

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	Department/School	Languages and Cultures
Prefix: VTS Number: 301 Title:	Veterans, Society and Service: Experience of America's Modern Wars	Units: 3

Course description: **Be part of this new field in veteran studies to create bridges among military, veteran and civilian cultures. Who are veterans? How and why do citizens become military service members and what is the experience of recruitment, training, service and transition to civilian life? How do we 'read' a military uniform and differentiate the language and cultures of the five branches? How does military service lead or follow the nation in issues of class, gender, civil rights and LGBTQ? What are society's obligations to veterans and families as they transition through health care, higher education, employment and continued service?**

Is this a cross-listed course? If yes, please identify course(s): **HST 300**

Is this a shared course? If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: H

Mandatory Review:

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

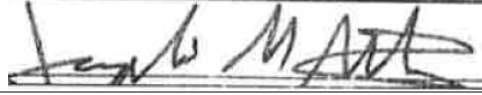
Contact information:

Name Manuel G. Avilés-Santiago E-mail maviless@asu.edu Phone 480-280-8929

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Jacqueline Martínez Date: 10/6/20

Chair/Director (Signature):



Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
VTS/HST	301/300	Experience of America's Modern Wars	H

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	From the title, through~250 years of history, and course materials, the course is consistently focused on history.	H1: Syllabus pages 1-2, 4-11. Course overview, course themes, and 4/9 student learning outcomes directly connect to criteria #1, among others. The foundational book for the course, <i>Those Who Have Borne the Battle: A History of America's Wars and Those Who Fought Them</i> , was written by a historian and is fundamentally historical in nature, covering the timeframe from the American Revolution to the present. Course assignments (discussions, quizzes, writing responses, etc) consistently ask for understanding of historical content and method.
2	The course focuses on the history of the American military and those who served, often termed veterans. The changes over time that have occurred were influenced by prior events, covered in the course, as well as relationships between many factors, including the status of the U.S. on the global stage, ideologies about citizen soldiers, race, gender, and more. These are all explored in the course. Additionally, the development of an individual who serves in the military is also influenced by a variety of factors, many of them historical, over the course of their career/life, many of which are also relevant to this criteria. However, family and the wider veterans community also play roles in this overarching examination of the military.	H2: Syllabus pages 1, 4-11 Although less of a direct focus than H1, 3, and 4, the course materials used include those that expose how military personnel and veterans come to be who they are and understand the world in the varied ways they do, given the context of their service and lives over the past 250 years. Examples include assessing trans members of the military, from the Revolutionary era through the present, with students using articles, films, and other materials to guide discussion and written responses. Other examples include delving into the considerable percentages of the military who are non-white, yet can't get into the leadership echelons and the roles various societal and institutional factors have played in that. Finally the interviews recorded specifically for the course offer the individual's insights into issues and experiences associated with H2.

<p>3</p>	<p>The primary institution examined in the course is the U.S. military, as well as specific aspects related to the military such as pension petitions and opportunities and the development of the Veterans Administration and other related institutions. Finally, the memorialization of the military and military service are also addressed as historically specific and changing and associated with institutional goals and changes.</p>	<p>Syllabus pages 1-2, 4-11 Every component of the wide-ranging course materials and assignments include analysis and assessment of the military as a human institution and how it changes over time. This is particularly visible when the history of racialized attitudes and regulations are addressed. For example, the military's attitude towards African Americans begins with the Revolutionary War, through the era of "Buffalo Soldiers" at AZ's Ft. Huachuca, through Black aviators before and during WWII. It keeps a clear thread moving towards the present with assessments of the Vietnam War context, including the significance of the Civil Rights Movement and American music and culture, coming into the present with statistical demonstrations of the underrepresentation of people of color in high-ranking leadership, as well as recorded interviews with African American men and women who have served into the 21st century.</p>
<p>4</p>	<p>This course employs documents, music, photographs, film, scholarly articles, official reports, laws, interviews and more to expose relationships among historical events, the ideas prominent at the time, and their wider contexts. For example, the various movements to increase civil rights in the U.S. are part of the larger context of wars. Additionally, the connections between the military and the political and economic structures and ideas in the U.S. are rendered visible throughout.</p>	<p>H4: Syllabus pages 1-2, 4-11 As but one example, students engage with up-to-date current events throughout the course, sometimes as a vehicle for better-understanding the history and historical context they study, and towards the end of the course, they allow for student engagement with how the history has influenced the present. The course also demonstrates that the documents of history can include the law that put the G.I. Bill into effect, but they can also include Marvin Gaye's, "What's going On," Edwin Starr's version of "War," or Jimi Hendrix's, "Machine Gun," with some of those artists being veterans. Additionally, contexts such as the Cold War reveal the political calculations involved not only in going to war, but in deciding whether the VA will cover cancers caused by Agent Orange or whether pensions should be paid to every Civil War soldier who fought, whether or not they were injured.</p>

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VTS 301/HST 300: Veterans, Society, and Service: Experience of America's Modern Wars

Dr. Stewart

This course is offered by the College of Integrative Sciences and Arts. For more information about the college, visit [the CISA website](#).

Contact Info: pamela.stewart@asu.edu

Office Hours: **VIA ZOOM** Tues, Wed, Th 11-12 or by appointment. When you get the invite/information, always know these are optional and it uses [a different link from our class Zoom link](#). Always feel free to email for a different appt.

Overview

This is a foundational course for [ASU's Veterans, Society, and Service certificate](#) and associated with the growing field of veteran studies, which creates bridges among military, veteran, and civilian cultures. It is a 7.5-week asynchronous online course designed to introduce students to the history of America's wars and military from the American Revolution through today. It 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. Although historical in nature, the course is designed to engage students in any degree program or from any background, including veterans, non-veterans, and/or those whose career path may lead them into veteran services or related roles. **H1, H3**

Themes

The importance of thinking historically about events and issues that seem to be recent or new. **H1, H4**

Why and how American attitudes about war and those who are part of the military change over time. **H4**

The importance of recognizing and better-understanding military culture and its history; the diverse lives of soldiers, sailors, Marines, and veterans; and how we get our information about them. **H2, H3**

Student Learning Outcomes

1. Students will be able to understand the historical and changing definitions of "veteran." **H1**
2. Students will be able to identify the field of veteran studies. **H4**
3. Students will demonstrate an understanding of the basic chronology of America's wars and in particular, some of the differences between them in terms of how the military and veterans from those wars were understood by the nation. **H1, H3, H4**
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. **H3**

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. **H1, H3, H4**
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. **H1, H3, H4**
7. 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.

Required Materials:

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. **H1, H3, H4**

Supplementary Materials:

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.

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.

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** (**H1, H3, H4**, 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.

ASU Library Reading List in Canvas

To access materials on course reserve, including books, streaming films, many syllabus links, etc. notice the ASU Library Reading List link on the left side in our Canvas course area and click it. Other than the required book (Wright) that students must have access to on their own, all materials are digitally available for our course use.

Grading

Syllabus/Academic Integrity Quiz	5
6 Comprehension Quizzes	60

6 Written Responses	60
Discussion (Written & FlipGrid)	35
Final project	<u>40</u>
TOTAL	200
*Extra credit possible	

* Up to 10 points extra credit possible, beyond any already built into assignments/quizzes.

ASU employs +/- grading. In my classes, I follow this protocol for assigning final grades:

95-100+% = A+

75-79% = C+

90-94% = A

70-74% = C (ASU does not offer a C- grade)

85-89% = B+

60-69% = D (ASU does not offer +/- for D grades)

80-84% = B

Below 60% = E (failing grade)

As a rule, I do not assign minus grades with rare exception, explained to student.

Extra credit is used to calculate the above grades and the total “possible” for all grade calculations is 200 points, meaning that it is possible to earn over 200 points in this class.

However, a student **MUST** have earned an A before additional extra credit in order to earn an A+. This is the only grade that statement affects.

Late Assignment Policy

Unless set up in Canvas and noted as such in the assignment description there, late assignments are not accepted. In the rare case that allows a late submission, deductions (5-20% depending on assignment) are 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.

Offensive or disturbing materials/Trigger warnings

Written, visual, and spoken descriptions related to war and the military can be difficult. More generally, associated topics such as slavery, genocide, racism, hatred, sexism, sexual violence, and more, as well as events often viewed as less extreme examples of brutality and inhumanity, fill the pages of history and at times, are part of course materials. More recent materials and current events offer reminders that truly offensive language and actions endure. Overall, however, if students find materials particularly problematic in a way that interferes with learning, they should email me. I realize we can't always predict what may trigger the past but am willing to accommodate the realities if I'm made aware of them.

Changes to the Syllabus

The course syllabus is a contract between the students and instructor. Every effort will be made to avoid changing the course schedule, but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes by email via the Announcements section on Canvas. As noted elsewhere in the syllabus and in Canvas, students should have **Canvas notifications** set up so they are delivered to their email, received daily or immediately, and should in any event check Canvas regularly for all classes and organizations they are associated with. Students will not have a due date moved closer due to unforeseen circumstances that create syllabus changes.

Weekly/Daily Calendar

***Please notice** that each week covers a historical context (WWII-era, etc.) but also may have an implied theme (post-service life, etc.) in order to encourage connections between current issues and the week's materials.

Also: Any items without direct links in the syllabus (as well as some of those) can be found in the ASU Library Reading List area of Canvas (on the left of our course area).

Module	Course materials to prepare	Submissions/Due Dates	Points
Module 0 Getting Started 8/20-23	<p>View: Slides/Screenecast</p> <p>Review: Syllabus, University Policies, Academic Integrity information (link in University Polices), and Canvas shell layout</p> <p>Review/Bookmark: Overview of Veteran Studies, ASU Library reference guide: Veterans Studies, and a bit about Journal of Veteran Studies</p> <p>Flipgrid: Familiarize yourself and post/respond to questions posted there/in Canvas.</p> <p>Optional:</p> <ol style="list-style-type: none"> A Veteran's View (Atlantic 2017 series) (Students may want to read some of these relevant to their final project or other interests) Arizona Veterans (various KAET/AZPBS short reports/interviews) 	<p>Discussion post and responses: Sun @ 11:59pm.</p> <p>Syllabus Quiz: Sun @ 11:59pm</p>	<p>(5)</p> <p>(5)</p>
Module 1 Revolution to WWI 8/24-30	<p>View: Slides/Screenecast; Interview: James Wright (historian, our textbook author, veteran, former Dartmouth President) H2, H4</p> <p>Read: Wright, Intro-Ch 1, using reading questions H1, H3, H4</p> <p>Respond: Podcast assessment for written assignment H1, H4</p> <p>Flipgrid: Post/respond to questions posted there/in Canvas. H1</p>	<p>Flipgrid discussion post and response: 1st post due Th @ 11:59pm; Response due Sun @ 11:59pm</p> <p>Quiz 1: Sun @ 11:59pm</p> <p>Podcast written response: Sun @ 11:59pm</p>	<p>(5)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p>Supplementary (Required):</p> <ol style="list-style-type: none"> The changing profile of the U.S. military: smaller in size, more diverse, more women in leadership (2017 stats) H1, H3, H4 US Military Rank Insignia &/or Military Rank & Insignia (helpful “where to look” components; forgive the “Art of Manliness” site...) H3 The Military Rank Quiz (no points) The general was female? (2019) H1, H4 <p>Optional:</p> <ol style="list-style-type: none"> Military acronyms list & glossary (posted pdfs) The truth about military parades & The case for a big, beautiful military parade (2018) Public memory and the Revolutionary War (posted pdf) The nation and military gratitude during the Revolutionary War (posted pdf) 		
<p>Module 2 Into WWI 8/31-9/6</p>	<p>View: Slides/Screencast, Interview, Dr. Kermit Brown (formerly USMC) H2, H3, H4</p> <p>Read: Wright, Ch 2, using reading questions H1, H3, H4</p> <p>Respond: Film: <i>Transmilitary</i>, using viewing questions H2, H3, H4</p> <p>Flipgrid: Post/respond to questions posted there/in Canvas. H1, H3, H4</p> <p>Supplementary (Required):</p> <ol style="list-style-type: none"> Harlem Hellfighters in WWI/369th Infantry (video) H1, H3, H4 Putting Heroes, and Traitors, Where They Belong (2020) H1, H3, H4 	<p>Flipgrid discussion post and response: 1st post due Th @ 11:59pm; Response due Sun @ 11:59pm</p> <p>Quiz 2: Sun @ 11:59pm</p> <p>Film written response: Sun @ 11:59pm</p>	<p>(5)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p>3. With a headstone, AZ man who died a century ago is given back the identity he lost (2020) H1, H2, H3, H4</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. StoryCorps video: Love Lost, and Found 2. Best Friends and Vietnam-Era Vets on Their Shared Sisterhood (2020) 3. Film: Rebel Loreta Velazquez: Secret Soldier of the American Civil War (ASU Streaming) 4. “Cheyenne & Lakota Women at the Battle of Little Bighorn” (posted pdf) 		
<p>Module 3 WWII 9/7-13</p>	<p>View: Slides/Screencast, Interview: Lamar Burris, Master Gunnery Sergeant, USMC. H2, H3, H4</p> <p>Read: Wright, Ch 3, using reading questions H1, H3</p> <p>Respond: Film: <i>Willa Brown, American Aviator & The Navy’s 1st Black Female Tactical Jet Pilot</i> H1, H2, H3, H4</p> <p>Discussion board: Post/respond to questions posted in Canvas. H1, H2</p> <p>Supplementary (Required):</p> <ol style="list-style-type: none"> 1. Beyond the World War II We Know (Choose 1 article that draw your interest.) H1, H3, H4 2. The paralyzed WWII veterans who invented wheelchair basketball (Smithsonian Magazine, 2020) H1, H2, H4 3. The Black Female Battalion That Stood Up to a White Male Army (2020) H1, H3, H4 4. 5 Things to Know about Arizona’s WWII Japanese Internment Camps (2017) H1, H3, H4 5. History of Ft. Huachuca (AZ) & Southwest Association of Buffalo Soldiers (Review History section) H1, H3, H4 	<p>Discussion board post and response: 1st post due Th @ 11:59pm; Response due Sun @ 11:59pm</p> <p>Quiz 3: Sun @ 11:59pm</p> <p>Film written response: Sun @ 11:59pm</p>	<p>(5)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p>6. The history of veterans benefits H1, H3, H4</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Japanese American Internment Camp Collection 2. Beyond the WWII We Know (series of NYTimes articles of interest) 3. Nightfighters (ASU streaming) 4. Betty Tackeberry “Tack” Blake, WWII WASP (AZPBS Horizon interview) 5. Film: WASPS and Witches: Women Pilots of WWII (ASU Streaming) 6. The ‘Hamilton’ of WWII (2018) 7. Servicemen’s Readjustment Act (1944) 		
<p>Module 4 Korea/Cold War 9/14-20</p>	<p>View: Slides/Screencast, Interview, Wanda Wright, Director of AZ Dept. of Veteran Affairs H2, H3, H4</p> <p>Read: Wright, Ch 4, using reading questions H1, H3, H4</p> <p>Respond: <i>Brats: Our Journey Home</i>, using viewing questions H1, H2, H3, H4</p> <p>Discussion board: Post/respond to questions posted in Canvas. H1, H2, H3, H4</p> <p>Supplementary (Required):</p> <ol style="list-style-type: none"> 1. Green, “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> H1, H3, H4) 2. African Americans Are Highly Visible in the Military, but Almost Invisible at the Top (2020) H1, H3, H4 3. The Few, the Proud, the White: The Marine Corps Balks at Promoting Generals of Color 4. Why Distinguishing Moral Injury from PTSD is Important (2015) H2, H4 	<p>Discussion board post and response: 1st post due Th @ 11:59pm; Response due Sun @ 11:59pm</p> <p>Quiz 4: Sun @ 11:59pm</p> <p>Film written response: Sun @ 11:59pm</p>	<p>(5)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p>5. Ehren Tool, veteran & artist: Ehren Tool's cups aren't for sale. They're for starting conversations—about war H2, H4</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Film: <i>And Thereafter</i> (ASU streaming) 2. A new theory of PTSD and veterans: Moral Injury (2012) 3. PITS: What is it? (Perpetration-Induced Traumatic Stress) (2017) 		
<p>Module 5 Vietnam Era 9/21-27</p>	<p>View: Slides/Screencast.</p> <p>Read: Wright, Ch 5, using reading questions H1, H3, H4</p> <p>Respond: Website assessment—choose <u>1</u> of these pairs: H3</p> <ol style="list-style-type: none"> 1. AZ Dept. of Veterans Services & US Dept. of Veterans Affairs 2. ASU Pat Tillman Center & UA Veterans Education and Transition Services 3. Military Assistance Mission (MAM) & Veterans Advantage 4. ASU ROTC & Today's Military: Today's ROTC Programs <p>Flipgrid: Post/respond to questions posted there/in Canvas. H1, H4</p> <p>Supplementary (Required):</p> <ol style="list-style-type: none"> 1. Introduction: K. Phillips, <i>War! What is it Good For?</i> (ASU Library link in Canvas) H1, H4 2. "What's Going On" by Marvin Gaye H1, H4 3. NPR article/podcast: "What's Going On": A Departure That Defined A Generation. H1, H4 4. "War" by Edwin Starr H1, H4 5. "Machine Gun" by Jimi Hendrix H1, H4 	<p>Flipgrid discussion post and response: 1st post due Th @ 11:59pm; Response due Sun @ 11:59pm</p> <p>Quiz 5: Sun @ 11:59pm</p> <p>Website written response: Sun @ 11:59pm</p>	<p>(5)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p>6. "Fortunate Son" by Creedence Clearwater Revival H1, H4</p> <p>7. "Ohio" by Neil Young H1, H4</p> <p>8. Muhammad Ali in Vietnam (2016) H1, H2, H4</p> <p>9. A Pop Culture Glossary for 'Da 5 Bloods' H1, H4</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Podcast: The Moth—The Vietnam War (3 short stories, all worth a listen—in particular: Honoring My Brothers) 2. John Kerry's testimony before Congress (4/22/71) (Representing Vietnam Veterans Against the War; Transcript) & Operation Dewey Canyon III (1971) 3. <i>Regret to Inform</i> (ASU DVD or possible streaming—check listings in ASU Library link) 4. <i>Da 5 Bloods</i> (no free option yet) 5. <i>Apocalypse Now</i> (No free ASU version available. Check: justwatch.com) 6. <i>Deer Hunter</i> (No free ASU version available. Check: justwatch.com) 7. 11 things modern veterans contribute to the workplace (2014) 8. AIAN Service Members and Veterans (American Indian & Alaska Native) 2012 9. Heroes or Hopeless? Homeless Veterans Caught in a Dysfunctional System 		
<p>Module 6 Since Vietnam 9/28-10/4</p>	<p>View: Slides/Screencast, Interview: Jane Ferguson, international PBS Newshour journalist. H1, H3, H4</p> <p>Recommended: I urge students to check out Ferguson's website and her PBS Newshour work—or at least to have it on your radar. No quiz questions, however.</p> <p>Read: Wright, Ch 6-7, using reading questions H1, H2, H3, H4</p>	<p>Discussion board post and response: 1st post due Th @ 11:59pm; Response due Sun @ 11:59pm</p> <p>Quiz 6: Sun @ 11:59pm</p> <p>Film written response: Sun @ 11:59pm</p> <p>Course evaluations available</p>	<p>(5)</p> <p>(10)</p> <p>(10)</p>

Module	Course materials to prepare	Submissions/Due Dates	Points
	<p>Respond: <i>Soldier On: Life After Deployment</i>, using viewing questions H1, H2, H3, H4</p> <p>Discussion board: Post/respond to questions posted in Canvas. H1, H2, H3, H4</p> <p>Supplementary (Required):</p> <ol style="list-style-type: none"> Dept. of Defense Core Values H3 The American veteran experience: Post-9/11 generation (2019) H3, H4 How the Taliban Outlasted a Superpower: Tenacity and Carnage (2020) H1, H3, H4 BBC: The Documentary Podcast: Lynn Hill—21st-Century War Poet H2, H3, H4 Murder of Vanessa Guillen puts spotlight on abuse in U.S. military (2020) H3, H4 <p>Optional:</p> <ol style="list-style-type: none"> Film: <i>Father, Soldier, Son</i> (Netflix) Film: <i>Served Like a Girl</i> (Check justwatch.com for options) ‘I’ Will No Longer Be in Your Vocabulary: Women Becoming Marines Website: Warrior Writers Interview: AfterWords (CSPAN2): Anuradha Bhagwati A #MeToo Movement Emerges for Military Women After Soldier’s Killing In debate over sexual assault in the military, men are overlooked victims (2013) How a photographer showed men’s lives haunted by military sexual trauma (2019) Veteran Treatment Courts (2020) 		
<p>Wrap Up 10/5-9</p>	<p>Complete: Course evaluation</p> <p>The final project 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</p>	<p>Final Project: 10/9 @ 11:59pm. No extensions permitted.</p> <p>Submit up to 2/4 extra credit options: 10/9 @ 11:59pm.</p>	(40)

Module	Course materials to prepare	Submissions/Due Dates	Points
	(Module 0 & 7) for details. H1, H3, H4 (possible H2 depending on topic)		(up to 10)

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.