



**DIVISION OF SOCIAL WORK**  
**Social Work 196A**

**Exploration of Veteran Studies: An Ethnographic Approach**

Schedule: Tuesdays and Thursdays: 1:30 – 2:45 pm

Classroom: Library 127

Instructor: John Davis, MSW

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Office hour: Mondays: 9:00am – 12:00pm; Tuesdays and Thursdays: 9:00am – 12:00pm 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. 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.

**Course Objectives**

1. Students will demonstrate introductory knowledge of ethnographic research process as it relates to veterans experiences (**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 application to reviews of ethnographic works, qualitative research articles an other significant recent literature on veterans issues (**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 to identify gaps 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 (**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

1. Sunstein, B. S., & Chiseri-Strater, E. (2006). *Fieldworking: Reading and writing research*. Bedford/St. Martins. ISBN: 0312438419  
Companion website: [www.bedfordstmartins.com/fieldworking3e](http://www.bedfordstmartins.com/fieldworking3e)
2. A Civilian Counselor's Primer for Counseling Veterans; ISBN: 1-60797-175-5; Linus Publications
3. Reading Packet of research articles and other readings on veteran studies available on course Sac CT web page.

### Suggested Resources

1. Armstrong, K., Best, S., & Domanici, P. (2006). *Courage after fire*. Berkeley, CA: Ulysses Press.
2. Roche, J. D. (2006). *The veteran's survival guide: How to file a collect on VA claims*, 2<sup>nd</sup> edition. Washington, DC: Potomac Book, Inc.
3. Slone, & Friedman, ( 2008). *After the war zone: A practical guide for returning troops and their families*. Philadelphia, PA: Da Capo Press Life Long. (order from Amazon)
4. Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND

## Suggested Supplies

- Digital voice recorder (recommend DragonSpeak edition)
- Double-entry Notetaking Worksheets (download at [www.bedfordstmartins.com/fieldworking3e](http://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 late 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](http://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 : 10/6, 10/20, 11/3, 11/17** **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. 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 Due Dates: 9/27, 10/13, 10/20, 11/3**
- **Analytical Paper .....5 pages**
- **Due Date: 11/8** **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 Date: 11/17** **50 pts**

- **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 an 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 Due Date: 12/8**
- **Final Anthology Project and Descriptive Narrative Due 12/15**

**50 pts**

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.

Final Grade	Total Score
A	200 - 188
A-	187 - 180
B+	179 - 174
B	173 - 166
B-	165 - 160
C+	159 - 154
C	153 - 146
C-	145 - 140
D+	139 - 134
D	133 - 128
D-	127 - 120
F	119 and below

### **Course Outline**

**THE INSTRUCTOR MAINTAINS THE RIGHT TO MAKE CHANGES TO THE SYLLABUS. AS A MATTER OF FAIRNESS THE INSTRUCTOR WILL GIVE ADEQUATE NOTICE TO STUDENTS BEFORE DOING SO.**

**Please Bring all Assigned Readings/Texts to Each Class Session**

Week	Topics and Readings
Week 1	<p><b>Introduction and Overview of the course</b>  <b>Building a Classroom Community</b></p>
Topics	<p>Entering the Field of “Veterans”  What is Ethnographic Research?  The Working Research Portfolio  FieldWriting and Establishing Voice  <u><b>Readings:</b></u>  1. From the READINGS FOLDER on SAC CT  Reading One: <i>Roll With It</i>  Reading Two: <i>The Hardest Letter To Write</i>  . 2. Fieldworking: Chapter 1: pp. 56-64  <b>Assignments Due</b>  <b>Complete Reading Response Forms for each reading</b></p>
Week 2	<p><b>9/5 – LABOR DAY – CAMPUS CLOSED</b></p>
Topics	<p>A Social Work Perspective-Ecological Perspective  And Veterans Studies  Resiliency Perspective  <b>Form Ethnographic Book Groups</b></p> <p><u><b>Readings:</b></u>  1. Fieldworking: Chapter 1: pp. 3-44    2. Go to Coalition for Iraq &amp; Afghanistan Veterans  <a href="http://coalitionforveterans.org/ciav/home/">http://coalitionforveterans.org/ciav/home/</a>  Explore the site and READ information under the  <i>Veterans Issues</i> Tab.  3. Reading Three: <i>Hard-wired to bounce back</i></p> <hr/> <p>Guest Speaker: CPT Lance Friis on Military Culture  <u><b>Readings:</b></u>  1. Fieldworking: Chapter 1: pp. 44-54  2. Reading Four: <i>Strong in Mind and Body</i>  3. Go to My Hooah for Health website at  <a href="http://www.hooah4health.com/spirit/resilient.htm">http://www.hooah4health.com/spirit/resilient.htm</a>  Follow the tabs reading through the 4 parts:  <small><a href="#">Introduction &amp; What Is Resilience?</a>   <a href="#">Resilience Factors &amp; Strategies / 10 Ways to Build Resilience</a> <a href="#">Learning From Your Past / Staying Flexible</a>   <a href="#">Places To Look For Help / Continuing On Your Journey</a></small>  4. Go to Real Warriors Real Battles Real Strength at  <a href="http://www.realwarriors.net/active/treatment/resilience.php">http://www.realwarriors.net/active/treatment/resilience.php</a> and  Read Build Resilience to Maximize Mission readiness</p>

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**Week 3  
Topics**

Military Culture

Understanding Field Writing

Considering Audience

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**

**Readings:**

1. Fieldworking: Chapter 2: pp. 65-85  
2.

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**Week 4  
Topics**

Double-Entry Notes

Identifying a Field Site

**Readings:**

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**

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**First Book Discussion Session**

**Readings:**

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

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**Week 5**

Invisible Wounds of War  
Positioning  
Ethics of Fieldworking  
Reading Artifacts

**Readings:**

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

**9/27****Readings:**

1. PREFACE & Summary pp. xix-xxxiii in Tanielian, T., & Jaycox, L. (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
2. Hoge, C.W. et al (2004). Combat duty in Iraq & Afghanistan, mental health problems, and barriers to care. *The New England Journal of Medicine*, 351 (1), 13-22

**Assignment Due:**

1. **Complete Reading Response Form for Reading # 2**
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**Week 6**

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).
3. Zoellner, T., & Maercker, A. (2006) Post-Traumatic Growth in Clinical Psychology—a critical review and introduction of a two component model. *Clinical Psychology Review*, 26, 626-653. On SacCT

**Assignments Due:**

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

*Operation Homecoming Video*

**Readings:**

1. Pietrzak, R. H., et al (2010). Posttraumatic growth in veterans of Operations Enduring Freedom and Iraqi Freedom. *Journal of Affective Disorders*, 126, 230-235. on SacCT

**Assignments Due:**

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

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**Week 7**      **10/10 – COLUMBUS DAY – CAMPUS CLOSED**

***Guest Speaker: Tresa Jones, LCSW on Women Veterans***

Women in the Military

Informant's Perspective

Analyzing Literature

Lioness

Readings

1. Go to Independent Lens website at  
<http://www.pbs.org/independentlens/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
4. Street, A., & Stafford, J. (2004). Military sexual trauma in caring for veterans (pp. 66-69). In the National Center for Post-Traumatic Stress Disorder (Ed.). *Iraqi War Clinician Guide*. Washington, DC: Department of Veterans Affairs on SacCT

### **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)**

*Lioness--Video*

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**Readings:**

1. Quantitative and Qualitative Research on SAC CT
2. Examining Qualitative Research on SAC CT
3. Fitzpatrick, L. (2010). How we fail our female vets. *Time Magazine*, July 12th on SacCT
4. Fitzgerald, C.E. (2010). Improving nurse practitioner assessment of woman veterans. *Journal of the Academy of Nurse Practitioners*, 22, 339-345.

**Assignments Due:**

1. Complete Reading Response Form for Reading # 4 (Fitzgerald)
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*Operation Homecoming Video*

**Week 8** 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
2. Chapter 1 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

**Assignments Due:**

1. Complete Reading Response Form for Reading # 2 (Chapter 1)

**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
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**Assignments Due:**

1. **Journal Article # 2 Analytical Paper Due ( 2 pages)**

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**Week 9** Ethnography and Media

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

**Readings:**

1. Fieldworking Chapter 6,
2. Zinn, W (2008). Ricochet: My shot made Joseph Dwyer famous. Did it also help lead to his death?. *Washington Post*, July 13
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**

*Operation Homecoming Video*

**Readings:**

1. Litz, B., & Orsillo, S. M. (2004). III. The returning veteran of the Iraqi war: Background issues and assessment guidelines (pp. 21-32). In the National Center for Post-Traumatic Stress Disorder (Ed.). *Iraqi War Clinician Guide*. Washington, DC: Department of Veterans Affairs on SacCT

**Assignments Due:**

1. **Complete Reading Response Form for Reading # 1 (Litz & Orsillo)**

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**Week 10** Researching Language

**Readings:**

- 1..Fieldworking Chapter 6
2. Chapter 2 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

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**Assignments Due:**

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

**Readings:**

1. Chapter 3 in in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

**Assignments Due:**

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**Week 11**    **Guest Speaker: Jo Ann Pinotti**

Researching Archives

Veterans History Project

Accessing the Veterans' Communities for Research

**Readings:**

Fieldworking Chapter 7

1. Chapter 4 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

**Assignments Due:**

**1. Ethnographic Book Individual Analytical Paper Due**

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**Week 12**    **Methods in qualitative inquiry**

Working with Interviews

Case Studies

**Readings:**

1. Zinger, L, & Cohen, A. (2010). Veterans returning from war into the classroom: How can colleges be better prepared to meet their needs. *Contemporary Issues in Education*, 3(1), 39-51.

2 Go to :

[http://tpmcafe.talkingpointsmemo.com/talk/blogs/r/u/rutabaga\\_ridgepole/2010/05/blast-induced-brain-injuries-f.php](http://tpmcafe.talkingpointsmemo.com/talk/blogs/r/u/rutabaga_ridgepole/2010/05/blast-induced-brain-injuries-f.php) Read Blast-Induced Brain

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Injuries from Iraq and Afghanistan. Click on links and read related articles

**Assignments Due:**

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

*Guest Speaker: Kelley Huddleston, LCSW on TBI, PTSD and Services*

1. Fieldworking, Chapter 8 pp. 419-431
2. Lew, H., et al (2008). Overlap of mild TBI and mental health conditions in returning OEF/OIF service members and veterans. *Journal of Rehabilitation Research & Development*, 45(3), 347-353
2. Warden, D. (2006). Military TBI during the Iraq and Afghanistan wars. *Journal of Head Trauma Rehabilitation*, 21(6), 398-402
3. Zoroya, G. (September 23, 2007) Scientists: Brain injuries from war far worse than thought. USA Today  
[http://www.usatoday.com/news/world/iraq/2007-09-23-traumatic-brain-injuries\\_N.htm](http://www.usatoday.com/news/world/iraq/2007-09-23-traumatic-brain-injuries_N.htm)

**Assignments Due:**

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

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**Week 13**    Methods in Qualitative Inquiry Continued

Homelessness

**Readings:**

1. Fieldworking Chapter 8 pp 432-448
2. MacReady, N (2998). Coming home. *Lancet*, 372 (9640), 703-704
3. Chapter 5 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

**Assignments Due:**

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

**Week 14**    11/24 – 11/27 – THANKSGIVING HOLIDAY – CAMPUS CLOSED

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*Alive Day Memories—Video*

**Readings:**

1. Fieldworking Chapter 8 pp 449-470

**Assignments Due:**

**Interview Analysis Paper Due**

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**Readings:**

1. Chapter 6 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

**Assignments Due**

1. **Complete Reading Response Form for Reading #1**
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**Week 15    Sharing our Anthology Projects**

**Readings:**

1. Chapter 7 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

**Assignments Due**

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

**Sharing our Anthology Projects**

**Readings:**

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2. Chapter 8 in Tanielian, T., & Jaycox, L. (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND-on SacCT

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**Final Exam**                      **Turn in your Anthology Project and Narrative**

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

1. Benedict, HI L. (2010). *The lonely soldier: The private war of women serving in Iraq*. Boston: Beacon.
2. Bowdon, L, & Cain, S. (2008). *Powder: Writing by women in the ranks, from Viet Nam to Iraq*. Tucson, AZ: Kore Press.
3. Conklin, R.A. (2010). *An angel from hell: Real life on the front line*. New York: Berkley Books.
3. Carrol, A. (Ed). (2008). *Operation homecoming: Iraq, Afghanistan, and the home front in the words of U.S. troops and their families*. Chicago: University of Chicago Press.
4. Daly, T (2010). *Rage Company: A marine's baptism by fire*. Hoboken, NJ: Wiley Press.
5. Finkel, D. (2009). *The good soldiers*. New York, NY: Ferrar, Straus & Giroux
6. Gallagher, M. (2010). *Kaboom: Embracing the suck in a savage little war*. Philadelphia, PA: Da Capo Press
7. Holmstedt, K (2001). *Band of sisters: American women at war in Iraq*. . Mechanicsberg, PA: Stackpole Books
8. Holmstedt, K. (2009). *The girls come marching home*. Mechanicsberg, PA: Stackpole Books.
9. Junger, S. (2010). *War*. New York: Hachette Book Group.
10. Kennedy, K. (2010). *The fought for each other: The triumph and tragedy of the hardest hit unit in Iraq*. New York: St. Martin's Press
11. Kraft, H.S. (2007). *Rule number 2: Lessons in a combat hospital*. Boston, MA: Little Brown & Company.
12. Sherman, N. (2010). *The untold war*. NY: W.W. Norton
13. Solaro, E. (2006). *Women in the line of fire: What you should know about women in the military*. Emeryville, CA: Seal Press.

14. Staub, M.E. & Williams, K. (2005). *Love my rifle more than you: Young and female in the U.S. Army*. New York: W.W. Norton.
15. Turner, B. (2005). *Here, bullet*. Farmington, ME
16. Wise, J., & Baron, S. (2006). *Women at war: Iraq, Afghanistan and other conflicts*. Annapolis, MD: U.S. Naval Institute.
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