NEH Application Cover Sheet (AV-248453)
Dialogues on the Experience of War

PROJECT DIRECTOR

Ms. Susannah Ottaway
History Professor
(b) (6)

E-mail: sottaway@carleton.edu
Phone: (b) (6)
Fax:

Field of expertise: European History

INSTITUTION

Minnesota Humanities Center
St. Paul, MN 55106-2046

APPLICATION INFORMATION

Title: *Echoes of War*

Grant period: From 2016-05-01 to 2016-12-31
Project field(s): Literature, Other; History, Other

Description of project: Echoes of War, a project of the Minnesota Humanities Center, will explore how war is remembered and memorialized in contrast to and relationship with the lived experiences of Veterans. This project will use Standing Down: From Warrior to Civilian, an anthology by Great Books Foundation, as its core resource and it will involve the study of war memorials at the Minnesota State Capitol. Echoes of War will be co-lead by Dr. Susannah Ottaway, a professor of history at Carleton College, and Trista Matascastillo, Humanities Center program officer and 16-year Veteran.

Ten NEH Discussion Leaders will participate in an immersive 5-day residential preparatory program that will prepare them to lead subsequent public discussions. The preparatory program will involves intensive grounding in the literature

BUDGET

Outright Request	100,000.00	**Cost Sharing**	0.00
Matching Request	0.00	**Total Budget**	100,000.00
Total NEH	100,000.00		

GRANT ADMINISTRATOR

Ms. Casey DeMarais
987 Ivy Avenue East
St. Paul, MN 55106-2046
USA

E-mail: casey@mnhum.org
Phone: 651-772-4278
Fax: 651-774-0045

Intellectual Rationale and Overview

Public discourse on war and military service in the U.S. is shaped by two important narratives. One story — about duty, heroism, suffering, loyalty, and patriotism — places Veterans' experiences in the context of their contribution to a collective, national good. This is the story of how war is ***memorialized*.** Another narrative emerges from the intensely personal experiences of individual Veterans. This story is about how war is ***remembered***. The two narratives, each complex in its own right, stand in a complex relationship to one another.

Echoes of War, a project of the Minnesota Humanities Center, will engage Veterans and members of the general public in considering how these two intimately-related narratives shape discourse about war. The starting point for this consideration will be the voices of Veterans. Public memorialization of war will be considered in the context of their experiences and memories.

With the help of outstanding scholars and leading voices from Minnesota's Veteran communities, Minnesota Humanities Center's *Echoes of War* project will train 10 NEH Discussion Leaders and involve a public discussion series in each of two locations, Saint Paul and Northfield, Minnesota, during the NEH grant period. The Humanities Center anticipates that, with a stable of trained leaders, discussions will become an important programming feature of our organization at sites throughout Minnesota in subsequent years. Because of Minnesota's national leadership in Veterans' affairs, we also anticipate that this project will serve as a model for discourse elsewhere.

Echoes of War will use *Standing Down: From Warrior to Civilian*, an anthology published by Chicago-based Great Books Foundation, as its core resource. From Homer's "Iliad" to

"Perimeter Watch" by Brian Turner, this collection of fiction, nonfiction, poems, and memoires speaks to the experience of military service, combat, and homecoming through the ages. Selected works will examine perspectives from multiple eras of war, from the Civil War and World War I to conflicts in Vietnam and Afghanistan/Iraq. *Echoes of War* builds on the work the Minnesota Humanities Center has been undertaking with Great Books Foundation to introduce *Standing Down* to high school students in Minnesota. This project will draw from the anthology's content to engage adult audiences of Veterans and civilians in public discourses on war, memory, and the Veteran experience.

Memorials, as found on Minnesota's State Capitol grounds, in small communities such as Northfield, MN, and on the U.S. National Mall, serve as visual resources for the project's examination of how war is memorialized. Visiting scholar Dr. Meredith Lair brings this perspective to her work and this project, as stated in the description of her course on War and Remembrance: "Saying that something is 'etched in stone' is a way of expressing its permanence. In commemorating their wars, Americans literally etch a social or collective memory of the past in stone in memorials throughout the United States and especially in the nation's capital, yet interpretations of past conflicts vary among social groups and have changed dramatically over time."

Among the war memorials at the Minnesota Capitol, the new Minnesota Military Family Tribute (2015) provides text and context for *Echoes of War*. This installation features 87 boulders (one for each county in Minnesota) that are called Story Stones. These stones are inscribed with excerpts of letters between soldiers at war and their families. Examples include "I never realized what love of country was until I was on foreign soil. 1919 Cottonwood;"

"Mom, don't cry. I'm coming home. 1969 Koochiching;" "No matter what, no matter how hard this is, we still love you and think about you, each and every day. 2007 Morrison."

Echoes of War will feature an immersive, 5-day residential training program for the NEH Discussion Leaders, taking full advantage of the Minnesota Humanities Center's historic facility. The Humanities Event Center is a full-service conference/retreat facility with 15 overnight rooms and private baths. Located on park land, our facility provides an ideal remote-feeling setting for the Discussion Leaders to spend intensive time learning together, interacting with one another, engaging with outstanding scholars and experienced trainers, and studying texts and images that provide the rigorous humanities content of this program. The Humanities Event Center will also be the site for a 3-part series of public discussions on *Echoes of War*. Carleton College, a highly respected liberal arts college in Northfield, Minnesota, has committed to hosting the second 3-part public discussion in greater Minnesota.

Design, Content and Implementation

a*. Preparatory program for NEH Discussion Leaders*

A highly experienced team of seven project leaders and scholars will lead the 10 NEH Discussion Leaders in an intensive 5-day, residential preparatory program. The project will be co-led by Dr. Susannah Ottaway, a professor of history at Carleton College, and Trista Matascastillo, Humanities Center program officer and Veteran. The workshop will feature both professional training in the facilitation of discussions, and intensive grounding in the literature of war. **Humanities content** will reflect the interplay of themes from both the memorializing of war, as indicated by NEH guidelines, and the memory of war, as identified by Veterans

participating in the Humanities Center's Veterans' Voices program: Patriotism/Motivation; Suffering/Reintegration; Loyalty/Family.

Standing Down: From Warrior to Civilian, from the Great Books Foundation, is the program's primary resource with its collection of poetry, memoir, fiction, essay and journalism. Selections from this anthology will present the voices of Veterans, conveying their experiences of military service. This project will focus on these particular works: *Facing It* by Yusef Komunyakaa (Vietnam, poem), *An Irish Airman Foresees His Death* by William Butler Yeats (WWI, poem), *The Veteran* by Stephen Crane (Civil War, short story), *Italian Ordeal Surprises Congress* by Anne O'Hare McCormic (WWII, reportage), and *Perimeter Watch* by Brian Turner (Iraq/Afghanistan, poem).

The poem ***Facing It***, by Komunyakaa, resides at the intersection of ***memory*** and ***memorial***. As the introduction to the piece states, this poem about a Bronze Star Veteran's experience "illustrates how the Vietnam Veterans Memorial has become a place of pilgrimage for many…In the poem, the reflective granite surface lends a literal note of reflection," and "in doing so…prompts us to consider the complex interaction of memories and present realities in our acts of memorializing." Like all of the selections from the Great Books publication, this piece is accompanied by provocative discussion prompts, including: "What purposes can a memorial or monument serve for those who already have their own memories of the event because they participated in it?" The selections from *Standing Down* have been made with an eye toward including diverse Veteran voices from a variety of conflicts.

Readings more narrowly focused on memoirs and storytelling, in the context of the conflicts that serve as our focus (World War I, Vietnam and Iraq/Afghanistan), as well as works that help diversify the voices of Veterans will include three works not included in *Standing Down — Hoengson* by Rolando Hinojosa, *Toward the Flame* by Henry Allen, and *A Testament to Youth* by Vera Brittain — as well as these additional works from *Standing Down*: *In Pharoh's Army* by Tobias Wolff, *A Piece of My Heart* by Anne Simon Auger, *Dust to Dust* by Benjamin Busch, and *You Know When the Men Are Gone* by Siobhan Fallon. Discussion questions to accompany these pieces are being developed by project co-director Trista Matascastillo and Bill Siegel from Great Books Foundation.

Text and images for the discussion of **memorial** will be taken from *Guide to War Memorials on Minnesota State Capitol Grounds*, images of war memorials on the U.S. Capitol Mall, and text from the Northfield, MN War Memorial. The preparatory workshop will include a tour of the Minnesota State Capitol memorials, featuring monuments to Minnesotans' involvement in conflicts from the Civil War to Vietnam as well as the new Military Family Tribute. A presentation by visiting scholar Dr. Meredith Lair will focus on the interplay between war and remembrance, with particular reference to the conflict in Vietnam.

The experiences conveyed in the literature selections will be considered in light of an ambitious reading list compiled by project co-director Dr. Susannah Ottaway. This includes: Pierre Nora, "From Lieux de mémoire to Realms of Memory" and "General Introduction: Between History and Memory," in *Realms of Memory*, v. 1 (NY: Columbia, 1996); Roy Rosenzweig and David Thelen, "Introduction: Scenes from a Survey," Chap. 5 "Beyond the Intimate Past: Americans and their Collective Pasts," in *Popular Uses of History in American Life*

(NY: Columbia University Press, 1998); Marita Sturken, "Introduction," *Tourists of History: Memory, Kitsch, and Consumerism from Oklahoma City to Ground Zero* (Durham, NC: Duke University Press, 2007); Alexandre Dessingué and Jay Winter, "Introduction: Remembering, Forgetting and Silence," in *Beyond Memory: Silence and the Aesthetics of Remembrance* (NY: Routledge, 2016) [probable inclusion if it has been published]; Marita Sturken, "The Wall and the Screen Memory: The Vietnam Veterans Memorial," in Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering (Berkeley: University of California Press, 1997); Kristen Haas, "Introduction: A Restless Memory of War" in *Carried to the Wall: American Memory and the Vietnam Veterans Memoria*l (Berkeley: University of California Press, 1998); Selections from Erika Doss, *Memorial Mania: Public Feeling in America* (Chicago: University of Chicago Press, 2010); Selections from Kirk Savage, *Monument Wars: Washington D.C. , the National Mall and the Transformation of the Memorial Landscape* (Berkeley: University of California Press, 2011); Denise D. Meringolo, "Managing the Landscape: National Parks, National Monuments, and the Use of Public Land," in Museums, Monuments, and National Parks: Toward a New Genealogy of Public History (Amherst: University of Massachusetts Press, 2012).

In addition to the exploration of humanities content, participants will be trained in the facilitation of public discussions. Training materials will feature *Shared Inquiry Handbook for Discussion Leaders and Participants*, from the Great Books Foundation. This resource was selected specifically to accompany the training and text-based discussions that Bill Siegel of the Great Books Foundation will provide. Sections of the handbook include, "What is Shared Inquiry?" "Shared Inquiry Basics;" "Readings with Discussion Questions;" and "Resources for

Shared Inquiry." *Self Help Leader's Handbook: Leading Effective Meetings* (Lawrence, Kansas: Research and Training Center), a handbook used in our Literary Workshop for Teachers, is a supplementary resource. Content from *Increased Engagement through Absent Narratives*, which includes video, writing, audio and other materials from the Minnesota Humanities Resource Collection, will offer a range of culturally diverse perspectives and topics.

In accordance with the Shared Inquiry approach of the Great Books Foundation, participants will read the source material and then be guided in text-based discussion facilitation. This training will take place early in the week; subsequent days will be devoted to touring war monuments (a half day) and practice/modeling of discussion facilitation, in which each participant will practice the lessons learned in training. The discussion prompts that accompany *Perimeter Watch*, a poem by Brian Turner, illustrate the text-based nature of shared inquiry discussions: *Why does the poet hear a child's voice outside the front door…? Why does the poet dial 911? What is the extent of the perimeter the poet is watching?* Through such questions, closely tied to text, shared inquiry allows for deep, personal discussion with a minimum of political and emotional conflict among participants.

Key to this preparatory program is the expertise and perspectives of Veterans. Project leader **Trista Matascastillo** will team with **Joaquin Mendez** to engage Discussion Leaders in the Humanities Center's foundational workshop, *Increased Engagement Through Absent Narratives*, which introduces Discussion Leaders to concepts about the perspectives and experiences of people and communities that are missing or marginalized. **Brock Hunter**, through his presentation and discussion, will give Discussion Leaders background information and context about combat trauma, preparing Discussion Leaders to understand the complexity

of issues a Veteran and family members may face, particularly when it involves our justice system. **J.A. Moad** will provide an overview of war literature through the lens of a Veteran. Additionally, the Humanities Center will turn to its network of Veterans to ground this training in the stories of Veterans. Six Veterans, representing various military branches and generations of service, who have been involved in our programming will be invited to share their stories and speak to the experience of Veterans in American society.

The 10 Discussion Leaders will be selected through an application process and the Humanities Center will draw from its extensive contacts forged with Minnesota's Veteran communities to attract a competitive pool of applicants. This opportunity will be promoted to the 80 men and women Veterans who since 2013 have received the Minnesota Humanities Center's annual Veterans' Voices Award in recognition of their outstanding community contributions, the 100 plus Veterans who have served on Veterans' Voices advisory and selection panels and participated in performance and literature projects, as well as the Veterans organizations that have been our program partners. A selection committee primarily comprised of Veterans will select the 10 Discussion Leaders based on demonstrated leadership capabilities and commitment to attending the residential workshop and conducting public discussions subsequent to the training. The training workshop is tentatively scheduled to be held at the Humanities Event Center during the first week of August, 2016.

Upon completion of the workshop, Discussion Leaders will be awarded specially-created coins that continue a long-standing tradition among members of the US Armed Forces. Such coins have long symbolized unit identity and camaraderie. Each piece usually bears unique unit symbols or mottos that identify the group they represent, and are often traded, presented, and

collected among active-duty, retired, and civilian personnel within government agencies. This small, personalized token can build unity among our team of trained Discussion Leaders.

b. Discussion groups for military veterans and others.

Community discussions will be held in Saint Paul at the Minnesota Humanities Center's event and retreat facility and in Northfield, Minnesota, on the campus of Carleton College. Two groups of 20 people, comprised of Veterans and civilians, will participate in the discussions (one group per venue). The discussions will be held during October 2016 which is designated by Minnesota law as Veterans' Voices Month. Each location will feature a series of three sessions (once a week for three weeks). Participants at each venue will be expected to attend all three sessions and they will each receive the *Standing Down* anthology, the Shared Inquiry Handbook, and copies of other readings. The discussions will be led by pairs of NEH Discussion Leaders, selected from the trained cohort according to availability and readiness, with one member designated as the project lead at each venue. The NEH Discussion Leaders will conduct conversations on the topics of history, collective memory, and war memorials to explore how these themes relate to war experiences of Minnesota Veterans. Examination of literary selections is at the heart of each community discussion group. In addition to examining and discussing literature text, participants at each venue will attend a tour of war memorials in the respective venues of Saint Paul and Northfield. All participants will receive the specially-created coin at the close of each discussion series. The Humanities Center's communication team will promote participation in each discussion group through social media and to our 3,500 e-newsletter subscribers. Participants will also be recruited through the Humanities Center's

well-established network of Veterans and civilians involved in its Veterans' Voices program activities. Carleton College will provide promotional assistance in Northfield.

Project Faculty and Staff

Dr. Susannah Ottaway (PhD History, Brown University), **project co-director of *Echoes of War*,** is a historian of Early Modern Europe who has explored the intersection of history and memory. A "singularly thoughtful scholar who combines wise historical analysis with a deep and sincere commitment to public history… devoted to helping citizens think about and learn from the past" (see letter of recommendation), Ottaway served as the History department chair at Carleton College from 2011-2014, and has been on the faculty there from 1998 to present. Her teaching background includes a course in "the history and memory of the Vietnam War," a topic at the heart of our *Echoes of War* project. Her tenure as director of Carleton's Humanities Center has demonstrated both her commitment to promoting public history and her effectiveness at creating exciting, engaging, rigorous humanities programming. As a member of the Minnesota Humanities Center Board of Directors since 2015, Ottaway will co-lead the training workshop for discussion leaders. She helped identify other scholars to join the training workshop; developed the training syllabus; prepared a list of challenging, relevant readings for inclusion in the syllabus; and committed herself to conducting discussions of humanities content during the training workshop. As a leader of the Carleton College faculty, she has helped to secure that institution's commitment to hosting one of our series of public discussions, to be facilitated by the discussion leaders that she will help to train.

Trista Matascastillo, program officer of the Veterans' Voices program at the Minnesota Humanities Center, joins Dr. Ottaway as **co-director of *Echoes of War***. A former Marine, and Army military police commander in the Minnesota National Guard, Matascastillo is a 16-year Veteran of the military with an exceptional ability to present and engage the voices of Veterans in public discourse. She chairs the Minnesota-based Women Veterans Initiative, and she is chief advisor to the University of Minnesota's ADAPT Program for military families. A nationally-recognized speaker on topics related to Veterans' experience and well-being, Matascastillo has been instrumental in developing the Minnesota Humanities Center's ground-breaking programming with Veterans. Through her extensive community contacts, she will help solicit applications for participation in our training program, and help ensure robust participation among Veterans in our public discussions. Matascastillo developed the initial program design of *Echoes of War*, and worked with other faculty members to refine it in ways that ensure rigorous, humanities-centered content while maintaining the centrality of Veterans' personal, real-world experiences in our project. She will serve as the lead staff member for *Echoes of War*.

Dr. Meredith H. Lair (PhD History, Penn State University) will lead a presentation and discussion on how war is memorialized during the preparatory training and she will conduct discussions during a tour of the Minnesota State Capitol war memorials. Lair is a faculty member at George Mason University and her teaching interests include war and American society, U.S social and cultural history, the Vietnam War, and historical methods. Her presentation will draw from her course, "War and Remembrance," as well her research and writing on the legacies and collective memory of the Vietnam War.

Bill Siegel (MS, Columbia University), vice president of school programs for the Great Books Foundation, will serve as lead trainer for the preparatory workshop, using techniques developed in the Shared Inquiry methodology developed by Great Books Foundation. Siegel conducts training in facilitating text-based shared inquiry around the country, and has developed that portion of our syllabus that will focus on training participants to facilitate public discussion of often-emotional topics.

Brock Hunter (JD, University of Minnesota Law School) will lead a presentation and discussion at the preparatory program on the project's theme, *Echoes of War*. He will speak to the experience of combat trauma, the ways in which warriors bring war home with them, and how society and our system of justice responds to these wounded warriors. A Veteran who served as a recon scout in the U.S. Army, he serves as the Legislative Chair for the Minnesota Association of Criminal Defense Lawyers (MACDL). In 2007 and 2008 he drafted and led passage of Minnesota's pioneering legislation to encourage treatment over incarceration of Veterans whose service-related psychological injuries played a role in their criminal offense. He regularly speaks across the country on the issue of combat Veterans in the criminal courts, educating legal professionals, lawmakers and military members on how our nation can avoid mistakes made with past generations of Veterans.

James A. Moad II (MA, Southern Illinois University) will lead a presentation and discussion during the preparatory program on war literature. Moad is a former Air Force C-130 pilot. He served as a professor of war literature at the United Air Force Academy where he still works as a fiction editor for War, Literature & the Arts, an international journal of the humanities. He writes a series of online essays for the WLA Blog. He helped draft language for

the legislation designating October as Veterans' Voices month and he is helping shape the Veterans' Voices Literature Project. His short stories, poetry and essays have appeared in a variety of journals and anthologies.

Joaquin Mendez (MBA, University of St. Thomas) will lead an integral component of the training workshop, a session of Minnesota Humanities Center's signature *Increased Engagement through Absent Narratives*. This participatory experience has engaged members of widely diverse communities in considering the power of including historically-absented voices in public discourse, and using humanities content to counter the debilitating social and personal impact of discourse that is guided by "a single story."

Institutional Context

Established in 1971, the Minnesota Humanities Center engages Minnesotans in rigorous, robust humanities programming through collaborative partnerships as it meets its mission to build a thoughtful, literate, and engaged society. The Humanities Center's relationship-driven programs are designed to explore our common humanity and bring into public life the stories and experiences of people and communities that have been missing or marginalized.

The Humanities Center draws from its decades-long experience of delivering professional development services and resources to educators — particularly its intensive residential-based workshops — to plan and conduct *Echoes of War*. Our commitment to amplifying voices that are often overlooked in public discourse, and our history of programming specifically with Veterans, have informed the development of *Echoes of War.*

Over the past three years, Veterans Voices has emerged as a major program focus for the Minnesota Humanities Center. Veterans' Voices draws on the power of the humanities to explore the full life experience of Veterans and complete the narrative about Veterans through literature, art, theater, storytelling, and much more. Minnesota has taken a position of national significance by designating the month of October Veterans' Voices Month. The Minnesota Humanities Center worked with Veterans and legislators to create the legislation that passed by unanimous vote in 2014. Minnesota is the first state in the country to designate a month for Veterans. The Humanities Center is working with a variety of partners to build awareness about and programming for Veterans' Voices Month.

Closely tied to this project is the ***Veterans' Voices Literature Project***, a new professional development service for educators that will engage high school students in a meaningful examination of the experiences and narratives of Veterans through selected works from *Standing Down: From Warrior to Civilian* by Great Books Foundation. Additionally, the Minnesota Department of Veterans Affairs has partnered with the Humanities Center to develop the ***Guide to War Memorials on Minnesota State Capitol Grounds***, involving historic research and recorded interviews with selected Minnesota Veterans, which will be available to school groups and other touring groups visiting the memorials.

Two recent projects of Veterans' Voices have helped forge additional program partners and draw broad public attention to the Humanities Center's work with Veterans. ***Telling: Minnesota*** featured a cast of Minnesota Veterans whose personal stories were woven into a powerful theater production that was presented at the Guthrie Theater in Minneapolis as well as in greater Minnesota venues. We have been touring ***Always Lost: A Meditation on War***, an

emotionally engaging exhibit, to communities across Minnesota. It features the Wall of the Dead, with photos the faces of all U.S. military war casualties in Iraq and Afghanistan since Sept. 11, 2001, and literary meditations on the nature of war. Carleton College was a partner and host site for both of these projects and the success of this initial partnership led to a desire to continue and deepen their involvement with the Humanities Center and Veterans' Voices. Carleton's own college-based Humanities Center gives this partnership strength and longevity.

Evaluation

The Humanities Center will use a developmental approach to evaluate this project. Dr. Michael Quinn Patton, originator of developmental evaluation at the Minnesota Evaluation Studies Institute, University of Minnesota, has guided the Humanities Center in adopting and refining this approach. Unlike traditional formative/summative evaluation, developmental evaluation assumes continued innovation. Discussion Leader participants in the preparatory program will complete online surveys and written reflections at the end of each day, assessing the schedule and flow of each day and the ways in which they are connecting to content and the project's themes. Project leaders will review this feedback on a daily basis in order to modify subsequent sessions as needed. A final survey completed by the Discussion Leaders and presenters/scholars following the 5-day training will inform the final public discussions design.

Public discussion participants will complete surveys and written reflections at the end of each of the three sessions in the series. A final survey will be completed by participants, NEH Discussion Leaders, and project team, and this will help inform next steps beyond this project.

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Echoes of War – NEH Discussion Leader Training Syllabus

Through a mix of carefully selected readings, guided discussion, lectures, and field trip experiences, participants in the workshop will prepare to lead community conversations on the topic of history, collective memory and war memorials, as we explore how those themes relate to Veterans' experiences of war. Throughout the residential workshop, participants will focus on the themes of duty, heroism and suffering, and motivation, comparing combat and non-combat representations and experiences.

Required readings for the preparatory and discussion programs: Literature will be drawn from the anthology *Standing Down: From Warrior to Civilian* and other sources which give participants a broad exposure to materials diverse in both timeframe and genre:

Facing It by Yusef Komunyakaa (Vietnam)
An Irish Airman Forsees his Death by William Butler Yeats (WWI)
The Veteran by Stephen Crane (Civil War)
Italian Ordeal Surprises Congress by Anne O'Hare McCormic (WWII)
Perimeter Watch by Brian Turner (Iraq/Afghanistan)

Readings that are more narrowly focused on memoirs and storytelling, in the context of the conflicts that serve as our focus (World War I, Vietnam and Iraq/Afghanistan) will include:

Hoengsong by Rolando Himojosa (not in *Standing Down*)
Toward the Flame, excerpts, by Henry Allen, (not in *Standing Down*)
A Testament to Youth, excerpts, by Vera Brittain, (not in *Standing Down*)
In Pharoh's Army by Tobias Wolff
A Piece of My Heart by Anne Simon Auger
Dust to Dust by Benjamin Busch
You Know When the Men Are Gone by Siobhan Fallon

Additional reading assignments, detailed in the proposal narrative, cover historical memory-making, memorials, and thinking about a collective past.

SCHEDULE DETAILS: NEH Discussion Leader Training

Opening Evening

3:00-5:00 p.m.	Check-in at Humanities Center for overnight guests, Saint Paul, MN
6:00 p.m.	Welcome and dinner
7:00 – 9:00 p.m.	***Echoes of War* presentation & discussion, Brockton Hunter**
	Evaluation

Day One: Reflective practice through the core values of the Humanities Center

8:00-8:30 a.m.	Breakfast
8:30 – 9:00 a.m.	Introduction by co-project directors
9:30 a.m. to noon	***Increased Engagement Through Absent Narratives*, Joaquin Mendez**
12 noon	Lunch

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1:00– 3:00 p.m.	*Increase Engagement Through Absent Narratives* continued
3:30 – 5:00 p.m.	Discussion by co-project leaders, evaluation
6:00 p.m.	Dinner
7:00 – 9:00 p.m.	Evaluation; free time for assigned reading from *Standing Down*

Day Two: The Art of Shared Inquiry

8:00 – 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	***Shared Inquiry process*, Bill Siegel, Great Books Foundation**
10:15 a.m. –noon	Small group work to prepare discussion questions for each reading
Noon	Lunch
1:00 – 3:00 p.m.	Practice session of guided discussion
3:15 – 5:00 pm.	Free time for assigned readings on historical memory
6:00 p.m.	Dinner
7:00 – 9:00 p.m.	***War and Remembrance* presentation & discussion, Meredith Lair, PhD.** Evaluation

Day Three: Introduction to Historical Memory and Monument

8:00 – 8:30 a.m.	Breakfast
8:30 - noon	Bus to State Capitol grounds; **Tour of war memorials with Meredith Lair**
Noon	Lunch
1:00 – 3:00 p.m.	Discussion of the war memorials and readings, co-leaders
3:15 – 5:00 p.m.	Free time for assigned readings
6:00 p.m.	Dinner
7:00 – 9:00p.m.	***Context of War Literature*, J.A. Moad** Evaluation

Day Four: Processing Memorials, Meaning, and Memory

8:00 – 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	Shared inquiry of selections from *Standing Down*
10:15 a.m. –noon	Shared inquiry of selections from *Standing Down*
Noon	Lunch
1:00 – 3 p.m.	Small group sessions on shared inquiry methods & group facilitation
3:15 – 5:00 p.m.	Free time for assigned reading on memoire and storytelling
6:30 p.m.	Dinner
7:00 – 9 p.m.	Activity on storytelling with selected local veterans; evaluation

Day Five: Model Shared Inquiry

8:00 – 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	Final discussion led by co-project leaders
10:15 a.m. – noon	Closing ceremony/event; final evaluation
12:00 – 1:00 p.m.	Lunch & participants depart

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Echoes of War – Public Discussions Syllabus

Public discussion groups are a series of community conversations on the topics of history, collective memory and war memorials, to explore how these themes relate to Veterans' experiences of war. Discussions of literary selections are the center community discussion group(s). Participants will engage with both academic writings on the nature and meanings of public memorials as they relate to public and academic humanities work, and take a guided tour of war memorials in several locations in Minnesota.

Required Readings for Discussion Groups

Literature drawn from the anthology *Standing Down: From Warrior to Civilian* and other sources will frame the first session of each discussion group, introducing participants to the discussion themes and the Shared Inquiry process. Two works will be selected for discussion from the following:

- *Facing It* by Yusef Komunyakaa (Vietnam)
- *An Irish Airman Foresees his Death* by William Butler Yeats (WWI)
- *The Veteran* by Stephen Crane (Civil War)
- *Italian Ordeal Surprises Congress* by Anne O'Hare McCormic (WWII)
- *Perimeter Watch* by Brian Turner (Iraq/Afghanistan)

Selections for sessions two and three will engage participants in dialogues focused on memoirs and storytelling, in the context of the World War I, Vietnam and Iraq/Afghanistan. Works will be selected from the following:

- *Toward the Flame*, excerpts, by Henry Allen, (not in *Standing Down*)
- *A Testament to Youth*, excerpts, by Vera Brittain, (not in *Standing Down*)
- *Hoengsong* by Rolando Himojosa (not in *Standing Down*)
- *In Pharoh's Army* by Tobias Wolff
- *A Piece of My Heart* by Anne Simon Auger
- *Dust to Dust* by Benjamin Busch
- *You Know When the Men Are Gone* by Siobhan Fallon

SCHEDULE DETAILS: Discussion Groups

Discussion groups will take place in Saint Paul, Minnesota (at the Humanities Center) and in Northfield, Minnesota (at Carleton College). Each location will have a series of three sessions (once a week for three weeks). Details will be finalized during the preparatory program, through the evaluation process, and in planning with the trained NEH Discussion Leaders. In general, here are the details of the Discussion Group at each venue.

October 2016 – Veterans' Voices Month in Minnesota. *Dates to be finalized at each location*.

Week One – Session one

Focus: History, collective memory

7:00 p.m.

Introductions with participants – in circle

Overview of Discussion Themes
Introduction to Shared Inquiry process using *Standing Down*
Discussion of two works from *Standing Down*
Review next session (readings) and evaluation process
9:30 p.m. Close in circle

Week Two – Session Two
Focus: Historical memory-making, thinking about a collective past (World War I, Vietnam and Iraq/Afghanistan)
7:00 p.m.
Open in circle
Discussion of two selected works
Review next session (readings) and evaluation process
9:30 p.m. Close in circle

Week Three – Session Three
Focus: Memorials; memoirs, and storytelling
2:00 p.m.
Leave for memorial field trip
Tour war memorial (St. Paul Capitol or Northfield memorial)
Return for discussion of two selected works
Final evaluation
5:00 p.m. Close in circle

NATIONAL ENDOWMENT FOR THE Humanities

Budget Form

Applicant: Minnesota Humanitise Center
Grant Period: 05-01-2016 to 12-31-2016

	Computational Details/Notes	(notes)	Total
1. Salaries & Wages			
Co-Project Director	Dr. Susannah Ottaway	see below	
Co-Project Director	MHC Veterans' Voices Program Officer	12%	$(b) (6)
Programs Associate	MHC Programs Associate	15%	$(b) (6)
Programs Support (MHC staff)	Web Master (4%); Database Manager (4%); Programs Evaluator (10%); Communications Director (5%); Director of Programs (5%)		$ (b) (6)
2. Fringe Benefits			
Co-Director	NA		NA
Co-Director	28%		$(b) (6)
Programs Associate	28%		$(b) (6)
Programs Support (MHC staff) see above	28%		$(b) (6)
3. Consultant Fees			
Co-Project Directors	Dr. Susannah Ottaway		$(b) (6)
Honoraria for Speakers/Facilators for Prepartory Program Sessions			
Great Books Foundation	Training NEH Discussion Leaders in Shared Inquiry approach		$(b) (6)
Brockton Hunter	Guest speaker - Veteran		$(b) (6)
Joaquin Mendoza	Guest speaker		$(b) (6)
JA Moad	Guest speaker - Veteran		$(b) (6)
Dr. Meredith Lear	Guest speaker		$(b) (6)
Veterans presenters (WWII and Vietnam services; w/ Allied Forces)	$(b) (6) per speaker x 6 speakers		$(b) (6)
Stipends for NEH Discussion Leaders Partcipating in Preparatory Program Sessions	$(b) (6)/day x 6 days X 10 leaders	6 days	$(b) (6)

Honoraria for NEH Discussion Leaders (2) conducting discussion groups (2)	$(b) (6) per 2-hr session (3) x 2 communities (includes prep and follow-up) evaluation process) w/one co-lead & one time payment for prep w/colead of $(b) (6) x 2)	6 sesions	$(b) (6)
Honoraria for NEH Discussion co-Leaders	$(b) (6) per 2-hr sessions (3) x 2 communities (one co-lead w/Lead at each session & one-time payment for prep w/leads x 6 at $(b) (6))	6 sesions	$(b) (6)
4. Travel			
Co-Project Directors	RT to Washington D.C. for project directors meeting, airfare $820 x 2; hotel $400 x 2; per diem $200 x 2	3 days	$2,840
Staff Travel to Discussion Group meetings	RT from MHC to Northfield (x 3 sessions) $.57/mile not to exceed 150 miles	2 days	$86
Bus Rental	Bus for tour of MN State capitol for prepartary program & discussion group from MHC	1 day	$300
Mileage for non-metro (outside zone 1; greater than X miles) NEH Discussion Leaders Partcipating in Preparatory Program Sessions	N/A		
Travel stipend for NEH Discussion Leaders to Discussion locations	not to exceed		$250
NEH Preparatory Program Session Leader Travel			
Great Books Foundation	RT from Chicago, IL		$350
Dr. Meredith Lear	RT from Virgina for presentation; airfare $800; ground transporation $50; overnight at MHC (costs other line item)	2 days	$850
5. Supplies & Materials			

Books	100 Standing Down Anthology(ies) for NEH Discussion Leaders/discussion group(s) participants		$2,000
Postage/supplies			
Photocoping	copies of reading(s); 10 packets of readings/materials (Prep Program)		$150
Coins	Significant in military culture (commemorate the program)		$1,500
6. Services			
Photography Services	State Capitol memorials (in advance of Prep) 2 photo sessions on-site and 1 visit at Prep. Program & 2 discussion groups		$1,200
Publicity materials	design posters/flyers; recruitment for discussion groups		$1,750
Web presence (site development)	see staff/personal		
Materials for session and NEH Discussion Leaders	10 @ $150		$300
7. Other Costs			
Retreat Facilities Fees	MHC Event and Retreat Center, residential program w/overnight rooms; meeting rooms, working meals	6 days	$16,302
Carleton College	refreshments at discussion groups (25 @ $5) x 3 sessions	3 days	$375
8. Total Direct Costs			**$95,360**
9. Total Indirect Costs	less than 6% of total project costs less NEH Discussion Leaders stipends		$4,640
	(Direct and Indirect costs for entire project)		
10. Total Project Costs	a. Requested from NEH		$100,000

Susannah R. Ottaway
Department of History
Carleton College
Northfield, MN 55057
(507) 222-5446
sottaway@carleton.edu

Education

Ph.D. - History, Brown University, 1998. Thesis: *The Decline of Life: Aspects of Aging in Eighteenth-Century England*
M.A. - History, Brown University, 1992
B.A. - Carleton College, Northfield, MN, *magna cum laude,* 1989

Employment:

Professor, Department of History, 2011-present; Department Chair, 2011-2014
Director: Humanities Center at Carleton, Carleton College, Northfield, MN 2011-2014
Associate Professor of History, Carleton College, Northfield, MN 2005-2011
Assistant Professor of History, Carleton College, Northfield, MN September 1998-2005

Work Related to *Dialogues on the Experience of War* (as Humanities Center Director)

"Always Lost: A Meditation on War," hosted exhibition at Carleton College Weitz Center for Creativity; coordinated monitoring of exhibition by local VFW, October, 2014
"Northfield Reads: Veterans' Voices," co-hosted community discussion on veterans' literature with community partners including Northfield Public Library, Northfield VFW, Northfield Human Rights Commission, May 18, 2014
"Telling Minnesota," co-hosted performance of Minnesota veterans with Carleton Director of the Arts and Minnesota Humanities Center; supervised student-designed exhibition on "Carleton at War" to accompany performance, February 28, 2014
Relevant courses taught: History 218: "History, Memory and the Vietnam War," (taught twice at Carleton before we hired an additional American historian in 2006); History 245: "Ireland: Land, Conflict and Memory," taught biennially 2000-present

Awards and Fellowships

2015-2019 Appointed to Board of Directors of Minnesota Humanities Center by Governor Mark Dayton
2012-2013 Mellon Foundation Planning Grant for Digital Humanities (with St. Olaf and Macalester Colleges) - P.I. for Carleton College
2010-11 American Council of Learned Societies Fellowship
2010-11 Carleton College Presidential Fellowship
2006-2007 Faculty Development Endowment award, Carleton College
2001-2002 Carleton College Bush Fellowship
2001-2002 Carleton College Class of '49 Research Fellowship
1994-95 Social Science Research Council Western Europe Dissertation Fellowship

Selected Leadership and Professional Activities

Supervisor, Student Community Outreach Program Experience, partnership with Northfield Middle School and Northfield Historical Society, 2005-2008, 2011-present.

Chair, Carleton College Faculty Affairs Committee (2012-2014)
Chair, Carleton College Argument and Inquiry Seminar Implementation Committee (2009-2010)
Elected Member, Carleton Presidential Search Committee (2009-2010)
Elected Member, Carleton Dean of the College Search Committee (2005-2006)
Elected Member, Carleton College Education and Curriculum Committee (1999-2001; 2007-09)
Social Science History Association, Presidential Book Prize Committee, (2014-present).
North American Conference on British Studies Chair, Nominating Committee (2013-14)
American Historical Association's Tuning Project (2012-13), Cunningham Prize Committee (2009-2011)
Fellowship reviewer for: Fulbright Screening Committee (UK) (2010, 2011, 2013), the National Endowment for the Humanities (2011), and the American Council of Learned Societies (2013-present).
External Evaluator - history programs at Augsburg College, MN, Augustana College, IL, Bard College, Beloit College, Center College, Brigham Young University (2014-2016).

Selected Publications

"The Elderly in the Eighteenth-Century Workhouse," in *Medicine and the Workhouse*, eds. Jonathan Reinarz and Leonard Schwarz, Rochester Studies in Medical History. Rochester, NY: University of Rochester Press, 2013.
"Health, Illness and Old Age," in *Oxford Handbook of the History of Medicine,* ed. Mark Jackson. (Oxford: Oxford University Press, 2011).
General Editor, with Lynn Botelho, Anne Kugler and Ingrid Tague. *History of Old Age in England, 1600-1800*, 8 volumes. London: Pickering and Chatto, 2008, and 2009.
The 'Decline of Life': Old Age in Eighteenth-Century England. Cambridge: Cambridge University Press, 2004.
Book Reviews in *Journal of British Studies*, *Rural History*, *History: Reviews of New Books*, *Journal of Modern History*, *Population Studies*, *The Journal of Interdisciplinary History, Journal of Economic History, Journal of Social History*, *American Historical Review*, *English Historical Review, The Historian*, *Social History, The Journal of Early Modern History, H-Albion, Medicine Studies: International Journal for the History, Philosophy and Ethics of Medicine & Allied Sciences*, *Social History of Medicine*

Selected Presentations

"Old Age and Pain in the Eighteenth Century," paper presented at the European Social Science History conference, Vienna, Austria, April 2014
"The Passing of Paupers: Settlement, Mobility and Indoor Relief," paper presented at the North American Conference on British Studies, Portland, Ore. Nov., 2013.
"Food and the Eighteenth-Century Workhouse," paper presented at the Anglo-American Conference, July 2013, London, UK.
"Silencing Pain in Old Age during the Long Eighteenth Century," Invited presentation at the Birkbeck Institute, London, symposium on Pain and Old Age, October 24, 2012.
"Why the Workhouse in the Eighteenth Century?" Invited talk for symposium: Institutional Perspectives on Early Modern Britain and Its Empire, Yale University, March 2012.
Keynote Speaker: (Re)Constructing the Aging Body : Western Medical Cultures and Gender, 1600-2000, Mainz Germany, September 26, 2008.

Trista L. Matascastillo

(b) (6)

trista@mnhum.org
(b) (6)

SUMMARY

*Sought after public speaker on topics of civil liberties *Experienced advocate at the micro and macro levels *Known for work with Veteran populations and Lead Advocate of Women Veterans issues *Exceptional leadership and facilitation skills * Exceptional Negotiator *Veteran, 16 years of active duty service, US Navy, US Marine Corps Reserve, Minnesota Army National Guard * *Consistent performer with awards *Serve on numerous boards and advisory committees nationally and locally.

WORK HISTORY – CURRENT

Veterans' Voices Program Officer, Minnesota Humanities Center, 6/2013-Present, Responsible for leading and developing Veterans' Programing rooted in humanities based principles and resources. Lead the exploration of literature, art, culture and philosophy to connect Veterans and community members in deep thoughtful engagement. Facilitate thoughtful discussion, community events and history projects to fully engage Veterans in humanities work. Develop Veterans as scholars for public discussions and as educational resources.

Founder and Chair, Minnesota Women Veterans Initiative, 08/2008 - Present

Responsible for the agenda, resource development, and partnerships of women veteran advocates and veteran agencies to identify gaps in services provided for women Veterans to improve the lives and well-being of women Veterans through access and innovative programs and services. Leads legislative agenda and frequently testifies before the state legislature on issues relating to Veterans. Recognized as the "2011 Woman Veteran of the Year."

Consumer Reviewer and Advocate, Congressionally Directed Medical Research Programs, SRA International, Washington D.C. 10/2008 – Present

Serves as a consumer reviewer and advocate on panels made up of PhD, MD, etc. level scientists, researchers, and practitioners from across the country focusing on proposals for varying levels of research and intervention models for post traumatic stress disorder, traumatic brain injury, family and individual resilience, major depressive disorder, combat stress, Autism etc. Consumer reviewers rate and provide feedback to scientists present on the overall impact and innovation that the proposal might have on the consumer. Provides rating on other areas such as research feasibility, budget, personnel, etc. as required by the Congress and at times, by the Department of Defense. Has served on teleconference, in person and online panels reviewing hundreds of proposals.

Board Secretary Gender Justice, 12/2014-Present

Participates as a member of the board and Maintains records of the board and ensures effective management of organization's records, Manages minutes of board meetings, Ensures minutes are distributed to members shortly after each meeting and Is sufficiently familiar with legal documents (articles, by-laws, IRS letters, etc.) to note applicability during meetings.

WORK HISTORY – PREVIOUS

Government Relations Sr Associate, Twin Cities Habitat for Humanity, 03/2008- 6/2013

Responsible for managing the direct and grassroots components of the advocacy program. Direct advocacy includes setting and lobbying the TCHFH state, local and federal policy agendas, and working in coalition with other advocacy organizations. Grassroots advocacy includes managing the on-line and in person advocacy efforts that engage TCHFH supporters in our policy work. Sets TCHFH Legislative Agendas, reports to the board of directors on Advocacy programs. Manages and recruits Ambassadors and annual Habitat on the Hill events. Leads Habitat for Humanity Veteran advisory council to establish Veterans initiatives throughout the organization in order to meet the housing needs of the Veteran community. Leads international advocacy and build mission trips.

Board of Directors, Vice-President United Nations Association 01/2012- 12/2014

Serves as Vice-President of the Board of the United Nations Association of Minnesota, responsible for advocacy program and legislation that inspires all Minnesotans to engage in global issues and to build public support for constructive United States leadership in the United Nations. The United Nations Association of Minnesota (UNA-MN) is a non-profit grass roots organization located in Minneapolis / St. Paul that works on a local and regional level to promote the principles and goals of the United Nations.

Board of Advisors, Humanitarian Assistant Project, EMDR Research Program, 04/2012 – 12/2014

Advises HAP MN Veteran Resilience Project on issues related to mental health program delivery to current Veterans and their families.. HAP trains mental health clinicians in evidence-based trauma focused therapies and educates caregivers in order to better understand and recognize trauma. Through a grant, HAP has created the HAP MN Veteran Resilience Project to bring counseling services at no cost to veterans who served since September, 200HAP is a 501(c) 3 non-profit organization working to build psychological resilience in communities to heal trauma and PTSD.

Board of Advisors, ADAPT, University of Minnesota Research Program, 03/2011 – 9/2014

ADAPT is a project that is being conducted at the University of Minnesota with the support of the Minnesota National Guard and Reserves to learn about family resilience and to develop tools to support resilience among military families as they cope with the stress of deployment and reintegration. Advises research team on issues related to Veterans and their families. Utilizes firsthand knowledge with professional knowledge of issues in the military and Veteran community to enhance the ability of the program to reach the targeted population. Provides input into outreach and conducts outreach on behalf of University of Minnesota. Recommends courses of action and carries out tasks inherent within courses of action.

Mentor, Veterans Courts 06/2012-9/2014

Serves as mentor for Veterans navigating themselves through the court system and life skills to reduce risk of further intersection with the criminal justice system. Works closely with law enforcement, probation officers, court staff, attorneys and Judges to ensure success in the program. Helps connect Veterans with resources to meet their needs for healthcare, housing, and employment.

Board of Advisors, National Alliance on Mental Illness (NAMI), MN, Vet Connection, 03/3009 –12/2012

Advises staff at NAMI, MN, Vet Connection program on issues related to mental health program delivery to current Veterans and their families. Utilizes firsthand knowledge with professional knowledge of issues related to mental health in the military and Veteran community to enhance the ability of the program to reach the targeted population. Provides input into outreach and conducts outreach on behalf of NAMI, MN Vet Connection. Recommends courses of action and carries out tasks inherent within courses of action.

Advisor and Committee Member, University of St. Thomas/St. Katherine Masters of Social Work student research on PTSD and the affect on Women Veterans. 9/2010- 12/2012

Provide consultation for MSW student research and thesis related to Women Veterans and PTSD. Ensure appropriateness of study and oversight for safety for study participants. Provide technical oversight and awareness of military culture and language. Assist in interpreting and understanding situations and events as they occur for participants.

EDUCATION AND TRAINING

Certified Master Trainer, Office of Victims of Crime
Metro State University- Communications and Civic Engagement
Concordia University- Human Resource Management
University of St. Thomas – Undergraduate in Journalism with Public Affairs Emphasis
Certified Mediator-DOD
Certified Knowledge Management- DOD
US Army Officer Basic Course – Army Communication Award Recipient
US Army Officer Candidate School - Federally Commissioned as a Second Lieutenant in the US Army, Distinguished Honor Graduate
US Marine Corps Officer Candidate School
Numerous Leadership, Staffing, and Counseling courses – US Army, US Marine Corps and US Navy

PROFESSIONAL ASSOCIATIONS

Gender Justice Board, Wounded Warrior Project Peer Mentor, Grace After Fire, Veterans Advocacy Institute, Disabled American Veterans, MN Women Veterans Initiative, Military Action Group, DFL Veterans Caucus, Women In Military Service for America Memorial Foundation, Inc., Women Winning, United Nations Association of Minnesota, Minnesota Coalition for the Homeless, Women's Consortium.

HIGHEST HONORS AND AWARDS

2015 Veterans Administration Resiliency Award
2015 Land O'Lakes Inspiring Woman Award
2011 Department of Veterans Affairs Minnesota Woman Veteran of the Year

MEREDITH H. LAIR

Department of History and Art History
George Mason University
4400 University Drive, MS 3G1
Fairfax, VA 22030

Office: 703-993-2159
Fax: 703-993-1251
E-mail: mLair@gmu.edu

CURRENT POSITIONS

Associate Professor, Department of History and Art History, George Mason University, 2012-
Director, Interdisciplinary Studies Program, George Mason University, 2012-13, 2014-

PROFESSIONAL EXPERIENCE

Minerva Research Fellow, United States Naval Academy, 2013-14

Assistant Professor, Department of History and Art History, George Mason University, 2005-12

Program Manager, Richards Civil War Era Center, Penn State University, 2003-05

Organized UNESCO and NEH Landmarks in American History workshops and co-wrote a $1 million NEH Challenge Grant.

Instructor, Department of History, Pennsylvania State University, 1998-2005

Consultant and Writer, New Jersey Vietnam Veterans' Memorial Foundation, 1995-98

Researched, developed, and wrote the exhibit content for the Foundation's Vietnam Era Educational Center, the first permanent museum about the Vietnam War in the United States.

EDUCATION

PhD, Pennsylvania State University, History, 2004

BA, *summa cum laude*, Ohio University, History and Theater, 1994

PUBLICATIONS

"The Education Center at The Wall and the Re-writing of History," *The Public Historian*, 2012

Armed with Abundance: Consumerism and Soldiering in the Vietnam War, University of North Carolina Press, 2011

CURRENT PROJECTS

Articles & Chapters

"The My Lai Massacre," in *Une Histoire de la Guerre*, under contract with Editions du Seuil.

"The Experience of Deployment," in *War & Society*, under contract with Rutgers University Press.

Edited Volumes

The Routledge Handbook of Gender, War, and the U.S. Military. Edited volume with Kara Dixon Vuic. Under contract with Routledge Press.

Books

Shot in Vietnam: American Soldier Photography in the Vietnam War. Manuscript in progress.

The [In]Visible Soldier: Vietnam Veteran Activism and the Militarization of America. Manuscript in progress.

SELECT CONFERENCE PRESENTATIONS & INVITED TALKS

"Vietnam's Haunting Legacy," US Army War College, 2015 (Invited)

"Soldiering in Vietnam: An Alternative View," Baker Peace Conference, Ohio University, 2015 (Invited)

"Classroom Taboo: Teaching the [Un]American Way of War Using the Smithsonian's "The Price of Freedom" Exhibit, Organization of American Historians, 2015

"From Soldier to Veteran: Carrying Home the Baggage of War," Center for the Study of Force and Diplomacy," Temple University, 2012 (Invited)

"Abundance vs. Austerity: Irregular Warfare in Vietnam," Irregular Warfare in the 21st Century, U.S. Department of Defense, 2011 (Invited)

"A Cause Lost and Won: Renegotiating Victory in the Memory of the Vietnam War," Society for Military History Annual Meeting, 2010

SELECT WORKSHOPS FOR PUBLIC SCHOOLTEACHERS

"The Vietnam War in a Global Context," *America on the World Stage*, Loudon County (VA) Public Schools and the Center for History & New Media, 2012

"Vietnam on Film," *Peopling the American Past,* Loudon County (VA) Public Schools and the Center for History and New Media, 2007

SELECT COURSES TAUGHT

War & American Society (undergraduate)

War & Remembrance (graduate)

Why We Fight (undergraduate)

Veterans in American Society & Culture (undergraduate)

The Vietnam War (graduate and undergraduate)

SELECT SERVICE

National Service

Special guest, meetings of the Advisory Board of the Education Center at The Wall, sponsored by the Vietnam Veterans Memorial Foundation, 2006-08

University Service

Chair & event moderator, "Last Days in Vietnam" film screening & panel discussion to commemorate the 50th Anniversary of the Vietnam War, 2015

In partnership with Mason's Office of Military Services and local chapters of the Veterans of Foreign Wars and Vietnam Veterans of America.

Co-chair, War on the Silver Screen Film Festival, 2009-2013

AFFILIATIONS

American Historical Association

Organization of American Historians

Society for Historians of American Foreign Relations

Society for Military History

Phi Beta Kappa

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Brock Hunter is a criminal defense attorney who handles all types of criminal cases in the state and federal courts. Hunter has served as the President and Legislative Chair for the Minnesota Association of Criminal Defense Lawyers (MACDL) and received its Special Achievement Award in 2009. Hunter also received the 2011 Professional Excellence Award, the Minnesota State Bar Association's highest honor, "in recognition of outstanding efforts to advance the legal profession and the administration of justice." He has been annually selected by his peers as a "Rising Star" (2006 – 2009) and a "Superlawyer" (2011 – 2014).

Hunter is a former U.S. Army Recon Scout who focuses his practice on defending psychologically injured veterans in the criminal courts and advocating for reforms in the way the justice system deals with them. He helped draft and lead passage of Minnesota's Veterans Sentencing Mitigation Act, Minn. Stat. 609.115, Subd. 10., which was subsequently cited in the landmark U.S. Supreme Court case, *Porter v. McCollum*, 130 S. Ct. 447, at 455, n.9 (2009), the Court's first to address combat trauma in criminal sentencing.

He has since helped pass similar veteran sentencing legislation in other states, has been called on to brief the Obama Presidential Transition Team, and has spoken to leadership of the Department of Defense, and the Department of Veterans Affairs on more effective ways to address troubled veterans who commit crimes. Hunter has also trained thousands of attorneys, judges, law enforcement officers, and mental health professionals across the country on these same issues.

Hunter is the lead editor and co-author of the just-released book, *The Attorney's Guide to Defending Veterans in Criminal Court*. He is also the co-founder and President of the Veterans Defense Project – a non-profit dedicated to advocating and educating for veterans in the justice system (more information available at http://veteransdefenseproject.org/.)

He received his J.D. from the University of Minnesota Law School, and a B.S.B.A. from the University of South Dakota.

Joaquin Mendez has been providing consulting services to the Minnesota Humanities Center for several years, including leading the Humanities Center's foundational workshop, *Increased Engagement Through Absent Narratives*. Mendez has provided consulting services in more than 70 countries in the areas of leadership training, human development, corporate business, diversity and inclusion, cross-cultural and executive coaching. He has been featured on Univision television with his program "Liderazgo de Vida." He is a Co-Active Coach from The Coaches Training Institute in San Francisco and a faculty member of Axialent Conscious Business. He is fluent in Spanish and English. Mendez received an MBA in International Management from the University of St. Thomas.

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James A. Moad II is a former Air Force C-130 pilot and English Professor at the U.S. Air Force Academy. He currently serves as the fiction editor and blogger for the international journal, *War, Literature, and the Arts.* He is a Veteran advocate, educator, writer and performer whose fiction, essays and poetry have appeared in a variety of journals and anthologies. He is the recipient of the 2014 Consequence Magazine Fiction Award, and is currently editing a draft of a novel about an American military in a not too-distant future. In addition to writing, he has performed in *The Telling Project* at the Library of Congress as part of the *Veterans History Project* and at the Guthrie Theater in Minneapolis. Moad received a B.S. Political Science, United States Air Force Academy, M.A. English, Southern Illinois University, and M.F.A. Creative Writing, Augsburg College. (b) (6)
(b) (6)

Bill Siegel is the Senior Outreach and Communications Specialist for the Great Books Foundation, a non-profit educational organization dedicated to literacy and lifelong learning. Siegel provides senior level leadership for the Foundation's training, sales and editorial departments, to ensure focused product and program development and is Director and Producer for the Foundation's instructional and promotional videos, as well as for the Foundation's online professional learning content. Siegel has more than 20 years of experience in documentary filmmaking and education. He is director and producer of the Emmy nominated, "The Trials of Muhammad Ali." He co-directed the Academy Award nominated documentary, *The Weather Underground,* was a researcher on the documentary films, *Muhammad Ali: The Whole Story and Hoop Dreams*, and a writer on *One Love*, a documentary by Leon Gast (*When We Were Kings*). Siegel received a BA in History from the University of Wisconsin–Madison, and an MS in Journalism from Columbia University in New York. (b) (6)
(b) (6)

CARLETON COLLEGE
ONE NORTH COLLEGE STREET
NORTHFIELD, MINNESOTA 55057

THE PRESIDENT

September 1, 2015

507-222-4305

Ms. Margaret Swanson
Development Officer
Minnesota Humanities Center
987 Ivy Avenue East
St. Paul, MN 55106

Dear Ms. Swanson:

It is my pleasure to be able to submit this letter of recommendation for my colleague Susannah R. Ottaway to serve as the co-leader of the exciting and important *Experience of War* proposal that the Minnesota Humanities Center ("MHC") is submitting to the National Endowment for the Humanities ("NEH"). As I shall detail below, Susannah is a singularly thoughtful scholar who combines wise historical analysis with a deep and sincere commitment to public history. At the core of her professional life, she is devoted to helping citizens think about and learn from the past. Susannah would be a perfect leader for this grant, and I am proud to give her my unreserved support.

Susannah has been on Carleton's faculty since 1998. She currently serves as a full professor in our History Department and was chair of the Department from 2011 to 2014. Her scholarship is primarily on the history of old age and social welfare in eighteenth-century England. She is the author of an important book, prominent journal articles, and other publications addressing the development of early modern Europe and the Enlightenment.

Susannah is also one of the finest and most beloved teachers at Carleton; she has a rare gift for drawing students into distant eras and helping them understand that how individuals lived their lives long ago is directly relevant to the human condition in the 21st century. She regularly teaches popular (indeed, packed!) courses on European and Irish history and has also (most relevant for the NEH proposal) taught a course on the history and memory of the Vietnam War.

Moreover, Professor Ottaway is one of Carleton's most devoted institutional citizens. I will not attempt to list here all of the many ways she has served the College and broader Northfield community, but I would especially note her efforts to promote public history and her role as Director of the College's Humanities Center from 2011 to 2014. Let me offer more detail about each of these two activities.

Within our History Department, Susannah has been the most prominent advocate for the centrality of public history. She led an effort to overhaul the curriculum to create a public history track and has sponsored public history research opportunities for undergraduates. Susannah's students regularly teach units on local history in the Northfield schools, working closely with kids to spark their interest in topics of local import. Susannah feels passionately and rightly that the work of historians must be made accessible to both academic and lay audiences, and she has been a powerful spokesperson for and driver of such efforts. Because of her hard work, enrollments in public-oriented history classes are on the rise.

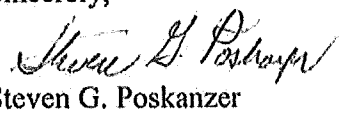
Susannah took her knowledge of public history and her commitment to open discourse to an entirely new level during her tenure as Director of the College's Humanities Center. Here, she raised the profile of the Humanities on our campus in critical ways: conceiving and managing a series of successful faculty seminars; involving faculty from every single Humanities and Social Science department in the work of the Center; and bringing a series of high-profile speakers and scholars to our campus. One of the principal hallmarks—and continuing results—of her leadership was the creation of expanded student research opportunities in the Humanities. Susannah even helped raise funds to support such research. Finally, because Susannah recognized early on that the humanistic scholarship must embrace, rather than resist, technology, she launched a significant "Digital Humanities" initiative. This included collaboration with other academic institutions to share digital tools and programs, and the founding of a digital *Undergraduate Journal of the Humanities*.

In this Digital Humanities work, Susannah demonstrated a particular gift for forging partnerships both national and local. She brought Carleton closer into alliance with peer colleges. She has been actively involved with the MHC, running a series of events and exhibitions as part of the Center's "Veterans' Voices" and "To a More Perfect Union" initiatives. Because of this work, Susannah was recently named to the Humanities Center's Board—a signal honor for her and for Carleton. She also created a community sounding board with our partners in Northfield (i.e., the school district, public library, a senior citizens learning collegium, and other local non-profits) to promote dialogue and learning about historical issues. Together with these partners, she led a "Northfield Reads" initiative which assembled diverse groups of citizens to discuss literature about veterans' experiences, the meaning of the Constitution, and immigration.

All of this convinces me that Susannah would be an especially effective leader for the *Experience of War* project. My understanding is that she would be paired with a military veteran who would complement Susannah's historical knowledge of war and its impact. I have complete confidence Susannah would work effectively with citizens groups, the NEH, MHC, and the public at large to make this program a lasting and important learning opportunity.

As I trust I have made clear, I have the highest regard for Susannah Ottaway and enthusiastically endorse her leadership of this project. Carleton College would be honored and proud to support her in this endeavor.

Sincerely,



Steven G. Poskanzer

SGP/db

THE HUNTINGTON
Library, Art Collections, and Botanical Gardens

Dr STEVE HINDLE
W.M. Keck Foundation Director of Research

Margret Swanson
Development Officer
Minnesota Humanities Center
987 Ivy Avenue East
Saint Paul, Minnesota 55106

Friday 11 September 2015

Dear Ms. Swanson

Memorial vs. Memorial: How We Remember and Memorialize War

I am delighted to write in support of the bid from the 'Veterans Voices' program of the Minnesota Humanities Center for NEH funding for their discussion program on 'Dialogues on the Experience of War'.

I first became aware of this project during my recent (October 2014) visit to Carleton College in Northfield (Minnesota) where the Director of the Humanities Research Center Professor Susannah Ottaway took me through the exhibit 'Always Lost', a powerful and poignant show which brought to its audience in the most direct and moving way possible the catastrophic consequences of military service in a world of high-technology warfare. It was an experience that I will not easily forget, not least because of the shockingly high statistics on the suicide rate for recently-demobilized soldiers and the sheer visual impact of so many photographs of those veterans who have taken their own lives in the wake of conflict in the middle and near east in particular.

On my return to the Huntington, I shared my feelings about this show with numerous colleagues, and described it as magnificent example of the ways in which modern visual media could be used very effectively to engage in public outreach about an issue of major national significance while the same time avoiding sensationalism or polemic. It may sound curious, but despite the thousands of photographs and the visceral nature of some of the reportage, the show still managed to seem understated, perhaps even austere, in its emphasis on calamitous national loss.

I am accordingly, absolutely delighted to hear that under the leadership of Professor Ottaway, the Minnesota Humanities Center is planning to build on the success of that exhibit by engaging in further public outreach in an educational program designed to promote dialogue between veterans and the wider public. The 'Dialogues on the Experience of War' proposal is built around a practical but very imaginative training forum in which the Center will train discussion leaders to host community conversations on the experiences and memorialization of war through guided readings and discussions about war literature and the oral history of military conflict and experience.

The proposal might seem modest in its scope and ambition, but it nonetheless provides the necessary building block towards the construction of a wider public understanding of collective and individual military trauma. Crucial to the success of the program will be the identity of the faculty member who

will help select texts; work closely with the 'Veterans' Voices' program leader; host and introduce visiting academics who come to Minnesota to speak on issues of war and memory; and assist in the training of discussion leaders in the facilitation of conversations about this delicate and troubling subject. The appointee to this position must obviously have academic credibility in the field, but should also be able to encourage with decorum and discretion discussion of a series of issues which might easily lend themselves to more sensationalist or even pornographic approaches.

I am delighted to see that the nominee for this challenging role is Professor Ottaway herself, whom I regard as singularly well-qualified for this position. She is a hugely respected historian in her own right and is internationally-recognized as one of the pre-eminent scholars in the history of social welfare policy, and especially in the place of welfare systems in the care of the elderly in eighteenth century England. But her academic interests in age and ageing have also led her to enquires into the role of individual and public memory in the process of social reproduction, and she now teaches enthusiastically and successfully in this important field. Besides her own research expertise and teaching capability, however, Professor Ottaway has shown herself to be a quite visionary leader of humanities research within and beyond her own institution. It is remarkable enough that she drove forward the initiative to create a Humanities Research Center within a liberal arts college and even more impressive that she was able to build it into a high-profile consortium with other similar centers in cognate institutions in the region. The success of the whole enterprise was largely due to Professor Ottaway's fabulous skills as an academic entrepreneur and innovator: she galvanized faculty colleagues and undergraduate students alike, persuading all of her interlocutors not only that there was a public rule for the humanities at time when more institutions are turning towards STEM subjects, but also that the liberal arts college was by definition the natural home for such an institution. I have nothing but admiration for what Professor Ottaway has achieved in a relatively short period as Director of the Carleton College Humanities Research Center and am delighted that she is willing to carry her expertise, enthusiasm and excellent communication skills forward into a state-wide initiative that builds upon her earlier success.

As Director of Research at the Huntington Library I have over the last four years become involved in many projects which cross the boundaries between research, education and exhibitions, and am always aware of the complexities of initiatives in which there are so many moving parts. I know just how demanding these kinds of programs can be on individuals who lack the leadership and organizational skills to bring them together. 'Dialogues on the Experience of war' is classic example of such a project and I cannot think of anybody anywhere in the county who is as well qualified as Professor Ottaway to run it. I am convinced that she has the talent and enthusiasm to ensure that this initiative is an outstanding success.

I therefore recommend this project most warmly, and am unequivocal in my enthusiasm for Professor Ottaway's directorship of it. I would of course be very happy to answer any questions should you have them.

Yours sincerely

Dr Steve Hindle

1151 Oxford Road, San Marino, California 91108 / 626-405-3411 / shindle@huntington.org

Rice Law Office P.A.
3033 Excelsior Blvd., Suit 550, Minneapolis, MN 55416
Phone: 612-353-5164 ▪ Cell: 612-227-1339 ▪ Fax: 612-824-0311
Email: jack@jackrice.org ▪ Website: www.jackrice.org

September 9, 2015

National Endowment for the Humanities
Division of Education Programs
400 Seventh Street SW
Washington, DC 20506

National Endowment for Humanities, Grant reviewers,

I enthusiastically recommend Trista Matascastillo, to serve as co-leader for the National Endowment for the Humanities Dialogues on the Experience of War with the Minnesota Humanities Center. Trista's vast military service makes her uniquely qualified to lead this program.

I have personally known Trista for several years, and have had the privilege to work on a unique project to develop curriculum around war memorials. As a journalist who has been in many war zones I am very familiar in the experience of war and the direct impact on our military members and the difficulty that is associated with talking about it and discussing text and literature around the experience. Trista however is able to bring people from numerous experiences together to have difficult conversations in a way that is nothing short of extraordinary. The use of literature and text along with personal experience and knowledge allows Trista to take participants on a journey together.

In addition to her skills to engage people in deep dialogue her ability to reach the often unseen Veterans community is unsurpassed. As a co-lead of this project she will be able to recruit both discussion leaders, supporters and discussion participants from a large pool of Veterans whom she has direct contact. Having Trista as a co-lead in this project will ensure success.

I can think of no stronger co-lead, for a project of this caliber than Trista Matascastillo and enthusiastically endorse her leadership of this project.

Sincerely,

Jack Rice

September 9, 2015

National Endowment for the Humanities
Division of Education Programs
400 Seventh Street SW
Washington, DC 20506

To Whom It May Concern:

I am honored to recommend Trista Matascastillo, to serve as co-leader for the National Endowment for the Humanities *Dialogues on the Experience of War* with the Minnesota Humanities Center. Trista has such a unique experience and perspective on military service and culture combined with a unique ability to lead thoughtful and interesting conversations around rich text that she is an ideal co-lead.

I have personally known Trista for several years through my work in the community and with 10,000 Things Theater and she is known as the go-to for connections in the Minnesota Veterans' Community. Her ability to reach the often unseen Veterans community is unsurpassed. As a co-lead of this project she will be able to recruit both discussion leaders, supporters and discussion participants from a large pool of Veterans whom she has direct contact. Having Trista as a co-lead in this project will ensure success.

10,000 Things theater is a relatively new partner with the Minnesota Humanities' Center (because of the long standing connections Trista has in the community) and recently hosted a performance of a new play called "Forget Me Not When Far Away" centered heavily on the reintegration into the community after serving your country in war. We were extremely impressed with Trista's ability to engage the audience with thoughtful discussion that met them exactly where they were in their own experiences.

I can think of no stronger co-lead, for a project of this caliber than Trista Matascastillo and enthusiastically endorse her leadership of this project. Please feel free to contact me if you have any other questions about Trista's qualifications.

Sincerely,

Brad Bourn
Managing Director
(612) 423-9901 / brad@tenthousandthings.org

GEORGE MASON UNIVERSITY

Department of History and Art History
4400 University Drive, MS 3G1, Fairfax, VA 22030
Phone: 703-993-1250, Fax: 703-993-1251

September 9, 2015

Margret Swanson
Minnesota Humanities Center
987 Ivy Avenue East
Saint Paul, Minnesota 55106

Dear Ms. Swanson,

I am writing to express my support for the Minnesota Humanities Center's grant proposal for the NEH's Dialogues on the Experience of War program. I am delighted to participate in the resulting workshop by offering a lecture and conducting a discussion with participants on the legacies and collective memory of the Vietnam War. I have extensive experience with the subject matter and working with veterans and active-duty military personnel.

As a historian, my research focuses on war and American society, especially the Vietnam War and its aftermath in American culture. My first book, *Armed with Abundance: Consumerism and Soldiering in the Vietnam War*, addresses seminal but forgot elements of the Vietnam deployment experience, in particular shopping and other forms of self-directed recreation. My current research examines how Vietnam veteran activism for recognition and recompense in the 1970s and '80s altered public perceptions of the Vietnam War and war in general. Specifically, I am examining local Vietnam War museums, where veterans tell their stories on their own terms.

As a military historian, my work has often involved working with veterans and active duty military personnel. I was an invited speaker at the US Army War College and the Department of Defense, and I taught midshipmen as a fellow at the US Naval Academy. Even at George Mason University, my classroom is filled with veterans, with their number sometimes approaching 50 percent. I recently conducted a film event commemorating the 50th Anniversary of the Vietnam War in partnership with local chapters of the VFW and Vietnam Veterans of America. My work in public history includes writing the exhibit script for the first permanent museum dedicated to the Vietnam War in the US and consulting on the Vietnam War educational center to be built on the National Mall, projects that both involved extensive veteran participation.

I have also been heavily involved with workshops for laypeople, especially teachers. I have guest lectured for several NEH and Department of Education grant-funded workshops sponsored by the Rosenzweig Center for History & New Media, and I have organized an NEH Landmarks in American History workshop with the Richards Civil War Era Center at Penn State.

I am very excited about working with the Minnesota Humanities Center on this project, sharing my expertise with veterans and other participants, and learning from them as well.

Sincerely,

Meredith H. Lair

Meredith H. Lair
Associate Professor, Department of History and Art History
George Mason University

Law Office of
BROCKTON D. HUNTER P.A.
Lake Calhoun Center
3033 Excelsior Blvd, Suite 550
Minneapolis, MN 55416

September 12, 2015

National Endowment for the Humanities
Division of Education Programs
400 Seventh Street SW
Washington, DC 20506

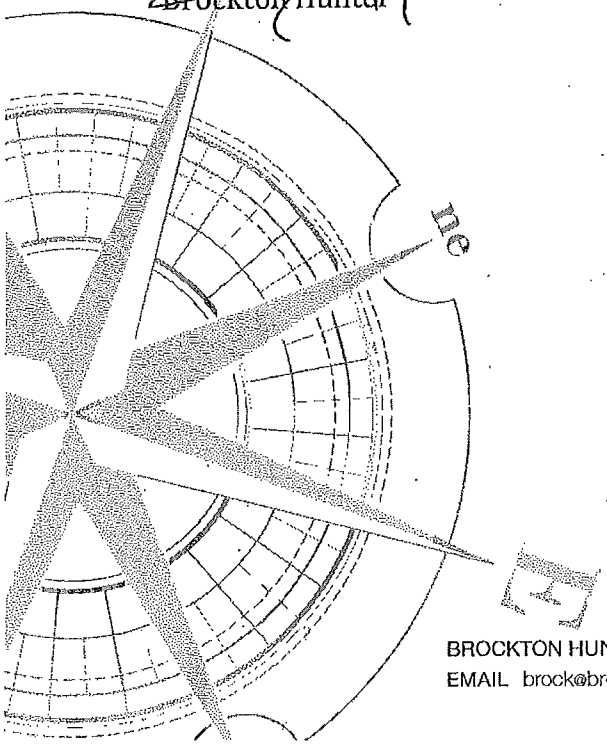
To Whom It May Concern:

I am pleased to confirm my commitment to leading a segment in the Minnesota Humanities Center's project, *Echoes of War*, next August 2016. This project draws its name from the presentation I have made around the country and which I will share during the week-long training for the NEH Discussion Leaders. This presentation explores the history of combat trauma, the ways in which warriors throughout the ages have brought their wars home with them, the ways societies have dealt with – and often failed them – and how we can do a better job this time around.

I am deeply committed to the Humanities Center's Veterans' Voices program and its work to advance the voice, stories, and experiences of Veterans. This project is fundamental to that purpose and I would be honored to serve as a session leader.

Sincerely,

Brockton Hunter



BROCKTON HUNTER Principle
EMAIL brock@brockhunterlaw.com
RYAN ELSE Associate
EMAIL ryan@brockhunterlaw.com
PHONE 612.874.1625
FAX 612.824.0311
WEB www.brockhunterlaw.com

WLA

War, Literature, and the Arts
Department of English and Fine Arts
2354 Fairchild Drive, Suite 6D-149
United States Air Force Academy, Co 80840

September 08 2015

Minnesota Humanities Center
987 Ivy Avenue East
St. Paul, MN 55106

Dear Trista:

Congratulations on making Minnesota the first state to designate October as Veterans' Voices Month. It's been an honor to be a part of shaping this important dialogue and helping to bring the stories of Veterans and their experiences into the classrooms, community centers and libraries across Minnesota. What you and the talented team members at the Minnesota Humanities Center have accomplished is not only impressive, but incredibly important and prescient as our educators and leaders work to bridge the military-civilian divide.

As a Veteran and former English Professor at the Air Force Academy, much of my own work and writing has centered around the need for our citizens to be informed by the literature of war and conflict. I look forward to partnering with you as this program evolves and works to shape the narrative of what it means to serve and how the repercussions of that service in conflict reverberates across the nation.

Best wishes,

James A. Moad II
Assistant Professor
Fiction Editor
War. Literature, and the Arts

Joaquin Mendez
(b) (6)
(b) (6)

September 1, 2015

National Endowment for the Humanities
Division of Education Programs
400 Seventh Street SW
Washington, DC 20506

To Whom It May Concern:

Please accept this letter of commitment for the Minnesota Humanities Center's grant proposal for the National Endowment for the Humanities' Dialogues on the Experience of War program.

The Minnesota Humanities Center's proposed program supports the study and discussion of important humanities sources about war, in the belief that these sources can help U.S. military veterans and others to think more deeply about the issues raised by war and military service. I welcome the opportunity to help prepare and train discussion leaders to skillfully lead community conversations on the topic of memory and memorial and history – duty, heroism, and suffering – as outlined in the Minnesota Humanities Center's proposal.

As a co- facilitator, I will help train discussion leaders in a deep engagement with the Minnesota Humanities Center's humanities-based Absent Narratives Approach and how this approach helps U.S. military veterans and others to think more deeply and reach new understandings about the issues raised by war and military service. I will weave the participants' learning through reflective practice and an engaging exploration of the core values of the Humanities Approach Through Absent Narratives (Building and Strengthening Relationship; Recognize the Power of Story and Danger of Absence; and Learn From and with Multiple Voices). I will work with my colleagues on the scholar team to ensure the Humanities Center's Dialogues on the Experience of War program includes a robust mix of guided discussions, close readings of carefully selected texts, lectures, and field-trip experiences – all infused with testimonials from those who have served. The trained discussion leaders will be well prepared to promote serious exploration of important questions about the nature of duty, heroism, and suffering at the discussion programs (in the Twin Cities and Northfield).

Thank you for the opportunity to offer this letter of commitment for the Minnesota Humanities Center's Dialogues on the Experience of War proposal.

Sincerely,

Joaquin Mendez, MBA

September 2, 2015

Letter of Commitment

As Director of Great Books Discussions, the adult education division of the Great Books Foundation, I can give our full commitment to participate in the preparatory training sessions and subsequent activities of the Minnesota Humanities Council's proposed program, "Echoes of War." We understand that you are working closely with the Great Books Foundation's senior staff member, Bill Siegel, who will provide expertise in training discussion leaders for the program and lend any other assistance as needed.

Sincerely,

Donald Whitfield
The Great Books Foundation

Carleton College
One North College Street
Northfield, Minnesota 55057

Steven G. Richardson
Puzak Family Director of the Arts

507-222-4389
srichard@carleton.edu

September 2, 2015

Margret Swanson
Minnesota Humanities Center
987 Ivy Ave E
St. Paul, MN 55106

Dear Margret,

This letter is to confirm that Carleton College will serve as a collaborating institution for the Humanities Center's proposed ECHOES OF WAR project. The Weitz Center for Creativity at the College will be the host site for the project's public discussions in Northfield. We understand that there will be three of these discussions, dates to be determined.

Our past collaborations with the Humanities Center have been very rewarding, and we're more than happy to continue our relationship by working with you on this project.

Yours truly,

Steve Richardson
Director of the Arts