

NEH Application Cover sheet (AV-279610)

Dialogues on the Experience of War

PROJECT DIRECTOR

Mr. Versell Smith
Board Chair

(b) (6)

E-mail: (b) (6)

Phone: 517-372-7770

Fax:

Field of expertise: History, Criticism, and Theory of the Arts

INSTITUTION

Michigan Humanities Council
Okemos, MI 48864-6012

APPLICATION INFORMATION

Title: *Shared Missions, Many Stories*

Grant period: From 2021-05-03 to 2022-11-30

Project field(s): History, Criticism, and Theory of the Arts

Description of project: Working with an advisory committee consisting of veterans (emphasis on student and women veterans), faculty from CMVE member colleges and universities, veteran administration counselors, corporate veteran's association representatives, and community members, Michigan Humanities will develop a program designed to train student reflective conversation facilitators, and hold at least three reflective community conversations both on campus and in the community.

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

Mrs. Jennifer Rupp
2364 Woodlake Drive
Okemos, MI 48864-6012
USA

E-mail: jrupp@mihumanities.org

Phone: 517-372-7770

Fax:

Shared Mission, Many Stories

“When Michigan women make the brave decision to put their lives on the line to protect us, it’s our responsibility to make sure they can build a good life for themselves when they return.”
-Governor Whitmer, 2019

Disguised as a man, Pvt. Lyons Wakeman, a five-foot tall, simple young farm girl from central New York took “her” place among the other male soldiers, poised to fight as a private in the Union army. Her letters home detail a time when women weren’t allowed to serve their country. Hundreds of women cut their hair short, donned trousers, and gave themselves male aliases to serve undetected in the Civil War. Today, women are allowed to serve, but is their experience the same as their male counterparts? Does being recognized as a “woman soldier” have an impact on their experiences or opportunities in the military? When screened for military sexual trauma, 1 in 4 women veterans responded “yes”. Women veterans are two to four more times likely to become homeless than non-women veterans. The suicide rate of women veterans is 1.8 times higher than that of non-veteran women. What are the stories of these women veterans?

The “Shared Mission, Many Stories” project will serve as a way to elevate these stories and bring to light women’s experiences in the military, and when they returned home. As women become a bigger part of the veteran population there needs to be a continued effort to remember, recognize, and support their service to our country. While the uniforms and mission may have been the same, the stories are each as unique as the woman who served. The recent announcement from Michigan’s Gover-

nor Gretchen Whitmer to recognize and lift up women veterans each year on June 12th, along with the three-year project by the Michigan Veterans Affairs Agency (MVAA) “She is a Veteran,” has inspired Michigan Humanities to apply for funding through the “Dialogues on the Experience of War” grant program to bring a community conversation program that will focus on women veterans and their experiences during their time in service. Through facilitated, reflective, conversation this project will explore themes centered on nature of service, the place of veterans in society, suffering, loyalty, and patriotism. The systemic inequities that faced women in the military during the Civil War do not differ greatly from what women experience today. We will explore how women veterans view their identity and how they are expected to conform to a society that is dominated by men, both on the field of combat and at home. The preparatory program will engage student veterans in dialogue using sources that explore how women experienced their duty and patriotism during the Civil War and more current conflicts such as Iraq, as well as capture stories for the Michigan Veteran Affairs Administration’s project, “She is a Veteran”.

INTELLECTUAL QUALITY

Michigan Humanities, in conjunction with Central Michigan University’s Veterans Resource Center, WCMU Public Media, University of Michigan-Dearborn’s Women’s and Gender Studies department and Office of Veterans Affairs, and the MVAA, proposes a four-part program with the assistance of the NEH Dialogues on the Experience of War grant. Student veterans at the two Consortium of Michigan Veterans Educators (CMVE) schools committed to this program, will be trained to serve as co-facilitators for a series of reflective conversations we are titling “Same Mission, Many Stories.”

Our hope with this program is that opportunities are presented for veterans to engage with other veterans, and members of the general public, in safe spaces that will allow for open dialogue and sharing. Participants can engage with one another through shared readings, images, film, and memoirs. While the discussions and objects will be female centric, we believe there is much to be learned and shared by all participants about women's experiences in combat and upon returning home. The four-part program we are proposing will include recruitment of a diverse team of discussion leaders at each of the participating universities, development of a facilitation training program that will not only educate about reflective conversations but also engage the leaders in open dialogue, a series of community conversations that will take place on and off campus, and the collection of oral histories to contribute to the MVAA project "She is a Veteran." Conversations will take place at two key events in Michigan, the Female Veterans Stand Down, and the Consumers Energy Employee Veterans Day event. Both events are very well attended, supported at a state-wide level, and will offer an opportunity to collect oral histories for the MVAA project, as well as engage in open dialogue with women veterans.

The first part of this program will engage the advisory committee in recruiting student facilitators and planning the conversation events that will take place at the conclusion of the training. The advisory committee will be comprised of staff from Michigan Humanities, faculty from Central Michigan University and University of Michigan-Dearborn, a representative from MVAA responsible for the "She is a Veteran" project (to be identified), and Veterans Resource Center advisors from each campus.

The second part of this program will be the facilitation training program. The six week facilitation training will take place on campus at Central Michigan University and University of Michigan-Dearborn. On campus support will be provided by faculty at each university. The facilitation training will be conducted by a member of the Michigan Humanities staff. This thoughtful and intentional approach to facilitation training will prepare the students to engage with others through the use of objects such as readings, film, and images. The approach to these conversations will be different because the space that needs to be created is different from that of an open invitation community conversation. We recognize the need for a safe space to share experiences that may be difficult to explore, and the trust between facilitator and participant that needs to exist. The readings and film that will be introduced during the six-week course will consist of memoirs and primary source letters from women veterans that served in the Civil War and the conflict in Iraq. Discussion will explore the challenges women faced in the Civil War disguising themselves as men to serve in the Civil War compared to how women veterans today struggle with the labels separating them from male soldiers. The readings and film will also address issues that women encountered when they returned home from war that differed from their male counterparts. We expect discussion surrounding loyalty, identity, and patriotism to organically develop during these conversations. Other themes that will be brought to the surface through big questions and conversation direction will be nature of service, suffering, and the place of veterans in society. Facilitation training participants will help to develop these themes and choose the excerpts from the resources that will be used in the conversa-

tions. Faculty from both schools will serve as on-campus advisors to assist students in between training sessions.

The third part of this program will be on-campus conversations that will serve as “practice conversations” before off-campus conversations take place at the two larger state-wide events. These conversations will engage other students and student veterans. Michigan Humanities staff will serve as co-facilitator for these initial conversations. The fourth and final part of this project will be the facilitated conversations at the two state-wide events. These conversations will engage large groups of veterans, both male and female, and will collect oral histories to contribute to the MVAA “She is a Veteran” project. The emphasis for all of these conversations will be the experiences of women veterans both on the front line and the home front but intersecting with other veterans and their experiences carrying out similar missions. A recent article in the *Journal of Veteran Studies* illustrates why deeper conversations and understanding is so important. In *Beyond “Thank You”: Recommended Modalities for Meaningful Civilian-Military Discourse* by Nicholas J. Mercurio, Major, USAF, it is stated that “Empirical research points to this phenomenon, as studies of veterans on college campuses reveal repeated experiences of alienation and frustration caused by a perceived lack of understanding amongst students and professors of veterans’ unique experiences”. In a New York Times editorial, Phil Klay had this to say about the importance of shared understanding through reflective conversation, “Believing war is beyond words is an abrogation of responsibility—it lets civilians off the hook from trying to understand, and veterans off the hook from needing to explain. You don’t honor someone by telling them, “I can never imagine what you’ve been through.” Instead, listen to their story and

try to imagine being in it, no matter how hard or uncomfortable that feels.”. A safe space for collecting oral histories will be provided during the conversation events. Oral histories will be collected by project leaders from the MVAA’s “She is a Veteran” project, not by the student facilitators involved with this project. MH recognizes that the training to collect intentional and thoughtful oral histories cannot be incorporated into the short time frame of the proposed project. Participants in this project will focus solely on the facilitation of reflective conversation.

The six-week facilitation training will begin with a focus on women and their roles in the Civil War. The first week of the training will serve as an introduction to reflective conversations. A conversation will be modeled to begin the course and engage participants. This conversation will also introduce participants to the objects that will be explored over the course of the six week training program. Expectations and goals of the facilitation training program will be outlined and discussed as a group. Resources will be distributed to the group as reading outside of the training sessions will need to be done on the student’s own time. The first resource, during the second week, to be introduced will be Lauren Book Burgess’s book *An Uncommon Soldier*. This work is a collection of personal letters written by Sarah Rosetta Wakeman, alias Pvt. Lyons Wakeman, who served in the 153rd Regiment, New York State Volunteers, from 1862-1864. It is known that Civil war armies were literate with more than 90 percent of the white Union soldiers and more than 80 percent of the white Confederate soldiers able to read and write.¹ Letters home at that time were also not censored, unlike current communications from the field. This allows for a very candid and reveal-

¹ Foreword, James M. McPherson “An Uncommon Soldier” Burgess, Oxford University Press 1994

ing look at Private Wakeman's experiences. Her personal letters home reveal an "unvarnished, contemporary account of a woman's experiences as a soldier during the Civil War"². The book explores her departure from home at the age of 19 to sign on to work as a Chenango Canal boatman to her enlistment into the Union Army. Motivated by opportunities to help support her family, she quickly realizes that she could only find an honorable position disguised as a man. The letters also examine themes that will be familiar to modern day veterans, such as a desire to serve her country despite the impact on family relationships, struggles with wanting to come home but still maintain a distance to maintain her independence and sense of new found freedom. Pvt. Wakeman's letters are also modest and unsophisticated, reminiscent of her rural upbringing. Her accounts focused more on her surroundings and observations rather than the enormity of war. This is one of the reasons this book was chosen over the more popular account of Sarah Edmond's service to the Union. We felt Pvt. Wakeman was more approachable and relatable for today's veterans. The third week Bonnie Tsui's book *She Went to the Field: Women Soldiers of the Civil War* will be examined. This book is a collection of profiles of different women who served during the Civil War under male aliases and in roles challenging gender boundaries such as spies, nurses, and vivandieres. While this book is not a collection of primary source documents, it serves as a good introduction to the subject matter and offers a concise collection of excerpts that can be used during community conversations. Week four will introduce the PBS documentary *Mercy Street* and the episode, "I Wanted to Do My Part". This will serve as a culmination of the accounts and profiles already discussed as the film covers simi-

² Burgess page 7

lar themes about women's roles in the Civil War and could offer participants a more accessible object for conversation projects. Week five will introduce a book based on a more recent conflict. *Band of Sisters: American Women at War in Iraq* by Kirsten Holmstedt will open dialogue about experiences of women during a modern conflict. The hope by using this work is to draw parallels between the two wars, even if they are over 100 years apart, and bring an object into the conversation that can be relatable to current veteran stories. During each of the weeks that an object is being explored, participants will create tool kits for the conversation projects that will take place at the conclusion of the training. (Please see the Preparatory Program Timeline and Syllabus for toolkit content details). During week 6, we will review all of the tool kits that have been assembled during the prior 5 weeks and review facilitation methods, and plan for the facilitator convening that will take place with students from both campuses before the six on-campus sustained discussion programs and two state-wide conversation events.

DESIGN QUALITY

Michigan Humanities (MH) staff will work in conjunction with an advisory committee comprised of humanities professionals, veterans, and veteran advocates. The advisory committee will assist in designing the recruitment application for the facilitation program and resources to be used during the training and for the discussion programs. They will act as mentors and provide support to participants between program meetings. They were invited to participate due to their expertise and experience engaging with women, veterans, and students. Due to the sensitive nature of the topics

we will be discussing it is critical to have mentors that are experienced in veteran support.

Jennifer Rupp, Director of State and Federal grants for Michigan Humanities, will serve as project director for this program. Rupp just recently concluded a successful two year community conversation project funded by the NEH entitled *Third Coast Conversations: Dialogue about water in Michigan (TCC)*. TCC consisted of a facilitation training and over 40 statewide public conversations in 18 communities that focused on the cultural, social, historical, and environmental factors that connect Michigan's people to their water. The project provided points of entry into a complex contemporary topic and helped participants renew their appreciation for the way water impacts our state and its people. The project was led by Michigan Humanities in collaboration with their strong network of partner organizations across the state. This project also opened new relationships with environmental organizations that may not have otherwise had the opportunity to engage with Michigan Humanities. Rather than focus on the science behind water, Third Coast Conversations used six different humanities themes to create open dialogue and reflective conversations. Communities facilitated conversations based on Indigenous peoples' perspectives on water; access and rights to water; infrastructure, industry, and the challenges of urban water systems; the role of water in shaping Michigan's human history; recovery and resilience of waterways; tourism and a sense of place. The development and implementation of the TCC project presented a unique opportunity for MH to create spaces for open dialogue around a topic that impacts every citizen in the state of Michigan. At the time the grant was submitted to the NEH, the crises due to high lead levels in the city of Flint were

familiar national conversations. During the project period even more water-related headlines began to surface throughout the state. Small towns began to wrestle with having PFAS in their drinking water, were faced with concerns centered on toxic waste burial leaching into their drinking water, or millions of gallons of water being pumped out of their community by large bottled water manufacturers. This required MH staff and grantees to stretch into territory that was often emotionally charged and political. It was important to be intentional about the skills and capacity that organizations needed to possess in order to effectively lead their communities through these difficult, but important, conversations.

Dr. Francine Banner, Associate Professor, Sociology and Director, Women in Learning and Leadership, and Dr. Lisa Martin, Director of the University of Michigan's Women and Gender Studies Program, will help to connect with women veterans, provide on campus support, and collaborate with "Love A Michigan Vet Project" that engages in women-specific programming, such as the female veterans stand down on U of M's campus. Both Dr. Banner and Dr. Martin have done research on the issues faced by women in the military and are qualified to help support participants during discussions and trainings if program materials or activities trigger or cause trauma. Tom Pitock, Assistant Director, Center for Social Justice and Inclusion, and Veterans Affairs Coordinator at U of M-Dearborn will also serve on the advisory committee, assist in recruiting student veterans for the preparatory program, and provide guidance and on campus support. MH staff will partner with Duane C. Kleinhardt (CSM, U.S. Army, retired), Director of CMU's Veterans' Resource Center at Central Michigan University to connect with student veterans and provide on campus support for the facili-

tation training program. Erika Hoover, Women Veteran Initiative Coordinator and Strategy Analyst at Michigan Veterans Affairs Agency, who also administers the “She is a Veteran” oral history project will serve on the advisory committee to connect the project with women veterans, advise on best practices, and provide state level support. All advisory committee members will also serve as mentors to the student veterans participating in the preparatory program.

The preparatory program will take place one evening a week over the course of six weeks on each campus. Each preparatory program will have five to ten participants. The preparatory program will be modeled after reflective conversation facilitation training that has been utilized by humanities councils across the country. MH staff received guidance and training on the art of facilitating reflective conversations from Adam Davis and Rachel Bernstein at Oregon Humanities. This model has been widely accepted and revered not only in academic settings, but in the corporate culture as well. Participants will leave with skills that will be beneficial in a wide variety of professional experiences. At the conclusion of the two training programs, each campus’s program group will convene for a day long training and planning session to prepare for the sustained discussion programs that will take place on each home campus. Each campus facilitation group will hold no fewer than three conversations (one conversation for each resource based tool-kit) at their home campus, and will co-facilitate conversations with MH staff, or advisory committee members, at two state-wide veterans events.

The sustained discussion program will take place on each CMVE campus. There will be a series of at least three sustained conversations that will be open to stu-

dents, veterans, and community members. The first conversation of the series will be limited to veterans only to introduce them to the conversation model and build trust between the discussion participants and the facilitators. The second and third conversations will be open to any one that has an interest in participating such as, other student veterans, community members, faculty, or family members. We have chosen to hold these sustained discussion programs on campus for accessibility, consistency, and abundance of support. Both universities have well respected veterans resource centers, are centrally located, easily accessible, and are equipped to support these activities. The on-campus discussions will not be limited to students. We will, with assistance from the Veteran Resource Office, reach out to veteran organizations in each community to invite all veterans, family members, and interested community members to participate. If it proves to be beneficial, discussions can be held off-campus at veteran organizations to be inclusive and accessible. We would like to engage as many female veterans as possible to help with the MVAA oral history project. It would be beneficial to have as many generational voices at the table as possible. The conversations between student veterans and veterans from WWII, for example, would be an important connection to make to demonstrate how roles have changed for women and how some challenges still exist. When deemed appropriate, Michigan Humanities will promote events through its vast networks of media partners and organizations across the state. MH recognizes that some of these conversation events will be more effective if the participants are thoughtfully and intentionally invited by trusted partners. MH will work with the organizers of the larger events to help with promotion and marketing as necessary.

IMPACT

The first discussion program planned for this project will be carried out on the campus of two CMVE universities: Central Michigan University and University of Michigan-Dearborn. The Veterans Resource Center at each of the CMVE universities will provide support with facilities, student recruitment, discussion publicity, and mentoring. Plans for publicizing the event will be intentional and thoughtful with the audience in mind. Off campus conversations will be publicized through community organizations that are associated with veterans and with support from the organizations that host the events. Our goal with the discussion programs is to engage veterans first and foremost. There is value in having non-veterans participate in the discussions, but the first event in the sustained series will be limited to veterans only to build trust between the facilitator and veteran participants. There will be an opportunity at each of these sustained discussion events to also record oral histories for the MVAA project “She is a Veteran”.

Project evaluation will take place during several milestones within the project. The first evaluation will be collected at the conclusion of the 6 week preparatory program. Participants will debrief the experience as a collective group. Debrief discussion will center on the expectations and goals laid out on the first night of the program by participants. Participants will also be given a survey that is to be filled out individually to gauge the impact and effectiveness the training program had on them. The second data collection for evaluation will take place at the convening after the conclusion of the 6 week program. We will bring both training groups together to share out on

challenges, successes, and new learnings. Using the goals and expectations set out by each group, data will be collected to show impact and personal growth. At the start of each discussion program, participants will be given a short survey to gauge their expectations for learning and perspective change. This survey will be given again at the end of the third conversation in the discussion program series. We will also collect impact statements (written or recorded) from participants at the conclusion of the discussion programs. For the state-wide events we will use a short 5 question audience survey that can be accessed from a mobile device to capture impact data. Once all data has been collected the advisory group will convene to dissect the findings and prepare a summary of the findings for the entire project.

The outcome for this project is two-fold. This project will provide open opportunities for veterans to share their stories with not only fellow veterans, but their communities. The hope is that this opportunity for dialogue will also create a place of healing and reflection. The experiences of women veterans differ greatly from those of men, both in combat and on the home front. It is critical that these differences be explored and acknowledged. Systemic inequities exist for women veterans across all aspects of their lives. Creating a space that allows for these differences to be analyzed will allow these systemic inequities to be addressed and the veterans' voices elevated. This project will also create a network of trained facilitators that can plan and facilitate reflective conversations, and also train future facilitators. Students who complete the facilitation training and sustained discussion program will be prepared to facilitate conversations outside of this project. This project will build capacity within the veteran community and open the door for more dialogue. Through this project oral histories

will also be collected to contribute to the three-year governor's office and MVAA project "She is a Veteran" and a complete report of all findings will be submitted to the Governor's office upon completion of the project. We hope this project will guide further learning and exploration on how veterans are impacted by their service and allow for more open dialogue to occur that may shape the availability of resources and opportunities for veterans in their communities.

Preparatory Program Timeline and Syllabus

The preparatory program will serve to train students in the facilitation of reflective conversations. This training will provide participants with the skills to be able to take an artifact (poem, visual art, literary excerpt, music) and plan a one-hour reflective conversation project centered on any topic. The preparatory program will concentrate on the themes covered in the literature that have been pre-selected for this program, and using the class discussions, will illustrate and model the techniques. Students will be using resources created by Michigan Humanities and Oregon Humanities specifically for reflective conversation facilitation. Students will leave the preparatory program with at least three complete toolkits and the confidence to be able to plan and facilitate a reflective conversation in the community.

The toolkits each participant will create will consist of:

- Conversation plan worksheet
- An artifact (and enough copies for a community conversation)
- Icebreaker questions
- Break out questions
- 5 “Big Idea” questions
- Conversation ground rules handouts
- Post event survey handout

It is important that the participants leave the training with the skills to

- identify appropriate artifacts to accompany conversations
- the confidence to plan and facilitate a group conversation
- the ability to identify the big idea questions
- the ability to craft and identify leading questions to be used during conversation
- confidence in observing and responding to group dynamics

Conversations help build strong relationships within communities. The goal of this project is to not only collect the stories and reflections of women veterans, but to also build a network of trained facilitators to continue this work outside of this project.

**all facilitation trainings can take place virtually if necessary.*

Date	Location*	Activity	Details
May 2021- August 2021	Various	Advisory Committee Convening	Advisory Committee will meet to begin development of the application process for the student facilitation programs, recruitment plan for the beginning of the school year, course design, and outline course syllabus in greater detail with additional sources.
September 2021		Application process opens at both universities	Advisory committee collects applications and chooses 6 students on each campus to participate in facilitation training program.

Preparatory Program Timeline and Syllabus

Date	Location*	Activity	Details
Week of October 4, 2021	U of M- Dearborn	Facilitation training Week One	Introduction to reflective conversations: 1) Conversation will be modeled to introduce students to reflective conversations. 2) Introduction to conversation model and use of objects 3) Set expectations and goals of course 4) Distribute books and objects that will be used during the course. 5) Assign readings for Week Two
Week of October 11, 2021	U of M- Dearborn	Facilitation training Week Two	<i>An Uncommon Solider</i> 1)Participants will have read the book and will be prepared to discuss themes. 2)Participants will begin to build their discussion tool kits for this resource. 3) Assign readings for Week Three
Week of October 18, 2021	U of M- Dearborn	Facilitation training Week Three	<i>She Went to the Field: Women Soldiers of the Civil War</i> 1)Participants will have read the book and will be prepared to discuss themes. 2)Participants will begin to build their discussion tool kits for this resource. 3) Assign resource for Week Four
Week of October 25, 2021	U of M- Dearborn	Facilitation training Week Four	<i>I Wanted to Do My Part</i> 1)Participants will have watched the film and will be prepared to discuss themes. 2)Participants will begin to build their discussion tool kits for this resource. 3) Assign resource for Week Five
Week of November 15, 2021	U of M- Dearborn	Facilitation training Week Five	<i>Band of Sisters</i> 1)Participants will have read the book and will be prepared to discuss themes. 2)Participants will begin to build their discussion tool kits for this resource. 3) Discuss goals for Week Six, final course

Preparatory Program Timeline and Syllabus

Date	Location*	Activity	Details
Week of November 22, 2021	U of M-Dearborn	Facilitation training Week Six	<ol style="list-style-type: none"> 1) Review all toolkits created 2) Review facilitation model 3) Discuss publicity methods for on-campus sustained discussion programs 4) Set timeline for on-campus sustained discussion programs
January 2022 -February 2022	Central Michigan University	6 Week facilitation training takes place	Same model as U of M-Dearborn
March 2022	TBD	Convening of all trained discussion leaders	All trained discussion leaders from both universities will meet together with faculty and MH staff to debrief about the training, tool kits, experiences, and on -campus conversations. Small group work will take place on toolkits and a conversation will be modeled using the resources covered in the training course.
September 2022	TBD	Facilitation training refresher course	This half day meeting will refresh discussion leaders on facilitation methods for reflective conversations in preparation for the two November conversation events. Toolkits will be refreshed and outcomes shared from each universities' on-campus sustained discussion programs.

Discussion Program Timeline

Date	Location	Details
January 2022	University of Michigan-Dearborn	Conversation #1
February 2022	University of Michigan-Dearborn	Conversation #2
March 2022	University of Michigan-Dearborn	Conversation #3
April 2022	Central Michigan University	Conversation #1
May 2022	Central Michigan University	Conversation #2
June 2022	Central Michigan University	Conversation #3
September 2022	Michigan Humanities office	Discussion leader convening
November 2022	University of Michigan-Dearborn	Veteran Stand Down Event
November 2022	TBD	Consumer's Energy Veteran Employee Recognition Event

Details on timeline:

The sustained discussion program will take place on each CMVE campus. There will be a series of at least three sustained conversations that will be open to students, veterans, and community members. The first conversation of the series will be limited to veterans only to introduce them to the conversation model and build trust between the discussion participants and the facilitators. The second and third conversations will be open to any one that has an interest in participating such as, other student veterans, community members, faculty, or family members. We have chosen to hold these sustained discussion programs on campus for accessibility, consistency, and abundance of support. Both universities have well respected veterans resource centers, are centrally located, easily accessible, and are equipped to support these activities. The on-campus discussions will not be limited to students. We will, with assistance from the Veteran Resource Office, reach out to veteran organizations in each community to invite all veterans, family members, and interested community

Discussion Program Timeline

members to participate. If it proves to be beneficial, discussions can be held off-campus at veteran organizations to be inclusive and accessible. We would like to engage as many female veterans as possible to help with the MVAA oral history project. It would be beneficial to have as many generational voices at the table as possible. The conversations between student veterans and veterans from WWII, for example, would be an important connection to make to demonstrate how roles have changed for women and how challenges still exist.

Themes for each of the conversations will be developed during the preparatory program. Students will develop their discussion theme toolkits based on the resources explored in the training. Dates and locations of the conversations will also be chosen during the preparatory program by the students. There will be sufficient time during, and after the preparatory program concludes, to publicize the sustained discussion events. A Discussion Leader convening will be held in September 2022 to refresh facilitation techniques, review theme toolkits, and adjust facilitation methods based on feedback and input from conversations one through three. This convening will also be used to prepare for the two large Veteran's Day events that will take place in November 2022.

The Veteran's Day events in November 2022 will be an opportunity to engage larger audiences in conversation and elevate the work that has been completed in the sustained discussion programs. Our hope is that awareness will be brought to other veterans in the state about the accessibility of these types of conversations, and the veteran facilitators that are available to help create opportunity and space for community dialogue.

The first part of this program will engage the advisory committee in recruiting student facilitators and planning the conversation events that will take place at the conclusion of the training. The advisory committee will be comprised of staff from Michigan Humanities, faculty from Central Michigan University and University of Michigan-Dearborn, a representative from MVAA responsible for the “She is a Veteran” project (to be identified), and Veterans Resource Center advisors from each campus.

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counterparts. We expect discussion surrounding loyalty, identity, and patriotism to organically develop during these conversations. Other themes that will be brought to the surface through big questions and conversation direction will be nature of service, suffering, and the place of veterans in society. Facilitation training participants will help to develop these themes and choose the excerpts from the resources that will be used in the conversations. Faculty from both schools will serve as on-campus advisors to assist students in between training sessions.

The third part of this program will be on-campus conversations that will serve as “practice conversations” before off-campus conversations take place at the two larger state-wide events. These conversations will engage other students and student veterans. Michigan Humanities staff will serve as co-facilitator for these initial conversations. The fourth and final part of this project will be the facilitated conversations at the two state-wide events. These conversations will engage large groups of veterans, both male and female, and will collect oral histories to contribute to the MVAA “She is a Veteran” project. The emphasis for all of these conversations will be the experiences of women veterans both on the front line and the home front but intersecting with other veterans and their experiences carrying out similar missions. A recent article in the *Journal of Veteran Studies* illustrates why deeper conversations and understanding is so important. In *Beyond “Thank You”: Recommended Modalities for Meaningful Civilian-Military Discourse* by Nicholas J. Mercurio, Major, USAF, it is stated that “Empirical research points to this phenomenon, as studies of veterans on college campuses reveal repeated experiences of alienation and frustration caused by a perceived lack of understanding amongst students and professors of veterans’

unique experiences”. In a New York Times editorial, Phil Klay had this to say about the importance of shared understanding through reflective conversation, “Believing war is beyond words is an abrogation of responsibility—it lets civilians off the hook from trying to understand, and veterans off the hook from needing to explain. You don’t honor someone by telling them, “I can never imagine what you’ve been through.” Instead, listen to their story and try to imagine being in it, no matter how hard or uncomfortable that feels.”. A safe space for collecting oral histories will be provided during the conversation events. Oral histories will be collected by project leaders from the MVAA’s “She is a Veteran” project, not by the student facilitators involved with this project. MH recognizes that the training to collect intentional and thoughtful oral histories cannot be incorporated into the short time frame of the proposed project. Participants in this project will focus solely on the facilitation of reflective conversation.

The six-week facilitation training will begin with a focus on women and their roles in the Civil War. The first week of the training will serve as an introduction to reflective conversations. A conversation will be modeled to begin the course and engage participants. This conversation will also introduce participants to the objects that will be explored over the course of the six week training program. Expectations and goals of the facilitation training program will be outlined and discussed as a group. Resources will be distributed to the group as reading outside of the training sessions will need to be done on the student’s own time. The first resource, during the second week, to be introduced will be Lauren Book Burgess’s book *An Uncommon Solider*. This work is a collection of personal letters written by Sarah Rosetta Wakeman, alias Pvt. Lyons Wakeman, who served in the 153rd Regiment, New York State Volunteers,

from 1862-1864. It is known that Civil war armies were literate with more than 90 percent of the white Union soldiers and more than 80 percent of the white Confederate soldiers able to read and write. ¹ Letters home at that time were also not censored, unlike current communications from the field. This allows for a very candid and revealing look at Private Wakeman's experiences. Her personal letters home reveal an "unvarnished, contemporary account of a woman's experiences as a soldier during the Civil War"². The book explores her departure from home at the age of 19 to sign on to work as a Chenango Canal boatman to her enlistment into the Union Army. Motivated by opportunities to help support her family, she quickly realizes that she could only find an honorable position disguised as a man. The letters also examine themes that will be familiar to modern day veterans, such as a desire to serve her country despite the impact on family relationships, struggles with wanting to come home but still maintain a distance to maintain her independence and sense of new found freedom. Pvt. Wakeman's letters are also modest and unsophisticated, reminiscent of her rural upbringing. Her accounts focused more on her surroundings and observations rather than the enormity of war. This is one of the reasons this book was chosen over the more popular account of Sarah Edmond's service to the Union. We felt Pvt. Wakeman was more approachable and relatable for today's veterans. The third week Bonnie Tsui's book *She Went to the Field: Women Soldiers of the Civil War* will be examined. This book is a collection of profiles of different women who served during the Civil War under male aliases and in roles challenging gender boundaries such as spies, nurses,

¹ Foreword, James M. McPherson "An Uncommon Soldier" Burgess, Oxford University Press 1994

² Burgess page 7

and vivandieres. While this book is not a collection of primary source documents, it serves as a good introduction to the subject matter and offers a concise collection of excerpts that can be used during community conversations. Week four will introduce the PBS documentary *Mercy Street* and the episode, “I Wanted to Do My Part”. This will serve as a culmination of the accounts and profiles already discussed as the film covers similar themes about women’s roles in the Civil War and could offer participants a more accessible object for conversation projects. Week five will introduce a book based on a more recent conflict. *Band of Sisters: American Women at War in Iraq* by Kirsten Holmstedt will open dialogue about experiences of women during a modern conflict. The hope by using this work is to draw parallels between the two wars, even if they are over 100 years apart, and bring an object into the conversation that can be relatable to current veteran stories. During each of the weeks that an object is being explored, participants will create tool kits for the conversation projects that will take place at the conclusion of the training. (Please see the Preparatory Program Timeline and Syllabus for toolkit content details). During week 6, we will review all of the tool kits that have been assembled during the prior 5 weeks and review facilitation methods, and plan for the facilitator convening that will take place with students from both campuses before the six on-campus sustained discussion programs and two state-wide conversation events.

Evaluation of the preparatory program will be achieved through the use of participant and mentor surveys. Surveys will be distributed prior to the beginning of the program to gain insight from participants on their prior knowledge, expectations for the course, and personal goals. At the completion of the 6 week course a second

survey will be distributed to participants to gauge skill development, achievement of expectations and personal goals. Mentors will be given similar surveys at the beginning, and at the completion, of the course. Survey results will be analyzed by mentors and MH staff to identify areas that require particular attention, and if at the completion of the course if further development is necessary. An existing MH event survey will be used for the public conversation events.



October 11, 2019

To Whom it May Concern:

The purpose of this letter is to express the commitment of the Central Michigan University Veterans' Resource Center, pending funding, to work with Michigan Humanities on their project with the National Endowment for the Humanities entitled "Dialogues on the Experience of War".

If you need any additional information, feel free to contact me at (989) 774-7991 or by email at klein1dc@cmich.edu anytime.

Sincerely,

A handwritten signature in black ink that reads "Duane Kleinhardt". The signature is fluid and cursive, with the last name "Kleinhardt" being more prominent.

Director, Veterans' Resource Center
Central Michigan University



WOMEN AND GENDER STUDIES

COLLEGE OF
ARTS, SCIENCES, & LETTERS
UNIVERSITY OF MICHIGAN-DEARBORN

4901 EVERGREEN ROAD
DEARBORN, MICHIGAN 48128-2406
umdearborn.edu/wgst

October 15, 2019

National Endowment for the Humanities
Division of Public Programs
400 7th Street SW
Washington, DC 20506

Dear NEH Reviewers and Staff,

I am writing to express my support and commitment to serve as an Advisory Committee Members for the Michigan Humanities Council's exciting proposal, "Shared Mission, Many Stories." The project will enable Michigan Humanities (MH) to work with its network of partners across the state to facilitate humanities-based discussions that focus on this critically important issue. The Governor's initiative to lift up women veterans and their stories, and the Michigan Veterans Affairs Agency's project "She is a Veteran", will serve to support this project and allow Michiganders to have an expanded understanding of veterans' experiences and their roles in society, while also giving veterans a safe space to share and reflect.

As a scholar for the project, I will serve on the project's advisory committee. In this role, I will assist the Michigan Humanities by lending my expertise in gendered narratives and the power of storytelling as a vehicle for reducing stigma and silence. I have over thirteen years' experience in creating safe spaces for contested narratives and am looking forward to working with this population. I hold a PhD in Public Health – Health Behavior and Education and a Master's Degree in Gender and Cultural Studies. I currently work at the University of Michigan Dearborn as an Associate Professor with joint appointments in Health and Human Services and Women's and Gender Studies and serve as the Director of our Women's and Gender Studies Program.

Additionally, I'm excited for the opportunity to learn more about our veteran's experiences and how it shapes their understanding of gender roles, their life experiences, and the strengths of our community. I have a friend from college who is a veteran and I am continually impressed by how her military experience informs her views on issues of leadership, community, and public service. I look forward to this project.

The project is a natural extension of my work in women's work and silence. I am thrilled to offer my support and expertise to this unique project that will bring the topic of women's experiences in the military into central focus for people across the state of Michigan.

Sincerely,

Associate Profess, Director Women's and Gender Studies

October 15, 2019

National Endowment for the Humanities
Division of Public Programs
400 7th Street SW
Washington, DC 20506

Dear NEH Reviewers and Staff,

I am writing to express my support and commitment to serve as an Advisory Committee Member for the Michigan Humanities Council's exciting proposal, "Shared Mission, Many Stories." The project will enable Michigan Humanities (MH) to work with its network of partners across the state to facilitate humanities-based discussions that focus on this critically important issue. The Governor's initiative to lift up women veterans and their stories, and the Michigan Veterans Affairs Agency's project "She is a Veteran", will serve to support this project and allow Michiganders to have an expanded understanding of veterans' experiences and their roles in society, while also giving veterans a safe space to share and reflect.

As a scholar for the project, I will serve on the project's advisory committee. In this role, I will assist the Michigan Humanities by lending my expertise in socio-legal scholarship relating to the experiences of women veterans.

I have several years of research experience in the field and have published articles relating to women's and LGBTQ military experiences in several law journals. I also currently serve on the Advisory Board of the Center for Law & Military Policy, a think tank devoted to advocacy around issues of military sexual assault and trauma.

I am thrilled to offer my support and expertise to this unique project that will bring the topic of women's experiences in the military into central focus for people across the state of Michigan.

Sincerely,

A handwritten signature in black ink, appearing to be "J. M. ...", written in a cursive style.

Associate Professor of Sociology
University of Michigan-Dearborn

4901 Evergreen Road
University Center, Suite 2170B
Dearborn, MI 48128

October 11, 2019

Michigan Humanities
119 Pere Marquette Suite 3B
Lansing, MI. 48912

Re: Dialogues on the Experience of War

Dear Ms. Rupp,

The University of Michigan-Dearborn's Center for Social Justice and Inclusion is aware of your proposed research project. I have read your proposal and understand that the involvement of our Veteran Affairs Program in assisting you to accomplish this project. We will connect Michigan Humanities with student veterans, provide a location for the training to take place, and collaborate with the College of Arts, Science and Letters to recommend a faculty member to serve on the Advisory Committee, and as the on campus liaison.

In 2018, 167 student veterans used US Department of Veteran Affairs Education Benefits at the University of Michigan-Dearborn. 23 students were either active duty or active reserve/guard using Federal Tuition Assistance or the Michigan National Guard State Tuition Assistance Program. The University of Michigan-Dearborn has two military-affiliated student organizations, the Association of Women Veterans and the Student Veterans Association.

As the Assistant Director of the Center for Social Justice and Inclusion and Veteran Affairs Program Manager, I support the involvement of our Veteran Affairs Program in this project and look forward to working with you and your team.

Sincerely,



Tom Pitock, University of Michigan, Dearborn
Assistant Director, Center for Social Justice and Inclusion/Veteran Affairs
tpitock@umich.edu | (313) 436-9196

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001

Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS: (b) (4)

Enter name of Organization: Michigan Humanities Council

Budget Type: ☒ Project ☐ Subaward/Consortium

Budget Period: 1 Start Date: 05/03/2021 End Date: 11/30/2022

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Mr.	Versell		Smith	Jr.	0.00	12.00			0.00	0.00	0.00

Project Role: PD/PI

Mrs.	Jennifer	Maria	Rupp		(b) (6)	(b) (6)			17,760.00	6,238.00	23,998.00
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Project Role: Project Director

Additional Senior Key Persons:

Add Attachment

Delete Attachment

View Attachment

Total Funds requested for all Senior Key Persons in the attached file

Total Senior/Key Person 23,998.00

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
		Cal.	Acad.	Sum.			
	Post Doctoral Associates						
	Graduate Students						
	Undergraduate Students						
	Secretarial/Clerical						
	Total Number Other Personnel						
Total Other Personnel							
Total Salary, Wages and Fringe Benefits (A+B)							23,998.00

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>
Additional Equipment: <input type="text"/>	<input type="text"/>
<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>
<input type="button" value="View Attachment"/>	
Total funds requested for all equipment listed in the attached file	<input type="text"/>
Total Equipment	<input type="text"/>

D. Travel

	Funds Requested (\$)
1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	<input type="text" value="832.00"/>
2. Foreign Travel Costs	<input type="text" value="0.00"/>
Total Travel Cost	<input type="text" value="832.00"/>

E. Participant/Trainee Support Costs

	Funds Requested (\$)
1. Tuition/Fees/Health Insurance	<input type="text"/>
2. Stipends	<input type="text" value="33,000.00"/>
3. Travel	<input type="text" value="2,570.00"/>
4. Subsistence	<input type="text"/>
5. Other <input type="text" value="Advisory Committee members, mentors (stipends)"/>	<input type="text" value="17,000.00"/>
<input type="text" value="12"/> Number of Participants/Trainees	
Total Participant/Trainee Support Costs	<input type="text" value="52,570.00"/>

F. Other Direct Costs

		Funds Requested (\$)
1. Materials and Supplies		6,600.00
2. Publication Costs		5,000.00
3. Consultant Services		
4. ADP/Computer Services		1,000.00
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. none		0.00
9.		
10.		
Total Other Direct Costs		12,600.00

G. Direct Costs

	Funds Requested (\$)
Total Direct Costs (A thru F)	90,000.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Facilities/Administration	10.00	100,000.00	10,000.00
Total Indirect Costs			10,000.00

Cognizant Federal Agency(Agency Name, POC Name, and
POC Phone Number)**I. Total Direct and Indirect Costs**

	Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)	100,000.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

	Funds Requested (\$)
Total Costs and Fee (I + J)	100,000.00

L. Budget Justification

(Only attach one file.)

1241-MHCbudgetjustification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		23,998.00
Section B, Other Personnel		
Total Number Other Personnel		
Total Salary, Wages and Fringe Benefits (A+B)		23,998.00
Section C, Equipment		
Section D, Travel		832.00
1. Domestic	832.00	
2. Foreign	0.00	
Section E, Participant/Trainee Support Costs		52,570.00
1. Tuition/Fees/Health Insurance		
2. Stipends	33,000.00	
3. Travel	2,570.00	
4. Subsistence		
5. Other	17,000.00	
6. Number of Participants/Trainees	12	
Section F, Other Direct Costs		12,600.00
1. Materials and Supplies	6,600.00	
2. Publication Costs	5,000.00	
3. Consultant Services		
4. ADP/Computer Services	1,000.00	
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	0.00	
9. Other 2		
10. Other 3		
Section G, Direct Costs (A thru F)		90,000.00
Section H, Indirect Costs		10,000.00
Section I, Total Direct and Indirect Costs (G + H)		100,000.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		100,000.00

Budget justification

Consultant Fees:

Honoraria for Discussion Leaders participating in preparatory program sessions

Each preparatory program will ideally have 6 participants. These preparatory program sessions will take place outside of normal academic class times. Participants will be required to do independent study outside of the meeting times.

Honoraria for Discussion Leaders

Each discussion leader would receive \$250 per conversation they facilitate.

Honoraria for Advisory Committee members not serving as program leaders

Advisory Committee members would serve in a mentor capacity but would not be involved in the facilitation preparatory program implementation. These committee members would be responsible for designing the student application process, recruiting students, reviewing applications, helping to secure venue space, publicizing conversations, and linking program with possible outside organizations.

Consultant fee for leaders of preparatory program sessions

Consultants would serve on the advisory committee in the capacity noted above, but also serve in a teacher role during the facilitation preparatory program. They would be present at each session on both campuses.

Preparatory Program Session Leader travel

Travel from the Lansing office to both campuses for the six-week program.
Travel from the University of Michigan-Dearborn campus to Central Michigan University for preparatory program

Supplies and Materials:

Materials/books for preparatory program

Books outlined in narrative that will be explored and used during preparatory program and reflective conversation events.

Materials/books for discussion program participants

Objects, excerpts and tool kits that will be used during sustained discussion program.

Website development

Tool kits will be available on the Michigan Humanities website in PDF format

Recording/tech support services

Archiving conversations and oral histories

FEDERAL FINANCIAL REPORT

1. Federal Agency to which Report is Submitted National Endowment for the Humanities				2. Federal Grant Identifying Number Assigned by Federal Agency AV-279610-21		
3. Recipient Organization Michigan Humanities Council Okemos, MI 48864-6011						
4a. Unique Entity Identifier (b) (4)	4b. EIN or TIN 510164775	5. Recipient Acct. Number	6. Report Type Interim	7. Basis of Accounting Cash		
8. Project/Grant Period 5/1/2021 - 11/30/2022				9. Reporting Period End Date 4/30/2022		
10. Transactions						
a. Cash receipts				\$0.00		
b. Cash disbursements				\$2,077.77		
c. Cash on hand (line a minus b)				(\$2,077.77)		
10. Federal Expenditures and Unobligated Balance						
d. Total federal funds authorized				\$100,000.00		
e. Federal share of expenditures				\$2,077.77		
f. Federal share of unliquidated obligations				\$0.00		
g. Total Federal share (sum of lines e and f)				\$2,077.77		
h. Unobligated balance of Federal funds (line d minus g)				\$97,922.23		
10. Recipient Share						
j. Recipient share of expenditures				\$0.00		
10. Program Income						
l. Total Federal program income earned				\$0.00		
m. Program income expended in accordance with deduction alternative				\$0.00		
n. Program income expended in accordance with addition alternative				\$0.00		
o. Unexpended program income (line l minus line m or line n)				\$0.00		
11. Indirect Expense						
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
g. Totals:						
12. Remarks We will be applying for an extension for this grant this week.						
13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).						
a. Name of Authorized Certifying Official Mrs. Jennifer Rupp						
b. Signature of Authorized Certifying Official <i>This report was signed electronically via eGMS Reach.</i>				c. Telephone 517-372-7770		
d. Email Address jrupp@mihumanities.org				e. Date Report Submitted 10/3/2022		