



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/dialogues-the-experience-war>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Veterans' Voices: A Reading and Discussion Series

Institution: Humanities Texas

Project Directors: Melissa Huber, Dr. Eric Lupfer

Grant Program: Dialogues on the Experience of War

1. Narrative

VETERANS' VOICES: A READING AND DISCUSSION SERIES **Humanities Texas *Dialogues on the Experience of War* Grant Application**

INTELLECTUAL RATIONALE AND OVERVIEW OF PROGRAM

Paul Woodruff served as a captain in the U.S. Army during the Vietnam War. Upon returning home, he read *The Odyssey* three times through, seeking perspective on his experience of military service, combat, and subsequent transition to civilian life. Years later, as a distinguished professor of philosophy and classics at The University of Texas at Austin (UT), Woodruff initiated a reading and discussion program centered on humanities texts to help other returning veterans reflect upon their own military experiences. Woodruff ultimately partnered with John M. Meyer, UT doctoral student and former Army Ranger, to establish the program *Veterans' Voices*.

In 2013, Humanities Texas began collaborating with Woodruff and Meyer to host *Veterans' Voices* discussion groups for veterans and their families and friends at our headquarters in Austin. At these programs, participants read aloud from classical and contemporary literary texts about war, military service, and the return to civilian life. Following those shared readings, experienced Discussion Leaders—all veterans themselves—facilitated conversations among the participants exploring how the texts related to their own experiences and allowing for reflection on combat, the meaning of service, and civic responsibility.

The success of these programs—and the value that participants found in them—compelled Humanities Texas to expand our service to the growing number of veterans across our state. To this end, in 2015, we assembled our Standing Together Task Force, an exceptional group of veterans (including Woodruff and Meyer) as well as civilians with extensive experience

working with returning veterans and their families. With the guidance of this group, we applied for and were awarded a 2017 NEH *Dialogues on the Experience of War* grant to expand our *Veterans' Voices* program. In 2018 and 2019, Humanities Texas successfully coordinated *Veterans' Voices: A Reading and Discussion Series* in Austin, College Station, El Paso, Houston, and San Antonio, all cities with a high concentration of veterans and military families. Our institutional partners included Austin Community College, Texas A&M University (College Station), The University of Texas at El Paso, Houston Community College, and The University of Texas at San Antonio. In each city, we worked with our partners to recruit Local Coordinators, hold preparatory programs to train a total of thirty-five Discussion Leaders, and organize a three-session series of *Veterans' Voices* at a local venue. In all, we held fifteen discussion programs across Texas with more than 140 participants.

Humanities Texas now proposes another series of *Veterans' Voices* programs around the state. This new series will allow us to continue our service to veterans and military families in Texas. It also affords us the opportunity to 1.) strengthen relationships we established with previous institutional partners, 2.) initiate relationships with a significant new partner, 3.) refine the program design in ways that result in richer and deeper participant engagement, and 4.) equip our partners, ultimately, to sustain ongoing *Veterans' Voices* programs in their communities with support provided by Humanities Texas grants and other local funding sources.

To ensure a breadth of state coverage, we will conduct our next round of programs in Central Texas (College Station), West Texas (El Paso), and North Texas (Denton). The University of Texas at El Paso (UTEP) and Texas A&M University (TAMU) in College Station served as institutional partners for the first series of *Veterans' Voices* and have agreed to continue in this capacity once again. At those sites, UTEP's College of Liberal Arts and Military

Student Success Center and TAMU's Melbern G. Glasscock Center for Humanities Research and Veteran Resource and Support Center will provide crucial, ongoing support. Programs held at our new site, Denton, will help us reach the large North Texas veteran population. The University of North Texas (UNT) will serve as our partner institution here, with particular support coming from UNT's College of Liberal Arts and Social Sciences and Student Veteran Services office. As before, Humanities Texas will work with our institutional partners to identify Local Coordinators, recruit potential Discussion Leaders, and promote the events to veterans, military families, and the public. We will hold a total of eight reading and discussion programs at each site over the course of the 2020–2021 academic year (four in fall 2020 and four in spring 2021).

Programs will follow a format similar to that of the previous *Veterans' Voices* series. In each session, participants will break into groups, with each participant contributing to readings in-the-round of texts addressing aspects of military experience throughout world history, from the Trojan War, the American Civil War, and World War I to the Vietnam War and the wars in Iraq and Afghanistan. Texts will be drawn from a range of genres, including poetry, drama, memoir, fiction, and notable speeches and will include excerpts from classic works such as *The Odyssey* and Shakespeare's *Henry IV, Part 1* as well as more modern selections, including *The Things They Carried* by Tim O'Brien and *Redeployment* by Phil Klay. The attached discussion program syllabus includes an example of the reading sets prepared by Humanities Texas in consultation with members of our Standing Together Task Force. The readings Humanities Texas chose for the fifteen *Veterans' Voices* sessions held in 2018–2019 elicited sustained, substantive dialogue on a variety of themes. At each of the sites, participant responses to the selections were overwhelmingly positive.

Following the readings, Discussion Leaders ask open-ended questions to initiate conversation among the group. For instance, Discussion Leaders might ask, “What moment in the readings stood out to you the most?” or “Did any readings surprise you?” By deliberately avoiding text-specific questions, Discussion Leaders allow the participants to guide the conversation themselves, draw on personal experience, and connect with each other organically. Certain themes—patriotism, service, justice, honor, and sacrifice, for instance—may emerge as participants answer these open-ended questions. Multiple perspectives develop as participants draw upon their unique experiences. Discussion Leaders may then ask deeper, thematically-focused questions. For example:

Service: Why do people join the military? What is the purpose of service for both the individual and for the state?

Honor: Why do humans value honor? Under what conditions is service honorable? How can we ensure honor for ourselves and for others?

Justice: What is justice? What is injustice? How do we “know” justice or injustice is occurring?

Our experience indicates that veterans are eager for opportunities to explore such questions in meaningful and substantive ways. Many programs explicitly designed for veterans focus on logistics (e.g., locating jobs, managing personal finances, understanding the services available to them). *Veterans’ Voices*, by contrast, offers participants the opportunity to study significant humanities texts and reflect upon the issues raised by war and military service. It also allows veterans to communicate their experiences in a low-pressure environment.

In a Humanities Texas e-newsletter article on *Veterans’ Voices*, Paul Woodruff describes

the importance of these humanities-based discussion groups as providing a context and catalyst for communication in order to avoid the “trap of silence”: “The program aims to give voice to the many veterans who cannot find a way to tell their stories to the people they love. Many of their stories are too raw to expose, and they feel that their civilian audience remains too innocent to understand the trials of combat and that loved ones may turn away once they hear the worst. But the stories fester if they are not told, and the loved ones, if they are not told something, are well aware that they are missing something huge. Soldiers nevertheless have a duty to communicate; their missions are not ended when they are deposited on the shores of civilian life. The discussion groups challenge veterans to continue their missions and help them serve their communities through events that reflect on combat and civic responsibility.” In this way, *Veterans’ Voices* provides veterans with the critical opportunity to gain insight and connection through the humanities.

By including military families and members of the public in the discussion, *Veterans’ Voices* also fosters communication and understanding between veterans and civilians, which can often be difficult. A military family can undergo significant changes over the course of a combat tour, and members can feel that they cannot articulate their feelings and must maintain a façade of normality. This program gives all participants—veterans and non-veterans alike—an opportunity to better understand their own experiences and to voice questions and concerns. As an example, many of the ancient Greek playwrights were veterans, as were their actors and audiences. Several of the scenes selected from those works for *Veterans’ Voices* include parts for both veterans and those who were left behind. As Woodruff explains, “These readings are intended to engage small groups of veterans along with the people who care about them. Reading out loud brings understanding far more effectively than reading silently or being read to. If you

read Tecmessa’s speech [from Sophocles’s *Ajax*] about her husband’s madness, for example, you will come to a close sense of what it is like to be married to a man with post-traumatic stress.”

Finally, the readings and discussions facilitate connections to other veterans and emphasize that individual veterans are not suffering from a unique, isolated experience. “We will help them see that they are not alone, that their experiences have been shared by veterans for thousands of years,” Woodruff emphasizes.

Ultimately, *Veterans’ Voices* offers participants the opportunity to better understand their individual and shared experiences by engaging with the humanities in an environment of collaborative insight. John Meyer says, “Within a short time, the circle of strangers transforms into a community, one where individual members truly learn from one another. Our community-building program helps mitigate the alienation that veterans often feel when returning from war, acknowledges the uneven distribution of experiences of war, and yet still pulls people together to help understand the universals of the human condition.”

DESIGN, CONTENT, AND IMPLEMENTATION

A. Preparatory program for Discussion Leaders

Humanities Texas will select local Discussion Leaders with assistance from the Local Coordinators and institutional partners. In past programs, our Local Coordinators were quite successful in recruiting a diverse group of faculty, staff, students, and community members to serve in this important role. Previous Discussion Leaders were veterans, military-affiliated, humanities scholars, or some combination thereof. We will continue to rely on our local partners as we seek to engage eight Discussion Leaders at each site who will commit to completing the full preparatory program and leading six reading and discussion programs. Our team will make a concerted effort to recruit Discussion Leaders that represent the age, gender, and cultural

diversity that make up the local veteran population. Several Discussion Leaders in College Station and El Paso have expressed their eagerness to continue serving in this capacity for the next round of *Veterans' Voices*. These seasoned Discussion Leaders will be excellent mentors to those who are new to the program.

Our preparatory program for Discussion Leaders includes in-person training at each site that focuses on facilitating group discussions using a humanities-based discussion framework. The preparatory program begins with a trainer-led model reading-and-discussion session with Discussion Leaders in the role of participants. A reflective conversation follows, which focuses on identifying and practicing the elements of good facilitation and strategies for engaging in meaningful conversation of the themes presented in the texts. John Meyer, cofounder of Texas Veterans' Voices, led this session at all five previous preparatory program and is committed to do so again at the proposed programs in College Station, Denton, and El Paso. Meyer brings extensive skill in guiding discussion groups and works closely with veterans to connect their personal stories to literary and theatrical works.

Discussion Leaders are also required to participate in a one-hour webinar on mental health considerations for veterans. Jeffrey Moe, a licensed clinical social worker who works as a Student Veteran Outreach Coordinator for the U.S. Department of Veterans Affairs, led this webinar for Discussion Leaders four times during the previous grant period and is committed to doing so again for the next round of programs.

In their post-series evaluations, previous Discussion Leaders indicated that they felt prepared to lead their first sessions. Nevertheless, for this next round of programs, Humanities Texas plans to expand and enhance the preparatory program at each site in several ways:

- We will add an in-person session with a scholar from the partner institution providing a

brief overview of the literature of war. This addition will strengthen the Discussion Leaders' understanding of themes and contexts central to works that focus (directly or indirectly) on armed conflict.

- We will also add an in-person session with a scholar experienced in using the Close Reading Interpretive Tool (CRIT). CRIT, developed in the Department of English at The University of Texas at Austin, offers a systematic and accessible approach to literary interpretation, guiding readers toward detailed, sustained, and careful analysis. This addition will strengthen the Discussion Leaders' facility and confidence in "close reading" literary texts.
- Discussion Leaders will meet with experts on mitigating conflict within discussion groups (including addressing issues such as gender stereotypes). These experts will provide methods for assuring civil discourse, encouraging reticent participants, and integrating diverse backgrounds and perspectives into the larger conversation.
- Lastly, we will include more time for Discussion Leaders to apply their new skills. In each preparatory program, new Discussion Leaders will break into pairs and lead the group in a reading in-the-round of a short text that was not part of the earlier reading set. The pair will then facilitate a mini-discussion, allowing the Discussion Leaders to practice leading a session prior to their first public program.

In addition to participating in the webinar on mental health considerations, Discussion Leaders will be required to attend a second webinar. This session—led by Humanities Texas staff—will focus on specific program logistics including expectations and strategies for effective promotion, advance preparation, and certain administrative duties (e.g., participant sign-in and evaluations).

As before, Humanities Texas will also establish a digital network (via an online

discussion forum) to keep trainers and Discussion Leaders in touch with each other in order to continue communication beyond the preparatory sessions and webinars. Likewise, Discussion Leaders, Local Coordinators, and Humanities Texas staff meet before and after each subsequent discussion session to review logistics and address issues or concerns that may arise during the course of the program.

B. Discussion groups for military veterans and others

Following the preparatory program, Humanities Texas will work with the designated Local Coordinators to organize *Veterans' Voices* programs in College Station, Denton, and El Paso. Our local partners have committed to holding a total of eight reading and discussion programs in the 2020–2021 academic year (four in Fall 2020 and four in Spring 2021). Previous *Veterans' Voices* series were three programs long. Many participants indicated that they would like to return for subsequent sessions but often have scheduling conflicts. By increasing the number of programs in each community to eight, the series will provide more opportunities for return participation, deepen the experience of participants by offering additional occasions to engage with the texts and fellow participants, and generate greater momentum for future series.

For the previous grant-funded series, all discussion programs were held on university or community college campuses in spaces provided by our partner institutions. Based on participant and Discussion Leader feedback, we believe that some potential participants may have been dissuaded from attending programs on campus due to a perception of inaccessibility (parking, finding buildings, etc.) For this round of programs, Humanities Texas staff will travel to each community at the beginning of the planning process to conduct site visits and determine more suitable venues for each discussion series. Some suggestions include libraries, community centers, or off-campus veteran centers.

As noted above, these programs will follow the reading and discussion model previously developed for *Veterans' Voices*. These sessions are designed to be flexible enough to accommodate groups of any size. Each discussion group will be guided by two Discussion Leaders who introduce the selections, lead readings in-the-round, and facilitate conversation. At least one Discussion Leader in each group will be a veteran. He or she may be joined by a civilian Discussion Leader who will have undergone the same preparatory program training.

While Discussion Leaders undergo hours of training and develop a strong and personal connection to the program curriculum, discussion program participants are not asked to prepare for the program in advance. Attendees receive a new reading set each week and encounter the texts for the first time together, immediately forming a shared experience. We remain happy with this program design, which results in greater accessibility than many for-credit courses or programs that follow a more traditional book club model. Many of the veterans who participated in our previous series reported that they would not have attended had the program required substantial "homework."

Readings in-the-round provide participants an opportunity to delve deeper into specific texts. Before each piece, the Discussion Leaders introduce each scene and provide some brief context. Next, participants begin reading the humanities texts aloud together, each reading one or two lines in sequence around the circle. This method brings everyone into the process and minimizes stage fright. Subsequent conversation is infused by the Discussion Leaders with reflection and inquiry.

After the group has read all of the texts out loud together, Discussion Leaders ask participants to react to the texts. The Discussion Leader responds to direct questions but will not actively guide the discussion unless necessary. He or she will have a list of open-ended questions

relating to each reading and the overall program themes to spur discussion if participants are reticent, but the goal is to let the conversation unfold naturally between participants. At the end of the event, participants will be asked to complete an evaluation form regarding their experiences.

Humanities Texas and our program partners will be prepared to make necessary adjustments as the programs run. For example, if Discussion Leaders suggest additional readings, we incorporate those texts when appropriate. Also, we may add or remove selections in response to weekly participant evaluations and input from Discussion Leaders to ensure that the curriculum reflects the experiences and diversity of the participants.

Humanities Texas will work closely with our collaborating institutions to organize and conduct the discussion programs in each local series. Our partners in College Station and El Paso have experience with *Veterans' Voices*, so Humanities Texas staff plans to attend only four of the eight discussion programs in those locations (two in Fall 2020 and two in Spring 2021). Denton is a new site, so our staff will attend all four discussion programs in Fall 2020 and two programs in Spring 2021. For the sessions at which we will not be physically present, our staff will provide remote support, including reading sets and promotion.

Humanities Texas provides traditional promotional support through our website, e-newsletter, social media, flyers and other graphics, and press releases. However, our institutional partners, Local Coordinators, and Discussion Leaders are essential to effectively publicizing *Veterans' Voices* on the local level. We have found that, in all cases, word-of-mouth was by the far the most successful approach to promoting the program. There are many barriers to entry, particularly for veterans, to this type of programming. In-person promotion provides an opportunity to address many of these concerns upfront.

In previous evaluations, Discussion Leaders indicated that they had challenges recruiting participants for several reasons, including: a) the time or location was not preferable, b) Discussion Leaders found it difficult to convey the purpose of the program, c) people felt like the program was not meant for them, d) child care was not available. Looking ahead, we will make adjustments to the program that we believe will increase participation and reduce attrition. This includes identifying more convenient program sites and exploring options for childcare. Individual sessions will be scheduled at the same time, day, and location each week. Humanities Texas will also explore way to refine our *Veterans' Voices* marketing to more effectively communicate the format and goals of the program to potential participants. To this end, Discussion Leaders have suggested incorporating testimonials into our promotional materials or even making a video that explains the process and purpose of the sessions.

With this next round of *Veterans' Voices*, our ultimate goal is to equip our partners in each location to sustain the program into the future on their own, taking advantage of Humanities Texas grants and other funding opportunities within their communities. We also hope to eventually “package” *Veterans' Voices* in such a way that interested groups around the state (including those in rural and underserved communities) can initiate their own reading and discussion programs using resources and grant funding from Humanities Texas. Previous *Veterans' Voices* partners, such as Austin Community College and The University of Texas at San Antonio, have expressed interest in continuing the program on their own. Hence, this next series of programs will demonstrate Humanities Texas’s capacity to expand *Veterans' Voices* around the state, which we will leverage in seeking support from other funders to initiate programs at new sites.

PROJECT FACULTY AND STAFF

Melissa J. Huber, Humanities Texas director of programs and communication, will act as project director for the *Veterans' Voices* program. Other key staff include Humanities Texas Executive Director Eric Lupfer and Kelsi Tyler, Humanities Texas assistant director of public programs. Lupfer, an experienced scholar and teacher of literary studies, will provide general program oversight. Huber and Tyler will support planning and implementation of the preparatory and discussion group programs. They will also serve as the primary liaisons between Humanities Texas, members of our task force, and the collaborating institutions in each city. Both Huber and Tyler have coordinated and participated in *Veterans' Voices* programming since 2013, including the NEH grant-funded program *Veterans' Voices: A Reading and Discussion Series*.

Several members of our task force have agreed to train Discussion Leaders at the preparatory program or serve as Local Coordinators. Brief biographies of these program faculty and all additional members of our task force can be found in Attachment 8 of this application. Additional scholars and facilitators will be identified as we work more closely with each of the local collaborating institutions.

INSTITUTIONAL CONTEXT

As the state affiliate of the National Endowment for the Humanities (NEH), Humanities Texas advances education through programs that improve the quality of classroom teaching, support libraries and museums, and create opportunities for lifelong learning. Our programs strengthen Texas communities by cultivating the knowledge and judgment that representative democracy demands of its citizens. We serve the state's large, increasingly diverse population through a variety of programs including grants, traveling exhibitions, family reading, teacher professional development, teacher awards, a radio program, and our content-rich e-newsletter.

The expansive reach and collaborative nature of our programs reflect Humanities Texas's capacity to conduct a multi-city *Veterans' Voices* program. Humanities Texas regularly serves as a bridge between the public and the state's academic and cultural institutions and has a successful track record of effectively planning and implementing programs in every corner of the state. For example, as part of our education programs, we have to date conducted more than 225 teacher professional development institutes in twenty-five Texas cities. Our collaborators for these programs have included eighteen of the state's universities; twenty-seven libraries, archives, museums, and humanities organizations; and seventeen of the state's school districts and educational service centers. In 2016, we successfully completed a series of seven *Pivotal U.S. Elections: Then and Now* public forums (funded by an NEH *Humanities in the Public Square* grant) in Austin, College Station, Corpus Christi, Dallas, El Paso, Houston, and San Antonio. In each community, we partnered with a local university to reach, cumulatively, more than 750 Texans. As outlined above, we also successfully completed the first round of the expanded *Veterans' Voices* reading and discussion series (funded by an NEH *Dialogues on the Experience of War* grant), conducting five preparatory programs, four webinars, and fifteen public reading and discussion programs in five geographically diverse cities across Texas.

EVALUATION

Humanities Texas will evaluate the impact of the *Veterans' Voices* programs in both qualitative and quantitative terms. For the previous series, at the end of each reading and discussion group, we distributed a one-page evaluation to all participants, asking them to comment on the program's intellectual quality and success in engaging the audience in meaningful dialogue. The feedback from these evaluations informed program content (reading sets/thematic questions), logistical decisions, and strategies for promotion to increase attendance.

After each session, Humanities Texas staff held informal talkbacks with the Discussion Leaders to solicit their feedback on the day's program. We also required Discussion Leaders and Local Coordinators to submit detailed final evaluations.

For future programs, Humanities Texas will follow the strategy described above with a few additions. We will require detailed evaluations from Discussion Leaders following the preparatory program, the first discussion program, and each of the two four-week series. At each discussion program, we will collect more consistent data on participation (number of veterans, men/women, etc.) and will continue to request that participants complete a one-page evaluation prior to leaving. Finally, we will engage an outside evaluator in each community to attend at least three discussion sessions and write a report summarizing program strengths and areas of improvement, using the goals we have set forth in this proposal.

CONCLUSION

With the support of an NEH *Dialogues on the Experience of War* grant, Humanities Texas will continue providing meaningful and engaging humanities programming to veteran and military-affiliated communities in three distinct regions of our state. "We will make the humanities come alive for some people for the first time," explains Paul Woodruff. "At the same time, we will help them see that they are not alone, that their experiences have been shared by veterans for thousands of years. And, as an extra benefit, their family members, if present, will gain a richer appreciation of the veterans' experiences." With this initiative, Humanities Texas will also significantly expand our capacity to conduct *Veterans' Voices* programs on an ongoing basis throughout the state. We look forward to continuing our service to veterans and their families by providing them with an opportunity to establish connections between literature and life and to give voice to the previously unspoken hardships inflicted by war.

2. Preparatory Program Schedule and Syllabus

VETERANS' VOICES: A READING AND DISCUSSION SERIES **Preparatory Program Schedule and Syllabus***

I. Welcome

II. Introductions

III. Program overview

IV. Break

V. Model discussion program format I (led by John Meyer)

- a. Reading in-the-round
- b. Group discussion
- c. Elements of good facilitation

VI. Break

VII. CRIT (Close Reading Interpretive Tool) workshop

The Close Reading Interpretive Tool (CRIT) offers a systematic and accessible approach to literary interpretation, guiding readers toward detailed, sustained, and careful analysis. CRIT was developed in the Department of English at The University of Texas at Austin.

VIII. Presentation on literature of war

We will recruit a scholar from each partner institution to give a brief overview of the literature of war, strengthening the Discussion Leaders' understanding of themes and contexts central to works that focus (directly or indirectly) on armed conflict.

IX. Break

X. Presentation on mitigating conflict within discussion groups

Content TBD

XI. Model discussion program format II (led by DLs)

The DLs will break into pairs. Each pair will lead the group in a reading-in-the-round of a text that was not part of the earlier reading set. The pair will then facilitate a mini-discussion, allowing the DLs to practice leading a session.

XII. Break

XIII. Group feedback session

- a. Elements of good conversation

XIV. Discussion Leader responsibilities

- a. Discussion forum
- b. Upcoming webinars**

**The above syllabus may take place over the course of two or three days.*

***Discussion Leaders will also be required to participate in two one-hour webinars. The first webinar focuses on mental health considerations for veterans and is led by Jeffrey Moe, a licensed clinical social worker who works as a Student Veteran Outreach Coordinator for the U.S. Department of Veterans Affairs. The second webinar, led by Humanities Texas staff, will focus on specific program logistics including expectations and strategies for effective promotion, advance preparation, and certain administrative duties (participant sign-in and evaluations).*

3. Discussion Program Schedule and Syllabus

VETERANS' VOICES: A READING AND DISCUSSION SERIES
Discussion Program Schedule and Syllabus

I. Welcome / Sign-in

II. Break into groups

III. Readings in-the-round

- a. Excerpt from *Redeployment* by Phil Klay
- b. Excerpt from *The Odyssey* by Homer
- c. Excerpt from *Henry V* by William Shakespeare
- d. Excerpt from *Ajax in Iraq* by Ellen McLaughlin
- e. "An Irish Airman Foresees His Death" by W. B. Yeats
- f. Excerpt from *The Things They Carried* by Tim O'Brien
- g. "Drones" by Amalie Flynn
- h. Excerpt from "Taking Command of the Herk" from *Band of Sisters: American Women at War in Iraq*, compiled by Kirsten Holmstedt

IV. Facilitated discussion

V. Evaluations
