

## **MVS 301 Veterans, Society and Service**

Cross listed with MVS 301 and HST 300

Online Course

**Credits:** 3     **Prerequisites:** none

### **Faculty Information**

**Instructor:** Colonel Wanda Wright (Ret)

**Contact Info:** Room 360 Arizona Center, **Phone:** 480-250-8305 **Email:** wawrigh2@asu.edu

**Office Hours:** email or call to make an appointment.

**Course Description:** Surveys the history of America's wars, military, and veterans from the American Revolution through today. Also exposes how American society has understood the role of the military and those who served, both during and after their service in American wars.

Module 0: Getting Started

Module 1: Revolution to WWI

Module 2: Into WWI

Module 3: WWII

Module 4: Korea/Cold War

Module 5: Vietnam Era

Module 6: Since Vietnam

### **Student Learning Outcomes**

1. Students will be able to understand the historical and changing definitions of “veteran.”
2. Students will be able to identify the field of veteran studies.
3. Students will demonstrate an understanding of the basic chronology of America’s wars and, some of the differences between them in terms of how the military and veterans from those wars were understood by the nation.
4. Students will be able to identify some components of American military culture that are distinct from American civilian culture, as well as how they historically developed and changed.
5. Students will be able to discuss and assess historical and contemporary examples of how the U.S. military is both a reflection and influencer of societal challenges and change.

6. Students will increase their understanding of how and why gender, race, and socio-economic differences have historically affected, and sometimes inhibited, recruitment, selective service, wartime effectiveness, and what are now known as veterans' benefits.

Students will develop or refine their historical and analytical writing skills with a focus on the use of a thesis, evidence, and clear communication, as well as correct citation formatting.

8. Students will demonstrate their ability to assess websites for useful, reliable information.

9. Students will demonstrate their ability to ask and answer good, relevant questions in written and verbal discussions and interviews.

## Student Success

To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your instructor and peers
- create a study and/or assignment schedule to stay on track
- access [ASU Online Student Resources](#) or [CISA Academic Resources](#)

## Assignment Details

Quizzes

Discussion

Written Responses

Final Presentation

## Community Forum

This course uses a Community Forum for general questions about the course and students supporting students. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates. Canvas Mail questions of a personal nature to your instructor. You can expect a response within 48 hours.

## Textbooks, Required Readings and Materials

All the required readings are located in the ASU library resources.

The **main text** will be:

Wright, J. (2012). *Those Who Have Borne the Battle A History of America's Wars and Those Who Fought Them*. Students may purchase or rent a hardcopy or e-book.

You will also view five recorded interviews (2020). These are noted in the syllabus and available via Canvas in the "overview and assignments" section in most units. These are not listed in the ASU Library Resource List but are required, always associated with the comprehension quizzes, and more generally relevant.

### **Supplementary Materials:**

All supplementary readings are available in the canvas modules and the ASU library resource organizer on the left hand side of your canvas shell. Various FREE resources in diverse formats will be listed for each module. For example, these may include a posted pdf reading, a website, short video, films, podcasts, or recorded interview. Please be sure to check each week's schedule here in the syllabus for the basic information and follow up in each Canvas module for assignment details.

### **Free Access:** New York Times, Wall Street Journal, Microsoft Office

All ASU students have free access to the New York Times and Wall Street Journal by following instructions [HERE](#).

This can help you have full access to some of the articles used in the course, but students may use it for their own use.

Also, all ASU students have access to Microsoft Office if they don't have it on their device. Students may access that information [HERE](#). Be sure to use your ASU sign-in.

Narrated PowerPoint slides are posted as part of each module's "Overview & Assignments" section and the slides without narration are also available for quick reference. Students should view these before working with the required and supplementary materials assigned for that week and prior to completing the comprehension quizzes each week. Please note: Because slide recordings may be reused in a later semester, occasionally a recently updated syllabus article/video may be different from what is mentioned in the narration or listed on the slides themselves as I do update materials each semester. Always default to the syllabus if there is a conflict and feel free to contact me with questions. This can allow me to clarify for the class as a whole.

### **Optional Materials:**

Each week, the syllabus includes optional materials that students will not be quizzed on or otherwise need to use. However, they are provided in order for students to grow their final project (noted next to assignment due date in syllabus), access more information about something potentially related to their own interests, or to have them if useful in the future. No one is required to use these (other than where noted for the final project or extra credit options, if chosen), but students are nonetheless encouraged to take advantage of this information, especially as they move towards the completion of their final project.

### **Use of Course Materials During Quizzes**

Students may use any course materials provided during comprehension quizzes. Students are strongly urged to review all unit materials prior to entering the quiz because locating information from various sources can otherwise take more time than allotted. It is fully acceptable for each student to have the unit's slides, online resources, as well as the book available during quizzes. For those who take a quiz after participating in discussion it is of course possible that something from discussion will clarify information that is ultimately relevant for a comprehension quiz and this is an acceptable resource. However, realize that other students may be incorrect about a piece of information, so your own follow-up is important. Students should not take quizzes with someone else or draw on answers provided by another person, whether in the course or not. Quizzes are not group projects. Please email me directly if you have questions after reading ASU's Academic Integrity Policies (left side of Canvas) as part of your preparation for the syllabus and policies quiz in the early days of the course.

## **Course Access**

Your ASU courses can be accessed by both [my.asu.edu](http://my.asu.edu) and [asu.instructure.com](http://asu.instructure.com); bookmark both in the event that one site is down.

## **Additional Requirements**

This course requires the following technologies:

- Web browsers ([Chrome](#), [Mozilla Firefox](#), or [Safari](#))

- [Adobe Acrobat Reader](#) (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office ([Microsoft 365 is free](#) for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

*Note:* A smartphone, iPad, Chromebook, etc. will not be sufficient for completing your work in an online environment. Although you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes, and virtual labs completed in Canvas.

## Grading

Your grade will be determined based on the following grading schema:

A	Percentage	Points Range
A+	100-97%	250 – 242.5
A	96-94%	240 - 235
A-	93-90%	232.5 - 225
B+	89-87%	222.5 – 217.5
B	86-84%	215 - 210
B-	83-80%	207.5 - 200
C+	79-76%	197.5 - 190
C	75-70%	187.5 - 175
D	69-60%	103.5 - 150
E	<60%	<150
EU	<60%	Failing Did Not Complete
EN	0%	Failing Never Participated

# Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Grades on assignments will be available within **5 days** of the due date in the Gradebook.

## Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and you are unable to submit the assignment on time. If students anticipate a particular problem, please be in touch as soon as possible. However, as a rule and unless set up in Canvas and noted as such in the assignment description there, late assignments are generally not accepted, but students are nonetheless encouraged to contact me should the need arise. If a late submission is accommodated, deductions (5-20% depending on assignment) may be made so students who submitted on time are not disadvantaged. The syllabus offers wide submission windows in Canvas that accommodate any schedule, but students do need to plan ahead, especially in a short, online course. Due to the short time we are in class together, the amount of work required for this course \*\*\*\*no late work will be accepted for credit unless\*\*\*:

- 1) You have contacted me prior to the assignment deadline, and
- 2) You have received a response back from me indicating a revised deadline/extension.
- 3) You are experiencing extraordinary circumstances and have appropriate documentation, which is communicated to me within a few days of the incident.
- 4) You follow the procedure regarding Religious Observances or University-Sanctioned

## Submitting Assignments

For your own protection, you should keep a copy of everything you hand in, and you should keep your graded assignments at least until grades are finalized at the end of the semester in the event you wish to contest any grades.

All assignments, unless otherwise announced by the instructor, **MUST** be submitted to the designated area of Canvas. Do not submit an assignment via email.

Assignment due dates follow Arizona Standard time. Click the following link to access the [Time Converter](#) to ensure you account for the difference in time zones. Note: Arizona does not observe daylight savings time.

## Classroom Use of Generative AI (i.e. Chat GPT, Bard, etc)

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

## Course Time Commitment

Coursework includes all learning activities including reading, watching videos, studying, and completing assignments. Arizona Board of Regents (ABOR) requires 45 hours of coursework per credit for college-level courses, which translates to:

- 1 credit hour = 45 total hours
- 2 credit hours = 90 total hours
- 3 credit hours = 135 total hours
- 4 credit hours = 180 total hours
- 5 credit hours = 225 total hours

ASU courses range in length from 6 weeks to 15 weeks. Below is a breakdown of the 135-hour required time commitment for a three-credit course divided among weeks for courses of various lengths.

Course Length	Time on Coursework per Week for a 3-credit course	Total Time Requirement for a 3-credit Course
6 weeks	22.5 hours	135 hours
7.5 weeks	18 hours	135 hours
8 weeks	17 hours	135 hours
15 weeks	9 hours	135 hours

## Drop and Add Dates/Withdrawals

If you are unable to take this course for any reason, be aware that there is a limited timeline to [drop or add the course](#). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Withdrawing as a Financial Aid Recipient](#), [Medical/Compassionate Withdrawal](#), and a [Grade of Incomplete](#).

## Grade Appeals

Students must first speak with the instructor of the class to discuss any disputed grades. If, after review, a resolution is not achieved, students may proceed with the appeal process. Student grade appeals must be processed in the regular semester immediately following the issuance of the grade in dispute (by commencement for fall or spring), regardless whether the student is enrolled at the university. Complete details are available in the [CISA Grade Appeals policy](#).

# Course Outline

Module	Course materials to prepare	Submissions/Due Dates	Points
<b>Getting Started</b>  8/22-8/23 <b>Please note:</b> Students are encouraged to look ahead in the syllabus, insert <b>all</b> assignments & due dates in a calendar, and set aside time to prepare for <b>the Th and Sun evening deadlines to come</b> , as well as take note of the <b>final project</b> , due on the final day of class @ 11:59pm AZ/MST.	<b>View:</b> Slides/Screencast  <b>Review:</b> Syllabus, University Policies, Academic Integrity information (link in University Polices), and Canvas shell layout  <b>Review/Bookmark:</b> <a href="#">Overview of Veteran Studies</a> , and a bit about <i>Journal of Veteran Studies</i>  <b>View:</b> VA Sec. McDonough on benefits for veterans exposed to burn pits, preventing vet suicide (PBS, 12/21) Although we start in the 18 <sup>th</sup> c., notice the ongoing changes to veterans' benefits" demonstrating they have not been consistent even in recent decades.  <b>Read:</b> "American Veteran' Honors the Many Faces of the U.S. Soldier (NYTimes 10/21)  Students should skim through and read some of the comments (via comments link at end of article. Also consider: How does the American public (yourself included) get its information about veterans and military service?  <b>Optional:</b> <ol style="list-style-type: none"> <li>1. A Veteran's View (<i>Atlantic</i> 2017 series) (Students may want to read some of these relevant to their final project or other interests)</li> <li>2. Arizona Veterans (various KAET/AZPBS short reports/interviews)</li> </ol>	Canvas discussion post due: Sun @ 11:59pm. Response due Wednesday @ 11:59pm  Syllabus Quiz: Wednesday @ 11:59pm	(10)  (10)
<b>Module 1</b> Revolution to WWI 8/22-8/28	<b>View:</b> Slides/Screencast; Interview: James Wright (historian, our textbook author, veteran, former Dartmouth President)  <b>Read:</b> Wright, Intro-Ch 1, using reading questions	Flipgrid discussion post and response: 1 <sup>st</sup> post due Th @ 11:59pm; Response due Sun @ 11:59pm Quiz 1: Wednesday @ 11:59pm	(10)  (10)

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p><b>Respond:</b> Podcast assessment for written assignment</p> <p><b>Discussion:</b> Post/respond to questions posted there/in Canvas.</p> <p><b>Supplementary (Required):</b></p> <ol style="list-style-type: none"> <li>1. The changing profile of the U.S. military: smaller in size, more diverse, more women in leadership (2017 stats)</li> <li>2. US Military Rank Insignia &amp;/or Military Rank &amp; Insignia</li> <li>3. The general was female? (2019)</li> </ol> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>1. Military acronyms list &amp; glossary (posted pdfs)</li> <li>2. The truth about military parades &amp; The case for a big, beautiful military parade (2018)</li> <li>3. Public memory and the Revolutionary War</li> <li>4. The nation and military gratitude during the Revolutionary War</li> <li>5. General von Steuben, Valley Forge &amp; more recent understandings of him</li> </ol>	<p>Podcast written response: Wednesday @ 11:59pm</p>	(10)
<p><b>Module 2</b> Into WWI 8/29-9/4</p>	<p><b>View:</b> Slides/Screencast, Interview, Dr. Kermit Brown (formerly USMC)</p> <p><b>Read:</b> Wright, Ch 2, using reading questions</p> <p><b>Respond:</b> Film: <i>Transmilitary</i>, using viewing questions</p> <p><b>Discussion Board:</b> Post/respond to questions</p>	<p>Discussion board post and response: 1<sup>st</sup> post due Sunday @ 11:59pm; Response due Wednesday @ 11:59pm</p> <p>Quiz 2: Wednesday @ 11:59pm</p> <p>Film written response: Wednesday @ 11:59pm</p>	<p>(10)</p> <p>(10)</p> <p>(10)</p>



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	<p>posted there/in Canvas.</p> <p><b>Supplementary (Required):</b></p> <ol style="list-style-type: none"> <li>1. Harlem Hellfighters in WWI/369<sup>th</sup> Infantry (video)</li> <li>2. Putting Heroes, and Traitors, Where They Belong (2020)</li> <li>3. History of Ft. Huachuca (AZ) &amp; Southwest Association of Buffalo Soldiers (Review History section)</li> <li>4. Buffalo Soldiers, the famed Black cavalry, get a statue at West Point</li> <li>5. With a headstone, AZ man who died a century ago is given back the identity he lost (2020)</li> <li>6. As Biden lifts a ban, transgender people get a long-sought chance to enlist (2021)</li> </ol> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>1. StoryCorps video: Love Lost, and Found</li> <li>2. Best Friends and Vietnam-Era Vets on Their Shared Sisterhood (2020)</li> <li>3. <i>Film: Rebel Loreta Velazquez: Secret Soldier of the American Civil War</i> (ASU Streaming)</li> <li>4. "Cheyenne &amp; Lakota Women at the Battle of Little Bighorn"</li> </ol>		
<b>Module 3</b> WWII 9/5-9/11	<p><b>View:</b> Slides/Screencast, Interview: Lamar Burris, Master Gunnery Sergeant, USMC.</p> <p><b>Read:</b> Wright, Ch 3, using reading questions</p> <p><b>Respond:</b> Film: <i>Willa Brown, American Aviator</i> &amp; <i>The Navy's 1<sup>st</sup> Black Female Tactical Jet Pilot</i></p> <p><b>Discussion board:</b> Post/respond to questions posted in Canvas. As part of their response, students will note their final project interests, even if not fully formed.</p>	<p>Discussion board post and response: 1<sup>st</sup> post due Sunday @ 11:59pm; Response due Wednesday @ 11:59pm</p> <p>Quiz 3: Wednesday @ 11:59pm</p> <p>Film written response: Wednesday @ 11:59pm</p>	<p>(10)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p><b>Supplementary (Required):</b></p> <ol style="list-style-type: none"> <li>Beyond the World War II We Know_(Choose 1 article that draw your interest.)</li> <li>The paralyzed WWII veterans who invented wheelchair basketball_(Smithsonian Magazine, 2020)</li> <li>The Black Female Battalion That Stood Up to_a White Male Army_(2020)</li> <li>5 Things to Know about Arizona’s WWII Japanese Internment Camps_(2017)</li> <li>Edward D. Shames, 99, Last Living ‘Band of Brothers’ Officer, Dies at 99_(2021)</li> </ol> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>Japanese American Internment Camp Collection</li> <li>Beyond the WWII We Know_(series of NYTimes articles of interest)</li> <li>Remembering the heroic army medic who_was in the first wave at Omaha Beach_(PBS video, 2021)</li> <li>Nightfighters</li> <li>Betty Tackeberry “Tack” Blake, WWII_WASP (AZPBS Horizon interview)</li> <li>Film: WASPS and Witches: Women Pilots of WWII</li> <li>The ‘Hamilton’ of WWII_(2018)</li> <li>Servicemen’s Readjustment Act (1944)</li> </ol>		
<b>Module 4</b> Korea/Cold War 9/12-9/18	<p><b>View:</b> Slides/Screencast, Interview, Wanda Wright, Director of AZ Dept. of Veteran Affairs</p> <p><b>Read:</b> Wright, Ch 4, using reading questions.</p> <p><b>Respond:</b> Brats: Our Journey Home, using viewing questions</p> <p><b>Discussion board:</b> Post/respond to questions posted in Canvas.</p>	<p>Discussion board post and response: 1<sup>st</sup> post due Sunday @ 11:59pm; Response due Wednesday @ 11:59pm</p> <p>Quiz 4: Wednesday @ 11:59pm</p> <p>Film written response: Wednesday @ 11:59pm</p>	<p>(10)</p> <p>(10)</p> <p>(10)</p>

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	<p><b>Supplementary (Required):</b></p> <ol style="list-style-type: none"> <li>1. <b>Green</b>, “The Race of Combat in Korea.” (Ch 5 in <i>Black Yanks in the Pacific: Race in the Making of the American Military Empire After WWII</i> (<b>Discussion focus</b>)</li> <li>2. Gen. Brown on extremism in the Air Force and threats from China, Afghanistan (PBS video, 2021)</li> <li>3. African Americans Are Highly Visible in the Military, but Almost Invisible at the Top (2020)</li> <li>4. The Few, the Proud, the White: The Marine Corps Balks at Promoting Generals of Color</li> <li>5. Why Distinguishing Moral Injury from PTSD is Important (2015)</li> <li>6. Ehren Tool, veteran &amp; artist: Ehren Tool’s cups aren’t for sale. They’re for starting conversations—about war</li> </ol> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>1. Film: <i>And Thereafter</i> (ASU streaming)</li> <li>2. A new theory of PTSD and veterans: Moral Injury (2012)</li> <li>3. PITS: What is it? (Perpetration-Induced Traumatic Stress (2017)</li> </ol>		
<b>Module 5</b> Vietnam Era 9/19-9/25	<p><b>Note:</b> No interview to watch this week, but students will discuss their <b>final project topic</b> as <u>part</u> of their discussion, so given the short timeframe ahead please review the assignment and be prepared.</p> <p><b>View:</b> Slides/Screenecast.</p> <p><b>Read:</b> Wright, Ch 5, using reading questions</p> <p><b>Respond:</b> Website assessment—choose <u>1</u> of these pairs and respond according to the assignment posted in Canvas:</p> <ol style="list-style-type: none"> <li>1. AZ Dept. of Veterans Services &amp; US Dept. of Veterans Affairs</li> </ol>	<p>Canvas discussion post and response: 1<sup>st</sup> post due Sunday @ 11:59pm; Response due Wednesday @ 11:59pm</p> <p>Quiz 5: Wednesday @ 11:59pm</p> <p>Website written response: Wednesday @ 11:59pm</p>	<p>(10)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<ol style="list-style-type: none"> <li>ASU Pat Tillman Center &amp; UA Veterans Education and Transition Services</li> <li>Military Assistance Mission (MAM) &amp; Veterans Advantage</li> <li>ASU ROTC &amp; Today's Military: Today's ROTC Programs</li> </ol> <p><b>Supplementary (Required):</b></p> <ol style="list-style-type: none"> <li>Remember 'warrior statesman' Colin Powell (PBS, 2021)</li> <li>"In the end we felt betrayed": Vietnamese veterans see echoes in Afghanistan (2021, pre US withdrawal)</li> <li>Introduction: K. Phillips, War! What is it Good For?</li> <li>"What's Going On" by Marvin Gaye</li> <li>NPR article/podcast: 'What's Going On': A Departure That Defined A Generation.</li> <li>"War" by Edwin Starr</li> <li>"Machine Gun" by Jimi Hendrix</li> <li>"Fortunate Son" by Creedence Clearwater Revival</li> <li>"Ohio" by Neil Young</li> <li>Muhammad Ali in Vietnam (2016)</li> <li>A Pop Culture Glossary for 'Da 5 Bloods'</li> </ol> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>Podcast: The Moth—The Vietnam War (3 short stories, all worth a listen—in particular: Honoring My Brothers)</li> <li>John Kerry's testimony before Congress (4/22/71) (Representing Vietnam Veterans Against the War; Transcript) &amp; Operation Dewey Canyon III (1971)</li> <li>With undersea robots, an Air Force navigator lost since 1967 is found (2021)</li> <li><i>Regret to Inform</i></li> <li><i>Da 5 Bloods</i> (no free option yet)</li> <li><i>Apocalypse Now</i> (No free ASU version available. Check: justwatch.com)</li> <li><i>Deer Hunter</i> (No free ASU version available. Check: justwatch.com)</li> <li>11 things modern veterans contribute to the workplace (2014)</li> </ol>		

	9. AIAN Service Members and Veterans (American Indian & Alaska Native) 2012 1.       Heroes or Hopeless? Homeless Veterans Caught in a Dysfunctional System		
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Module	Course materials to prepare	Submissions/Due Dates	Points
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<p><b>Module 6</b> Since Vietnam 9/26-10/2</p> <p><b>Please notice:</b> Final project due 6 Oct @ 11:59PM AZT course.</p>	<p><b>View:</b> Slides/Screencast, Interview: Jane Ferguson, international PBS Newshour journalist. <b>Recommended:</b> I urge students to check out <u>Ferguson's website</u> and her <u>PBS Newshour work</u>—or at least to have it on your radar. No quiz questions about the site itself, however.</p> <p><b>Read:</b> Wright, Ch 6-7, using reading questions</p> <p><b>Respond:</b> <i>Soldier On: Life After Deployment</i>, using viewing questions</p> <p><b>Flipgrid discussion:</b> Post/respond to questions posted in Canvas.</p> <p><b>Supplementary (Required):</b></p> <ol style="list-style-type: none"> <li>1. Dept. of Defense Core Values</li> <li>2. The American veteran experience: Post-9/11 generation (2019)</li> <li>3. How the Taliban Outlasted a Superpower: Tenacity and Carnage (2020, pre-US withdrawal)</li> <li>4. BBC: The Documentary Podcast: Lynn Hill—21st-Century War Poet</li> <li>5. 'A poison in the system': the epidemic of military sexual assault (2021)</li> <li>6. Deported veterans long to return from exile. Some will get the chance (2021)</li> </ol>	<p>Discussion post and response: 1<sup>st</sup> post due Sunday @ 11:59pm; Response due Wednesday @ 11:59pm</p> <p>Quiz 6: Wednesday @ 11:59pm</p> <p>Film written response: Wednesday@ 11:59pm</p> <p>Course evaluations available</p>	<p>(10)</p> <p>(10)</p> <p>(10)</p>
Module	Course materials to prepare	Submissions/Due Dates	Points

	<p>7. Lawmakers reach deal to overhaul how military handles sexual assault cases (2021)</p> <p><b>Optional:</b></p> <ol style="list-style-type: none"> <li>1. PBS: Veterans Coming Home</li> <li>2. Film: <i>Father, Soldier, Son</i> (Netflix)</li> <li>3. Film: Served Like a Girl</li> <li>4. 'I' Will No Longer Be in Your</li> <li>5. Vocabulary: Women Becoming Marines</li> <li>6. Website: Warrior Writers</li> <li>7. Interview: AfterWords (CSPAN2): Anuradha Bhagwati</li> <li>8. A #MeToo Movement Emerges for Military Women After Soldier's Killing</li> <li>9. In debate over sexual assault in the military, men are overlooked victims (2013)</li> <li>10. How a photographer showed men's lives haunted by military sexual trauma (2019)</li> <li>11. Veteran Treatment Courts (2020)</li> </ol>		
<p><b>Wrap Up</b></p> <p>10/3-10/9</p>	<p><b>Complete:</b> Course evaluations (ASU and Stewart's; neither required but greatly appreciated)</p> <p>The <b>final project</b> is a 10-12-slide presentation (script included) on a topic relevant to the course, likely also associated with the optional materials listed in any given week. Please consult Canvas (Getting Started &amp; 7) for details.</p>	<p>Final Project: Last day of class 6 Oct @ 11:59pm AZT. No extensions permitted.</p> <p>Submit up to 2 extra credit options: Thurs @ 11:59pm AZT.</p>	<p>(50)</p> <p>(up to 10)</p>

**All University Policies and Information can be found in the “CISA Policies” and “ASU Academic Integrity” links in Canvas.**

**Please familiarize yourself with that information prior to taking the syllabus quiz AND when you have questions about resources such as tutoring, counseling, university policies covering our course or your time at ASU, etc.**

## **Accommodating Active Duty Military**

Students who participate in line-of-duty activities shall be provided make-up assignments, examinations, or other graded coursework missed because of required work performed in the line-of-duty, without penalty. See university policy: ACD304-11; SSM 201-18: Accommodating Active Duty Military <https://www.asu.edu/aad/manuals/ssm/ssm201-18.html> for details. Students should discuss individual concerns with their instructor.

## Attendance Policy

Attendance and participation in class activities is an essential part of the learning process, and students are expected to attend class regularly. Some absences are, however, unavoidable. Excused absences for classes will be given without penalty to the grade in the case of (1) a university-sanctioned event [ACD 304-02]; (2) religious holidays [ACD 304-04; a list can be found here <https://eoss.asu.edu/cora/holidays>]; (3) work performed in the line-of-duty according [SSM 201-18]; and (4) illness as documented by a health professional.

Anticipated absences for university-sanctioned events, religious holidays, or line-of-duty activity should be communicated to the instructor by email at least **5 days** before the expected absence.

Absences related to illness should be documented by a health professional and communicated to the instructor as soon as possible by email.

Excused absences do not relieve students from responsibility for any part of the course work required during the period of absence. Faculty will provide accommodations that may include participation in classes remotely, access to recordings of class activities, and make-up work.

If there is a disagreement as to whether an absence should be accommodated, the instructor and student should contact the academic unit chair immediately for resolution.

I am aware of the complexities of being a student veteran. If you are a veteran, on active duty, in the reserves, or a spouse or dependent, stay in contact with me if an aspect of your present or prior service makes it difficult for you to fulfill the requirements of the course. Training and drill schedules, calls to active duty, VA appointments, GI Bill disbursements, and other aspects of service can disrupt academic progress. If you make me aware of a complication, I will work with you and/or put you in contact with university staff who are trained to assist you.

## Communicating with your Instructor and Classmates

### Classroom Community

To build a course climate that is comfortable for all, it is important that students (1) display respect for all members of the class – including the instructor and students; (2) pay attention to and participate in all interactive student partner/instructor sessions and activities; and (3) observe the rules of appropriate online behavior (also known as *netiquette*). This term is defined by the instructor and includes keeping course discussion posts and oral communication with other students (or the instructor) focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. In addition, they must avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude course members. This is not an exhaustive list of behaviors; rather, it represents examples of the types of things that can have a dramatic impact on the course environment. Your final grade may be reduced each time you engage in the types of negative behaviors indicated above.

### Student Conduct



ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures](#), [Computer, Internet, and Electronic Communications policy](#), [ASU Student Academic Integrity Policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). Anyone in violation of these policies is subject to sanctions. [Students are entitled to receive instruction free from interference](#) by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per [Instructor Withdrawal of a Student for Disruptive Classroom Behavior](#). The Office of Student Rights and Responsibilities accepts [incident reports](#) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

## **Establishing a Safe Environment**

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02](#) of the Student Services Manual, students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others' intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the [Office of the Dean of Students](#). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

## **Accommodation for Religious Practices**

Class attendance (either in-person or remotely) is required in the course, and attendance is taken every class session. If you are unable to attend class for any reason, please contact me as soon as possible.

Follow the appropriate University policies to request accommodation for religious practices, or to request accommodation for missed assignments due to University-sanctioned activities or active military service.

## **Missed Classes Due to University-Sanctioned Activities**

Class attendance (either in-person or remotely) is required in the course, and attendance is taken every class session. If you are unable to attend class for any reason, please contact me as soon as possible.

Follow the appropriate University policies to request accommodation for religious practices, or to request accommodation for missed assignments due to University-sanctioned activities or active military service.

## **Academic Integrity**

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity).

If you fail to meet the standards of academic integrity in any of the criteria listed on the university policy website, sanctions will be imposed by the instructor, college, and/or dean. Academic dishonesty includes, but is not limited to, cheating on an academic evaluation or assignment, plagiarizing, academic deceit (such as fabricating data or information), or falsifying academic records. Turning in an assignment (all or in part) that you completed for a previous class is considered self-plagiarism and falls under these guidelines. Any infractions of self-plagiarism are subject to the same penalties as copying someone else's work without proper citations. Students who have taken this class previously and would like to use the work from previous assignments should contact the instructor for permission to do so.

If you have any questions about your work and the academic integrity policy, please discuss your assignment or concerns with your instructor, teaching assistant, or your college Academic Integrity Officer in advance of submitting an assignment. Student resources on Sun Devil Integrity and strategies for completing your work with integrity and avoiding plagiarism are available here: [ASU Student Resources for Academic Integrity](#) or [provost.asu.edu/academicintegrity](http://provost.asu.edu/academicintegrity) for more information.

## **Disruptive, Threatening, or Violent Behavior**

In the classroom and out, students are required to conduct themselves in a manner that promotes an environment that is safe and conducive to learning and conducting other university-related business. All incidents and allegations of violent or threatening conduct by an ASU student will be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. Such incidents will be dealt with in accordance with the policies and procedures described in Section 104-02 of the Student Services Manual, available at <https://public.powerdms.com/ASU/documents/1560490>

ASU and the College of Integrative Sciences and Arts expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

## **Trigger Warning**

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet, if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me at [wawrigh2@asu.edu](mailto:wawrigh2@asu.edu).

# Student Accessibility and Inclusive Learning Services (SAILS)

Qualified students with disabilities who will require disability accommodation in this class are encouraged to make their requests to the instructor at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Student Accessibility and Inclusive Learning Services is required. Disability information is confidential.

**Student Accessibility and Inclusive Learning Services** (<https://eoss.asu.edu/accessibility> )

**Email:** Student.Accessibility@asu.edu

**SAILS Phone:** 480-965-1234

**SAILS FAX:** 480-965-0441

## Tutoring

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, statistics, and engineering courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Graduate academic tutoring is available for writing and statistics.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit <https://tutoring.asu.edu> or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.

## Copyright

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement. For more information, see the Computer, Internet, & Electronic Communications Policy at <http://www.asu.edu/aad/manuals/acd/acd125.html>

## Instructor's Copyrighted Materials

In accordance with [ACD 304-06 Commercial Note Taking Services](#), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

## Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support,

from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## **Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access, and have an impact on our community, state, nation, and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic, and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

## **Mental Health**

As a student, like anyone else, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating, and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same-day or future appointment to discuss any personal concern. Here is the website: [eoss.asu.edu/counseling](https://eoss.asu.edu/counseling). After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

## **Course Evaluation**

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available. The results are always anonymous and cannot be reviewed by the instructor/department until after final grades have been posted.

## **Academic Affairs Manual**

For a complete guide to Arizona State University course policies, please refer to the [Academic Affairs Manual \(ACD\)](#).

## **Chat**

The Chat tool in Canvas allows students and teachers to interact in real time. Use Chat only for informal course-related conversations unless your instructor informs you otherwise. Chat is not ideal for questions about assignments; instructors are not required to monitor it and conversations may be buried or lost.

# Email

ASU email is an [official means of communication](#) among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

*All instructor correspondence will be sent to your ASU email account.*

# Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Remember to check your ASU email and the course site often.

**College Contact:** This course is offered by the [College of Integrative Sciences and Arts \(CISA\)](#). For more information about the college, visit our website: <https://cisa.asu.edu>. If you have questions about this course, please speak with your instructor. If your instructor is unable to address your questions, please send your inquiry to [cisa@asu.edu](mailto:cisa@asu.edu).