaking Worksheets (download at www.bedfordstmartins.com/fieldworking3e)
- Binder for Research Portfolio

Course Format

Class sessions are composed of lectures, classroom discussion, and skill building exercises. In addition to lectures, students will be asked to share their own experiences, knowledge, and opinions within the frameworks and concepts presented in class. Active participation in class discussion and class assignments is essential as this is a “hand-on” course. Students will be learning through doing as they read, discuss, apply critical thinking skills, analyze literature and write analytical papers. Foremost, students will be involved in fieldwork learn to be active ethnographers as they develop and implement a field study of their own.

Course Requirements

- **Be A Participant** – Participating fully in this class will enrich your learning experience. It will also count toward your grade. This includes actively participating in class discussions, in class group presentation work, role plays and exercises, and class attendance.

- **Be Committed**—Professional and personal growth is a critical aspect of becoming a leader in one’s field. Be open and willing to engage in the journey both academically and personally.

- **Be Prepared** - Reading assignments shall be completed prior to the start of class.

- **Be Patient and Supportive** – Beginning a new class may cause you or your classmates some initial nervousness or apprehension. It is important that class members are patient and supportive of each other. Providing encouragement and support creates an atmosphere of trust and confidence. Such an atmosphere makes risk-taking possible and even exciting.

- **Be Respectful** – Students are expected to be considerate and respectful toward their classmates and instructor. The instructor welcomes and encourages you to speak-up and actively participate in class discussions and exercises. The instructor will not tolerate any student disrupting the class. A student is considered disruptive when he/she engages in behavior in the classroom that interferes with the process of teaching and learning. If any student persists in disrupting the class, points will be subtracted from his/her grade.

- **Be Present**—Please turn off or silent your cell phones. Accepting or placing calls or text messaging during class is not acceptable. Surfing the web on your computers is also not acceptable.
Attendance is Essential

Attendance is required to all class sessions. A student who is absent for more than one class session shall notify the instructor.

1. A roll sheet will be circulated at the beginning or end of each class.
2. It is the student’s responsibility to sign-in on the attendance sheet.
3. Students who are repeatedly late or repeatedly leave class early will have points deducted from their final grade (Up to 10 points off the final grade).
4. Any student missing Three (3) class sessions will result in a one-letter grade reduction in student’s final course grade (i.e., Grade of “A” can drop to “B”; Grade of “B” can drop to “C”).
5. Four or more absences (excused or unexcused), will result in the student receiving a final course grade of FAIL [F].

Course Evaluation and Grading

Student preparation and participation are integral parts of this learning process so both written work and participation in class discussions and exercises are the basis for evaluating performance.

Writing Assignments: The following criteria are used to evaluate assignments:

- **Excellent performance (A level work):** The paper clearly communicates an understanding of the topic under discussion. It is well organized; ideas are fully developed and discussed. It is written in a clear and concise fashion with little ambiguity. It also makes clear references to sources, and shows that the writer has thought carefully about the topic. There are no grammatical, spelling or syntax errors. The references are used appropriately and are in the proper APA format.

- **Above Average performance (B level work):** The paper contains some but not all of the strengths described in the A level work. It is also a well-written paper, but the examples are less specific, clear, or appropriate than those in the A essay. There are very few grammatical, spelling or syntax errors.

- **Average performance (C level work):** As with the A and B papers, the paper is organized around the assigned topic and directly discusses the topic. Yet, it is organized in a less clear and concise manner. Transitions are weak and there is repetitiveness and poorer use of examples. The paper communicates the basic information, but not in as clear, effective or persuasive fashion. There may be several grammatical, spelling or syntax errors.

- **Below average performance (D level work):** The paper is too general; it lacks direct and specific focus on the topic. It is poorly organized and does not provide documentation and support for the topic. It is difficult to follow the information and argument that is being presented. It also may have numerous grammatical, spelling or syntax errors.

All writing assignments shall be typed, double-spaced, and have one-inch margins. Font (typeface) size shall be 12 point. APA format is to be used in this course.
• Late Paper Policy: All writing is due at the beginning of class on the day assigned. No late papers will be accepted, unless there are extraordinary circumstances and prior approval has been given by instructor. When a late paper approval is given by the professor, not that such assignments lose 5 points for each calendar day past due.

• Always keep a copy of each assignment you submit to the instructor.

Support for Writing Assignments Available
For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras Hall, Room 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Writing Center website at www.csus.edu/writingcenter.

A Note on Plagiarism
At CSUS, plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge. Plagiarism at CSUS includes but is not limited to:

1. The act of incorporating into one’s own work the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another’s work without giving appropriate credit thereby representing the product as entirely one’s own. Examples include not only word-for-word copying, but also the "mosaic" (i.e., interspersing a few of one’s own words while, in essence, copying another’s work), the paraphrase (i.e., rewriting another’s work while still using the other’s fundamental idea or theory); fabrication (i.e., inventing or counterfeiting sources), ghost-writing (i.e., submitting another’s work as one’s own) and failure to include quotation marks on material that is otherwise acknowledged; and representing as one’s own another’s artistic or scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works.

Sometimes students become confused on what is or is not plagiarism. Please feel free to talk with me about any concerns you may have BEFORE turning in the written assignment.

Student with Special Learning Needs
The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Services to Students with Disabilities (SSWD) for coordination of academic accommodations. The SSWD is located in Lassen Hall, Room 1008. Their phone number is 916-278-6955 (voice) or 916-278-7239 (TDD).
Course Assignments and Grading

1. **Analytic Reviews of Four Journal Articles (4 articles x 2 pages each):** Over the course of the semester, students are asked to identify five ethnographic journal articles related to veterans studies. For each article, you will write an annotated bibliography style synopsis and a brief review according to guidelines provided by the professor. A model to guide analytical thinking and writing is presented in class and available on SAC CT. You will need to **attach your written review to a hard copy of the article to turn-in.** You will also present your articles in class.
   - 4 Articles x 2 pages each ........................................ 8 pages
   - Due Dates: 10/07 ; 10/19 ; 11/02 ; 11/18
   
   **50 pts**

2. **Analytic Review of an Ethnographic or AutoEthnographic Book:** Students will select a book of their choice from the reading list to be read collectively in a reading discussion group of two to three students each. Students will be keeping a Reading Journal as they read noting significant etic and emic perspectives. At least 4 entries should be made, although you can make more. These will be collected and reviewed throughout the semester. A short analytical paper will be written. Book groups will share their readings with the larger class.
   - Reading Journal (4 entries x 2 pages each) ................. 8 pages
     - Entries by: 9/23; 10/14; 10/21; 11/04
   - Analytical Paper ...................................................... 5 pages
     - Due: 11/09

   **50 pts.**

3. **Interview and Analytical Commentary:** In this assignment you will learn to listen and record the perspective of your informant. Prepare for your interview by conducting background research and field observations and by writing interview questions. Make sure to test your interview equipment and rehearse your interview questions with a research partner. You may wish to use a cultural artifact to help focus your interview. Throughout your work with your informant you are asked to keep fieldnotes. After the interview, you will transcribe the recording and conduct a content analysis to identify emerging themes. A five page analytical commentary will be written to discuss your findings.
   - Fieldnotes .......................................................... TBA pages
   - Analytical Commentary............................................. 5 pages
   - Due 11/30

   **50 pts**

4. **Anthology Submission:** In this assignment you will synthesize and integrate your research, book analysis, interview analysis and learnings across the semester. This culminating assignment will be published in a class anthology. You may choose a creative medium such as a short story, a poem, or a song. Likewise, you may want to produce an art project, a video or slide show. A short 2 to 3 page narrative discussing your anthology project completes the assignment.
5. **Reading Response Forms:** Students are encouraged to use the reading response form for readings for each class session. While use of the reading response form is not required, it is highly recommended. The form may help students to apply analytical and critical thinking skills to the required readings. The form is available on SacCT and at the end of this syllabus.

Grading scale is shown below. Keep in mind that your final grade will be determined by the total score you would earn through all the required assignments by the class.

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>Total Score</th>
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<tbody>
<tr>
<td>A</td>
<td>200 - 188</td>
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<tr>
<td>A-</td>
<td>187 - 180</td>
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<tr>
<td>B+</td>
<td>179 - 174</td>
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<tr>
<td>B</td>
<td>173 - 166</td>
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<tr>
<td>B-</td>
<td>165 - 160</td>
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<tr>
<td>C+</td>
<td>159 - 154</td>
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<tr>
<td>C</td>
<td>153 - 146</td>
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<tr>
<td>C-</td>
<td>145 - 140</td>
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<tr>
<td>D+</td>
<td>139 - 134</td>
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<tr>
<td>D</td>
<td>133 - 128</td>
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<tr>
<td>D-</td>
<td>127 - 120</td>
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<tr>
<td>F</td>
<td>119 and below</td>
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</tbody>
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**Course Outline**

Note that the professor reserves the right to change and or adapt the course outline to meet the needs of our learning community.

Please Bring all Assigned Readings/Texts to Each Class Session

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
</tr>
</thead>
</table>

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Week 1
8/31
Introduction and Overview of the course
Building a Classroom Community

9/02
Topics
Entering the Field of “Veterans”
What is Ethnographic Research?
The Working Research Portfolio
Field Writing and Establishing Voice

Readings:
1. From the READINGS FOLDER on SAC CT
   Reading One: Roll With It
   Reading Two: The Hardest Letter To Write
2. Fieldworking: Chapter 1: pp. 56-64

Assignments Due:
Complete Reading Response Forms for each reading

Week 2
A Social Work Perspective-Ecological Perspective
And Veterans Studies
Topics
The Person-in-Environment Framework
Resiliency Perspective
9/07
Form Ethnographic Book Groups

Readings:
1. Fieldworking: Chapter 1: pp. 3-44

2. Go to Coalition for Iraq & Afghanistan Veterans

   http://coalitionforveterans.org/ciav/home/
   Explore the site and READ information under the Veterans Issues Tab.

3. Reading Three: Hard-wired to bounce back

Guest Speaker: CPT Lance Friis on Military Culture

Readings:
1. Fieldworking: Chapter 1: pp. 44-54
2. Reading Four: Strong in Mind and Body
3. Go to My Hooah for Health website at
   http://www.hooah4health.com/spirit/resilient.htm
   Follow the tabs reading through the 4 parts:
4. Go to Real Warriors Real Battles Real Strength at
   http://www.realwarriors.net/active/treatment/resilience.php
   and Read Build Resilience to Maximize Mission readiness
<table>
<thead>
<tr>
<th>Week 3</th>
<th>Military Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Understanding FieldWriting</td>
</tr>
<tr>
<td></td>
<td>Considering Audience</td>
</tr>
<tr>
<td>9/14</td>
<td>Notetaking &amp; Keeping a Notebook</td>
</tr>
</tbody>
</table>

**Readings:**
1. Complete Online Workshop: Course 116: Military Cultural Competence (See SacCT for Link)
   http://www.deploymentpsych.org/training/training-catalog/military-cultural-competence

**Assignment Due:**
1. Print out Certificate of Completion of Military Cultural Competence and turn it in

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Double-Entry Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics</td>
<td>Identifying a Field Site</td>
</tr>
<tr>
<td>9/21</td>
<td>Go Service Members Legal Defense Network</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.sldn.org/pages/about-dadt">http://www.sldn.org/pages/about-dadt</a></td>
</tr>
</tbody>
</table>

**Readings:**
2. Review the tabs:
   - About Don’t Ask Don’t Tell;
   - Legal Issues.
   - Military Stories and Choose 3 Stories and read

**Assignments Due:**
3. Complete a Reading Response to the Military Stories on the SLDF site

| 9/23 | First Book Discussion Session  |

**Readings:**
1. Fieldworking: Chapter 2: pp. 86-91

**Assignments Due:**
1. Complete Reading Journal Entry for today’s discussion

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Invisible Wounds of War</th>
</tr>
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<tbody>
<tr>
<td>9/28</td>
<td>Positioning</td>
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<tr>
<td></td>
<td>Ethics of Fieldworking</td>
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<tr>
<td></td>
<td>Reading Artifacts</td>
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</tbody>
</table>

**Readings:**
1. Fieldworking: Chapter 2: 91-116
2. Fieldworking: Chapter 3: 141-174

Chapter 1: Qualitative vs Quantitative Reviews on SAC CT

<table>
<thead>
<tr>
<th>9/30</th>
<th>Readings:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>1. PREFACE &amp; Summary pp. xix-xxxiii in Tanielian, T., &amp; Jaycox, L.</td>
</tr>
</tbody>
</table>
(2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery.* Santa Monica, CA: RAND ON SAC CT as Rand MG720


**Assignment Due:**

1. **Complete Reading Response Form for Reading # 2**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>10/05</th>
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</thead>
<tbody>
<tr>
<td>Researching People—Reaching for Understanding the Veteran’s Experience</td>
<td></td>
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<tr>
<td>Interviewing &amp; Learning How to Listen</td>
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<tr>
<td>Establishing Rapport</td>
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<tr>
<td>Taping and Transcribing</td>
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</tbody>
</table>

**Readings:**

1. Fieldworking Chapter 5: pp. 237-252
2. Marines pour resources into mental health care (on Sac CT).

**Assignments Due:**

1. Reading Response Form for Reading #3 (Zoellner, et al)
2. Journal Article # 1 Analytical Paper Due (2 pages)

<table>
<thead>
<tr>
<th>10/07</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Operation Homecoming Video</em></td>
</tr>
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</table>

**Readings:**


**Assignments Due:**

1. Reading Response Form for Reading # 1 (Pietrzak, et al)

<table>
<thead>
<tr>
<th>Week 7</th>
<th>10/12</th>
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</thead>
<tbody>
<tr>
<td><em>Guest Speaker: Tresa Jones, LCSW on Women Veterans</em></td>
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<tr>
<td>Women in the Military</td>
<td></td>
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<tr>
<td>Informant’s Perspective</td>
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<tr>
<td>Analyzing Literature</td>
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<tr>
<td>Lioness</td>
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</table>

**Readings**

   And read background for viewing the film Lioness
   Read Tabs: **Team Lioness**
   and Read Interviews with at Least 2 of the soldiers.
   Read: Tab: **Women in Wartime**
2. Article: Selecting a Topic for Literature Review (on SAC CT)
3. Fieldworking Chapter 5: pp. 252-271

**Assignments Due:**
1. Complete a Reading Response for your readings of the Team Lioness member interviews
2. Complete a Reading Response Form Reading # 4 (Street & Stafford)

10/14

*Lioness—Video*

**Reading Discussion Groups Today**

**Readings:**
1. Quantitative and Qualitative Research on SAC CT
2. Examining Qualitative Research on SAC CT

**Assignments Due:**
1. Complete Reading Response Form for Reading # 4 (Fitzgerald)
2. Complete Reading Journal Entry for today’s discussion

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**Week 8**

*Operation Homecoming Video*

*Working with Oral Histories*

*Families of Veterans*

*Vets Suicide Epidemic at*

http://www.cbsnews.com/video/watch/?id=3498534n&tag=related:photovideo

**Readings:**
1. Fieldworking Chapter 5, 272-306

**Assignments Due:**
1. Journal Article # 2 Analytical Paper Due (2 pages)
2. Complete Reading Response Form for Reading # 2 (Chapter 1)

10/21

*Reading Discussion Groups Today*
Readings:
- Visit the Veterans History Project and listen to at least one interview of a veteran from the Iraqi or Afghanistan wars

Assignments Due:
4. Complete Reading Journal Entry for today’s discussion

Week 9
Ethnography and Media

*Guest Speaker: Janet Lial, LCSW on Trauma and Suicide*

10/26
Readings:
1. Fieldworking Chapter 6,
3. VCSA Sends, Part II: The Reality of Suicide in *The Army Health Promotion Risk Reduction Suicide Prevention Report 2010* on SacCT

Assignments Due:
1. Complete Reading Response Form for Reading # 3

10/28
*Operation Homecoming Video*

Readings:

Assignments Due:
5. Complete Reading Response Form for Reading # 1 (Litz & Orsillo)

Week 10
Researching Language

Readings:
11/02
1. Fieldworking Chapter 6

Assignments Due:
1. Journal Article # 3 Analytical Paper Due (2 pages)

11/04
Reading Discussion Groups Meet Today

Readings:

Assignments Due:
6. Complete Reading Journal Entry for today’s discussion
Week 11  

**Guest Speaker: Jo Ann Pinotti**  
Researching Archives  
11/09  
Veterans History Project  
Accessing the Veterans’ Communities for Research  
**Readings:**  
Fieldworking Chapter 7  
**Assignments Due:**  
1. **Ethnographic Book Individual Analytical Paper Due**

11/11  
- NO CLASS TODAY  

---

Week 12  
Methods in qualitative inquiry  
11/16  
Working with Interviews  
Case Studies  
**Readings:**  
2. Go to:  
Read Blast-Induced Brain Injuries from Iraq and Afghanistan. Click on links and read related articles  
**Assignments Due:**  
1. Complete Reading Response form Reading # 1 (Zinger)  

11/18  
**Guest Speaker: Kelley Huddleston, LCSW on TBI, PTSD and Services**  
1. Fieldworking, Chapter 8 pp. 419-431  
3. Zoroya,G.(September 23, 2007) Scientists: Brain injuries from war far worse than thought. USA Today  
**Assignments Due:**  
1. **Journal Article # 4 Analytical Paper Due ( 2 pages)**

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Week 13  
Methods in Qualitative Inquiry Continued  
11/23  
Homelessness
Readings:
1. Fieldworking Chapter 8 pp 432-448

Assignments Due:
1. Complete Reading Response Form for Reading # 3(Chapter 5)

11/25 THANKSGIVING HOLIDAY
   •
   • NO CLASS TODAY

Week 14 Alive Day Memories—Video

11/30 Readings:
1. Fieldworking Chapter 8 pp 449-470

Assignments Due:
7. Interview Analysis Paper Due

Readings:
12/01

Assignments Due
8. Complete Reading Response Form for Reading #1

Week 15 Sharing our Anthology Projects
Readings:
12/07

Assignments Due
9. Complete Reading Response Form for Reading #1

Sharing our Anthology Projects
Readings:
12/09
Ethnographic & AutoEthnographic Works (Students will choose one to be read as part of a reading reflection group)

Reading Response Guide
SWRK196A: Exploring Veterans Studies

Name:_________________________ Date:____________

After reading the identified piece, please share your thoughtful reflections using the following questions as a guide.
1. What about the reading surprised me?

2. What about the reading intrigued me?

3. What about the reading disturbed me?

4. What do I want to explore further or learn more about after having read and reflected on this reading?
Course Outline

Note that the professor reserves the right to change and or adapt the course outline to meet the needs of our learning community.

Please Bring all Assigned Readings/Texts to Each Class Session

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>8/31</td>
<td>Introduction and Overview of the course</td>
</tr>
</tbody>
</table>
### Building a Classroom Community

**9/02**

**Topics**
- Entering the Field of “Veterans”
- What is Ethnographic Research?
- The Working Research Portfolio
- Field Writing and Establishing Voice

**Readings:**
1. From the READINGS FOLDER on SAC CT
   - Reading One: *Roll With It*
   - Reading Two: *The Hardest Letter To Write*
2. Fieldworking: Chapter 1: pp. 56-64

**Assignments Due:**
- Complete Reading Response Forms for each reading

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**Week 2**

**Topics**
- A Social Work Perspective-Ecological Perspective
- And Veterans Studies
- The Person-in-Environment Framework
- Resiliency Perspective

**9/07**

**Form Ethnographic Book Groups**

**Readings:**
4. Fieldworking: Chapter 1: pp. 3-44

5. Go to Coalition for Iraq & Afghanistan Veterans
   - Explore the site and READ information under the Veterans Issues Tab.

6. Reading Three: *Hard-wired to bounce back*

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**9/09**

**Guest Speaker: CPT Lance Friis on Military Culture**

**Readings:**
5. Fieldworking: Chapter 1: pp. 44-54
6. Reading Four: *Strong in Mind and Body*
7. Go to My Hooah for Health website at
   - Follow the tabs reading through the 4 parts:
     - Introduction & What is Resilience?
     - Resilience Factors & Strategies
     - 12 Ways to Build Resilience
     - Learning From Your Past
     - Staying Flexible
     - Places To Look For Help / Continuing On Your Journey
8. Go to Real Warriors Real Battles Real Strength at
   [http://www.realwarriors.net/active/treatment/resilience.php](http://www.realwarriors.net/active/treatment/resilience.php)
   - Read Build Resilience to Maximize Mission readiness

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**Week 3**

**Topics**
- Military Culture
- Understanding Field Writing
- Considering Audience
9/14 Notetaking & Keeping a Notebook

Readings:
1. Complete Online Workshop: Course 116: Military Cultural Competence (See SacCT for Link)
   http://www.deploymentpsych.org/training/training-catalog/military-cultural-competence

Assignment Due:
1. Print out Certificate of Completion of Military Cultural Competence and turn it in

9/16

Readings:
1. Fieldworking: Chapter 2: pp. 65-85
2. Double-Entry Notes

Week 4 Topics
Identifying a Field Site

Readings:
9/21
1. Go Service Members Legal Defense Network
   http://www.sldn.org/pages/about-dadt
   Review the tabs:
   About Don’t Ask Don’t Tell;
   Legal Issues.
   Military Stories and Choose 3 Stories and read

Assignments Due
1. Complete a Reading Response to the Military Stories on the SLDF site

9/23

First Book Discussion Session

Readings:
2. Fieldworking: Chapter 2: pp. 86-91

Assignments Due:
1. Complete Reading Journal Entry for today’s discussion

Week 5
9/28
Invisible Wounds of War
Positioning
Ethics of Fieldworking
Reading Artifacts

Readings:
3. Fieldworking: Chapter 2: 91-116
4. Fieldworking: Chapter 3: 141-174
Chapter 1: Qualitative vs Quantitative Reviews on SAC CT

9/30

Readings:
1. PREFACE & Summary pp. xix-xxxiii in Tanielian, T., & Jaycox, L.
Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery. Santa Monica, CA: RAND. ON SAC CT as Rand MG720


Assignment Due:
1. Complete Reading Response Form for Reading # 2

Week 6
10/05
Researching People—Reaching for Understanding the Veteran’s Experience
Interviewing & Learning How to Listen
Establishing Rapport
Taping and Transcribing

Readings:
5. Marines pour resources into mental health care (on Sac CT).

Assignments Due:
3. Reading Response Form for Reading #3 (Zoellner, et al)
4. Journal Article # 1 Analytical Paper Due (2 pages)

10/07
Operation Homecoming Video

Readings:

Assignments Due:
1. Reading Response Form for Reading # 1 (Pietrzak, et al)

Week 7
10/12
Guest Speaker: Tresa Jones, LCSW on Women Veterans

Women in the Military
Informant’s Perspective
Analyzing Literature
Lioness

Readings
2. Go to Independent Lens website at http://www.pbs.org/indiependentlens/lioness/history.html
   And read background for viewing the film Lioness
   Read Tabs: Team Lioness
   and Read Interviews with at Least 2 of the soldiers.
   Read: Tab: Women in Wartime
2. Article: Selecting a Topic for Literature Review (on SAC CT)
3. Fieldworking Chapter 5: pp. 252-271

**Assignments Due:**
1. Complete a Reading Response for your readings of the Team Lioness member interviews
2. Complete a Reading Response Form Reading # 4 (Street & Stafford)

10/14

**Lioness—Video**

**Reading Discussion Groups Today**

**Readings:**
5. Quantitative and Qualitative Research on SAC CT
6. Examining Qualitative Research on SAC CT

**Assignments Due:**
3. Complete Reading Response Form for Reading # 4 (Fitzgerald)
4. Complete Reading Journal Entry for today’s discussion

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**Operation Homecoming Video**

**Week 8**

**Working with Oral Histories**
Families of Veterans

**Readings:***

10/19
4. Fieldworking Chapter 5, 272-306

**Assignments Due:**
1. Journal Article # 2 Analytical Paper Due (2 pages)
2. Complete Reading Response Form for Reading # 2 (Chapter 1)
10/21  Reading Discussion Groups Today
Readings:
- Visit the Veterans History Project and listen to at least one interview of a veteran from the Iraqi or Afghanistan wars

Assignments Due:
1. Complete Reading Journal Entry for today’s discussion

Week 9  Ethnography and Media

Guest Speaker: Janet Lial, LCSW on Trauma and Suicide

10/26  Readings:
1. Fieldworking Chapter 6,
6. VCSA Sends, Part II: The Reality of Suicide in The Army Health Promotion Risk Reduction Suicide Prevention Report 2010 on SacCT

Assignments Due:
2. 1. Complete Reading Response Form for Reading # 3

10/28  Operation Homecoming Video
Readings:

Assignments Due:
1. Complete Reading Response Form for Reading # 1 (Litz & Orsillo)

Week 10  Researching Language

Readings:
11/02  1. Fieldworking Chapter 6

Assignments Due:
1. Journal Article # 3 Analytical Paper Due (2 pages)

11/04  Reading Discussion Groups Meet Today
Readings:

Assignments Due:
1. Complete Reading Journal Entry for today’s discussion

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Guest Speaker: Jo Ann Pinotti</th>
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<tbody>
<tr>
<td></td>
<td>Researching Archives</td>
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<tr>
<td>11/09</td>
<td>Veterans History Project</td>
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<tr>
<td></td>
<td>Accessing the Veterans’ Communities for Research</td>
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</tbody>
</table>

**Readings:**
Fieldworking Chapter 7


**Assignments Due:**

1. Ethnographic Book Individual Analytical Paper Due

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Methods in qualitative inquiry</th>
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</thead>
<tbody>
<tr>
<td>11/16</td>
<td>Working with Interviews</td>
</tr>
<tr>
<td></td>
<td>Case Studies</td>
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**Readings:**

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**Assignments Due:**

1. Complete Reading Response form Reading #1 (Zinger)

<table>
<thead>
<tr>
<th>Week 18</th>
<th>Guest Speaker: Kelley Huddleston, LCSW on TBI, PTSD and Services</th>
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<tr>
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**Assignments Due:**

1. Journal Article #4 Analytical Paper Due (2 pages)
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<tr>
<td>11/23</td>
<td>Homelessness</td>
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**Readings:**
2. Fieldworking Chapter 8 pp 432-448  

**Assignments Due:**
1. Complete Reading Response Form for Reading #3 (Chapter 5)

<table>
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**Week 14** *Alive Day Memories--Video*

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<th>11/30</th>
<th>Readings:</th>
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<tbody>
<tr>
<td></td>
<td>2. Fieldworking Chapter 8 pp 449-470</td>
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**Assignments Due:**
1. Interview Analysis Paper Due

**Week 15** *Sharing our Anthology Projects*

<table>
<thead>
<tr>
<th>12/07</th>
<th>Readings:</th>
</tr>
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**Assignments Due**
1. Complete Reading Response Form for Reading #1
12/16
Final
Exam

Turn in your Anthology Project and Narrative

1. C A Statement Indicating....
1). The means and methods for evaluating the extent to which objectives of Area D2, the cultural diversity requirements, and writing requirements are met for all sections.

Only one section of the course will be taught during a semester. The instructor is asked at the end of each semester to critically evaluate the effectiveness of each of the assignments in relation to the learning objectives of the course and in relation to the objectives of Area D2.
and cultural diversity. The instructor works in close collaboration with the Undergraduate Director, Division Chair and the Division’s Curriculum Committee to insure that all outcome measures for the course are met. An evaluation of all course objectives and outcome measures for the course will be reviewed by all parties following the first semester the course was offered and all subsequent semesters thereafter to assure that category criteria are effectively demonstrated and adhered to in the teaching of the course.

2). The steps the department plans to take to ensure that instructors comply with the category criteria (and who is responsible)

Writing assignments are spread across the semester, and the instructor is asked to monitor progress of students’ writing across assignments using a rubric that is closely incorporates the Sacramento State Writing Rubric. Student progress and success for each assignment will be reviewed. Should multiple sections of the course ever be offered, the Undergraduate Director, Division Chair and the Division’s Curriculum Committee would be responsible for assuring that all D2, cultural diversity and writing requirements are met across sections. Likewise, the Curriculum Committee in collaboration with the Undergraduate Director and Division chair would identify what would be common to all sections and what might vary between sections while maintaining the integrity of the course as an Area D2 G.E. elective. For example, all of the assignments shall remain as the common assignments across sections (should multiple sections be offered), while instructors may wish to select from a variety textbooks and readings that support and meet all learning objectives.

The Course Rubric

Writing Assignments: The following criteria are used to evaluate assignments:
• **Excellent performance (A level work):** The paper clearly communicates an understanding of the topic under discussion. It is well organized; ideas are fully developed and discussed. It is written in a clear and concise fashion with little ambiguity. It also makes clear references to sources, and shows that the writer has thought carefully about the topic. There are no grammatical, spelling or syntax errors. The references are used appropriately and are in the proper APA format.

• **Above Average performance (B level work):** The paper contains some but not all of the strengths described in the A level work. It is also a well-written paper, but the examples are less specific, clear, or appropriate than those in the A essay. There are very few grammatical, spelling or syntax errors.

• **Average performance (C level work):** As with the A and B papers, the paper is organized around the assigned topic and directly discusses the topic. Yet, it is organized in a less clear and concise manner. Transitions are weak and there is repetitiveness and poorer use of examples. The paper communicates the basic information, but not in as clear, effective or persuasive fashion. There may be several grammatical, spelling or syntax errors.

• **Below average performance (D level work):** The paper is too general; it lacks direct and specific focus on the topic. It is poorly organized and does not provide documentation and support for the topic. It is difficult to follow the information and argument that is being presented. It also may have numerous grammatical, spelling or syntax errors.

• **All writing assignments shall be typed, double-spaced, and have one-inch margins. Font (typeface) size shall be 12 point. APA format is to be used in this course.**

• **Late Paper Policy:** All writing is due at the beginning of class on the day assigned. No late papers will be accepted, unless there are extraordinary circumstances and prior approval has been given by instructor. When a late paper approval is given by the professor, not that such late assignments lose 5 points for each calendar day past due.
II. A-H  Indicate in a written statement how the course meets the following criteria for Category D2. Relate the statement directly to the course syllabus and outline. Be as succinct as possible.
The Global War on Terror has been ongoing since 2001 following the attacks on U.S soil on September 1, 2001. This course explores the subjective experience of a new generation of military veterans who have seen unprecedented numbers of deployments to combat and war zones in Iraq and Afghanistan. Similarly, women military veterans have increased significantly in the last decade and have taken combat related roles in both the Iraq and Afghanistan wars. The impact of the Global War on Terror on millions of military service members who become military veterans and their families and communities are explored. Issues of transition from “combat” to community including wounds of war such as post traumatic stress disorder, traumatic brain injury, military sexual trauma, and loss of limbs are also investigated. The response of the Veterans Administration to growing needs of the new veteran is examined from a critical perspective. Theories of resilience and post-traumatic growth are also explored in relation to combat and war zone experiences. The research literature, ethnographic and auto-ethnographic works, and documentaries will be used in conjunction with an ethnographic research text to further students’ critical analysis of veterans’ experiences, issues related to war and what is asked of military service members and the impact of war on individuals, families and communities.
II.1 Includes a writing component described on course syllabus
This is an upper division course in which significant writing assignments are required (at least 5,000 words). Assignments are due across the semester and focus on increasing students’ critical and analytical thinking and writing skills. The CSU Sacramento Writing Rubric is used to assess all written assignments. Writing Assignments are as follows (taken from pages 6-7 of the syllabus)

Course Assignments and Grading

4. **Analytic Reviews of Four Journal Articles (4 articles x 2 pages each)**: Over the course of the semester, students are asked to identify five ethnographic journal articles related to veterans studies. For each article, you will write an annotated bibliography style synopsis and a brief review according to guidelines provided by the professor. A model to guide analytical thinking and writing is presented in class and available on SAC CT. You will need to **attach your written review to a hard copy of the article to turn-in**. You will also present your articles in class.
   - 4 Articles x 2 pages each ...........................................8 pages
   - Due Dates: 10/07; 10/19; 11/02; 11/18
   
   **50 pts**

5. **Analytic Review of an Ethnographic or AutoEthnographic Book**: Students will select a book of their choice from the reading list to be read collectively in a reading discussion group of two to three students each. Students will be keeping a Reading Journal as they read noting significant etic and emic perspectives. At least 4 entries should be made, although you can make more. These will be collected and reviewed throughout the semester. A short analytical paper will be written. Book groups will share their readings with the larger class.
   - Reading Journal (4 entries x 2 pages each)..................8 pages
     - Entries by: 9/23; 10/14; 10/21; 11/04
   - Analytical Paper .......................................................5 pages
     - Due: 11/09

   **50 pts.**

6. **Interview and Analytical Commentary**: In this assignment you will learn to listen and record the perspective of your informant. Prepare for your interview by conducting background research and field observations and by writing interview questions. Make sure to test your interview equipment and rehearse your interview questions with a research partner. You may wish to use a cultural artifact to help focus your interview. Throughout your work with your informant you are asked to keep fieldnotes. After
the interview, you will transcribe the recording and conduct a content analysis to identify emerging themes. A five page analytical commentary will be written to discuss your findings.

- **Fieldnotes** .......................................................... TBA pages
- **Analytical Commentary** .......................................... 5 pages
- **Due 11/30**

50 pts

4. **Anthology Submission:** In this assignment you will synthesize and integrate your research, book analysis, interview analysis and learnings across the semester. This culminating assignment will be published in a class anthology. You may choose a creative medium such as a short story, a poem, or a song. Likewise, you may want to produce an art project, a video or slide show. A short 2 to 3 page narrative discussing your anthology project completes the assignment.

- **Descriptive Narrative** ........................................... 2 – 3 pages
- **Class Anthology Share:** 12/07 & 12/09
- **Final Anthology Project and Descriptive Narrative Due:** 12/16

50 pts

5. **Reading Response Forms:** Students are encouraged to use the reading response form for readings for each class session. While use of the reading response form is not required, it is highly recommended. The form may help students to apply analytical and critical thinking skills to the required readings. The form is available on SacCT and at the end of this syllabus.