

NEH Application Cover Sheet (AV-248449)

Dialogues on the Experience of War

PROJECT DIRECTOR

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Field of expertise: Literature, General

INSTITUTION

Operation Opportunity Foundation
New Haven, CT 06510-3104

APPLICATION INFORMATION

Title: *Warrior-Scholar Project Discussion Programs: University of Chicago, Georgetown University, Stanford University, Vassar College, and Preparatory*

Grant period: From 2016-05-01 to 2017-05-01

Project field(s): Literature, General

Description of project: Founded in 2011 by Yale University graduates, the Warrior-Scholar Project (WSP) runs immersive academic boot camps hosted at America's top universities for enlisted military veterans. The majority of enlisted personnel exiting the military have not been in a classroom setting for several years, and find it hard to transition, being unprepared for the fundamentally different social and cultural environment. WSP helps veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education. WSP unlocks their educational potential and transforms the way veterans view themselves as students by introducing them to the concepts of liberty and democracy through exposure to humanities.

BUDGET

Outright Request	100,000.00	Cost Sharing	51,706.00
Matching Request	0.00	Total Budget	151,706.00
Total NEH	100,000.00		

GRANT ADMINISTRATOR

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National Endowment for the Humanities

Washington D.C., 20506

Introduction:

The Pentagon estimates that approximately one million service members will transition out of the military over the next five years. The GI Bill, originally designed for WWII veterans, was revamped in 2008 in an effort to enhance education benefits for military veterans exiting the service. This new bill, called the Post-9/11 GI Bill, has made a huge investment in our veterans – more than \$30 billion worth – but the outcomes of this investment are unclear. Research has revealed that far too many veterans fail to attain a bachelor’s degree before their GI Bill runs out. According to a 2012 American Community Survey conducted by the US Census Bureau, only 26.7% of post-9/11 GI Bill recipients reported the attainment of a bachelor’s degree or higher before exhausting their education benefit. These low success rates signal to the nation that although we are investing in our veterans’ higher education, we may not be ensuring their success. The Warrior-Scholar Project (WSP) strives to help close this gap and enable veterans to achieve greater success in higher education. The WSP does this by helping veterans to develop and rediscover their academic skills and confidence, encouraging them to utilize their military experience in the academic world, and ultimately empowering them to maximize their education opportunities.

Intellectual Rationale and Overview:

Each WSP course is one-week long—aside from the two-week long flagship course hosted at Yale University—and is designed to immerse veterans in academia. Our courses are hosted at some of America’s finest academic institutions—including Yale, Harvard, University of Michigan,



University of North Carolina, Syracuse, Cornell, Georgetown, University of Oklahoma, Vassar, University of Southern California, and University of Chicago. The veterans participating in WSP experience fourteen hours per day of academic seminar discussions, intensive writing and reading workshops, and one-on-one tutoring sessions. Throughout each course, renowned professors from our host institutions, as well as our Program Directors (fellow enlisted veterans who have successfully made the transition from the military to college) guide the Warrior-Scholars through their intellectual journey. Some of the highly-respected professors involved in the WSP include Georgetown's Kathryn Temple, Yale's John Lewis Gaddis, Donald Kagan and Norma Thompson, and Harvard's Harvey Mansfield. We have found that by immersing veterans in an unfamiliar culture and guiding them through the unique intellectual and social environment they will experience in higher education, we are able to quell many of the anxieties the veterans experience when returning to school. The WSP experience shows veterans that they can be truly successful in college and are perhaps even more capable of academic achievement than they previously imagined.

The academic journey provided to veterans through the WSP consists of a humanities-based curriculum focused mainly on the themes of democracy and liberty. The WSP has found that liberty and the foundations of democracy are topics with which veterans have a profound connection—ultimately these are the reasons for which they wore the uniform. This allows the veterans participating in the WSP to draw on their personal experiences, actively invest in the readings, and become initiated into a wider academic dialogue. The absence of grades for assignments and papers during the WSP allows the Warrior-Scholars the space to take intellectual risks and make valuable mistakes without having to worry about the type of recorded grade repercussions they will experience in college. The Warrior-Scholars also learn how to read actively rather than passively through analytic reading techniques we call “Ninja Reading,” and discover that they can access



classical texts that they previously thought were impenetrable. After this training in the reciprocal arts of reading and writing, the newly confident veterans discover that they are no more intimidated by an essay assignment than they were by the prospect of a military deployment. Upon completion of the WSP, veterans think of themselves not only as veterans, but as student-veterans, or more aptly—as Warrior-Scholars. They are empowered to utilize both their experience as veterans and their academic skillsets to not only be successful in the classroom but to become leaders on campus and in the broader civilian world.

In 2016, the WSP plans to run the same courses at the eleven host institutions that participated in 2015. Each weeklong course will include five two-hour long seminar discussions led by university professors, which are held every morning on Monday through Friday (Yale’s two week long course will include ten seminar discussions). Additionally, we have confirmation that Robert Strassler, editor of *The Landmark Thucydides*, will lead one of our weekly discussion seminars at the courses hosted at Yale and Harvard. These discussion groups will include up to 15 student veterans and will focus on the main themes of the WSP curriculum: democracy, liberty, and equality. Each participant and Discussion Leader is supplied with a copy of Alexis de Tocqueville’s *Democracy in America*, Robert Dahl’s *How Democratic is the American Constitution*, Graff and Birkenstein’s *They Say/I Say: The Moves that Matter in Persuasive Writing*, as well as a course package containing print-outs of all core readings, and a syllabus with a list of recommended supplemental readings. Since most of our Discussion Leaders are current university professors, they have access to all resources on campus and can provide additional readings and study guides for the participants as needed.

Each WSP course in 2016 will also hold a final hour-long seminar discussion on Friday morning, which will be led by a university professor, the project director (Sid Ellington), and the



Program Director and will focus on the national experience of war and its impact on our view of liberty and equality in a democratic form of government. The WSP feels that the focus of the course leading up to the final discussion will strengthen the students' ability to connect their own experience of war with complex concepts and to critically analyze the texts that have been presented throughout the course. Study of the classics and humanities literature during WSP may also help veterans reconcile internal conflicts manifested as a result of combat duty by providing the kind of higher perspective on interstate war that they need in order to better understand their military experiences.

Our core readings used throughout the WSP include humanities classics such as Thucydides' *The Peloponnesian War* and Herodotus' *The History*. While reading the "Funeral Oration of Pericles" from Thucydides, students explore the concepts of democracy, justice, and heroism in the context of the Peloponnesian War. Along with core readings, professors leading the seminar discussions are encouraged to incorporate supplemental readings related to the main themes. In 2015, supplemental readings included "The Melian Dialogue" by Thucydides, which allowed students to not only examine a classic piece of rhetorical dialogue, but also to further explore the relation between politics, power, and conflict—issues that are at the center of our modern day political culture.

Students will also engage with Alexis de Tocqueville's *Democracy in America* and examine American democracy in its nascent stages through the eyes of an outside observer. Along with *Democracy in America*, students read Du'Patz's *Democracy and American Foreign Policy*, which gives historical context to Tocqueville's work and enables students to consider the political climate of Tocqueville's lifetime. The students are able to consider the origination of American democracy and discuss Tocqueville's view of democracy as a Frenchman living in Europe following the Napoleonic



Wars. Discussions may include exploring the birth and development of democracy, the differences between American democracy and monarchical or autocratic governments, and the impact of national instability and conflict on the development of a democracy.

More core readings include works from the Civil War period, such as Frederick Douglass' *What to the Slave is the Fourth of July?*, Abraham Lincoln's *Gettysburg Address*, and Walt Whitman's "Oh Captain, My Captain." These texts allow the students to explore the meaning of liberty and equality during a period of intense conflict in the United States. Discussions may be based on how the definitions of democracy, liberty, and equality have changed throughout history and how the values of a nation evolve over time. Discussion topics may also include the value American citizens place on defending individual liberty as well as democracy and freedom for all.

Our rigorous program of study pushes our Warrior-Scholars to challenge the ancient giants and modern authorities of the humanities, providing them with the unique opportunity to take part in intellectual discussions transcending 2500 years of history. They are not only able to take part in these discussions; they are able to do so in environments that encourage inquiry and dialogue. Excellent learning environments are provided by each of our host institutions including classrooms designed for seminar discussions, research libraries, and university art museums. This summer, students had the ability to view rare books and manuscripts at Yale including original copies of the Federalist Papers, and to discuss the connections between *Ozymandias* and the Roman Period cuirass statue, *The Emperor as Commander*, at the Yale University Art Gallery. The WSP experience is designed to spark students' excitement about the possibilities of academic study while also imbuing them with the confidence that, with the right tools, they are able to engage successfully with any topic.



Engaging with these difficult materials teaches our students the critical thinking and writing tools essential for succeeding in college. Additionally, WSP's benefits reach beyond the classroom. When transitioning from the military to college, veterans are extracted from an environment of intense camaraderie and cast into a sea of traditional freshmen several years younger. This can interfere with veterans' ability to take full advantage of the opportunities provided on a college campus. The WSP is modeled to demonstrate that academics can become a new common ground for veterans and their civilian peers. During each course, our student veterans work one-on-one with tutors, many of whom are civilian, undergraduate students currently attending one of the eleven WSP host institutions. Our Warrior-Scholars are often surprised to discover that the 18- or 19-year old students, with whom they previously assumed they could not relate, possess a wealth of knowledge on writing college-level essays as well as unique viewpoints on the concepts that have been presented throughout the course. After experiencing the many mutual benefits of engaging with their traditional peers during the course, Warrior-Scholars feel more comfortable returning to the academic environment and are willing and eager to engage with their classmates.

Recruitment and Publicity:

The WSP focuses on serving enlisted veterans with an actionable plan to attend college in the near future. Our applicants include: enlisted service members who are still serving but are preparing to exit the military and attend college, enlisted veterans who are separated from the military and currently applying to college, and enlisted veterans who have recently enrolled in 2- or 4-year colleges and universities. As such, Warrior-Scholar participants are recruited by varying means. The WSP promotes the program to veterans going through military transition programs



(such as the Army Career and Alumni Program and the Navy Transition Assistance Program), and also recruits through our partnering veteran service organizations and through veterans' service offices at colleges and universities with large veteran populations. One of the most effective recruiting methods is through the word-of-mouth promotion of our growing alumni network. A majority of our participants from 2015 found out about the WSP and were encouraged to apply through an alumnus of the program.

In order to bolster our publicity efforts and ensure that our message is reaching as many veterans as possible, the WSP began working with ScoutComms, a veteran and military focused PR and marketing firm (scoutcommsusa.com), in the spring of 2014. ScoutComms provides the WSP with pro bono, professional PR assistance and helped us to create a comprehensive outreach strategy for our 2015 programs that included social media and other forms of traditional media in order to successfully publicize the programs. We will utilize a similar strategy for the 2016 programs and discussion groups, which will include individual press releases tailored for each host campus (at least eleven total).

The WSP will also involve the faculty, campus stakeholders, and Program Directors/ Discussion Leaders in spreading the word locally throughout the campuses and communities. All PR efforts will encourage veterans, humanities scholars, and other relevant professionals working with military veterans and/or the humanities to become involved in the WSP. As in 2015, the WSP will also invite reporters and press from local news agencies to sit in on seminar discussions and to speak with program participants during meal times. Examples of past press coverage are available in the appendices and include: The Washington Post, UNC Chapel Hill website, Chapel Hill News, Cornell Chronicle, Syracuse University News, and OU Daily (University of Oklahoma's on campus newspaper).



Additionally, the WSP plans to work with other Veterans Service Organizations (VSOs)—some of which also focus on education—such as Student Veterans of America, Pat Tillman Foundation, Service to School, IAVA, Dog Tag Bakery, Team Rubicon, Team RWB, Got Your 6, The Mission Continues, and UniteUs. By already establishing working relationships with these organizations, the WSP is able to promote the discussion groups to their veterans and to others involved who would be interested in attending as guests. In 2015, WSP guests from news outlets and fellow VSO's were able to engage with the participants during mealtimes and after-dinner discussions, helping to expand upon the source-based discussion outside of the classroom.

2015 Expansion & Diversity:

Since our first program at Yale University in 2012, the WSP has grown exponentially. From 2012 to 2014, the WSP served 84 veterans through courses run at Yale, Harvard, and the University of Michigan. After three successful years of programs, the demand for the WSP increased greatly. Eight top schools from across the country signed on to become host institutions in 2015, including Vassar, the University of North Carolina, Chapel Hill, Georgetown, Cornell, Syracuse, the University of Oklahoma, the University of Southern California, and the University of Chicago. These schools, along with the original three—Yale, Harvard, and the University of Michigan—hosted new WSP courses in 2015. Due to this rapid expansion, the WSP was able to expand its reach to an additional 182 veterans—over twice the number of veterans served from 2012 to 2014 combined. The WSP's goal is to continue to empower veterans from across the country in their pursuit of higher education.



The WSP class of 2015 included an extremely diverse group of veterans. Out of 182 survey respondents, 22% identified as female, 77% identified as male, and 1% chose not to identify. When asked to identify race or ethnicity, 20% identified as ‘Hispanic of any race,’ 22% identified “Minority (Native American, Asian, Black/African American, Native Hawaiian/Pacific Islander, or Other)”, 55% identified as “White”, and 3% chose not to identify. Our students came from 32 states across the country and from all branches of the military. The WSP strives to gather diverse groups of students and professors together in order to enrich each academic discussion. The veterans are empowered when they learn on the first day of WSP that interaction with their professors is not based on a rigid hierarchical relationship—not only are they allowed to engage and disagree with their professors on the ideas, they are expected to. Engaging with such a diverse group allows all participants to gain a deeper understanding of the topics and to ultimately develop stronger critical reasoning skills. During the 65 seminar discussions held this year across 11 campuses, there was rarely a moment of silence between the Warrior-Scholars and Discussion Leaders.

2015 Course Evaluation:

Even while expanding from three to eleven schools and increasing the number of veterans served by more than three times, the WSP ran incredibly successful programs in 2015. The quality of the courses was measured using pre- and post-course surveys, given to the participants prior to and directly following each course. Following the 2015 courses, 99% of WSP survey respondents (93% response rate) said they would recommend the Warrior-Scholar Project to a fellow veteran. 98% of respondents (94% response rate) feel that they will perform better in college because of their participation in the Warrior-Scholar Project. Furthermore, in the pre-course survey, we asked



the students to rate their writing skills on an eleven-point scale (1 being poor and 11 being excellent). When we asked the students to rate themselves on the same scale following their WSP experience, we noticed an average improvement of 2.3 points across all courses, indicating that the students perceived an improvement in their writing skills as a direct result of the WSP.

In 2016, the WSP will again survey all participants before and after each course in order to evaluate the overall effectiveness of the program. The survey will evaluate WSP's impact on the students in the following areas: preparedness for college, improvement in analytical reading and writing, understanding of what to expect in an academic environment, and the ability to communicate well in seminar discussions. The survey also asks students to evaluate the effectiveness of each course component including: seminar discussions led by university Professors / Discussion Leaders, writing workshops led by university writing instructors, and after-dinner discussions led by Program Directors / Discussion Leaders.

The WSP will also provide a survey following the preparatory program for our Program Directors / Discussion Leaders. The survey will evaluate the Discussion Leaders' preparedness as a result of their training in the following areas: course preparation and logistics, classroom discussion, lesson planning, and team management. Our participating professors will be asked to provide feedback following the course regarding the success of the course overall, the effectiveness of the curriculum and readings, and the cohesion between the seminar discussions and WSP's overall mission. The WSP greatly values professor feedback, as we want to utilize our professors' expertise to develop the curriculum and improve seminar discussions as the program continues.



Preparatory Program:

WSP will run a preparatory program for eight to ten “Dialogues on the Experience of War” seminar Discussion Leaders and seven project staff who will be leading the program. This program will occur in early May, prior to the running of the summer courses where the discussion groups will be held. The staff running the preparatory program will include experienced teachers, veterans, and humanities scholars who have experience working with the Warrior-Scholar Project, as outlined in the Project Faculty and Staff section. The NEH Discussion leaders will be a hybrid of both university professors and writing instructors at each respective campus who have volunteered to run seminar discussions based on the WSP curriculum, and Program Directors and Assistant Program Directors who are responsible for leading the WSP programs at each campus as well as after-dinner discussions that occur daily during a program.

Leaders and Participants:

The faculty and writing instructors serving as NEH Discussion leaders will be selected in several ways: from the pool of supportive faculty that WSP has worked with in the past, through recommendations from points of contact at the various campuses where WSP will be hosting programs, and by a call for volunteer professors through on-campus advertising. The faculty discussion leaders will be reimbursed for any travel costs to the preparatory program, but will be volunteering their time to lead the discussions, as faculty have done in the past for WSP. The WSP Program Directors and Assistant Program Directors will go through a more rigid selection process.

The Program Directors and Assistant Program Directors will not teach lectures and seminars; however they will work with faculty acting as NEH Discussion leaders to learn about best



practices for working with student veterans. Program Directors and Assistant Program Directors are responsible for leading the discussion groups that occur during the mid-morning workshops and after-dinner discussions, which are outlined more in depth in the next sections. These Program Directors and Assistant Program Directors will primarily be alumni of the Warrior-Scholar Project, student veterans who attend school at the WSP host campuses, and some non-veterans who have experience in academia. WSP will create a position description for the NEH Discussion Leader/Program Director role and will send it among our network and within the veteran and higher education community. From there, a panel of three to five WSP staff members will review application materials for each candidate (CV and cover letters) and select eight discussion leaders. The Program Directors / Discussion Leaders will comprise two teams: Team Alpha and Team Bravo and will alternate the running of each course throughout the summer. The Program Directors will work closely with the university professors, writing instructors, and project director who are present at each of the respective campuses.

Preparatory Program Structure:

The Preparatory Program will be structured as a five-day program including one and half days of travel. Instructors/leaders of the program will arrive early Thursday to prepare. These instructors and leaders (again outlined in the staff section of this proposal) will have a 3-week lead preparation time prior to the program to go over curriculum, the syllabus, and logistics of the program. A sample schedule and syllabus for the preparatory program is attached in the appendices. The program will be held in Washington, DC, where WSP's headquarters is located. The WSP will provide attendees and instructors from out of town with lodging in a nearby hotel. It is



expected that we will only have approximately 12 Discussion Leaders and preparatory leaders traveling from outside of the DC Metro area who will need lodging and travel fare, as most of the Program Directors will be residing close to the programs they are running.

Based on past experience of working with faculty at various campuses, we expect a relatively low turnout for faculty and writing instructors who do not reside in the DC Metro Area (faculty outside of our Georgetown Program). Therefore, we will provide training via two additional forums for all additional faculty members who will be leading discussion groups on the humanities texts during the programs. One training forum will be a post-Preparatory Program Webinar, occurring several days after the Preparatory Program. During this webinar, all Program Directors, faculty, and some WSP staff will collaborate via video conference to receive an overview of the Preparatory Program and to explore how the humanities texts will be presented during seminar discussions. This will be a chance for cross-collaboration between faculty from other host campuses (universities) to discuss their involvement in WSP, experience with student veterans, and how they will go about leading discussions with the help of Program Directors and Assistant Program Directors. Additionally, there will be a pre-course Faculty Meeting held a day before the start of each program with the faculty at each respective campus and the support staff (including writing instructors and Program Directors) in attendance to discuss logistics and the content of the seminars. Schedules for the Preparatory Program, the webinar, and the pre-course faculty meeting can all be found along with a syllabus for the program in the appendices of this Grant Application.

Content:

The Preparatory Program will cover not only the logistics of the programs, but will also



review programs' syllabi, pedagogy, the humanities, and lesson preparation for holding discussions surrounding note taking, study skills, test preparation, and research papers. The syllabus and schedule for the Preparatory Program, webinar and pre-course Faculty Meeting are all found in the appendices of this grant proposal.

In terms of reviewing the WSP Programs and Discussion Groups' syllabi, pedagogy and the humanities, the Preparatory Program leaders will review best practices of using the Socratic method in engaging program participants with the readings. These readings will include: Frederick Douglass' "What to the Slave is the Fourth of July?", Abraham Lincoln's "Gettysburg Address," Walt Whitman's "Where Lilacs Last in the Dooryard Bloom'd," along with Alexis de Tocqueville's *Democracy in America*, Du'Patz's *Democracy and American Foreign Policy*, and Carl von Clausewitz's *On War*.

WSP has invited Robert B. Strassler, editor of *The Landmark Thucydides: A Comprehensive Guide to Peloponnesian War*, to the Preparatory Program, to be a part of the program curriculum discussion. Strassler has already offered to lead discussions at the Yale and Harvard programs (he is based at Harvard University). WSP plans on having Strassler lead a discussion on the "Funeral Oration of Pericles" from his edited *The Landmark Thucydides: A Comprehensive Guide to Peloponnesian War* to demonstrate to NEH Discussion leaders best practices of source-base discussion.

In reviewing lesson prep during the Preparatory Program (on Day 2), NEH Discussion leaders will be given presentations and helpful models on study skills, note taking, research papers, and different learning styles they may chose to use when it comes to working with program participants/students. Examples of these presentations and guidelines can also be found in the



appendices section of the grant. During the actual programs and/or NEH Discussion Groups, Program Directors and/or faculty and writing instructors will use the texts “How to Read a Book: The Classic Guide to Intelligent Reading,” by Mortimer J. Adler and Charles Lincoln Van Doren; Adler’s “How to Mark a Book” from *The Saturday Review of Literature*; *They Say I Say: The Move That Matter in Academic Writing*, by Gerald Graff and Cathy Birkstein; and “Stylish Academic Writing” by Helen Sword. Excerpts of these texts and article(s) will be made available during the Preparatory Program during Day 2 and Day 3.

PREPARATORY PROGRAMS – SYLLABUS & SCHEDULE

Director Training Course (DTC)

Duration: 4 days, Thursday—Sunday

Attendees: All Program Directors, project director, and any university professors or instructors available to attend

Day 1 Thursday	
Schedule	
08:00—1:00 PM	Discussion Leaders Arrive <ul style="list-style-type: none"> • Provide Prep Program Schedule of Events, Course Syllabus, & Curriculum • Room assignments
1:00 PM—2:00 PM	Welcome Lunch <ul style="list-style-type: none"> • Icebreaker
2:00 PM—3:00 PM	Introduction <ul style="list-style-type: none"> • Warrior-Scholar Project Briefing: Goals and Objectives • Overview of Program Director (Discussion Leader) Roles and Responsibilities • Breakdown of campus locations and program dates • Introduction of revised team model for campus program staff
3:00 PM—5:00 PM	Review Course Syllabus and Pedagogy <ul style="list-style-type: none"> • Why focus on the humanities? • Discuss core teachings: analytical reading, writing, and critical thinking skills • Provide overview of chosen literature
5:00 PM—6:00 PM	Dinner

Day 2 Friday	
Schedule	
9:00—10:30 AM	Pre-Course Operations and Logistics <ul style="list-style-type: none"> • Building and maintaining relationships with University stakeholders • Scheduling tutors and guest speakers for dinner discussions • How to schedule and conduct pre-course university and faculty and staff meetings • Classrooms: Size and location • Timing of Movements • Scheduling Photographer • Coordinating VIP/ Media visits
10:30—12:00	Lesson Prep <ul style="list-style-type: none"> • Planning classes on (a) Note Taking, (b) Study Skills, (c) interacting with professors and TAs, (d) Test preparation, (e) research papers, (f) The unwritten “rules” of college, (g)

	Valuable seminar participation (i.e. Rules of civil discourse)
12:00—13:00	Lunch
13:00—14:00	Leading After-Dinner Discussions <ul style="list-style-type: none"> • How to lead a valuable discussion on: • Transitional issues faced by veterans (“Challenges”) • Assimilating into the civilian academic culture (“De-greening”) • Admissions and Service to School
14:00—15:00	Public Speaking <ul style="list-style-type: none"> • Lecture/Discussion: Delivering the Welcome Address & Setting the tone for the course • Policies
15:00—16:00	Analytical Reading <ul style="list-style-type: none"> • How to perform a close reading of the text
16:00—17:00	The Daily Review <ul style="list-style-type: none"> • Discuss the purpose of the Daily Review (to assess students’ engagement and level of improvement) • Review biographies of 2016 participants • Review writing and learning style diagnostics of 2016 participants • Tutor Assignments (match students with appropriate tutors) • Review Complex Student Cases
17:00	Dinner (Public Speaking Practical Assignments Given)

Day 3	Schedule
Saturday	
9:00-12:00 AM	Public Speaking Practical
12:00—13:00	Lunch
13:00—16:00	Public Speaking Practical (Continued)
16:00—17:00	Free Time
17:00	Dinner

Day 4	Schedule
Sunday	
9:00-10:00 AM	General Logistics: <ul style="list-style-type: none"> • Student Check-In Procedures • Classroom Temperature • Afternoon Coffee Service

10:00—13:00	Executing the Friday Discussion / Workshop: Dialogues of War <ul style="list-style-type: none"> • Leading group inquiry • Encouraging high level analysis of concepts as they relate to personal experience
13:00—13:30	Course Wrap-up
13:30	Check-out

Preparatory Webinar

Duration: 2 hours

Attendees: All university professors and writing instructors who were unable to attend the DTC, project director, and Curriculum Manager

Discussion Topics

Introductions

- Warrior-Scholar Project Briefing: Mission, Goals, and Objectives
- Why focus on the humanities?
- Review background of the Program Director and Assistant Program Director

Review Course Syllabus and Pedagogy

- Discuss core teachings: analytical reading, writing, and critical thinking skills
- Provide overview of chosen literature
- Discuss ways for writing instructors and professors to collaborate

Review Veteran Profiles

- Provide university professors and writing instructors with brief bios of the 2016 participants
- Share writing and learning style diagnostics (to be completed by the participants prior to each course)

Pre-Course Faculty Meeting (To occur 1-day prior to the start of each course on each campus)

Duration: 2 hours

Attendees: University professors, writing instructors, project director, and Program Director

Discussion Topics

Review Course Syllabus and Pedagogy

- Discuss texts and concepts to be covered by each professor and instructor
- Review concepts to be covered in afternoon workshops and after-dinner discussions

Review Veteran Profiles

- Review biographies of the 2016 participants with university professors and writing instructors
- Share writing and learning style diagnostics (to be completed by the participants prior to each course)



FRIDAY LESSON PLAN GUIDLINES

Discussion Seminar on The National Experience of War and its Impact on the concepts of Liberty & Equality in a Democratic form of Government

Course Overview:

In this course we will examine the nature of democracy in America and will have debated competing conceptions of freedom and equality. We will discuss democratic constitutionalism, the declaration that all men are created equal, and the contradictions of slavery and suffrage. We will also explore early conceptions of governance in the ancient world as we debate contemporary conceptions of governance in the modern world. The seminars during the course are designed to get students to rethink what they know about their own system of government and to discover what great thinkers have said about these topics.

Discussion Session Overview:

Politics, whether at the local-, state-, or national-level can be summed up, as articulated by Harold Lasswell, as “who gets what, when, and how.” Lasswell’s description is equally true in the realm of inter-state relations. While Clausewitz has argued that warfare between states is nothing more than “a continuation of political intercourse, carried on with other means,” Tocqueville notes that in a Democratic form of government “armies always exert a very great influence on its fate.” WSP students own personal military experiences often transgress the core moral and ethical beliefs that undergird our humanity. Study of classic literature in the humanities may help military veterans reconcile internal conflicts by providing the kind of perspective that they need to better understand their experiences and their role in geopolitical interactions. The purpose of these discussion sessions during WSP campus programs is to use selected readings from the literature below to explore the impact of violent conflict on the democratic concepts of liberty and equality.

Proposed (but not limited to) List of Literature Options available to the University Faculty:

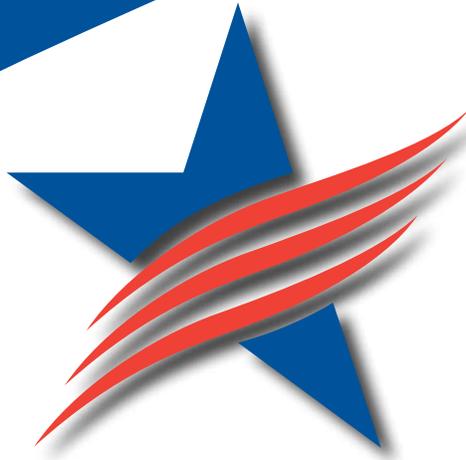
Classic Reading:

1. Homer (c. 760 B.C.), *The Iliad*
2. Thucydides (c. 400 B.C.), *History of the Peloponnesian War*,
3. Herodotus (c. 440 B.C.), *The Histories*
4. Immanuel Kant (1796), *Perpetual Peace*
5. Carl von Clausewitz (1832), *On War*
6. Alexis Tocqueville (1835, 1840), *Democracy in America*
7. Frederick Douglass (1852), “Oration”
8. Abraham Lincoln (1863) “The Gettysburg Address”
9. Walt Whitman (1865), “Oh Captain, My Captain”

Modern Reading:

1. Isaiah Berlin, (1958), “Two Concepts of Liberty”
2. Dwight D. Eisenhower (1961), “*Military-Industrial Complex Speech*”
3. Paul Kennedy (1987), *The Rise and Fall of Great Powers*
4. Francis Fukuyama (1992), *The End of History and the Last Man*

YALE UNIVERSITY



**WARRIOR-SCHOLAR
PROJECT**

From the Battlefield to the Classroom



2015 COURSE PACKAGE

THE WARRIOR-SCHOLAR PROJECT WOULD LIKE TO THANK:

★ Linda and Glenn Greenberg ★ The Darby Foundation ★ Mary Beth and Peter Oppenheimer ★ Charles B. Johnson ★ The Diana Davis Spencer Foundation ★
★ Roger Hertog ★ David Patterson ★ The Liana Foundation ★ Chris Mead, Esq. ★
★ Special Operations Fund ★ Richard Moore and Noel Crook ★
★ Mark London and Dana Fitzgerald ★ Thomas L. Kempner Foundation ★
★ Chris Michalik ★ Frederick W. Smith ★ Arne Sorenson ★ John W. Jackson ★

AND



**AS WELL AS OUR MANY OTHER GENEROUS SUPPORTORS FOR MAKING
THE WARRIOR-SCHOLAR PROJECT POSSIBLE**

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WARRIOR-SCHOLAR PROJECT SCHEDULE: WEEK ONE (SUNDAY MAY 31 — SATURDAY JUNE 6)

	Sun May 31	Mon Jun 1	Tues June 2	Wed June 3	Thurs June 4	Fri June 5	Sat June 6
6am				PT: Yale Football			
7am							
8am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9am	Welcome Address SLB129	Reading Workshop 1 SLB121 (Gosseink)	Seminar 2 SLB121 (Hill)	Seminar 3 SLB111, SLB112 (Hill/Fotos)	Seminar 4 SLB111, SLB112 (Fotos/Garsten)	Seminar 5 SLB121 (Genoni)	Rest
10am	Campus Tour Yale Campus						
11am		Seminar 1 SLB121 (Garsten)	Reading Workshop 2 SLB111/112 (DTC)	Reading Workshop 3 SLB111/112 (DTC)	Reading Workshop 4 SLB111/112 (DTC)	Reading Workshop 5 SLB111/112 (DTC)	
12pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1pm	Reading Period	Writing Class 1 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 2 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 3 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 4 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 5 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Rest
2pm							
3pm		Writing Workshop 1 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 2 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 3 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 4 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 5 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	
4pm							
5pm	Dinner Discussion: <i>De-Greening</i> (Student Veterans)	Dinner	Dinner Discussion: <i>Undergrad admissions & evaluating institutions</i> (Johns)	Dinner Discussion: <i>Transition Experiences</i> (DTC)	Dinner Discussion: <i>Transition Experiences</i> (DTC)	Dinner	Dinner
6pm		Analytic Reading SLB122 (D.Howell/C.Howell)	Individual Work	Individual Work	Individual Work	Individual Work	Rest
7pm	Analytic Reading SLB122 (D.Howell/C.Howell)					Individual Work	
8pm							
9pm							
10pm							
11pm							





WARRIOR-SCHOLAR PROJECT SCHEDULE: WEEK TWO (SUNDAY JUNE 7 — SATURDAY JUNE 13)

	Sun June 7	Mon Jun 8	Tues June 9	Wed June 10	Thurs June 11	Fri June 12	Sat June 13
6am							
7am							
8am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9am	Rest	Seminar 6 SLB111, SLB 112 (Ellington/Thompson)	Seminar 7 SLB111, SLB 112 (Thompson/Ellington)	Seminar 8 SLB111, SLB 112 (Solman/Levinsohn)	Seminar 9 SLB111, SLB 112 (Levinsohn/Solman)	Writing Class 10 SLB109, SLB111 (Stuart, Hopper/Jones, Robles)	Seminar: Application of skills to the Sciences (Gcha/D.Howell)
10am		Reading Workshop 6 SLB122 (C.Howell/D.Howell)	Notetaking Seminar SLB121 (TBD)	Reading Workshop 8 SLB111/112 (WSP Staff)	Reading Workshop 9 SLB111/112 (WSP Staff)	Reading Workshop 10 SLB111/112 (WSP Staff)	
11am							
12pm	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1pm		Writing Class 6 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 7 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 8 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Class 9 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)		Focus Group
2pm							
3pm	Reading Workshop 7 SLB122 (C.Howell/D.Howell)	Writing Workshop 6 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 7 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 8 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Writing Workshop 9 SLB111, SLB 112 (Stuart, Hopper/Jones, Robles)	Individual Work	Interviews & Course Feedback
4pm							
5pm	Dinner	Dinner Discussion: <i>Undergrad admissions & evaluating institutions 2</i> (Johns)	Dinner Discussion: <i>Challenges</i> (Student Veterans)	Dinner	Dinner Discussion: <i>Preparation and Techniques for Taking Exams</i> (Student Volunteers)	Dinner	Buffer Period
6pm							End of Course Dinner
7pm							
8pm					Individual Work	Individual Work	
9pm		Individual Work	Individual Work	Individual Work			
10pm	Planetarium Visit Marla Gcha						Drinks at Mory's
11pm							

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2. INTRODUCTION

The Warrior-Scholar Project is an initiative to provide war heroes, veterans, and enlisted servicemen and women with the tools and skills to operate as effectively in college as they do on the battlefield. In annual summer courses at the nation's top universities, we provide dedicated tutoring and mentoring to those wishing to make the transition from combat to the classroom.

COURSE OBJECTIVES

To provide veterans with an introduction to the practices they will need for successful participation in classes and to the kinds of independent work required outside of the classroom.

To help veterans become student leaders in the classroom and to succeed in college through dedicated tutoring and mentoring, ultimately helping to increase veteran graduation rates.

To facilitate veterans' transition from the military to college by helping them utilize their drive, discipline, and motivation to learn effectively in a rigorous academic setting.

COURSE STRUCTURE

The Warrior-Scholar Project consists of two intensive weeks of classes, workshops, discussions, and one-to-one tutoring sessions.

Seminars and Writing Classes replicate the experiences of participating in two kinds of classes: a humanities seminar and an academic writing course. Participants will focus on engaging with texts, asking questions and communicating ideas in discussion with their peers and faculty, understanding the expectations of college-level writing, and using what they learn to shape their ideas and arguments.

Reading and Writing Workshops guide students through the reading and writing strategies college students are expected to engage in outside of the classroom. Students will practice methods for reading challenging texts, developing their ideas, and writing key parts of an essay.

Individual Work sessions provide opportunities for participants to independently practice what they have learned in the classes and workshops. One-to-one tutoring is available during these sessions to help facilitate student learning.

COURSE CONTENT

The topics covered in both weeks focus on liberty and democracy. We chose these topics because the participants' military experiences are relevant, yet the topics do not place military experience at the center of the discussion—this enables students to become invested in the topics and initiated into wider academic debates.

The readings for each week contain both classical and modern scholarly writing. Both weeks will include intensive coaching on a core set of *analytic reading* techniques to give students the tools to read all material efficiently and comprehensively.

CURRICULUM

We have chosen modern readings that are clearly written, yet complex enough to foster discussion and debate. We have also included short excerpts from the classics—Tocqueville, Douglass, and Grimke in week one; and Thucydides, Herodotus, and Aristotle in week two—to help students realize that they can engage substantively with classical texts in the humanities.



While the modern readings were chosen for their versatility across all the classes and workshops, the classical excerpts are specifically targeted to enrich the morning seminar discussions. In reading and discussing these modern and classical works, the participants will likely need assistance in comprehending the main ideas, placing those ideas within a larger context or debate, and critically questioning and interpreting the arguments.

We have also listed optional readings for each week as recommended literature for students' continuing education. These optional readings are included to help students overcome the intimidating nature of scholarly bibliographies and to show what a demanding academic syllabus looks like. Students will be able to draw on these sources for their research paper in week two.

PEDAGOGY

Instructors are encouraged to make the sessions their own and alter them in response to the needs of the students. The Socratic method of teaching often leads to dynamic discussions where students feel empowered to know that they can engage with questions posed by some of the finest minds in academia.

Specifically, in each seminar, class, and workshop we help students:

- develop a solid understanding of the main themes and overall argument in each work;
- understand key concepts and the passages central to the argument;
- gain a nuanced understanding of the issues raised in each section;
- analyze difficult passages closely and advance their own interpretations;
- identify points of ambiguity or contestation and how that affects their reading of the work;
- pinpoint troubling ideas and confidently ask for clarification;
- express their own opinions and claims about each reading in preparation for writing their essays;
- recognize that re-reading can change and deepen their comprehension of each work.

Ultimately, in all seminars, classes, and workshops, our main goal is to model effective approaches to college-level work. In this sense, the great books and great ideas discussed throughout are simply vehicles for teaching the essential skills, habits, and behaviors necessary for collegiate success.

ASSIGNMENTS

In the writing workshops and during the individual work periods, students will draft and revise a series of short writing assignments during week one, as well as a basic research paper in week two. We will handout the assignment prompts and essay questions to the students in the writing workshops.

QUESTIONS

Please let us know if you have any questions about the curriculum and materials.

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3. SYLLABUS

WEEK ONE: FREEDOM, EQUALITY, AND DEMOCRACY IN AMERICA

In these sessions, we will question the nature of democracy in America and debate competing conceptions of freedom and equality. We will discuss democratic constitutionalism, the declaration that all men are created equal, and the contradictions of slavery and suffrage. These seminars are designed to get students to rethink what they know about their own system of government and to discover what seminal thinkers have said about these topics.

A close reading of excerpts from Alexis de Tocqueville's nineteenth century classic, alongside seminal speeches by Frederick Douglass and Angelina Grimké, will underscore the tensions between freedom, constitutionalism, and equality in American democracy. We will put these classic texts in conversation with modern scholarship, including selections by the political scientist Robert Dahl, the historian David Hackett Fischer, as well as commentaries by Harvey Mansfield and Delba Winthrop.

Classic reading:

Alexis de Tocqueville, *Democracy in America* [1835, 1840] translated by Harvey C. Mansfield and Delba Winthrop (Chicago, IL: The University of Chicago Press, 2000).

- Vol. I: "Introduction," pp. 3-15 (12 pages)
- Vol. I, Pt. II, Ch. 10: "Position that the Black Race Occupies in the United States," pp. 326-48 (12 pages)
- Vol. II, Pt. II, Ch. 1: "Why Democratic Peoples Show a More Ardent and More Lasting Love for Equality than for Freedom," pp. 479-482 (4 pages)

Frederick Douglass, *What to the Slave is the Fourth of July?* Oration, Corinthian Hall, Rochester, July 5th, 1852. (4 pages)

Angelina Emily Grimké, *An Appeal to the Women of the Nominally Free States*, Anti-Slavery Convention, May 9th, 1837. (4 pages)

Modern reading:

Robert Dahl, *How Democratic is the American Constitution?* (New Haven: Yale University Press, 2001).

- Ch. 1: "Introduction: Fundamental Questions," pp. 1-6. (aeq. 4 pages)
- Ch. 2: "What the Framers Couldn't Know," pp. 7-28 (aeq. 11 pages)
- Ch. 6: "Why Not a More Democratic Constitution?" pp. 121-140 (aeq. 10 pages)

Harvey C. Mansfield and Delba Winthrop, "Editor's Introduction," *Democracy in America* (University of Chicago Press, 2000).

- Introduction and Who Was Tocqueville, pp. xvii-xxii. (6 pages)
- Tocqueville's Context and The Democratic Revolution, pp. xxiii-xxix. (10 pages)
- Pride and Race in America, pp. lvii-lxiii. (6 pages)

David Hackett Fischer, "Slavery Attacked: Liberty for the Enslaved," and "Slavery Defended: Liberty for the Slaveholders," *Liberty and Freedom: A Visual History of America's Founding Ideas* (Oxford University Press, 2005), pp. 275-89. (14 pages)

Optional reading:

Hannah Arendt, "What is Freedom?" in her *Between Past and Future* (New York: Viking Press, 1968), pp. 143-71.

Bernard Crick, "Republicanism and Democracy," and "So Said Alexis de Tocqueville," *Democracy: A Very Short Introduction* (New York: Oxford University Press, 2002), pp. 32-68.

Robert Dahl, "Ideal Democracy," *On Democracy* (New Haven: Yale University Press, 1989), Pt. II, pp. 35-82.

John Dunn, "Democracy's Second Coming," in *Democracy: A History* (New York: Atlantic Monthly, 2005), pp. 71-118.

Immanuel Kant, "The First Supplement of the Guarantee for Perpetual Peace," *Perpetual Peace: A Philosophical Sketch* [1796] in *Kant: Political Writings*, translated by H.B. Nusbet, ed. H.S. Reiss (Cambridge University Press, 1970), pp. 108-114.

Francis Fukuyama, "By Way of Introduction," *The End of History and the Last Man* (New York: The Free Press, 1992), pp. xi-xxiii.

Alexander Hamilton and James Madison, *The Federalist Papers* [1787] *A Commentary on the Constitution of the United States* (New York: Modern Library Classics, 2000). Hamilton, No. 1; Madison, No. 10 and No. 51.

Samuel Huntington, *The Third Wave: Democratization in the Late Twentieth Century* (University of Oklahoma Press, 1991).

Harvey C. Mansfield, "Tocqueville's Democratic Providence," and "Democratic Despotism," in his *Tocqueville: A Very Short Introduction* (New York: Oxford University Press, 2010), Ch. 1, 4, pp. 7-18, 57-83.

Harriet Taylor Mill, "The Enfranchisement of Women," *Westminster Review* (July 1851), 19pp.

John Stuart Mill, *Considerations on Representative Government* (London: Parker, Son & Bourn, 1861). Chapter VII: "Of True and False Democracy; Representation of All, and Representation of the Majority only," pp. 131-54.

Alexis de Tocqueville, "On The Federal Constitution," in *Democracy in America* [1835, 1840] translated by Mansfield and Winthrop (The University of Chicago Press, 2000), Vol. I, Pt. I, Ch. 8, pp. 105-164.

Gordon S. Wood, "Democracy And The American Revolution," in *Democracy the Unfinished Journey, 508 B.C. to A.D. 1993*, ed. John Dunn (Oxford University Press, 1992), pp. 91-119.



WEEK TWO: LIBERTY, FREEDOM, AND THE ANTECEDENTS OF DEMOCRACY

In these sessions, we will explore two concepts of liberty and debate three forms of governance. What does positive and negative liberty tell us about democracy, oligarchy, and monarchy? Are there equivalent strains of governance in the United States? What forms of freedom exist in illiberal democracies and liberal oligarchies? Can you enjoy greater freedom under a monarchy than a democracy?

What can we learn from early conceptions of governance in the ancient world as we debate contemporary conceptions of governance in the modern world? Can liberty and equality coexist in a democracy? Is America at risk of becoming an oligarchy? We will discuss these questions by reading short excerpts from ancient classics by Thucydides, Herodotus, and Aristotle. We will also compare these texts to modern classics by Isaiah Berlin, Friedrich Hayek, and Robert Musil, alongside contemporary works by Quentin Skinner, Francis Fukuyama, as well as Martin Gilens and Benjamin Page.

Classic reading:

Thucydides, *History of the Peloponnesian War* [c. 400 B.C.] translated by Richard Crawley in *The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War*, ed. Robert B. Strassler (New York: The Free Press, 1996).

- Book II: §2.34-2.47 “Funeral Oration of Pericles,” pp. 110-118 (8 pages)

Herodotus, *The Histories* [c. 440 B.C.] translated by Andrea L. Purvis in *The Landmark Herodotus: The Histories*, ed. Robert B. Strassler (New York: Pantheon Books, 2007).

- Book III: §3.80-3.89, “The Persians Discuss Forms of Government,” pp. 245-250 (5 pages)

Aristotle, *The Politics* [c. 350 BC] translated by Carnes Lord (Chicago, IL: Chicago University Press, 1984).

- Book III: vi-ix, “On Democracy, Oligarchy, and Monarchy,” esp. III.viii.15, pp. 71-77. (6 pages)

Rousseau, *The Social Contract* [1762] (New York: Penguin, 1968).

- Book III: iii-vi, “Classification of Governments: Democracy, Aristocracy, Monarchy,” pp. 110-17. (7 pages)

Modern Reading:

Isaiah Berlin, “Two Concepts of Liberty,” [1958] in *The Proper Study of Mankind: An Anthology of Essays*, eds. Henry Hardy and Roger Hausheer, (New York: Farrar, Straus and Giroux, 1997), pp. 191-242. (51 pages)

Quentin Skinner, “Freedom and the Historian,” *Liberty Before Liberalism* (New York: Cambridge University Press, 1998). Ch. 3, pp. 101-120, esp. On The Two Concepts of Liberty, p. 113-117. (5 pages)

Francis Fukuyama, “In the Land of Education,” *The End of History and the Last Man* (New York 1992), pp. 109ff. (16 pages)

Martin Gilens and Benjamin Page, “Testing Theories of American Politics: Elites, Interest Groups, and Average Citizens,” *Perspectives on Politics*, Vol. 12, No. 3 (September 2014), pp. 564-581. (17 pages)

Friedrich Hayek, “Equality, Value, Merit,” *The Constitution of Liberty* (University of Chicago Press, 1960), Ch. 6. (18 pages)

Robert Musil, *The Man Without Qualities, Vol. I: A Sort of Introduction and Pseudoreality Prevails, 1930-1943*, translated by Sofie Wilkins (New York: Alfred A. Knopf, [1952] 1995), Ch. 96: The Great Man of Letters,” pp. 470-73. (4 pages)

Optional reading:

Benjamin Constant, “The Liberty of the Ancients Compared with that of the Moderns,” [1819] in *Political Writings*, translated by Biancamaria Fontana (New York: Cambridge University Press, 1988), pp. 309-17.

John Dunn, ed. *Democracy the Unfinished Journey, 508 B.C. to A.D. 1993* (New York: Oxford University Press, 1992).

Cynthia Farrar, “Thucydides: Reflecting History; Man and the Community,” *The Origins of Democratic Thinking: The Invention of Politics in Classical Athens* (New York: Cambridge University Press, 1988), Ch. 5, pp. 126-91

John Lewis Gaddis, “Ending Tyranny: The Past and Future of an Idea,” *The American Interest*, Vol. 4, No. 1 (Autumn 2008), esp. “Democracy’s Prerequisites,” pp. 9-10 and “Two Concepts of Liberty,” pp. 12-14.

Martin Gilens, *Affluence and Influence: Economic Inequality and Political Power in America* (Princeton University Press, 2012).

Donald Kagan, *Pericles Of Athens And The Birth Of Democracy* (New York: The Free Press, 1991).

John Locke, *The Second Treatise on Government: the True Original, Extent, and End of Civil Government* [1698] ed. Peter Laslett (Cambridge, UK: Cambridge University Press, 1988). Ch. 2, 4, 7-11, 13.

John Stuart Mill, *On Liberty* (London: Longman, Roberts & Green, 1869).

Harriet Taylor Mill and John Stuart Mill, *The Subjection of Women* (London: Longman, 1869).

Robert Nozick, *Anarchy, State, and Utopia* (New York: Basic Books 1974).

John Rawls, *A Theory of Justice* (Cambridge, MA: Belknap Press, 1971).

Charles Taylor, “What’s Wrong with Negative Liberty?” *Philosophical Papers II: Philosophy and the Human Sciences* (New York: Cambridge University Press, 1985), pp. 211-229.

Norma Thompson, “The Formation of Persian Political Identity,” *Herodotus and the Origins of the Political Community: Arion’s Leap* (New Haven: Yale University Press, 1996), esp. pp. 52-78.

Fareed Zakaria, “A Brief History of Human Liberty,” in his *The Future of Freedom: Illiberal Democracy at Home and Abroad* (New York: W. W. Norton & Company, 2003), pp.29-58.



4. SUPPLEMENTAL WORKSHOPS

WORKSHOP: THE ART OF ANALYTIC READING

In college, one must read analytically and think critically. The art of analytic reading is to discern the structure, style, and direction of the text, thereby increasing both speed and comprehension. In this workshop, we will teach the three phases of analytic reading:

- Phase 1: Assess the layout of book, chapter, or essay by glancing ahead. Preview the content by systematically scanning each page. Create an outline of the chapter or essay by writing out the headings and subtitles.
- Phase 2: Analyze the logical structure and direction of the argument by deconstructing the text with square brackets around pivotal [conjunctions], which indicate a change in logical flow, and angled brackets around assertive <verbs>, which indicate a proximate source and key idea. In other words, identify structural words that enumerate a strict arrangement of text or indicate logical change in argumentation.
- Phase 3: Annotate, annotate, and annotate as you peruse the text word for word. Make notes in the margin. Write down your thoughts and ideas. After all, you're not reading if your pen isn't moving.

To master these three phases of analytic reading, we will closely read selected readings from the syllabus, paying special attention to the way the author's writing can inform your own.

Core reading:

Mortimer J. Adler and Charles Lincoln Van Doren, *How to Read a Book: The Classic Guide to Intelligent Reading* (New York: Simon and Schuster, 1972).

- Ch. 4: "Inspectional Reading," pp. 31-44, esp. "Systematic Skimming," pp. 32-36.
- Ch. 5: "How to be a Demanding Reader," pp. 45-56, esp. "The Essence of Active Reading," pp. 46-48.
- Ch. 11: "Agreeing or Disagreeing with an Author," pp. 152-167, esp. "Analytical Reading," pp. 163-165.

Supplementary reading:

Mortimer J. Adler, "How to Mark a Book," *The Saturday Review of Literature* (July 6, 1940), pp. 11-12 (2 pages)

Optional reading:

Mortimer J. Adler, "The Activity of Reading," in *How to Read a Book: The Art of Getting a Liberal Education* (New York: Simon and Schuster, 1940), pp. 3-64.

Robert Alter, *The Pleasures of Reading in an Ideological Age* (New York: Simon & Schuster, 1989).

Harold Bloom, *How to Read and Why* (New York: Simon & Schuster, 2000), esp. Prelude: "Why Read?" pp. 19-29.

Stanley Fish, *How to Write a Sentence and How to Read One* (New York: HarperCollins, 2005). Ch. 4: "What is a Good Sentence?" pp. 35-44; also, Ch. 5-7 on Subordinating, Additive, and Satiric Styles.

E.M. Forster, *Aspects of the Novel* (Orlando, FL: Harcourt, 1927).

Thomas Foster, *How to Read Literature Like a Professor* (Harper Perennial, 2003), esp. "How'd He Do That?" pp. xi-xvii.

Alan Jacobs, *The Pleasures of Reading in an Age of Distraction* (New York: Oxford University Press, 2011).

Rudyard Kipling, "The Uses of Reading," *Speech to the Literary Society in Pearson's House*, Wellington College, May 25th, 1912. Published in Kipling, *A Book of Words* (London: MacMillan, 1928), Ch. xi.

Elizabeth Knowles, *How to Read a Word* (New York: Oxford University Press, 2010).

Peggy Noonan, *On Speaking Well* (New York: HarperCollins, 1999), esp. "Some Basics to Note," pp. 34-42.

George Orwell, "Politics and the English Language," *Horizon* (London, April 1946).

George Philip Philes, *How to Read a Book in the Best Way* (New York, 1873), esp. "Healthy Reading," pp. 9-39.

Virginia Woolf, "How Should One Read a Book?" *The Yale Review* (October 1926), pp. 32-44.



There is a reciprocal art to reading and writing. After all, analytic reading gives way to effective writing while effective writing refines and hones this form of active reading. When readers deconstruct the text they create implicit templates for engaging writing, which in turn refines the way they scrutinize a text.

Throughout this workshop, we will focus on what great authors can teach us about good writing and critical thinking. We will pay special attention to the moves the author makes by noting logical structures and transitional phrases, alongside pivotal conjunctions, assertive verbs, and topical sentences. The focus here is to emulate clear writing by using cogent paragraphs and lucid sentences as guides, templates, and blueprints.

Core reading:

Mortimer J. Adler and Charles Lincoln Van Doren, *How to Read a Book: The Classic Guide to Intelligent Reading* (New York: Simon and Schuster, 1972).

- Ch. 7: “X-Raying a Book,” pp. 75-95, esp. “Reciprocal Arts of Reading and Writing,” pp. 90-92.
- Ch. 10: “Criticizing a Book Fairly,” pp. 137-151, esp. “Teachability as a Virtue,” pp. 139-140.

Supplementary reading:

Gerald Graff and Cathy Birkstein, “An Index of Templates,” in *They Say, I Say: The Moves That Matter in Academic Writing*, Third Edition (New York: W.W. Norton & Company, 2014).

Optional reading:

Mortimer J. Adler and Robert M. Hutchins, “The Ways and Whys of Reading,” in *Gateway to the Great Books Vol. 1* (Chicago: Encyclopaedia Britannica, 1963), pp. 15-34, esp. “Some Rules of Reading,” pp. 23-33.

Jorge Luis Borges, *On Writing*, ed. Suzanne Jill Levine (London: Penguin Classics, 2010).

John Dunlosky, “Strengthening the Student Toolbox,” *American Educator* (Fall 2013), pp. 12-21.

Peter Elbow, *Writing Without Teachers* (New York: Oxford University Press, 1973).

Stuart Greene, “Exploring the Relationship Between Authorship and Reading,” in *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom*, eds. Penrose and Sitko (Oxford University Press, 1993), pp. 33-51.

David Lodge, *The Art of Fiction: Illustrated from Classic and Modern Texts* (New York: Penguin, 1992).

George Orwell, “Why I Write,” *Grangrel* (London, Summer 1946).

Francine Prose, *Reading Like a Writer* (New York: Harper Collins, 2006).

Marcel Proust, *Days of Reading* [c. 1896] translated by John Sturrock (London: Penguin, 1988), esp. pp. 49-107.

Arthur Schopenhauer, “On Books and Writing,” [c. 1845] in *Essays and Aphorisms*, translated by R. J. Hollingdale (New York: Penguin Classics, 1970), pp. 198-211.

David Foster Wallace, “Authority and American Usage,” in his *Consider the Lobster and Other Essays* (New York: Little Brown and Company, 2005), pp. 66-127.

H.G. Wells, “The Writing of Essays,” in his *Certain Personal Matters: A Collection of Material, Mainly Autobiographical* (London: Lawrence & Bullen, 1898), pp. 180-84.

Virginia Woolf, “Modern Essays,” *The Times Literary Supplement*, Issue 1089 (November 30, 1922), p. 769-770.

William Zinsser, *On Writing Well* (New York: HarperCollins, 1976). esp. “Draft,” pp. 10-11 and Ch. 8: “Unity,” pp. 49-53 and Ch. 9: “The Lead and the Ending,” pp. 54-66.



When writing in college, it helps to brainstorm ideas, outline how you may structure those ideas in an essay, then write a draft composition arranged logically with clear headings and topic sentences. To write that first draft, there are a number of useful formulas one can use to concoct each section and paragraph. We will look at one such formula—with the proviso that it is but a template for good writing. While creativity wins over formulaic writing, learning the rules and forms allows you to eventually work outside them.

To achieve the above aims, we will deconstruct a published article to identify the essay's main points and overall structure. We will focus in particular on the hook, puzzle, thesis statement, argument, and roadmap. We will also construct our own essays focusing on key elements of organization such as interesting introductions, topic sentences, Point-Evidence-Analysis-Summary paragraphs, quotation sandwiches, transitions, and answers to the “So What?” question.

Core reading:

Gerald Graff and Cathy Birkstein, *They Say, I Say: The Moves That Matter in Academic Writing*, Third Edition (New York: W.W. Norton & Company, 2014).

- “Demystifying Academic Conversation,” pp. ix-xix and “Entering the Conversation,” pp. 1-14.
- “They Say” pp. 17-52 and “I Say,” pp. 53-102.

Supplementary reading:

Helen Sword, *Stylish Academic Writing* (Cambridge, MA: Harvard University Press, 2012).

- See also the online Writer's Diet: www.writersdiet.com

Optional reading:

Edward Abbey, “A Writer's Credo,” in *The Serpents of Paradise: A Reader*, ed. John Macrae (New York, 1956), pp. 377-89.

Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams, *The Craft of Research*, Third Edition (Chicago, IL: The University of Chicago Press, 2008). Ch. 13: “Drafting Your Report,” pp. 187-202.

Directorate of Intelligence, *Style Manual and Writers Guide for Intelligence Publications, 8th Edition* (Washington, DC: Central Intelligence Agency, 2011). Declassified (b)(3). Approved February 2012. CIA FOIA Archive: C05757260.

Peter Elbow, “The Dangerous Method: Trying to Write it Right the First Time,” in his *Writing with Power* (New York: Oxford University Press, 1981). Pt. 1, Ch. 6, pp. 39-46.

Bryan A. Garner, “A Checklist for the Four Stages of Writing,” in his *Engage Readers, Tighten and Brighten, Make Your Case* (Cambridge, MA: Harvard Business Review Press, 2012), pp. 139-41.

Diana Hacker, *A Pocket Style Manual*, Fifth Edition (Bedford: St. Martin's, 2010), esp. “Research,” pp. 91-102.

Andrea A. Lunsford, *The St. Martin's Handbook*, Seventh Edition (New York: Bedford, 2011).

Ann M. Penrose and Barbara M. Sitko, eds. *Hearing Ourselves Think: Cognitive Research in the College Writing Classroom* (New York: Oxford University Press, 1993).

William Strunk Jr. and E. B. White, *The Elements of Style* [1918], Revised 4th Edition (New York: Pearson, 2000).

Stephen Toulmin, *The Uses of Argument*, Revised Edition (New York: Cambridge University Press, 2003).

John R. Trimble, *Writing With Style, Third Edition* (Saddle River, NJ: Pearson, 2010).

Lynne Truss, *Eats Shoots & Leaves: The Zero Tolerance Approach to Punctuation* (New York: Penguin, 2003).

Edward R. Tufte, *Beautiful Evidence* (Cheshire, CT: Graphics Press, 2006).

David Foster Wallace, “Tense Present: Democracy, English, and the Wars Over Usage,” *Harper's Magazine*, April 2001.

Joseph M. Williams, *Style: Towards Clarity and Grace* (Chicago University Press, 1981). Ch. 1: “Causes,” pp. 1-17, Ch. 7: “Concision,” pp. 115-134, and Ch. 9: “Elegance,” pp. 153-168.



WORKSHOP: THE ART OF READING POETRY

In this workshop we will study the art of reading poetry and the skill of literary analysis. “We don’t read and write poetry because it’s cute,” Robin Williams said in the Dead Poet’s Society. “We read and write poetry because we are members of the human race. And the human race is filled with passion.”

“Medicine, law, business, engineering, these are noble pursuits and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for.” So, Williams concludes, “what will your verse be?”

We will closely read Percy Shelly’s *Ozymandias* and Emma Larzarus’ *The New Colossus*. The structure of these modern sonnets are inspired by the sonneteer, William Shakespeare, who mastered these fourteen line poems.

Core reading:

Stephen Burt and David Mikics, *The Art of the Sonnet* (Cambridge, MA: Harvard University Press, 2010), p. 125, 210.

- Percy Bysshe Shelly, “Ozymandias,” [1818].
- Emma Larzarus, “The New Colossus,” [1883].

Supplementary reading:

Stephen Burt and David Mikics, “Commentaries on *Ozymandia* and *The New Colossus*,” in *ibid.*, pp. 125-33, 210-17. Shakespeare, Whitman, Tennyson, Thoreau, Frost, and Byron, *Dead Poet’s Society*, Handout.

Optional reading:

M.H. Abrams, *A Glossary of Literary Terms* (Stamford, CT: Wadsworth Publishing, 1957).

Harold Bloom, *The Best Poems of the English Language: From Chaucer Through Frost* (New York: Harper, 2004).

Roland Greene, Clare Cavanagh, eds., *Princeton Encyclopedia of Poetry and Poetics* (Princeton University Press, 2012).

Edward Hirsch, *How to Read a Poem and Fall in Love with Poetry* (New York: Harcourt, 2000).

WORKSHOP: THE ART OF LEXICOLOGY

In this workshop, we will study the meaning, form, structure, and etymology of words. We will thereby learn the art of lexicology and the skill of studying a dictionary. How do you use syllables and phonetic notation to improve your pronunciation and spelling? How do you use etymology to memorize and explicate the meaning of a word?

How do you emulate grammatical usage and example sentences in your own writing? What are synonyms and antonyms? How are they helpful? How do secondary meanings differ from the primary meaning? What are collocations?

Understanding the components of a dictionary opens up a world of educational possibilities. To that end, we will study entries from the *Oxford English Dictionary*, which is the foremost resource available to western scholars. In the internet age, all two thousand odd pages of each of the twenty volumes are now available online: www.oed.com

Core reading:

J. A. Simpson and E. S. C. Weiner, et al. Eds. *The Oxford English Dictionary, Second Edition, Vol. IV: Creel-Duzepere, Vol. V: Dvandra-Follis* (Oxford: Clarendon Press, 1989).

- Entries on “democracy, liberty, freedom, and equality,” esp. pp. 347-48. See also online entries..



WORKSHOP: THE ART AND SCIENCE OF STUDYING

Learning how to learn is crucial for collegiate success. In this workshop, we will study the latest findings in educational and cognitive science on what study strategies work best. We will read the work of John Dunlosky and others in order to learn the art and science of practice testing, distributive practice, interleaved practice, and elaborative interrogation.

All of these learning techniques support a pedagogy of learning by discovery rather than instruction. In a self-reverential approach, students will read the meta-analyses below, discover the hierarchy of techniques identified by Dunlosky and others, and apply the most effectual techniques in class to comprehend the findings.

Core reading:

John Dunlosky, “Strengthening the Student Toolbox: Study Strategies to Boost Learning,” *American Educator* (Fall 2013), pp. 12-21. (9 pages).

Supplementary reading:

John Dunlosky, Katherine Rawson, Elizabeth Marsh, Mitchell Nathan, and Daniel Willingham, “Improving Students’ Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology,” *Psychological Science in the Public Interest*, Vol. 14, No. 1 (Jan 2013), pp. 5-58. (53 pages)

WORKSHOP: THE ART OF THE ACADEMIC MINDSET

In short, to excel in college it is important to change your educational mindset and to emulate the persistence and studiousness of those that have gone before you. In this workshop, we will discuss recent research in the context of your education as veterans and future student leaders.

Educational psychologists have found that “mindset interventions” profoundly affect student achievement. Social and psychological interventions can be as simple as listening to students recount how they persevered through their struggles to succeed in college.

Core reading:

David Yeager, Gregory Walton, and Geoffrey L. Cohen, “Addressing Achievement Gaps with Psychological Interventions,” *Kappan*, Vol. 94, No. 5 (February 2013), pp. 62-65. (9 pages)

Supplementary reading:

David S. Yeager and Gregory M. Walton, “Social-Psychological Interventions in Education: They’re Not Magic,” *Review of Educational Research*, Vol. 81, No. 2 (June 2011), pp. 267–301.

Carol S. Dweck, Dave Paunesku, Carissa Romero, Greg Walton, James Gross, David Yeager, and Jo Boaler, “Changing Mindsets to Raise Achievement: Evidence from the Stanford University Project for Education Research That Scales,” Summary and Overview (January 2014).

Optional Readings:

Elliot Aronson, “The Power of Self-Persuasion,” *American Psychologist* Vol. 54 (1999), pp. 875-884.

Carol S. Dweck, *Mindset: The New Psychology of Success* (New York: Random House, 2006).

John Garcia and Geoffrey L. Cohen, “A Social-Psychological Approach to Educational Intervention,” in *Behavioral Foundations of Policy*, edited by E. Shafir (Princeton University Press, 2012), pp. 329-350.



When studying the sciences, confidence is as important as perseverance. The art of scientific inquiry requires relentless questioning, perseverance in the face of problems, and unceasing investigation until you reach a ‘Eureka!’ moment.

In preparation for the workshop, we will read a short excerpt from a popular introduction to classical physics by Einstein and Infeld. We will also study a two page excerpt on how to read Einstein by Carl Sagan, alongside a brief introduction to basic physics by the renowned physicist Richard Feynman and a popular take on Mathematics by Colin Pask.

During the workshop, veterans from the STEM Warrior-Scholar Project will share about the highs and lows, joys and frustrations, captivations and challenges of learning in science, technology, engineering, and mathematics. They will also present their research projects alongside videos of the mind-blowing experiments and demos they enjoyed during their week long course.

Throughout the workshop, we will emphasize the importance of being confident in the face of seemingly inaccessible science. For instance, we will talk about the need to reinterpret equations as just another language. Like Spanish for some or Chinese for others, mathematical equations and scientific notation are comprehensible as long as you persevere in the face of intimidation and practice, practice, then practice some more.

Core reading:

Albert Einstein and Leopold Infeld, “The Rise of the Mechanical View,” in their *The Evolution of Physics* (Cambridge, UK: Cambridge University Press, 1938). Ch. 1, pp. 3-58.

Supplementary reading:

Carl Sagan, On Einstein, *The Demon-Haunted World: Science as a Candle in the Dark* (London 1997), pp.38-39.

Richard Feynman, “Basic Physics,” *Six Easy Pieces: Essentials of Physics Explained by its Most Brilliant Teacher* [1963] (New York: Basic Books, 2011), Ch. 2, pp. 23-46.

Colin Pask, *Math for the Frightened: Facing Scary Symbols* (New York: Prometheus Books, 2011).

Optional reading:

Kees Boeke, *Cosmic View: The Universe in Forty Jumps* (New York: John Day Co, 1957), pp. 9-51.

Norman Robert Campbell, *What is Science?* (London: Methuen & Co, 1921) Ch. 3: “The Laws of Science,” pp. 37-57, Ch. 6: “Measurement,” pp. 109-134 and Ch. 7: “Numerical Laws and Mathematics,” pp. 135-157.

Albert Einstein and Leopold Infeld, *The Evolution of Physics* (Cambridge University Press, 1938). Ch. 1: “The Rise of the Mechanical View,” pp. 3-58 and Ch. 2: “The Decline of the Mechanical View,” pp. 71-128.

Richard Feynman, *Six Easy Pieces: Essentials of Physics Explained by its Most Brilliant Teacher* [1963] (New York: Basic Books, 2011), Ch. 1: “Atom in Motion,” pp. 1-21 and Ch. 2: “Basic Physics,” pp. 23-46.

Galileo Galilei, “The Starry Messenger,” [1610] in *Discoveries and Opinions of Galileo*, translated by Stillman Drake (New York: Random House, 1957), pp. 21-58.

Paul Glendinning, *Math in Minutes: 200 Key Concepts Explained in an Instant* (New York: Quercus, 2011).

Lancelot Hogben, *Mathematics for the Million* (W.W. Norton & Co., 1937). Prologue: “Mathematics, the Mirror of Civilization,” or “The Parable of Achilles and the Tortoise,” pp. 9-30.

Carl Sagan, *The Demon-Haunted World: Science as a Candle in the Dark* (London: Headline Books, 1997). Ch. 1: “The Most Precious Thing,” pp. 6-26 and Ch. 12: “The Fine Art of Baloney Detection,” pp. 189-206.



5. COURSE PROGRAM

The Course Program that follows is designed to explain in greater detail the important classes, activities, timings, and locations throughout the course. Each page outlines the goals for the respective classes. As noted in the introduction, to allow room for your individual teaching styles and techniques, we have tried to avoid giving too much guidance. However, if you would like to discuss your particular lesson plans, please contact us at any time.

Like previous Warrior-Scholar Projects, we will have notetakers in the seminars and reading workshops. Each evening we will disseminate the notes from the day's classes so you can see what has been taught previously so as to avoid unnecessary overlap.

DAY 1: SUNDAY MAY 31

Welcome Address:

Time: 0900-1100

Instructor: Christopher Howell

Location: SLB129

Campus Tour:

Time: 1100-1200

Instructor: TBD

Location: Yale Campus

Lunch: *Yale Law School*

Time: 1200-1300

Reading Period:

Time: 1300-1700

Dinner: *Ezra Stiles Dining Hall*

Time: 1700-1900

Discussion Leaders: Christopher Howell, Ben Shaver, and WSP Alumni

Topic: De-Greening

Analytic Reading Workshop: The Art of Analytic Reading

Time: 1900-2200

Instructor: David Howell

Location: TBD



DAY 2: MONDAY JUNE 1

Readings completed by students:

Alexis de Tocqueville, *Democracy in America* [1835, 1840] translated by Mansfield and Winthrop (Chicago, 2000).

- Vol. I: "Introduction," pp. 3-15 (*12 pages*)

Harvey Mansfield and Delba Winthrop, "Editor's Introduction," *Democracy in America* (Chicago, 2000).

- Introduction and Who Was Tocqueville, pp. xvii-xxii. (*6 pages*)

Robert Dahl, *How Democratic is the American Constitution?* (Yale University Press, 2001).

- Ch. 1: "Introduction: Fundamental Questions," pp. 1-6. (*aeq. 4 pages*)
 - Ch. 6: "Why Not a More Democratic Constitution?" pp. 121-140 (*aeq. 10 pages*)
-

Reading Workshop 1:

Time: 0900-1050

Seminar 1 & 2:

Instructor: Karin Gosselink

Location: SLB121

How to read a challenging works including Tocqueville, Mansfield, and Dahl.

- Purposeful reading
 - Reading for argument
 - Identifying key ideas/parts of an argument
 - Identifying key evidence
 - Interacting with a text
 - Asking questions
 - Developing initial responses
-

Seminar 1:

Time: 1110-1200

Seminar 1 & 2:

Instructor: Bryan Garsten

Location: SLB121

Class discussion led by faculty based on Dahl and de Tocqueville readings.

Lunch: Ezra Stiles College Dining Hall

Time: 1200-1255

Writing Class 1:

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Introduction to college level writing

- Discussion of previous/current student approaches to writing (e.g. writing as reporting)
 - Purpose of college-level writing
 - Writing to answer a question
 - Writing about oneself
 - Ideas, organization, and editing
 - **Assignment 1 distributed**
-

Writing Workshop 1:

Time: 1500-1640

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Drafting and peer review

- Assignment 1 will be written during the first writing workshop period.
 - Students will exchange essays with a peer to get feedback on their writing and its weaknesses and strengths.
-

Analytic Reading Workshop 2:

Time: 1900-2200

Instructor: David Howell

Location: TBD



DAY 3: TUESDAY JUNE 2

Readings completed by students:

Readings from Day 2 and—

Alexis de Tocqueville, *Democracy in America*.

- Vol. II, Pt. II, Ch. 1: “Why Democratic Peoples Show a More Ardent and More Lasting Love for Equality than for Freedom,” pp. 479-482 (*4 pages*)

Harvey Mansfield and Delba Winthrop, “Editor’s Introduction,” *Democracy in America* (Chicago, 2000).

- Tocqueville’s Context and The Democratic Revolution, pp. xxiii-xxix. (*10 pages*)

Robert Dahl, *How Democratic is the American Constitution?* (Yale University Press, 2001).

- Ch. 2: “What the Framers Couldn’t Know,” pp. 7-28 (*aeq. 13 pages*)
-

Seminar 2:

Class discussion based on de Tocqueville, Dahl, and Mansfield readings.

Time: 0900-1050

Seminar 1 & 2:

Instructor: Charles Hill

Location: SLB121

Reading Workshop 2:

Re-reading the classics and modern excerpts. Rereading Tocqueville’s introduction in light of Mansfield’s explanation and Dahl’s argument.

Time: 1110-1200

Seminar 1:

Instructor: DTC

Location: SLB111

- Finding tensions within what each essay argues vs. purely personal responses to the readings
- How to use evidence from the text to back up critical reading

Seminar 2:

Instructor: DTC

Location: SLB112

Lunch: *Esra Stiles College Dining Hall*

Time: 1200-1255

Writing Class 2:

Writing to understand and synthesize

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

- Looking at the contents of a written argument
- Thinking about the context of, and audience for, a piece of writing
- Summarizing and synthesizing other authors’ arguments
- **Assignment 2 distributed**

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Writing Workshop 2:

Writing to understand and synthesize

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

- Students will re-read and analyze F. Douglass’s “What to the Slave...” for argument.
- Students will begin writing assignment 2 for completion at the end of the day.

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Dinner Discussion: *Esra Stiles College Dining Hall and Calhoun College Fellows Lounge*

Time: 1700-1900

Discussion Leaders: Debra Johns

Topic: The undergraduate admissions process and evaluating institutions



DAY 4: WEDNESDAY JUNE 3

Readings completed by students:

Readings from Day 2, 3, and—

Alexis de Tocqueville, *Democracy in America*.

- Vol. I, Pt. II, Ch. 10: “Position that the Black Race Occupies in the United States,” pp. 326-48 (12 pages)

Harvey Mansfield and Delba Winthrop, “Editor’s Introduction,” *Democracy in America* (Chicago, 2000).

- Pride and Race in America, pp. lvii-lxiii. (6 pages)
-

Seminar 3:

Class discussion based on de Tocqueville, Dahl, and Mansfield readings

Time: 0900-1055

Seminar 1:

Instructor: Charles Hill

Location: SLB111

Seminar 2:

Instructor: Michael Fotos

Location: SLB112

Reading Workshop 3:

Workshop on reading a different perspective. Comparing Dahl’s references to Tocqueville to Mansfield and your own perspective.

Time: 1110-1200

Seminar 1:

Instructor: DTC

Location: SLB111

Seminar 2:

Instructor: DTC

Location: SLB112

- Looking at how a writer creates a different argumentative frame/different perspective for a familiar issue
 - Addressing how the new essay challenges conceptions established by the previous essay on the topic
 - Basing a critique on the new texts’ argument and evidence, not just comparing and contrasting it to previous readings
-

Lunch: *Ezra Stiles College Dining Hall*

Time: 1200-1255

Writing Class 3:

Writing to compare and contrast: putting sources in conversation I

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

- Reading poetry vs. reading prose
 - Reading multiple “sources” or “takes” on the same topic
 - Constructing independent interpretations of a source: What do you think? Why does that matter?
 - What does it mean to make a claim or have thesis about a particular topic?
 - **Assignment 3 distributed**
-

Writing Workshop 3:

Drafting an essay

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

- Students will re-read the poems, and outline their writing for assignment 3
 - Students will draft a thesis or “claim” statement to focus their writing.
 - Students will begin the writing of their 3rd assignment, with particular attention to constructing an independent argument.
-

Dinner Discussion: *Ezra Stiles College Dining Hall*

Time: 1700-1900

Discussion Leaders: DTC

Topic: Conversation on the experiences of transitioning from the military to the academic environment



DAY 5: THURSDAY JUNE 4

Readings completed by students:

Frederick Douglass, *What to the Slave is the Fourth of July?* Oration, Corinthian Hall, Rochester, July 5th, 1852. (4 pages)

David Hackett Fischer, "Slavery Attacked: Liberty for the Enslaved," *Liberty and Freedom: A Visual History of America's Founding Ideas* (Oxford University Press, 2005), pp. 275-83. (8 pages)

Seminar 4:

Class discussion based on Douglass and Fischer readings

Time: 0900-1050

Seminar 1:

Instructor: Michael Fotos

Location: SLB111

Seminar 2:

Instructor: Bryan Garsten

Location: SLB112

Reading Workshop 4:

Workshop on putting texts in conversation: Douglass, Fischer, Dahl, Tocqueville, and Mansfield in an asynchronous intellectual discussion.

Time: 1110-1200

Seminar 1:

Instructor: DTC

Location: SLB111

Seminar 2:

Instructor: DTC

Location: SLB112

- Moving beyond compare and contrast
 - Developing an argument about the topic using the two texts as evidence
 - Help students identify and discuss tensions between the essays
 - Help students revise claims about the essays
-

Lunch: Morse College Dining Hall

Time: 1200-1255

Writing Class 4:

Writing to compare and contrast: putting sources in conversation II

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

- At the level of the essay
 - Ordering paragraphs
 - Transitions
 - At the level of the paragraph
 - Paragraph coherence
 - Paragraph Cohesion
 - Stronger vs. weaker arguments
 - Different kinds of argumentation
 - Peer feedback: how do you respond to writing in order to improve it?
-

Writing Workshop 4:

Putting revision strategies into practice

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

- Using the techniques from writing class 4, and the feedback from their peer critique, students will finish their assignment 3
 - How to use feedback from instructors and peers
 - How to revise at different levels of the essay (arguments, organization, evidence, grammar and style)
-

Dinner Discussion: Ezra Stiles College Dining Hall

Time: 1700-1900

Discussion Leaders: DTC

Topic: Conversation on the experiences of transitioning from the military to the academic environment



DAY 6: FRIDAY JUNE 5

Readings completed by students:

- All Week One Readings

Angelina Emily Grimké, *An Appeal to the Women of the Nominally Free States*, Anti-Slavery Convention, May 1837. (4 pages)

David Hackett Fischer, "Slavery Defended: Liberty for the Slaveholders," *Liberty and Freedom*, pp. 283-89. (6 pages)

Seminar 5:

Class discussion based on all Week One Readings

Time: 0900-1050

Seminar 1 & 2:

Instructor: Mia Reinoso Genoni

Location: SLB121

Reading Workshop 5:

Workshop on the Reciprocal Arts of Reading and Writing

Time: 1110-1200

Seminar 1:

Instructor: DTC

Location: SLB111

Seminar 2:

Instructor: DTC

Location: SLB112

- What strategies are these writers using to make their ideas clear?
 - What techniques do they use to support their ideas?
 - What techniques are unconvincing?
 - How can you create your own templates from model paragraphs?
 - How do you emulate great writing?
-

Lunch: Ezra Stiles College Dining Hall

Time: 1200-1255

Writing Class 5:

Writing as analysis

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

- How do you use other authors' arguments to make your own argument?
 - Putting sources together.
 - Synthesis, comparison, evaluation: using multiple techniques to build sophisticated writing.
-

Writing Workshop 5:

Writing as analysis

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112



REST



REST

Reading Workshop 6:

Time: 1030-1200

Reading longer essays through analytic reading of Isaiah Berlin, “Two Concepts of Liberty.”

Seminar 1 & 2:

Instructor: David Howell and
Christopher Howell

Location: SLB122

- How to keep track of an argument’s “moving parts.”
 - How to do selective close reading.
-

Lunch: *Ezra Stiles College Dining Hall*

Time: 1200-1255

Reading Workshop 7:

Time: 1300-1700

Reading for the frame of a larger debate through analytic reading of Berlin and Quentin Skinner, “Freedom and the Historian,” in *Liberty before Liberalism*.

Seminar 1 & 2:

Instructor: David Howell and
Christopher Howell

Location: SLB122

- How do the writers construct their essays as interventions in a debate?
- Where do the writers’ perspectives seem to converge?
- Where do the writers’ perspectives diverge?
- What issues are missing from the frame?



DAY 9: MONDAY JUNE 8

Readings completed by students:

- Isaiah Berlin, "Two Concepts of Liberty," [1958] in *The Proper Study of Mankind*, pp. 191-242. (51 pages)
Quentin Skinner, "Freedom and the Historian," *Liberty Before Liberalism* (New York: Cambridge University Press, 1998).
Ch. 3, pp. 101-120, esp. On The Two Concepts of Liberty, p. 113-117. (aeq. 10 pages)
Thucydides, *History of the Peloponnesian War* [c. 400 BC] translated by Crawley in *The Landmark Thucydides*.
• Book II: §2.34-2.47 "Funeral Oration of Pericles," pp. 110-118 (8 pages)
Robert Musil, *The Man Without Qualities, 1930-1943*, [1952] Ch. 96: The Great Man of Letters," pp. 470-73. (4 pages)
-

Seminar 6:

Time: 0900-1050

Seminar 1:

Instructor: Sid Ellington
Location: SLB111

Class discussion based on Berlin and Skinner readings, also drawing on week one readings.

- Developing a sense of the larger debate with which the readings engage

Seminar 2:

Instructor: Norma Thompson
Location: SLB112

Reading Workshop:

Time: 1110-1200

Seminar 1 & 2:

Instructor: David Howell and
Matthew Menezes
Location: SLB121

Workshop on the Art and Science of Studying

Including basic note-taking skills and preparing for exams.

- Using short hand and not copying lecture slides
 - Discerning key points and leaving room for research
 - Practice testing and distributive practice.
 - Interleaved practice and elaborative interrogation.
-

Lunch: *Ezra Stiles College Dining Hall*

Time: 1200-1255

Writing Class 6:

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper
Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles
Location: SLB112

Introduction to writing research papers

- What does the phrase "research paper" mean?
 - What does it mean to do research?
 - What is the value of "objectivity" in writing? Why do we attempt it?
 - What kinds of writing are there, and what kind of material is used for each of them?
 - Where do we find the answers to our questions, and how do we know when we have answered them well?
 - **Assignments 5 and 6 distributed.**
-

Writing Workshop 6:

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper
Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles
Location: SLB112

Developing an essay proposal

- Students will have time to work independently and with tutors to do initial internet research on a topic relating to the course theme that they wish to pursue in more detail.
 - Research questions and topic foci should sharpen with the gathering of information about the topic; students should prepare further questions and concerns and a plan for the researching of their chosen topic.
-

Dinner Discussion: *Ezra Stiles College Dining Hall and Calhoun College Fellows Lounge*

Time: 1700-1900

Discussion Leaders: Debra Johns

Topic: The undergraduate admissions process and evaluating institutions part 2



DAY 10: TUESDAY JUNE 9

Readings completed by students:

Readings from Day 9 and—

Herodotus, *The Histories* [440 BC] III: §3.80-3.89, “Persians Debate Democracy, Oligarchy, and Monarchy,” pp. 245-50.

Aristotle, *The Politics* [c. 350 BC] III: vi-ix, “On Democracy, Oligarchy, and Monarchy,” pp. 71-77. (6 pages)

Rousseau, *The Social Contract* [1762] III: iii-vi, “Democracy, Aristocracy, Monarchy,” pp. 110-17. (7 pages)

Seminar 7:

Time: 0900-1055

Class discussion led by faculty based on Herodotus, Aristotle, and Rousseau readings. Engaging with these texts in conversation with previous week two readings.

Seminar 1:

Instructor: Norma Thompson

Location: SLB111

Seminar 2:

Instructor: Sid Ellington

Location: SLB112

Reading Workshop:

Time: 1110-1200

Workshop on the Art of Reading Poetry

Instructors: David Robert Howell

Location: TBD

Lunch: *Ezra Stiles College Dining Hall*

Time: 1200-1330

Writing Class 7:

Time: 1300-1445

Using a university library

Seminar 1 & 2:

Instructor: B.Stuart/B.Hopper &

R.Jones/F.Robles

Location: Bass Library

- Presentation by one of the Yale university librarians on the ins-and-outs of using a college library
-

Writing Workshop 7:

Time: 1500-1650

Using a university library

Seminar 1 & 2:

Instructor: B.Stuart/B.Hopper &

R.Jones/F.Robles

Location: Bass Library

- Students will have guided time in the library and classroom to develop their research on their chosen topic, and to assemble a list of the most important sources they will be using for their research paper
 - Students should prepare an annotated bibliography or “source description” of key sources for their research in preparation for a brief presentation about the state of their research in progress for Wednesday.
-

Dinner Discussion: *Ezra Stiles College Dining Hall and Calhoun College Fellows Lounge*

Time: 1700-1900

Discussion Leaders: Christopher Howell, Ben Shaver, and WSP Alumni

Topic: Challenges



DAY 11: WEDNESDAY JUNE 10

Readings completed by students:

Francis Fukuyama, "In the Land of Education," *The End of History and the Last Man* (New York 1992), pp. 109ff. (16 pages)

Fredrich Hayek, "Equality, Value, Merit," *The Constitution of Liberty* (Chicago 1960), pp. 148-66. (18 pages)

Seminar 8: Class discussion based on all course readings

Time: 0900-1050

Seminar 1:

Instructor: Paul Solman

Location: SLB111

Seminar 2:

Instructor: Jim Levinsohn

Location: SLB112

Reading Workshop: Workshop on the Art of Writing an Outstanding Research Essay

Time: 1110-1200

Instructors: David Robert Howell and
Ashley Townshend

Location: TBD

Lunch: *Ezra Stiles College Dining Hall*

Time: 1230-1330

Writing Class 8: Writing in conversation with others: using and evaluating sources

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

- Student presentations on key sources and their strengths/weaknesses with class feedback
 - Evaluating sources, weighing different sources and contrasting/conflicting information
 - Taking notes "with a purpose"
 - Outlining research information; organizing material in preparation for writing
 - How do you address more than one source in a body paragraph?
 - Quoting/Paraphrase/Summary — distinguishing among these techniques
 - Correct citation
-

Writing Workshop 8: Drafting process

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112



DAY 12: THURSDAY JUNE 11

Readings completed by students:

Gilens and Page, "Elites, Interest Groups, and Average Citizens," *Perspectives on Politics* (2014), pp. 564-581. (17 pages)

Seminar 9: Class discussion based on all course readings

Time: 0900-1050

Seminar 1:

Instructor: Jim Levinsohn

Location: SLB111

Seminar 2:

Instructor: Paul Solman

Location: SLB112

Reading Workshop: The Art of The Academic Mindset

Time: 1110-1200

Instructors: David Robert Howell and
David Carrell

Location: TBD

Lunch: *Ezra Stiles College Dining Hall*

Time: 1200-1300

Writing Class 9: Constructing a sound argument

Time: 1300-1445

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Writing Workshop 9: Drafting process continued

Time: 1500-1645

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Dinner Discussion: *Ezra Stiles College Dining Hall and Calhoun College Fellows Lounge*

Time: 1700-1900

Discussion Leaders: WSP Tutors and Volunteers

Topic: Preparation and techniques for taking exams



DAY 13: FRIDAY JUNE 12

Readings completed by students:

- All Week Two Readings
-

Writing Class 10:

Time: 0900-1030

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Editing, revising, and polishing

- Discussion of sample student essay(s)
 - Structured peer workshop of essays
 - Applying revision techniques
 - Using models discussed in writing class to strategize for own essay
 - Incorporating peer and instructor response into essays
 - How does bad writing improve? Increasing comprehensibility.
 - How does good writing become better?
 - Editing for clarity and polish.
 - Giving others' feedback on their arguments—what kind of feedback is most useful?
-

Writing Workshop 10:

Time: 1030-1200

Seminar 1:

Instructor: B.Stuart/B.Hopper

Location: SLB111

Seminar 2:

Instructor: R.Jones/F.Robles

Location: SLB112

Editing, revising, and polishing

- Students will finish their research papers, incorporating the feedback they have received in the final writing class critique.
-

Lunch: *Ezra Stiles College Dining Hall*

Time: 1200-1300

Individual Work:

Time: 1300-1700

Students continue working on assignments with the assistance of tutors



DAY 14: SATURDAY JUNE 13

Readings completed by students:

Albert Einstein and Leopold Infeld, “The Rise of the Mechanical View,” in their *The Evolution of Physics* (Cambridge, UK: Cambridge University Press, 1938). Ch. 1, pp. 3-58.

Carl Sagan, On Einstein, *The Demon-Haunted World: Science as a Candle in the Dark* (London 1997), pp.38-39.

Richard Feynman, “Basic Physics,” *Six Easy Pieces: Essentials of Physics Explained by its Most Brilliant Teacher* [1963] (New York: Basic Books, 2011), Ch. 2, pp. 23-46.

Science Seminar:

Application of skills learned on the course to the sciences

Time: 0900-1200

Seminar 1 & 2:

Instructor: Marla Geha, David Howell,

Daniel LaFlamme, Jeremy Bradford,

Allison Merrit and James Gutierrez

Location: SLB121

Lunch: *Ezra Stiles College Dining Hall and Calhoun College Fellows Lounge*

Time: 1200-1300

Optional Focus Group:

Time: 1300-1430

Optional Interviews & Course Feedback:

Time: 1430-1630

End of Course Dinner: *SLB Dining Hall*

Time: 1800-2100

End of Course Drinks: *Mory's Tap Room*

Time: 2100-



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WARRIOR-SCHOLAR PROJECT

From the Battlefield to the Classroom



Applicant Institution:

Project Director:

Project Grant Period:

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)
			05/01/2016-12/31/2016	
1. Stipend for Preparatory Program Leaders (consultants)				
Jadzia Biskupska	Preparatory Program, Chicago, Georgetown, Stanford, and Vassar		\$7,167	Earns total \$1500 for Preparatory Program and \$1666.67 for each campus program
Eric Fretz	Preparatory Program		\$500	Earns total \$1500 for Preparatory Program
Ryan Pavel	Preparatory Program		\$500	Earns total \$1500 for Preparatory Program
Lowery Pressley	Preparatory Program		\$500	Earns \$1500 total for Preparatory Program
Kathryn Temple	Preparatory Program and Georgetown Writing Instructor		\$2,000	Earns \$1500 total for Preparatory Program and \$1500 as Georgetown Writing Instructor
2. Salary for WSP Program Directors/Assistant Program Directors (NEH Discussion Leaders)				
NEH Discussion Leader 1 (Team A)	Preparatory Program, Chicago, and Georgetown		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
NEH Discussion Leader 2 (Team A)	Preparatory Program, Chicago, and Georgetown		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
NEH Discussion Leader 3 (Team A)	Preparatory Program, Chicago, and Georgetown		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
NEH Discussion Leader 4 (Team A)	Preparatory Program, Chicago, and Georgetown		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
NEH Discussion Leader 5 (Team B)	Preparatory Program, Stanford, and Vassar		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
NEH Discussion Leader 6 (Team B)	Preparatory Program, Stanford, and Vassar		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
NEH Discussion Leader 7 (Team B)	Preparatory Program, Stanford, and Vassar		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program

NEH Discussion Leader 8 (Team B)	Preparatory Program, Stanford, and Vassar		\$3,667	Earns total \$1000 for Preparatory Program and \$1666.67 for each campus program
3. Travel				
Preparatory Program	Travel for 16 staff and instructors Including \$500 emergency travel (total \$1500)	33.33%	\$3,597	
University of Chicago	Travel for staff to University of Chicago	100%	\$284	
Georgetown	Travel for staff to DC	100%	\$2,117	
Stanford	Travel for staff to Stanford University	100%	\$4,300	
Vassar	Travel for staff to Vassar College	100%	\$698	
Emergency travel for program participants	Students' emergency travel of \$1500 per program for Chicago, Georgetown, Stanford and Vassar.	100%	\$6,000	
4. Lodging (Includes dorm rooms and linens)				
Preparatory Program	Four nights lodging at a local hotel for 13 instructors and staff	33.33%	\$10,400	
University of Chicago	Seven nights lodging for 15 students	100%	\$15,550	
Georgetown	Seven nights lodging for 15 students	100%	\$20,711	
Stanford	Seven nights lodging for 15 students	100%	\$19,500	
Vassar	Seven nights lodging for 15 students	100%	\$15,596	
5. Supplies & Materials				
Website Maintenance/WSP Program application	Overall yearly website updates to promote courses/accept applicants estimated at \$1,500	33.33%	\$500	
Marketing Materials/Promotional Materials (4 courses)	Overall marketing materials estimated at \$6,000 for 12 courses	33.33%	\$2,000	
Books, course packages, supplies and shirts, student IDs and web access				
Preparatory Program		33.33%	\$0	
Chicago		100%	\$2,916	
Georgetown		100%	\$2,916	
Stanford		100%	\$2,490	
Vassar		100%	\$1,642	

6. Classroom and Training Site Fee(s)				
Preparatory Program at Army/Navy Club		33.33%	\$239	
University of Chicago Classrooms		100%	\$0	
Georgetown Classrooms		100%	\$250	
Stanford Classrooms		100%	\$0	
Vassar Classrooms		100%	\$0	
7. Other Costs				
Conference Fees				
Preparatory Program			\$0	
University of Chicago			\$0	
Georgetown			\$0	
Stanford			\$0	
Vassar			\$0	
8. Total Direct Costs	Per Year		\$151,706	
9. Total Indirect Costs				
	Per Year		\$0	
10. Total Project Costs				(Direct and Indirect costs for entire project)

KEY STAFF BIOGRAPHIES

Sidney Ellington (Project Director)

Prior to joining the staff of the Warrior Scholar Project as Executive Director, Dr. Sid Ellington had spent 10 years in the field of education, most recently as the Director of Teach For America's Military Veterans Outreach and Support Initiative, where he led a staff dedicated toward the goal of enlisting transitioning military veterans and military spouses into national service as public school teachers in America's highest need schools. As an educator at both the secondary and higher education levels, Sid has taught everything from special education in an alternative high school in New Orleans to courses in Political Science and International Relations at the college level, to courses in Special Operations and Small Wars as a part of the faculty of the Joint Special Operations University.

Before entering the field of education, Sid spent 20 years in the U.S. Navy, retiring in 2005 as a highly effective leader, combat veteran, and proven senior Naval Special Warfare (SEAL) Officer. Sid holds a BA in Political Science from the University of Oklahoma, an MA in National Security Studies from the Naval Postgraduate School, an MA in International Relations and a Ph.D. in International Relations and Public Policy from the University of Oklahoma. He has recently published articles in both Public Integrity and Air and Space Power Journal. He is currently writing a book on counterinsurgency theory.

Craig Plunges (Curriculum Manager / Prep Program Leader)

Craig is currently pursuing his doctorate degree in English from Harvard University, which he expects to complete in March of 2016. He received his BA in English from Cornell University and his MA in English from the Harvard Graduate School of Arts and Sciences. His scholarly interests include Renaissance and Baroque: Rhetoric and Poetics, Literary and Aesthetic Theory, and Visual Studies and Performance. Craig serves as the Director of Studies and is responsible for the development of WSP curriculum and coordination with all Faculty and Professors / Discussion Leaders on each campus for all WSP courses. Craig also served as a Discussion Leader for multiple seminars during the ten WSP courses held during the summer of 2015.

Jadwiga Biskupska (Writing Instructor / Prep Program Leader)

Dr. Jadwiga Biskupska received her PhD in eastern European history from Yale University. She possesses language skills in English, Polish, and German. Jadwiga is currently an Assistant Professor of History, focusing on military history, at Sam Houston State University in Huntsville, TX. Prior to joining Sam Houston State, she served as a Stephen B. Barry Memorial Fellow at the Mandel Center, examining the Nazi occupation of Poland from the perspective of the Warsaw intelligentsia community as victims, perpetrators, bystanders, and interpreters of Nazi wartime policy, using the Ringelblum Archives of the Warsaw Ghetto, and the records of the Polish Underground Army and the German centers for Ostforschung. Jadwiga serves as a Writing Instructor for the WSP and also developed evaluation mechanisms for the WSP writing curriculum. She is currently working with the Professors and Writing Instructors from all 2015 courses to evaluate the efficacy of the WSP writing curriculum.

Eric Fretz (University Professor / Prep Program Leader)

Eric Fretz is a faculty lecturer at the University of Michigan for the Psychology department, the School of Education, and the School of Engineering. Eric received his BA from the University of Michigan, his BS and MS in Education and Training from Southern Illinois University, and his MS in Psychology and PhD in Education & Psychology from the University of Michigan. His primary instructional focus is Educational Psychology and the Psychology of Creativity. He also delivers academic readiness classes for Student Veterans at U of M, Eastern Michigan University, and Washtenaw Community College. Having spent nearly 20 years as an undergraduate and graduate student, almost all of it dealing with the learning sciences, and

KEY STAFF BIOGRAPHIES

having run large schoolhouses for the Navy, his primary area of excellence is engaging students in dynamic learning situations where they apply what they are learning to real-world tasks. He has taught for University of Michigan since 2001. He is a certified Master Training Specialist and Golden Apple Nominee.

Retired from the U.S. Navy after 20 years, Eric draws extensively on his experiences in leadership and team dynamics to frame discussions of individual characteristics/differences and how to build and sustain teams that perform a high level. Three deployments to the Persian Gulf combat zone (from Gulf War 1 in the early 90's to Baghdad in 2008 assigned to the Army's 18th Airborne Corps), provide a rich source of lessons and stories about teamwork, management, and leadership. He spends a lot of time mentoring various groups including: UM Alumni Association, Student Veterans (multiple campuses), Veteran's Treatment Court, He was a certified to teach Team Skills and Process Management for the Navy. Eric served as an Assistant Program Director / Discussion Leader for the WSP hosted at the University of Michigan in 2014 and 2015. Additionally, Eric helped develop the training curriculum and evaluation metrics for the WSP Director Training Course / Preparatory Program held in 2015 and will assist in leading the 2016 Preparatory Program.

Kathryn Temple (University Professor / Prep Program Leader)

Kathryn currently serves as the Associate Professor and Chair of the Department of English at Georgetown University. She received her PhD and MA from the University of Virginia, her JD from Emory University School of Law and her BA from Georgia State University. Her research interests include 18th century British literature and culture—particularly the literature of women—cultural legal studies, the history of intellectual property, and feminist jurisprudence. On the teaching side, Kathryn is focused on non-traditional student education and retention, veterans in higher education, and the neuroscience of learning and teaching. Kathryn serves as a volunteer Professor / Discussion Leader for the WSP program hosted at Georgetown University.

Ryan Pavel (Program Director / Prep Program Leader)

Ryan served as an Arabic Linguist in the US Marine Corps for five years. After separating from the military, he received his Bachelor's degree in International Security from the University of Michigan. While in school, Ryan served as a Veteran Mentorship Coordinator for University of Michigan's Office of New Student Programs. Starting in 2012, Ryan worked as a Corps Member for Teach for America and was assigned a role as an English Teacher and Head Debate Coach at Denby High School in Detroit, MI. After two years with Teach for America, Ryan decided to pursue a law degree and is currently a student at the University of Virginia School of Law. Ryan has served as a Program Director / Discussion Leader for WSP since 2013. He leads the courses hosted at the University of Michigan along with Eric Fretz.

Lowry Pressly (Asst. Program Director / Prep Program Leader)

Lowry Pressly received his Bachelor's degree from the University of Georgia and graduated from Yale Law School in 2011. Following law school, he served as an Advisory Council Member for The Public International Law & Policy Group, a global pro bono law firm that provides legal assistance to governments and sub-state groups on international peace negotiations, drafting post-conflict constitutions, and prosecuting war criminals. Lowry is currently a PhD Candidate at Harvard University in Political Theory. Additionally, he is a writer of fiction and cultural criticism and is a featured author on the Los Angeles Review of Books. Lowry has served as the Assistant Program Director / Discussion Leader for the WSP course hosted at Harvard University since 2014. He volunteered as a tutor and worked one-on-one with veterans at the 2012 and 2013 courses.

Yale University

Humanities Major
P.O. Box 208313
New Haven, Connecticut 06520-8313

Campus address:
53 Wall Street
Telephone: 203 432-1313

September 14, 2015

National Endowment for the Humanities
400 7th Street NW
Washington, DC 20506

To the Approval Committee for the Dialogues on the Experience of War Grant:

I am writing to support Dr. Sidney T. Ellington as a Project Director for the Warrior-Scholar Project's discussion seminar on "The National Experience of War and its Impact on the concepts of Liberty & Equality in a Democratic form of Government."

As the Executive Director of the Warrior-Scholar Project, Dr. Ellington's background as a retired Naval Officer and his education in the field of International Relations and National Security Studies place him in a most unique position of advantage as a seminar discussant on the topic of inter-state warfare and international relations. His firm grasp of the literature, coupled with his understanding of current global events, are sure to bring an unparalleled perspective to the WSP seminars on warfare and democracy.

Please give the WSP's application package for the Dialogues on the Experience of War grant your most serious consideration for approval.

Sincerely,



Norma Thompson
Senior Lecturer in the Humanities
Director of Undergraduate Studies, Humanities major
Yale University



GEORGETOWN UNIVERSITY

Department of English

September 14, 2015

National Endowment for the Humanities
400 7th Street NW
Washington, DC 20506

To the Approval Committee for the Dialogues on the Experience of War Grant

I am writing to support Dr. Sidney T. Ellington as a Project Director for the Warrior-Scholar Project's discussion seminar on "The National Experience of War and its Impact on the concepts of Liberty & Equality in a Democratic form of Government."

I had the good fortune to work with Dr. Ellington last summer when the WSP was hosted at Georgetown University. His background as a retired Naval Officer and his education and experience in the field of International Relations and National Security Studies make him highly qualified to serve as a seminar discussant on the topic of inter-state warfare and international relations. He has a deep knowledge of the literature; his combined academic training and military experience is an asset to understanding contemporary issues facing the US in its globally important role. I believe his perspective will be a tremendous addition to the WSP seminars on the impacts of interstate war on liberty, equality, and democracy.

Dr. Ellington's commitment to and understanding of these issues was fully on display during last summer's WSP workshop. His advice was crucial to bringing curricular depth and breadth to the program.

Please give the WSP's application package for the Dialogues on the Experience of War grant your most serious consideration for approval. Should you need any further information, I can be reached at templek@georgetown.edu.

Sincerely,

Kathryn Temple, J.D., Ph.D.

Associate Professor, Department of English

Principle Investigator: Mellon/MLA Grant "Connected Academics"



Memorandum of Understanding

Entering into this Memorandum of Understanding (MoU) establishes a collaborative agreement between Warrior-Scholar Project (WSP) and the parties, hereafter referred to as “stakeholders,” listed under Party 2 in Section One. These stakeholders have indicated their desire to organize and steward the Warrior-Scholar Project Program (WSPP) at The University of Oklahoma hereafter referred to as the “host institution”. The receipt of this MoU constitutes WSP’s official acceptance of the stakeholder’s proposal to host a Warrior-Scholar Project Program at the institution. This is not a legally binding document. The host institution will be responsible for providing any additional legally binding agreements they wish to enter into with the Warrior-Scholar Project.

Section One: Description of Collaborating Parties

Party 1: Warrior-Scholar Project

Executive Leadership Staff:

- a) Christopher Howell, Executive Director
- b) Alexandra Forrester, Director of Program Development
- c) Gina Bartolomeo, Director of Operations

Mission: The Warrior-Scholar Project (WSP) is an immersive “academic boot camp” hosted at America’s top universities to help enlisted military veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education.

Party 2: Stakeholders

Please list all parties (individuals and/or university departments, groups, and/or organizations) that desire to enter into a Memorandum of Understanding. If a group does not have cohesive affiliation external to their work with the Warrior-Scholar Project please provide a brief overview of its composition and goals in being involved with WSP. These parties will be referred to as “stakeholders.” (Note: The following list contains suggestions for possible stakeholders; only one is necessary, but more are welcome)

- a) Nathan Ferraro, Program Director
- b) Tim Kirk, Program Manager
- c) Chris Elliott, University of Oklahoma

Mission: The above-mentioned stakeholders for the Warrior-Scholar Project will provide a high quality educational program for the participants selected to attend the summer

2015 week-long session at the University of Oklahoma. The stakeholder duties include: all logistical arrangements (housing, classrooms, meals, workout facility), recruitment of top OU faculty to lead the sessions, recruitment of tutors and administrators from the Expository Writing Center to assist the WSP students, arrangement of all evening and extra-curricular activities including a campus tour and all recreational activities.

Official Affiliations

This document does not establish any partnership or agreement between WSP and the host institution, simply a statement by both parties of their intentions and expectations. The affiliation of the stakeholders with the host institution does not imply any affiliation between the host institution and WSP.

As WSP is not officially affiliated with the host institution it does not require the host institution's express permission to run a program beyond what is normally expected of any external organization conducting an event on the host institution's campus. If the host institution desires an official affiliation with the Warrior-Scholar Project, the terms of that affiliation may be negotiated in additional agreements.

Memorandum of Understanding Point of Contact (PoC)

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MoU. The initial appointees of each organization are:

Warrior-Scholar Project

Name: Alexandra Forrester
Title: Director of Program Development
Address: The Grove, 760 Chapel Street, New Haven CT, 06510
Telephone Number: 914 434 3755

Stakeholders:

Name: Chris Elliott
Title: Director, Osher Lifelong Learning Institute at the University of Oklahoma
Address: 1700 Asp Avenue, Norman, OK 73072
Telephone number: 405-325-3488

Section Two: Purpose and Scope

Purpose

Warrior-Scholar Project and stakeholders are collaborating to organize and execute a Warrior-Scholar Project Program at the host institution. The aim of this collaboration is to provide more veterans with the opportunity to attend the WSPP, which has proven successful in helping veterans prepare for their college experiences.

The Warrior-Scholar Project (WSP) programs are immersive “academic boot camps” hosted at America’s top universities to help enlisted military veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education. Veterans transitioning to college likely have not used academic skills since high school and have difficulty adjusting to a fundamentally different social and cultural environment. They have untapped potential to succeed in higher education, but must overcome **common** challenges. The Warrior-Scholar Project programs address veterans’ misconceptions and help them build their confidence, aiming to completely transform the way they view themselves as students.

Both parties enter into this agreement with the immediate goal of running a pilot-year WSPP, and the long-term goal of perpetuating the WSPP at the host institution.

Benefits¹

Warrior-Scholar Project: This collaboration benefits the Warrior-Scholar Project by enabling the organization to pursue their mission on a larger scale. Expanding to run programs additional host institutions allows WSP to serve more students. Additionally, this expansion will provide a greater variety of experiences available to the students as each individual campus offers students a learning experience unique to the host-institution. WSP aims to show the WSPP students the best these institutions have to offer, encouraging them to seek out the best of what their institution of higher education has to offer.

Benefits for Stakeholders: Please detail benefits the institution would like to gain from participation in the program. Below are examples of benefits WSP has observed in the past.

- Support of the veterans community, either generally or specific to a certain location (dependent on course composition guidelines)

¹ The aim of this section is to make sure that the priorities and goals of each collaborating party are made clear so that both parties may better assist each other in achieving those goals.

- Increasing veteran exposure to the university, encouraging veterans to apply and possibly attend
- Exposure of University staff and administrators to veterans in a positive and mutually beneficial setting, increasing institutional support for veterans at the host institution
- Exposure of traditional undergraduate students acting as volunteers on the program. A positive learning experience for both traditional undergraduates and veterans
- Positive publicity for the host institution
- Satisfaction gained from serving those who serve us so faithfully to keep us safe and free

Section Three: Execution of Roles and Responsibilities

Together, the Parties (Warrior-Scholar Project and Stakeholders) enter into this Memorandum of Understanding to mutually promote academic support and opportunity for veterans pursuing higher education. Accordingly, WSP and Stakeholders, operating under this MOU agree as follows²:

Prior Collaborative Discussions and Work

The information provided by both parties in the early stages of the development process as provided in the previously exchanged Letter of Intent (LOI), Response to the Letter of Intent (RLOI), Proposal, and Development Timeline will act as the foundation for next steps in the development process of the WSPP at the host institution. Both parties will keep each other appraised of any changes to the information provided in these documents.

Program Organization and Execution

WSP Executive Staff will:

- Guide the stakeholders through the process of organizing and executing the WSPP at their host institution;
- Provide the stakeholders with all information and educational resources necessary for the successful organization and execution of a WSPP at the host institution. Information will be provided within an appropriate period of time

² The following roles and responsibilities describe most, but possibly not all, of the main responsibilities each party should have in mind when aiming to achieve the goals listed in Section 2: Purpose and Scope. Responsibilities may be added as needed, and within reason, based on circumstance. Proposals to add additional responsibilities, roles, and expectations should be addressed to the both Parties' PoC.

to enable the stakeholders to take any necessary actions. This time frame will be based on experiences with organizing other campuses the year prior;

- Provide a Development Timeline
- with reasonable goals for the completion of tasks essential for the successful execution of the WSPP at the host institution.

Stakeholders will:

- Consult WSP's Executive Staff when it comes to executive-level decisions and questions related to WSP as an organization and the WSPP. Executive-level decisions and questions can be defined loosely, but not exclusively, as anything pertaining to the finance, legality and public perception (working with press) of WSP.
- Be responsible for finalizing WSPP logistics as discussed in LOI, RLOI, Proposal, and Timeline. They will provide evidence of this finalization to WSP. WSP will assist them in this process as necessary. Logistics include, but may not be limited to:
 - Identification and appointment of a Program Director
 - Identification and appointment of a Program Manager
 - Booking Program Housing, Meals, Locations, and Facilities
 - Course composition, and applicant recruitment
 - Identifying and securing professors to volunteer to teach seminars
 - Identifying and securing Writing Instructors
 - Identifying and securing Volunteer Tutors
 - Identifying and securing Campus Specific Resources
 - Identifying and Securing Team Building/PT Activity
- Be responsible for providing WSP with all of the documentation, and information, necessary to judge the preparedness of the program, and prioritize necessary steps.
- Provide WSP with all of the bills, agreements, contracts, and all other pertinent documents related to the development and execution of the WSPP in a timely enough fashion to allow WSP to take any necessary actions.

Both Parties will:

- Follow the Development Timeline within reason. These deadlines will be flexible; however all tasks must be completed within a reasonable period following the due date, and with necessary communication with WSP Executive Staff. WSP will be expected to meet its own deadlines as stated on this same timeline with equal rigidity. Deadlines may be flexible for both parties, but never to the point of detriment to achieving the goals as stated in Section Two: Purpose and Scope.
- Interview and train all WSPP on-campus leadership staff (Program Director, Asst. Program Director, Program Manager, Writing Instructors, Tutors, etc.).

In the case of the unexpected and untimely exit of any of the leadership staff, WSP may aid in the provision of replacements if necessary.

- Provide students for the course to the degree negotiated in the LOI and Proposal.
- Negotiate a Budget based on the needs, and execution costs, of each WSPP at the host institution.

Publicity

- Neither party shall issue any press release or other public announcement related to this Agreement without the prior consent of the other party.
- Both parties will aid, upon request and to the best of their ability, in any publicity efforts that each party wishes to pursue.
- Both parties shall consult with each other before issuing any press release or otherwise making any public statements with respect to this Agreement;
- The stakeholders shall not issue any such press release about this agreement or WSP or make any such public statement without the prior consent of WSP, which consent shall not be unreasonably withheld or delayed. Consent will depend, in all but a few cases, solely on a review of the accuracy of the message to be disseminated;
- Both parties may, without the prior consent of the other party, issue such press release or make such public statement as may be required by law or a court order.

Funding

WSP:

- Will fully fund the Pilot WSPP at the host institution unless otherwise indicated in prior discussions. If the WSPP is funded by WSP funding will pass directly from WSP to WSPP vendors, and other parties providing program services. No funding will pass directly to the stakeholders unless negotiated with the WSP Executive Staff.
- Will not necessarily be responsible for funding the program fully, or at all, following the pilot-year. Funding for years following the pilot-year will be negotiated during the third MoU review of the pilot-year (the month following the running of the WSPP at the host-institution; See Section Five, MoU Term). Funding goals set at that time must be met by the first MoU review of the second year (December 2015; see Section Five: MoU Term).

Stakeholders:

- Will make all efforts to supply funding to meet the expectations negotiated during the third MoU review period in the pilot year. WSP may assist in this process, however the stakeholders will take point, and will be ultimately responsible.

- Providing funding during the pilot year may pay the bills directly—no funding need to pass to WSP—however documentation of bill payment and logistics confirmation must still be provided to WSP Executive Staff.

Program Perpetuation & Succession:

WSP:

- Will supervise pilot-year WSPP to ensure the quality of the program, and support the program's leadership staff.
- Will evaluate the success of the WSPP at the host institution, and will work to improve the program from year to year. Written evaluations will be provided to the schools within the three months following the execution of their program.
- May, in the case of a marked negative difference in the results obtained during the host campuses program compared with the results obtained by the majority of other programs as indicated in the student surveys and supervisor reports, choose to withdraw its participation at the host-institution. This will only occur following a written review submitted to the stakeholders, and after efforts have been made to rectify problems and improve results.
- Is responsible for replacing any WSP provided WSPP leadership staff, or Executive staff responsible for executing this MoU. Stakeholders will be notified of changes and replacements in a timely manner to minimize impact on the achievement of the goals stated in Section Two.

Stakeholders:

- Will evaluate the success of the WSPP at their host institution and will provide a written evaluation of the program, and about their experience executing the program and working with WSP.
- Will, pending the success of the program, take steps necessary to protect the perpetuation of the WSPP at the host institution. This may include, but is not limited to: the timely replacement of any key stakeholders choosing to move on either from the host institution or the program itself; the development of relationships at the host institution that will help promote and perpetuate the WSPP; the pursuit and provision of funding for the WSPP following the pilot year.

Both Parties:

- Will assist both parties in the replacement of any stakeholders or leadership staff in the event of the cessation of their participation in the Warrior-Scholar

Project. This includes aiding in efforts to integrate replacements into their roles with WSP and stakeholders.

Section Four: Terms of Understanding

MoU Term: The term of this MOU is for a period of two-years and may be extended upon written mutual agreement. It shall be reviewed at least three times annually to ensure that it is fulfilling its purpose and to make any necessary revisions:

- (1) in the month of December during the development of the following summer's program;
- (2) three months prior to the execution of the WSPP at the host institution;
- (3) in the month following the execution of the WSPP at the host institution.

MoU Termination: In the case that either party wishes to terminate this collaboration, and cease development of a 2015 program, that decision should be made and expressed to the other party prior to February 16th (thirty (30) days prior to the close of applications for 2015).

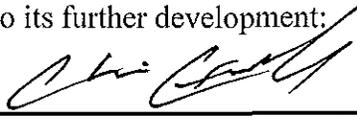
In the event that the stakeholder terminates the agreement for the upcoming program after this deadline, it acknowledges that WSP may incur substantial costs both financial and programmatic as a result of this action.

Section Five: Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU

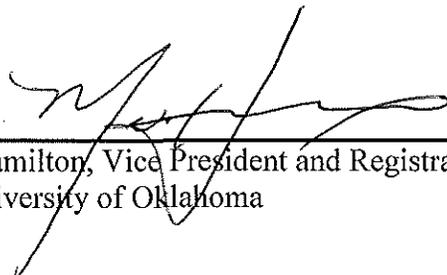
Warrior-Scholar Project

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development:


01/19/15 CHRISTOPHER HOWELL, EXECUTIVE DIRECTOR, WSP
Name, Date, Title, Organization

Stakeholders

On behalf of the stakeholders I represent, I wish to sign this MOU and contribute to its further development:


Matt Hamilton, Vice President and Registrar, Enrollment and Student Financial Services
The University of Oklahoma
December 22, 2014



Memorandum of Understanding

Entering into this Memorandum of Understanding (MOU) establishes a collaborative agreement between Warrior-Scholar Project (WSP) and the parties, hereafter referred to as “Stakeholders,” listed under Party 2 in Section One. These Stakeholders have indicated their desire to organize and steward the Warrior-Scholar Project Program (WSPP) at Syracuse University, hereafter referred to as the “Host Institution”. The receipt of this MOU constitutes WSP’s official acceptance of the Stakeholder’s proposal to host a Warrior-Scholar Project Program at the institution. This is not a legally binding document. The Host Institution will be responsible for providing any additional legally binding agreements they wish to enter into with the Warrior-Scholar Project.

Section One: Description of Collaborating Parties

Party 1: Warrior-Scholar Project

Executive Leadership Staff:

- a) Christopher Howell, Executive Director
- b) Alexandra Forrester, Director of Program Development
- c) Gina Bartolomeo, Director of Operations

Mission: The Warrior-Scholar Project (WSP) is an immersive “academic boot camp” hosted at America’s top universities to help enlisted military veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education.

Party 2: Stakeholders (For Stakeholders to Complete)

Please list all parties (individuals and/or university departments, groups, and/or organizations) that desire to enter into a Memorandum of Understanding. If a group does not have cohesive affiliation external to their work with the Warrior-Scholar Project, please provide a brief overview of its composition and goals in being involved with WSP. These parties will be referred to as “Stakeholders.” (Note: The following list contains suggestions for possible stakeholders; only one is necessary, but more are welcome)

Syracuse University Offices of Vice Chancellor for Veterans & Military Affairs with support from the College of Arts & Sciences; Program Director – Jennifer A. Jeffery.

Mission: Serve to motivate action and change related to the role of higher education as an engine of opportunity for the nation’s veterans and their families.

Official Affiliations

This document does not establish any partnership or agreement between WSP and the Host Institution, simply a statement by both parties of their intentions and expectations. The affiliation of the Stakeholders with the Host Institution does not imply any affiliation between the Host Institution and WSP.

As WSP is not officially affiliated with the Host Institution, it does not require the Host Institution's express permission to run a program beyond what is normally expected of any external organization conducting an event on the Host Institution's campus. If the Host Institution desires an official affiliation with the Warrior-Scholar Project, the terms of that affiliation may be negotiated in additional agreements.

Memorandum of Understanding Point of Contact (PoC)

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MOU. The initial appointees of each organization are:

Warrior-Scholar Project

Name: Alexandra Forrester

Title: Director of Program Development

Address: The Grove, 760 Chapel Street, New Haven CT, 06510

Telephone Number: 914 434 3755

Stakeholders:

Name: Jennifer A. Jeffrey

Title: Academic Advisor – Veterans Career Transition Program

Address: 700 University Avenue, Suite 303, Syracuse, NY 13244

Telephone number: (315) 443-0141

Section Two: Purpose and Scope

Purpose

Warrior-Scholar Project and Stakeholders are collaborating to organize and execute a Warrior-Scholar Project Program at the Host Institution. The aim of this collaboration is to provide more veterans with the opportunity to attend the WSPP, which has proven successful in helping veterans prepare for their college experiences.

The Warrior-Scholar Project (WSP) programs are immersive “academic boot camps” hosted at America’s top universities to help enlisted military veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education. Veterans transitioning to college likely have not used academic skills since high school and have difficulty adjusting to a fundamentally different social and cultural environment. They have untapped potential to succeed in higher education, but must overcome common challenges. The Warrior-Scholar Project programs address veterans’ misconceptions and help them build their confidence, aiming to completely transform the way they view themselves as students.

Both parties enter into this agreement with the immediate goal of running a pilot-year WSPP, and, if successful, the long-term goal of perpetuating the WSPP at the Host Institution.

Benefits¹

Warrior-Scholar Project: This collaboration benefits the Warrior-Scholar Project by enabling the organization to pursue its mission on a larger scale. Expanding to run programs at additional host institutions allows WSP to serve more students. Additionally, this expansion will provide a greater variety of experiences available to the students as each individual campus offers students a learning experience unique to the host-institution. WSP aims to show the WSPP students how to seek out the best of what their institution of higher education has to offer.

Benefits for Stakeholders

- Support of the veterans community, either generally or specific to a certain location (dependent on course composition guidelines).
- Increasing veteran exposure to the university, encouraging veterans to apply and possibly attend.
- Exposure of university staff and administrators to veterans in a positive and mutually beneficial setting increasing institutional support for veterans at the Host Institution.
- Exposure of traditional undergraduate students acting as volunteers on the program. A positive learning experience for both the traditional undergraduates and the veterans.
- Positive publicity for the Host Institution.

Section Three: Execution of Roles and Responsibilities

¹ The aim of this section is to make sure that the priorities and goals of each collaborating party are made clear so that both parties may better assist each other in achieving those goals.

Together, the Parties (Warrior-Scholar Project and Stakeholders) enter into this Memorandum of Understanding to mutually promote academic support and opportunity for veterans pursuing higher education. Accordingly, WSP and Stakeholders, operating under this MOU agree as follows²:

Prior Collaborative Discussions and Work

The information provided by both parties in the early stages of the development process as provided in the previously exchanged Letter of Intent (LOI), Response to the Letter of Intent (RLOI), Proposal, and Development Timeline will act as the foundation for next steps in the development process of the WSPP at the Host Institution. Both parties will keep each other apprised of any changes to the information provided in these documents.

Program Organization and Execution

WSP Executive Staff will:

- Guide the Stakeholders through the process of organizing and executing the WSPP at the Host Institution.
- Provide the Stakeholders with all information and educational resources necessary for the successful organization and execution of a WSPP at the Host Institution. Information will be provided within an appropriate period of time to enable the Stakeholders to take any necessary actions. This time frame will be based on experiences with organizing other campuses the year prior.
- Provide a Development Timeline with reasonable goals for the completion of tasks essential for the successful execution of the WSPP at the Host Institution.

Stakeholders will:

- Consult WSP's Executive Staff when it comes to executive-level decisions and questions related to WSP as an organization and the WSPP. Executive-level decisions and questions can be defined loosely, but not exclusively, as anything pertaining to the finance, legality and public perception (working with press) of WSP.
- Be responsible for finalizing WSPP logistics as discussed in LOI, RLOI, Proposal, and Development Timeline. They will provide evidence of this finalization to WSP. WSP will assist them in this process as necessary. Logistics include, but may not be limited to:

² The following roles and responsibilities describe most, but possibly not all, of the main responsibilities each party should have in mind when aiming to achieve the goals listed in Section 2: Purpose and Scope. Responsibilities may be added as needed, and within reason, based on circumstance. Proposals to add additional responsibilities, roles, and expectations should be addressed to the PoC of each party.

- Identification and appointment of a Program Director
- Identification and appointment of a Program Manager
- Booking program housing, meals, locations, and facilities
- Course composition, and applicant recruitment
- Identifying and securing professors to volunteer to teach seminars
- Identifying and securing writing instructors
- Identifying and securing volunteer tutors
- Identifying and securing campus specific resources
- Identifying and securing team building/pt activity
- Be responsible for providing WSP with all of the documentation and information reasonably necessary to judge the preparedness of the program and prioritize necessary steps.
- Provide WSP with all of the bills, agreements, contracts, and all other pertinent documents related to the development and execution of the WSPP in a timely enough fashion to allow WSP to take any necessary actions.

Both Parties will:

- Follow the Development Timeline within reason. These deadlines will be flexible; however all tasks must be completed within a reasonable period following the due date, and with necessary communication with WSP Executive Staff. WSP will be expected to meet its own deadlines as stated on this same timeline with equal rigidity. Deadlines may be flexible for both parties, but never to the point of detriment to achieving the goals as stated in Section Two: Purpose and Scope.
- Interview and train all WSPP on-campus leadership staff (Program Director, Asst. Program Director, Program Manager, writing instructors, tutors, etc.). In the case of the unexpected and untimely exit of any of the leadership staff, WSP may aid in the provision of replacements if necessary.
- Provide students for the course to the degree negotiated in the LOI and Proposal.
- Negotiate a budget based on the needs, and execution costs, of each WSPP at the Host Institution.

Publicity

- Neither party shall issue any press release or other public announcement related to this MOU without the prior consent of the other party, which consent shall not be unreasonably withheld or delayed.
- Both parties will aid, upon request and to the best of their ability, in any publicity efforts that each party wishes to pursue.

- Both parties may, without the prior consent of the other party, issue such press release or make such public statement as may be required by law or a court order.

Funding

WSP:

- Will fully fund the Pilot WSPP at the Host Institution unless otherwise indicated in prior discussions. If the WSPP is funded by WSP, funding will pass directly from WSP to WSPP vendors and other parties providing program services. No funding will pass directly to the Stakeholders unless negotiated with the WSP Executive Staff.
- Will not necessarily be responsible for funding the program fully, or at all, following the pilot-year. Funding for years following the pilot-year will be negotiated during the third MOU review of the pilot-year (the month following the running of the WSPP at the Host Institution; See Section Four: MOU Term). Funding goals set at that time must be met by the first MOU review of the second year (December 2015; see Section Four: MOU Term).

Stakeholders:

- Will make good faith, reasonable efforts to supply funding to meet the expectations negotiated during the third MOU review period in the pilot year. WSP will provide reasonable assistance in this process; however the Stakeholders will take point, and will be ultimately responsible.
- Providing funding during the pilot year may pay the bills directly—no funding need to pass to WSP—however documentation of bill payment and logistics confirmation must still be provided to WSP Executive Staff.

Program Perpetuation & Succession:

WSP:

- Will supervise pilot-year WSPP to ensure the quality of the program, and support the program's leadership staff.
- Will evaluate the success of the WSPP at the Host Institution, and will work to improve the program from year to year. Written evaluations will be provided to the schools within the three months following the commencement of their program.
- May, in the case of a marked negative difference in the results obtained during the host campuses program compared with the results obtained by the majority of other programs as indicated in the student surveys and supervisor reports, choose to withdraw its participation at the Host Institution. This will only occur following a written review submitted to the Stakeholders, and after efforts have been made to rectify problems and improve results. Withdrawal

of a program will not be effective until the completion of all programs that had been initiated at the time such notice is given.

- Is responsible for replacing any WSP provided WSPP leadership staff, or Executive Staff responsible for executing this MOU. Stakeholders will be notified of changes and replacements in a timely manner to minimize impact on the achievement of the goals stated in Section Two.

Stakeholders:

- Will evaluate the success of the WSPP at their Host Institution and will provide a written evaluation of the program, and description of their experience executing the program and working with WSP.
- Will, pending the success of the program, take steps necessary to protect the perpetuation of the WSPP at the Host Institution. This may include, but is not limited to: the timely replacement of any key Stakeholders choosing to move on either from the Host Institution or the program itself; the development of relationships at the Host Institution that will help promote and perpetuate the WSPP; the pursuit and provision of funding for the WSPP following the pilot year. However, in the event that the Stakeholder determines in its discretion that the WSPP is not compatible with the Stakeholders' goals or that it is not satisfied with the program, the Stakeholder may choose to withdraw its participation in the WSPP. This will only occur following a written review submitted to the WSP, and after efforts have been made to rectify problems and improve results. Withdrawal of a program will not be effective until the completion of all programs that had been initiated at the time such notice is given.

Both Parties:

- Will assist each other in the replacement of any Stakeholders or leadership staff in the event of the cessation of their participation in the Warrior-Scholar Project. This includes aiding in efforts to integrate replacements into their roles with WSP and Stakeholders.

Section Four: Terms of Understanding

MOU Term: The term of this MOU is for a period of two-years and may be extended upon written mutual agreement. It shall be reviewed at least three times annually to ensure that it is fulfilling its purpose and to make any necessary revisions:

- (1) in the month of December during the development of the following summer's program;
- (2) three months prior to the commencement of the WSPP at the Host Institution;
- (3) in the month following the commencement of the WSPP at the Host Institution.

MOU Termination: In the case that either party wishes to terminate this collaboration, and cease development of a 2015 program, that decision should be made and expressed to the other party prior to February 16th (thirty (30) days prior to the close of applications for 2015).

In the event that the Stakeholder terminates this MOU for the upcoming program after this deadline, it acknowledges that WSP may incur substantial costs both financial and programmatic as a result of this action.

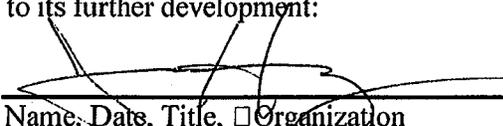
Section Five: Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will work in good faith to reach the objectives stated in the MOU.

Warrior-Scholar Project

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development:

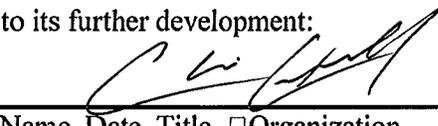
J. Michael Haque 2/16/15
Vice Chancellor, Syracuse University


Name, Date, Title, Organization

Stakeholders

On behalf of the Stakeholders I represent, I wish to sign this MOU and contribute to its further development:

02/17/15
Christopher Howell, Executive Director,
Warrior-Scholar Project


Name, Date, Title, Organization



Memorandum of Understanding

Entering into this Memorandum of Understanding (MoU) establishes a collaborative agreement between Warrior-Scholar Project (WSP) and the parties, hereafter referred to as “stakeholders,” listed under Party 2 in Section One. These stakeholders have indicated their desire to organize and steward the Warrior-Scholar Project Program (WSPP) at the University of Southern California (USC) hereafter referred to as the “host institution”. The receipt of this MoU constitutes WSP’s official acceptance of the stakeholder’s proposal to host a Warrior-Scholar Project Program at the institution. This is not a legally binding document. The host institution will be responsible for providing any additional legally binding agreements they wish to enter into with the Warrior-Scholar Project.

Section One: Description of Collaborating Parties

Party 1: Warrior-Scholar Project

Executive Leadership Staff:

- a) Christopher Howell, Executive Director
- b) Alexandra Forrester, Director of Program Development
- c) Gina Bartolomeo, Director of Operations

Mission: The Warrior-Scholar Project (WSP) is an immersive “academic boot camp” hosted at America’s top universities to help enlisted military veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education.

Party 2: Stakeholders

Please list all parties (individuals and/or university departments, groups, and/or organizations) that desire to enter into a Memorandum of Understanding. If a group does not have cohesive affiliation external to their work with the Warrior-Scholar Project please provide a brief overview of its composition and goals in being involved with WSP. These parties will be referred to as “stakeholders.”

- a) Provost Office: Mark Todd, Associate Provost for Academic Affairs
- b) Provost Office: Senkunthea Uy, Assistant Director of Summer Programs
- c) Provost Office: Donna Garcia, Associate Director of Academic Affairs
(CURRENTLY ON LEAVE UNTIL APRIL)

Mission: brief description of Party 2's mission in collaborating with the Warrior-Scholar Project¹.

To provide a safe, secure, positive learning and living environment for veterans, and provide opportunities for students to excel both inside and outside the classroom through intense academic study and lifelong community building.

Official Affiliations

This document does not establish any partnership or agreement between WSP and the host institution, simply a statement by both parties of their intentions and expectations. The affiliation of the stakeholders with the host institution does not imply any affiliation between the host institution and WSP.

As WSP is not officially affiliated with the host institution it does not require the host institution's express permission to run a program beyond what is normally expected of any external organization conducting an event on the host institution's campus. If the host institution desires an official affiliation with the Warrior-Scholar Project, the terms of that affiliation may be negotiated in additional agreements.

Memorandum of Understanding Point of Contact (PoC)

Each party will appoint a person to serve as the official contact and coordinate the activities of each organization in carrying out this MoU. The initial appointees of each organization are:

Warrior-Scholar Project

Name: Alexandra Forrester

Title: Director of Program Development

Address: The Grove, 760 Chapel Street, New Haven CT, 06510

Telephone Number: 914 434 3755

Stakeholders **(For Stakeholders to Complete)**:

Name: Thea Uy

Title: Assistant Director of Summer Programs

Address: 3601 Watt Way, GFS 304, Los Angeles, CA 90089-1695

Telephone number: 213.740.6871

Email: senkuntu@usc.edu

¹ This should be a general mission statement. Specific end goals for participating in the collaboration will be addressed in Section 2.

Section Two: Purpose and Scope

Purpose

Warrior-Scholar Project and stakeholders are collaborating to organize and execute a Warrior-Scholar Project Program at the host institution. The aim of this collaboration is to provide more veterans with the opportunity to attend the WSPP, which has proven successful in helping veterans prepare for their college experiences.

The Warrior-Scholar Project (WSP) programs are immersive “academic boot camps” hosted at America’s top universities to help enlisted military veterans rediscover and develop the skills and confidence necessary to successfully complete 4-year undergraduate programs in higher education. Veterans transitioning to college likely have not used academic skills since high school and have difficulty adjusting to a fundamentally different social and cultural environment. They have untapped potential to succeed in higher education, but must overcome **common** challenges. The Warrior-Scholar Project programs address veterans’ misconceptions and help them build their confidence, aiming to completely transform the way they view themselves as students.

Both parties enter into this agreement with the immediate goal of running a pilot-year WSPP, and the long-term goal of perpetuating the WSPP at the host institution.

Benefits²

Warrior-Scholar Project: This collaboration benefits the Warrior-Scholar Project by enabling the organization to pursue their mission on a larger scale. Expanding to run programs additional host institutions allows WSP to serve more students. Additionally, this expansion will provide a greater variety of experiences available to the students as each individual campus offers students a learning experience unique to the host-institution. WSP aims to show the WSPP students the best these institutions have to offer, encouraging them to seek out the best of what their institution of higher education has to offer.

Benefits for Stakeholders (For Stakeholders to Complete): Please detail benefits the institution would like to gain from participation in the program. Below are examples of benefits WSP has observed in the past.

- Support of the veteran community.
- Increasing veteran exposure to the university, encouraging veterans to apply and possibly attend.

² The aim of this section is to make sure that the priorities and goals of each collaborating party are made clear so that both parties may better assist each other in achieving those goals.

- Exposure of University staff and administrators to veterans in a positive and mutually beneficial setting increasing institutional support for veterans at the host institution.
- Exposure of traditional undergraduate students acting as volunteers on the program. A positive learning experience for both the traditional undergraduates and the veterans.
- Positive publicity for the host institution.

Section Three: Execution of Roles and Responsibilities

Together, the Parties (Warrior-Scholar Project and Stakeholders) enter into this Memorandum of Understanding to mutually promote academic support and opportunity for veterans pursuing higher education. Accordingly, WSP and Stakeholders, operating under this MOU agree as follows³:

Prior Collaborative Discussions and Work

The information provided by both parties in the early stages of the development process as provided in the previously exchanged Letter of Intent (LOI), Response to the Letter of Intent (RLOI), Proposal, and Development Timeline will act as the foundation for next steps in the development process of the WSPP at the host institution. Both parties will keep each other apprised of any changes to the information provided in these documents.

Program Organization and Execution

WSP Executive Staff will:

- Guide the stakeholders through the process of organizing and executing the WSPP at their host institution;
- Provide the stakeholders with all information and educational resources necessary for the successful organization and execution of a WSPP at the host institution. Information will be provided within an appropriate period of time to enable the stakeholders to take any necessary actions. This time frame will be based on experiences with organizing other campuses the year prior;
- Provide a Development Timeline

³ The following roles and responsibilities describe most, but possibly not all, of the main responsibilities each party should have in mind when aiming to achieve the goals listed in Section 2: Purpose and Scope. Responsibilities may be added as needed, and within reason, based on circumstance. Proposals to add additional responsibilities, roles, and expectations should be addressed to the both Parties' PoC.

- with reasonable goals for the completion of tasks essential for the successful execution of the WSPP at the host institution.

Stakeholders will:

- Consult WSP's Executive Staff when it comes to executive-level decisions and questions related to WSP as an organization and the WSPP. Executive-level decisions and questions can be defined loosely, but not exclusively, as anything pertaining to the finance, legality and public perception (working with press) of WSP.
- Be responsible for finalizing WSPP logistics as discussed in LOI, RLOI, Proposal, and Timeline. They will provide evidence of this finalization to WSP. WSP will assist them in this process as necessary. Logistics include, but may not be limited to:
 - Identification and appointment of a Program Director
 - Identification and appointment of a Program Manager
 - Booking Program Housing, Meals, Locations, and Facilities
 - Course composition, and applicant recruitment
 - Identifying and securing professors to volunteer to teach seminars
 - Identifying and securing Writing Instructors
 - Identifying and securing Volunteer Tutors
 - Identifying and securing Campus Specific Resources
 - Identifying and Securing Team Building/PT Activity
- Be responsible for providing WSP with all of the documentation, and information, necessary to judge the preparedness of the program, and prioritize necessary steps.
- Provide WSP with all of the bills, agreements, contracts, and all other pertinent documents related to the development and execution of the WSPP in a timely enough fashion to allow WSP to take any necessary actions.

Both Parties will:

- Follow the Development Timeline within reason. These deadlines will be flexible; however all tasks must be completed within a reasonable period following the due date, and with necessary communication with WSP Executive Staff. WSP will be expected to meet its own deadlines as stated on this same timeline with equal rigidity. Deadlines may be flexible for both parties, but never to the point of detriment to achieving the goals as stated in Section Two: Purpose and Scope.
- Interview and train all WSPP on-campus leadership staff (Program Director, Asst. Program Director, Program Manager, Writing Instructors, Tutors, etc.). In the case of the unexpected and untimely exit of any of the leadership staff, WSP may aid in the provision of replacements if necessary.

- Provide students for the course to the degree negotiated in the LOI and Proposal.
- Negotiate a Budget based on the needs, and execution costs, of each WSPP at the host institution.

Publicity

- Neither party shall issue any press release nor other public announcement related to this Agreement without the prior consent of the other party.
- Both parties will aid, upon request and to the best of their ability, in any publicity efforts that each party wishes to pursue.
- Both parties shall consult with each other before issuing any press release or otherwise making any public statements with respect to this Agreement;
- The stakeholders shall not issue any such press release about this agreement or WSP or make any such public statement without the prior consent of WSP, which consent shall not be unreasonably withheld or delayed. Consent will depend, in all but a few cases, solely on a review of the accuracy of the message to be disseminated;
- Both parties may, without the prior consent of the other party, issue such press release or make such public statement as may be required by law or a court order.

Funding

WSP:

- Will fully fund the Pilot WSPP at the host institution unless otherwise indicated in prior discussions. If the WSPP is funded by WSP funding will pass directly from WSP to WSPP vendors, and other parties providing program services. No funding will pass directly to the stakeholders unless negotiated with the WSP Executive Staff.
- Will not necessarily be responsible for funding the program fully, or at all, following the pilot-year. Funding for years following the pilot-year will be negotiated during the third MoU review of the pilot-year (the month following the running of the WSPP at the host-institution; See Section Five, MoU Term). Funding goals set at that time must be met by the first MoU review of the second year (December 2015; see Section Five: MoU Term).

Stakeholders:

- Will make all efforts to supply funding to meet the expectations negotiated during the third MoU review period in the pilot year. WSP may assist in this process; however the stakeholders will take point, and will be ultimately responsible.

- Providing funding during the pilot year may pay the bills directly—no funding need to pass to WSP—however documentation of bill payment and logistics confirmation must still be provided to WSP Executive Staff.

Program Perpetuation & Succession:

WSP:

- Will supervise pilot-year WSPP to ensure the quality of the program, and support the program's leadership staff.
- Will evaluate the success of the WSPP at the host institution, and will work to improve the program from year to year. Written evaluations will be provided to the schools within the three months following the execution of their program.
- May, in the case of a marked negative difference in the results obtained during the host campuses program compared with the results obtained by the majority of other programs as indicated in the student surveys and supervisor reports choose to withdraw its participation at the host-institution. This will only occur following a written review submitted to the stakeholders, and after efforts have been made to rectify problems and improve results.
- Is responsible for replacing any WSP provided WSPP leadership staff, or Executive staff responsible for executing this MoU. Stakeholders will be notified of changes and replacements in a timely manner to minimize impact on the achievement of the goals stated in Section Two.

Stakeholders:

- Will evaluate the success of the WSPP at their host institution and will provide a written evaluation of the program, and about their experience executing the program and working with WSP.
- Will, pending the success of the program, take steps necessary to protect the perpetuation of the WSPP at the host institution. This may include, but is not limited to: the timely replacement of any key stakeholders choosing to move on either from the host institution or the program itself; the development of relationships at the host institution that will help promote and perpetuate the WSPP; the pursuit and provision of funding for the WSPP following the pilot year.

Both Parties:

- Will assist both parties in the replacement of any stakeholders or leadership staff in the event of the cessation of their participation in the Warrior-Scholar Project. This includes aiding in efforts to integrate replacements into their roles with WSP and stakeholders.

Section Four: Terms of Understanding

MoU Term: The term of this MOU is for a period of two-years and may be extended upon written mutual agreement. It shall be reviewed at least three times annually to ensure that it is fulfilling its purpose and to make any necessary revisions:

- (1) in the month of December during the development of the following summer's program;
- (2) three months prior to the execution of the WSPP at the host institution;
- (3) in the month following the execution of the WSPP at the host institution.

MoU Termination: In the case that either party wishes to terminate this collaboration, and cease development of a 2015 program, that decision should be made and expressed to the other party prior to February 16th (thirty (30) days prior to the close of applications for 2015).

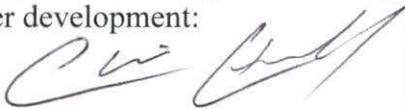
In the event that the stakeholder terminates the agreement for the upcoming program after this deadline, it acknowledges that WSP may incur substantial costs both financial and programmatic as a result of this action.

Section Five: Authorization

The signing of this MOU is not a formal undertaking. It implies that the signatories will strive to reach, to the best of their ability, the objectives stated in the MOU

Warrior-Scholar Project

On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development:



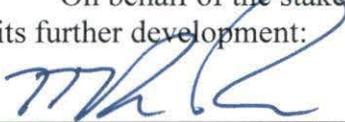
03/04/2015

Name, Date, Title, Organization

Executive Director Warrior-Scholar Project

Stakeholders

On behalf of the stakeholders I represent, I wish to sign this MOU and contribute to its further development:



09 February 2015

Name, Date, Title, Organization

Michael W. Quick, Ph.D. Interim Provost and Senior Vice President for Academic Affairs, University of Southern California