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Fall 2014

POS 3931 U.S. Veterans' Reintegration & Resilience

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University of South Florida Sarasota-Manatee
POS 3931, 3 Credit Hours
U.S. Veterans' Reintegration and Resilience, Fall 2014

Instructor: Eric Hodges, Ph.D.   **Office:**
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Office Hours: Wed. 1-4 PM & by appointment   **Twitter:**

PREREQUISITES: None required

COURSE DESCRIPTION: 2.5 million Americans have served in the two longest wars in U.S. history, Operation Iraqi Freedom and Operation Enduring Freedom. Of those 2.5 million, 1.6 million service men and women have recently transitioned to veteran status and rejoined their communities. The transition from a life characterized by multiple combat deployments to civilian life is fraught with many challenges. Last year, veterans' rates of suicide (22 per day) outnumbered U.S. combat fatalities suffered in Iraq and Afghanistan. OIF/OEF veterans also possess higher rates of unemployment than their civilian counterparts and comprise 25% of the homeless population. The societal problems faced by veterans are particularly relevant to the USF community, as approximately 80,000 veterans reside in surrounding counties.

The growing divide between those U.S. citizens who have served in the military, currently less than 7%, and those who have not has created a cultural gap that challenges our society's ability to adequately meet the needs of this generation of veterans. Understanding the plight of U.S. veterans and helping them successfully reintegrate into society requires insights and methods that both draw from and integrate insights across the social sciences. USF recently acknowledged the importance of this pressing social issue by creating the multi-disciplinary Veterans Reintegration and Resilience research initiative.

This course will examine veterans' reintegration and resilience primarily through the lens of political science, and will also incorporate key insights from history, sociology, psychology, and social work. The consideration and integration of these various perspectives will provide the class not only with a richer understanding of the complex social problems that confront veterans but also a deeper knowledge of the current challenges that confront American society.

COURSE TOPICS: This course will cover the following content areas:
1. A history of veterans in the U.S.
2. The role of gender, race, and socio-economic status in veterans' reintegration
3. Representations of veterans in popular culture and the media
4. U.S. political and social institutions designed to aid veterans
5. The G.I. Bill and other veterans' policies
6. Healing the moral and psychological wounds of war

COURSE OBJECTIVES: The objectives of the course are to:
1. Identify the key political and social challenges to veterans' reintegration and resilience
2. Describe the seminal theories within the social sciences that inform the discourse surrounding veterans
3. Understand how social science research can aid veterans' reintegration through providing reliable data
4. Synthesize theory and research from political science and the social sciences that contributes to understanding contemporary veterans
5. Write about veteran reintegration and resilience as a social scientist
6. Design, participate in, and present the results of a service-learning project that relates to an important issue in veteran reintegration.

COURSE STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:
1. Demonstrate understanding of the principles, methods, and theories informing an interdisciplinary comprehension of the political and social issues that confront veterans
2. Demonstrate conversance with the important principles, methods, and theories of political science, and other social science disciplines, which contribute to a richer understanding of veterans' reintegration and resilience
3. Analyze, synthesize, and evaluate research from political science, and one other social science discipline, that addresses the socio-political issues surrounding veterans
4. Write a research paper that integrates political and social science insights in order to inform the discourse surrounding veterans' reintegration and resilience
5. Design, implement, and reflect on a service-learning project
6. Display the organization, presentation, and communication skills called for by many professions and graduate program

TEXT AND MATERIALS:
There are no required textbooks for this course, but computer/Canvas access is required. All reading materials will be posted on Canvas.

CANVAS USE:
The class syllabus is posted in CANVAS, an online course management system. In this class CANVAS will be used for course scheduling, announcements, assignment instructions, and submission of assignments.

> Information on how to use CANVAS is available at:
> http://usfsm.edu/information-commons/our-services/#

Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please call or email Kendi Judy at 941-359-4638 (kjudy@sar.usf.edu) or Carlos Montoya at 941-359-4295 (cmmontoya@sar.usf.edu).

The USF Tampa IT help desk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM's E-Learning hours.

CANVAS tutorials can be found in the Student Quick-Start Guide at http://guides.instructure.com/m/8470.

COMPUTER LAPTOP USE
USFSM requires all students to have laptops that can be brought with them to class. On certain days, I will require you to bring your laptop to class. I will notify you in advance of this requirement. In addition, you may bring your laptop to class whenever you wish; however, laptops may be used for note taking, assignments, and library research only. If you are found to be using your laptop for purposes other than those listed, you will be asked to leave class and will be considered absent for the day. Cell phone use during class is not permitted.

PLAGIARISM SOFTWARE
The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turn-it-in through CANVAS. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.
Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), prior to submitting work to Turn-it-in, students are requested to delete any personal information (e.g., name, address, telephone) from the work being submitted. This protects students from having personal information disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turn-it-in.

GRADING, EVALUATION, AND ATTENDANCE POLICIES:
Evaluation

Participation (30% total)	**150 points**
• Class discussions (15%)	75 points
• Class presentation (5% each; 15% total)	75 points
Service-Learning project (35% total)	**175 points**
• Project proposal (10%)	50 points
• Project reflection (10%)	50 points
• Project presentation (15%)	75 points
Research Paper (35% total)	**175 points**
• Research topic proposal (10%)	50 points
• Annotated Bibliography (10%)	50 points
• Final Paper (15%)	75 points
	_____
	500 total points

I will use the following grading scale to calculate your final grade.

Final Grade Point Scoring

A+	500-485 (100-97%)	A	484-463 (96-93%)	A-	462-448 (92-90%)
B+	447-433 (89-87%)	B	432-413 (86-83%)	B -	412-398 (82-80%)
C+	397-383 (79-77%)	C	382-363 (76-73%)	C-	362-348 (72-70%)
D+	347-333 (69-67%)	D	332-313 (66-63%)	D-	312-298 (62-60%)
F	297-0 (59% or below)				

Attendance

I expect you to attend each class. I will take attendance. Course participation is a large part of this course, and constitutes 30% of your final grade. If you are not in class, you cannot participate, and your grade will reflect your absences. Excessive tardiness will likewise affect your participation grade. If you have a legitimate reason for missing class, please email me as far in advance as possible.

ASSIGNMENTS

Participation (30%)

I believe that in a social science course, we reap the greatest benefits by respectfully exchanging our ideas and perspectives in classroom discussions. For that reason, I expect you to come to class prepared to discuss the assigned reading material. There are two parts of the course that count towards your participation grade.

In-class discussion (15%)

The first part of your participation grade will be based on your thoughtful contributions to the class discussion. I understand that this will mean different things to different people. Some people are very comfortable engaging in classroom discussions and might raise 5-10 observations/questions in a class, whereas some individuals are more reserved and might raise 1-2 comments/questions per class. **Both of these approaches are perfectly valid forms of participation.** The bottom line is that I want you to have read, thought about, and express your thoughts regarding the material. I will post monthly participation grades, and if you have a concern, please come see me.

Discussion Leader (15%)

The second part of your participation grade will result from leading a class discussion on a selected article from our readings. You will have three opportunities to do this throughout the semester. Being able to read an article, synthesize the findings, and pose discussion questions is a vital skill, both in the academic and professional worlds. With that said, we will utilize the stand, walk, and run method of learning to lead these discussions. The first step will be to formulate five questions for discussion based on the first assigned article. The second step will be to work in teams of two to lead a discussion on the second topic. Finally, you will be individually responsible for leading an article discussion. I will post a guideline on Canvas for how to lead a discussion, and I will model the behavior throughout the class. Generally speaking, the article discussion should be around thirty minutes and should include some sort of hand-out. We will sign up for discussion leaders in the second class period.

Service-Learning Project (35%)
This course deals with a contemporary issue of concern in the U.S. and in Florida specifically. According to the 2011 census, there are over 80,000 veterans living in Manatee, Sarasota, DeSoto, and Hardee counties. While much can be learned about the issues faced by these veterans through reading academic and popular literature, perhaps more can be learned from interacting with these veterans on a more personal level. For this reason, a major portion of this course will involve a service-learning project. Service learning combines learning goals and community service in ways that can enhance both student growth and the common good. There will be three segments to the service-learning project.

Project proposal/pre-flection (10%) – September 24
The first assignment in the service learning project will be to design a project that includes some of the concepts we've been considering in the class (e.g. veterans who are minorities, homeless vets, etc.), and attempt to engage with that population in a substantial way. Be creative about the types of projects you choose. Sure, you can choose to volunteer at a homeless shelter, and that is fine, but you could also volunteer to spend a day working with Homes for Troops to build a home for a homeless veteran. Or, alternatively, you could film a digital narrative on how gender affects this generation of military veterans. Truthfully, the sky is the limit on the options, so think creatively on this. In addition to describing your project, I want you to include a 1-2 page "pre-flection" on why you chose to engage in this particular project, your familiarity with the issue, and how your background led you to choose this topic. I will post examples of service-learning projects on our Canvas site, and we will devote some class time to developing/discussing these projects.

Project reflection (10%) – November 19
The second assignment in the service-learning project will be a 2-3 page written reflection on your experience of the project. I would like you to discuss how the experience contributed to your understanding of the chosen topic, whether or not the experience was consonant with the literature we read, and whether the experience lived up to your expectations. Then, I would like you to reflect upon your pre-flection to assess whether/how your background played a part in the project.

Project presentation (15%) – December 10
The final assignment will be an in-class presentation of the entire project from start to finish. This presentation should provide a broad overview of your topic, including some of the literature, why you chose this particular topic, how you designed your project, your experiences while carrying out the project, and how those experiences deepened your understanding of the issue. The presentations should last 15-20 minutes and include some sort of visual aid. We will discuss the requirements in more detail as the date gets closer.

Research Paper (35%)
You will write an 8-10 page research paper in which you will synthesize research from political science and the social sciences to address a research question on a topic of your choice regarding veterans' reintegration into society. Prior to submitting the complete final paper, you will submit a paper topic proposal and an annotated bibliography. Full instructions for the paper and its components will be discussed in class and posted on Canvas.

Topic proposal (10%) – October 15
The proposal will include a brief overview of the topic, your research questions, hypotheses, and possible sources. More specific details will be provided on Canvas and in-class.

Annotated Bibliography (10%) – November 5
An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

Final Paper (15%) – December 3
An 8-10 page research paper in which you will synthesize research from political science and the social sciences to address a research question on a topic of your choice regarding veterans' reintegration into society. I will be happy to look at drafts, as long as they're submitted at least one week in advance.

CONTACTING ME
I hold regular office hours on Wednesday afternoon from 1pm – 4 pm. I would also be happy to schedule meetings by appointment. The best way to contact me is by email (ebhodges@usf.edu). If you send me an email during the weekend or in the evenings, please do not expect to hear back right away. I cannot guarantee that I will read my email on a Saturday or Sunday.

USFSM, USF SYSTEM, AND COURSE POLICIES
A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university's policy in the catalog, USFSM Undergraduate Catalog or USFSM Graduate Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: CANVAS, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor CANVAS site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and CANVAS course information via that address.

H. Instructor Copyright: Students may not sell notes or other course materials.

I. Website Netiquette: In order for us to reach a collective understanding, it is important that everyone's thoughts are respected and that people feel comfortable speaking up. Please review this website that lists the core rules of netiquette: http://www.albion.com/netiquette/corerules.html

J. Veterans' Accommodations: I recognize the complexities of being a member of the military community and also a student. If you are a member of the military community, please inform me if you are in need of special accommodations. Drill schedules, calls to active duty, complications with GI Bill disbursement, and other unforeseen military and veteran-related developments can complicate your academic life. If you make me aware of a complication, I will do everything I can to assist you or put you in contact with college staff that are trained to assist you.

Date	Subject	Readings	Assignments
August 27th	Course Intro/Who are our current veterans?	Syllabus

"War and Sacrifice in the Post 9-11 Era." - Pew Research Center

Selections from "Billy Lynn's Long Halftime Walk." - Fountain | Watch the TEDxTalk, "The Moral Injury of War." |
| August 29th is the last day to Drop/Add courses without a fee | | | |
| September 3rd | A brief history of veterans in the U.S.

Guest speaker – TBA | *Selections* from "Those Who Have Borne the Battle." – J. Wright

Selections from "The Greatest Generation Comes Home." – M. Gambone | |
| September 10th | Representations of vets (Films, literature, and memorials)

Guest speaker – Travis Martin | Selections from "Billy Lynn's Long Halftime Walk." - Fountain

"Stewarding a living collection: The National Park Service and the Vietnam Veterans Memorial Collection." | Watch the documentary, "Operation Homecoming: Writing the Wartime Experience."

Presentation # 1 |
| September 17th | Women vets

Guest speaker – Dr. Mariana Grohowski | "She Who Has Borne the Battle." –IAVA Report

"Women in the U.S. Military." Pew Report | Presentations #2 & 3

Watch PBS documentary, "Lioness" |

			Explore National Veterans Art Museum (online) exhibit "Overlooked"
September 24th	Vets and Diversity	*Selections* from "The Greatest Generation Comes Home." – M. Gambone *Selections* from "A Toxic Genre: Iraq War Films." - Barker	Presentation #4 **Project Pre-flections/Proposals due (email)**
October 1st	Military families Guest speaker – TBA	"Military Children and Families: Strengths and Challenges During Peace and War." – Park The Uncounted - CNN	Presentation #5 Watch "Brats: Our Journey Home."
October 8th	Public policy for veterans	*Selections* from "The G.I. Bill and the Making of the Greatest Generation." – Mettler *Selections* from "The Greatest Generation Comes Home." – M. Gambone	Presentation #6
October 15th	Veterans in their communities	"All Volunteer Force: From Military to Civilian Service." – Yonkman "Soldiers to Citizens" - Nesbit	Presentation #7 **Research paper proposal due (email)**
October 22nd	Civil Society and Vets	*Selections* from "The Heart and the Fist." – Greitens "The Moral Equivalent of War." - James	Presentation #8 Explore the websites of The Mission Continues, Team Rubicon, and The Pat Tillman Foundation.

| October 29th | Veterans and Higher Education | "Veteran Students in Transition at a Midwestern University." – Schiavone

"Completing the Mission" – Operation College Promise | Presentation #9 |
| --- | --- | --- | --- |
| November 1: Last day to drop with a W; no refund, no academic penalty | | | |
| November 5th | Veterans and Employment | "Unemployment, Earnings, and Enrollment Among Post 9-11 Veterans." – Kleyklamp

"How Are Iraq/Afghanistan-Era Veterans Faring in the Labor Market?" - Jordan | Presentation #10

Annotated bibliography due (email) |
| November 12th | Healing the wounds of war

Guest speaker – TBA | *Selections* from "Achilles in Vietnam" and "Odysseus in America." – Shay | Presentation #11

Watch "Born on the Fourth of July" |
| November 19th | All-volunteer force vs. the draft

Guest speaker – TBA | "Re-assessing the All-Volunteer Force." –Eikenberry

Selections from "The Draft: 1940-1973" - Flynn | Presentation #12

Project reflections due (email) |
| November 26th | The arts and the military

Guest speaker – TBA | | Presentation #13 |
| December 3rd | A growing divide: U.S. society and its military | "Say 'no, thanks' to Support the Troops." – Salaita

"An Army Apart: The Widening Military-Civilian Gap." – Thompson | Presentation #14

Presentation #15

Final papers due (email) |

December 10th	Final Exam	Project Presentations	
December 19th – Final grades are visible in Oasis			