



# Journal of Veterans Studies

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It is with great excitement that I introduce this issue of the *Journal of Veterans Studies*, which includes: four feature-length articles; four essays that respond to our call for papers adapted from presentations delivered at the Conference on College Composition and Communication; and two reviews—one book review and one new media review.

Two of the feature articles substantiate what some may consider “common knowledge.” Co-authors David Cosio and Amy Demyan present findings from their five-year longitudinal study of veterans’ attendance in a pain education program held in the often-chilly Midwest. Uniquely, Cosio and Demyan's work substantiates what may arguably be a familiar prediction that weather influences attendance. The authors’ findings are likely to assist the administrative process of scheduling in order to eliminate, or at least reduce patient truancy.

Next, Robert Casner presents an extended policy analysis on the complex and neglected issue of wait time during the appeals process for service-connected disabilities. Not only does Casner summarize the process and the typical delays that veterans face, but he also proposes solutions for reducing wait time and ways veterans studies scholars can implement change through their scholarship and advocacy.

Whereas the first two articles focused on veterans issues in society more broadly, the last two articles focus on issues faced by veterans on college campuses specifically. Jon Kapell, Jess Boersma, James DeVita, and Michele Parker’s study explores student veterans’ participation in and perceptions of educational experiences—like internships and first year seminars (known as High-Impact Practices, HIPs). The authors, who researched student veterans’ engagement in HIPs at three institutions of higher education in North Carolina, share findings that are likely to stir the interest of Student Affairs Administrators and Campus Life Professionals.

Michelle Boettcher, Rachel Marten, Melissa E. Salmon, Brittney V. Smith, and J. Kris Taylor are also interested in the student veteran experience. In their qualitative study, “Charlie, Mike, Victor’: Student Veterans’ Loss of Purpose,” the co-authors assess a small group of combat student veterans’ sense of self using a framework that combines concepts of self-authorship and transition theory. Administrators, staff, and faculty will find Boettcher et al.’s findings important in revealing the experiences and perceptions some student veterans face in identity negotiation post-military service.

Veterans’ identity negotiation and self-authorship is also important to Liam Corley, whose essay “Epistemological Interference and the Trope of the Veteran” was adapted from a paper delivered at the 2015 annual Conference on Composition and Communication (CCCC) [held in Tampa, FL](#). Whereas Boettcher et al., focus on students veterans’ identity negotiation, Corley looks more broadly at the “veteran experience.” After defining “the veteran trope,” Corley posits how the trope can

“constrain” veterans’ writing. To substantiate his claim, Corley relies on examples of veteran’s writing from Homer’s *Odyssey* to the words of Phil Klay.

The next three essays were delivered during the 2016 CCCC held in [Houston, TX](#). As a discipline, Composition Studies focuses on writing instruction, particularly college-level writing. Ryan Skinnel’s interest is on the evolution of first-year college writing courses. Skinnel’s historical piece is important to veterans studies because it highlights the ways in which student veterans and the GI Bill shaped the discipline.

Erin Anderson’s piece is our first multimodal submission in that it includes mp3 files. The audio files are excerpts from the oral history projects Anderson’s student veterans created for her Fall 2015 “Oral History and the Veteran Experience” course. Anderson’s piece is rich and remarkable. Not only does the piece feature the perspective of her teaching assistant, Caleb, a student and Navy veteran, but she also walks readers through each of her assignments. Furthermore, Anderson generously includes her complete course syllabus.

Lydia Wilkes also makes use of the syllabus in her essay. Specifically, Wilkes’ focus is advocating that her colleagues include a syllabus statement for military-affiliated students. Through narrative, Wilkes shares the pushback she received from the colleagues in her department. Weighing each concern, Wilkes makes a strong argument for the benefits such a statement could afford both faculty and students.

Our reviews also touch on the theme of veteran identity. Most explicitly, Paula Kent’s review of photographer Devin Mitchell’s website *The Wall* discusses the power of the visual image for depicting the challenges veterans face in negotiating their identities post-military service. As Kent explains, *The Wall* is Mitchell’s attempt to showcase 10,000 images of military service members. At the time of Kent’s writing, *The Wall* contained 343 powerful and unique images cultivated from Mitchell’s *The Veteran Vision Project*.

Kate Hendricks Thomas’ review of Esmeralda Kleinreesink’s book *On Military Memoirs* also comments on “veteran identity.” As a veteran and author herself, Thomas’ review is enriched by her ethos and expressed interest in the subject matter of Kleinreesink’s book—a mixed methods analysis of 54 Afghan War memoirs by American, British, Canadian, German, and Dutch authors.

We hope that you will find all of the works in our second issue thought-provoking and meaningful. The variety and complexity of the authors’ research enrich the field of veterans studies and hopefully work more broadly to influence change in the lives of our nation’s veterans. Before closing, we wish to thank the many dedicated reviewers who have generously given their time in the process of responding to *JVS* submissions. These conscientious readers help bring the select published essays to their final form and support and improve the many worthy projects that we’re not able to include in the publication.



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