



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Dialogues on the Experience of War guidelines at

<http://www.neh.gov/grants/education/dialogues-the-experience-war>

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

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

Project Title: The Warrior's Path: Moral Injury, War, and Reclaiming the Soul
Institution: Medical College of Wisconsin
Project Director: Katinka Hooyer
Grant Program: Dialogues on the Experience of War

Intellectual Rationale and Overview of Program

Death is not to be feared; killing is. Killing leaves a hole in your soul.

Peter Fossel, Marine Vietnam 1966-67

In a society that focuses on posttraumatic stress disorder (PTSD) as the dominant narrative to describe the personal cost of war, the deeper moral or spiritual suffering veterans may experience remains elusive. Moral injury is a concept that is gaining attention in clinical circles and refers to the emotional pain of perpetrating, witnessing or falling victim to an act that conflicts with ones' sense of right and wrong.

Moral injury has a significant impact on the physical and mental health of veterans, but it is often not addressed in health care (Yan, 2016). Described by combat veterans as: "feeling empty", having "a hole where my heart used to be" or having been "soul-raped" (Hooyer, 2015), these sentiments contribute to the detachment and existential torment many veterans contend with but are either too ashamed, or do not have the language, to discuss. Moral and spiritual dialogues are key to developing civic understanding of the war experience. Through this National Endowment for the Humanities opportunity, ***The Warrior's Path: Moral Injury, War and Reclaiming the Soul*** can provide the literary texts and discussion to begin to express and honor these experiences.

These are difficult dialogues, overlaid with deeply engrained and conflicting socio-cultural values. Because of these conflicting perspectives, the humanities are a rich space for sense-making and critical reflection that can contribute to deeper understanding of self and others. *What are the types of moral injuries that war creates for veterans? What is the source of the moral dualities that create suffering for veterans and what is the toll on the spirit? How do these moral injuries manifest and how can the humanities help us think more deeply about these experiences ?* The proposed project, *The*

Warrior's Path: Moral Injury, War and Reclaiming the Soul, grapples with these fundamental questions through veteran-veteran and veteran-civilian discussions.

The Warrior's Path will synthesize genres of Shakespearean historical theater, 20th and 21st century poetry and contemporary graphic novel to explore the nature and diversity of moral injury in the Seven Years War, Vietnam War, and recent Afghanistan and Iraq wars. The themes of loyalty, honor and sacrifice will be a vital entry point to dialogue on moral wounds; core values that often create conflict for veterans as they move between their military and civilian worlds. (Fountain, 2012; Brock and Lettini, 2012).

Content: Scenes from Shakespeare's *Henry V, IV, Coriolanus*, the prize-winning graphic novel *The White Donkey: Terminal Lance*, by Maximilian Uriarte (2016) which relates the experience of a Marine during the Iraq War, and war poetry have been chosen specifically for the array of characters with their varying moral viewpoints and war experiences. This selection of genres and design of the discussion series are strategically chosen to accommodate different learning styles and generation of veteran.

The Warrior's Path: Moral Injury, War and Reclaiming the Soul includes three components, structured to engender meaningful and reflective dialogue:

1. A preparatory training program for NEH Discussion Leaders
2. A veteran-to-veteran discussion group series
3. A veteran-to-civilian dialogue series

The preparatory program of 21 hours will train 8 veterans as NEH discussion leaders over two weekends in partnership with the Frank Zeidler Center for Public Dialogue. The Zeidler Center's established model draws from mediation, appreciative inquiry and interpersonal neurobiology to facilitate structured conversations around difficult topics and is focused on negotiating differences.

This skills training will be paired with specialty content in the areas of just war, peace studies, moral injury and PTSD, and heroism from faculty in Theology, Humanistic Psychology, English, Theatre, and Cultural Anthropology.

NEH discussion leaders will be prepared to facilitate three cycles of “veteran-to-veteran” discussion groups (5 sessions each, totaling 15 sessions) and five “veteran-to-civilian” discussions. Cycle 1 of the veteran-to-veteran discussion groups is an interactive reading of Shakespeare’s historic plays paired with poetry of Iraq, Vietnam, and World War I; Cycles 2 and Cycle 3 focus on a more contemporary medium, the graphic novel, popular with our recent generation of war veterans. We will integrate war poetry of Vietnam and WWII as a point of comparison.

The veteran-to-veteran discussion groups will introduce the concept of moral injury and stimulate dialogue on the moral dualities that surge through characters in Shakespeare’s plays, *The White Donkey*, and select poems. Working with *Feast of Crispian: Shakespeare with Veterans (FoC)*, participants will recount character dialogues from scenes of *Henry IV*, *Henry V* and *Coriolanus*. Scenes and poems are specifically chosen to highlight the topics of moral responsibility, honor, sacrifice and heroism, eliciting both a visceral and emotional experience. This strategy allows veteran participants to tell a moral injury story through a character and begins to provide a language for more personal testimonials. Veterans will collectively engage with these works to reflect on and discuss the diverse experiences of the characters in parallel with their own experiences of war and moral conflict: *How do personal and cultural value systems erode during war? How do veterans’ military and civilian worlds collide and deepen moral wounds? How do voluntary and involuntary sacrifices contribute to moral conflict?*

Since discussions around moral responsibility and sacrifice are often difficult, these experiences stay silent, contributing to popular stereotypes of veterans as dangerous or psychically broken. Our tiered approach of phasing in the veteran-civilian dialogues, after the veteran-veteran discussion

group cycles, aims to provide veterans with a judgment-free zone to reflect on and articulate their experience among their fellow veterans before they share their experiences with the public.

Preparatory Program for NEH Discussion Leaders

Preparatory Program

The preparatory program will be structured around: (1) mastery of thematic content, (2) facilitation skills in public dialogue, and (3) and source-based discussion. Each session will be 4-5 hours long, over two consecutive weekends. One observation session and one practice session will be required for the Zeidler Center training in Reflective Structured Dialogue. Sessions will include individual and group activities that will provide a multi-sensory experience and emphasize application of skills and knowledge. Training materials consist of a copy of the graphic novel, *The White Donkey*, and a bound study guide to include 20th and 21st century war poems, scenes from Shakespeare's plays, and discussion questions to prepare the trainees to lead the discussion groups.

Day 1: Honor, Sacrifice and Morality

Day 1 will provide content and introduce the themes of honor, sacrifice and morality with three content experts. Katinka Hooyer, PhD, cultural anthropologist, will introduce the concept of moral injury and its relationship to contrasting military and civilian cultural value systems. Veteran John Zemler PhD is a theologian, specializing in the Theology of Violence and will focus on the theme of just war and the spiritual dimensions of PTSD. As a counter-narrative to Dr. Zemler's just-war theory, Marine Corpsman and Veteran Mark Foreman, co-founder of Milwaukee's Veterans for Peace will discuss unjust war, personal sacrifice and the moral injury that can result. This introductory session prepares trainees on polarizing perspectives that may arise in the discussion groups. Participants will read *The White Donkey*, the graphic novel depicting the Iraq War, thematically paired with select war poems for Day Two of the preparatory program.

Day 2: Facilitation Techniques

Day 2 will provide training in the method and theory of facilitating deep dialogue with the Zeidler Center of Public Discussion. Katherine Wilson, PhD, Associate Lecturer in English and the Executive Director of the Zeidler Center will lead our training in **Reflective Structured Dialogue (RSD)**. In this method the facilitator is present as a guide but essentially absent as a participant. The goal is to teach leaders to guide discussion participants to both develop their own voice and be connectors participating in the co-creation of new understandings. This is crucial for Veterans who feel silenced due to real and perceived public judgement or internalized guilt and shame due to their war experience. Dr. Wilson will tailor the training using content from *The White Donkey* and poems by Yusef Komunyakaa. Through these texts, participants will be encouraged to question what is “normal” after the moral/religious ambiguity of killing in wartime and what does complacency really mean in these varying texts? After this training participants will: (1) observe an experienced facilitator at an upcoming Zeidler dialogue to see the theory in practice before they begin to facilitate on their own and, (2) be observed facilitating their own dialogue by an experienced facilitator who will provide feedback.

Day 3: Moral Injury, Sacrifice, Heroism

Day 3 will provide content on themes and literature to be covered in the discussion group syllabus. Feast of Crispian: Shakespeare with Veterans (FoC), includes Bill Watson, Associate Professor in Theatre, University of Wisconsin-Milwaukee, Co-Director & Facilitator of FoC, Nancy Smith-Watson, FoC Director and Jim Tasse, Veteran and Co-facilitator of FoC and Associate Lecturer in Theater. They will use scenes from Shakespeare’s *Henry the V* as catalyst for discussing topics of moral injury, sacrifice, and heroism. In *Henry the V*, Act IV, scene i, King Henry, in disguise, discusses with his conscripted troops the topic of who is responsible for the disposition of the soul that belongs to a soldier who dies in battle. Trainees will identify themes of moral responsibility,

and honor in this classical text as they relate to contemporary wars and combatants. Through instructors feeding lines to trainees, trainees will gain a “felt sense” experience of the questions of fear, morality and responsibility for the soul discussed in this pre-battle scene, leading to a more empathetic curiosity and more focused questions for discussion such as, how do moral obligations and personal honor collide? Dr. Zeno Franco, psychologist, Associate Professor at the Medical College of Wisconsin and heroism scholar will provide commentary and questions to provide contrasting perspectives to Shakespeare’s content.

Day 4: Source-Based Discussion Skills

Day 4 will provide training in source-based discussion skills. Kathleen Dale, PhD is a Senior Lecturer Emerita in English and expert in modern poetry with experience in Veteran programming. She will teach trainees to apply classic literary analysis to narrative text and learn to relate literary concepts in *White Donkey* to poetry that deals with similar themes. Trainees will learn how to make further connections between the texts (narrative and poetic) and their own experience in order to be able to facilitate this with veterans in their discussion groups. We will use scenes from *The White Donkey* and six modern poems as discussion prompts for topics such as how might moral injury emerge in transitioning to a “normal” civilian life? How do soldiers cope with what might be considered meaningless deaths? Through close reading of the text and poems (both silent and aloud), classic literary analysis, historical context, as well as eliciting personal stories from the texts, we will consider different possibilities for navigating the moral ambiguities of post-war life.

Recruitment and Selection

NEH Discussion leaders will be recruited through our preparatory program trainers, their institutions and community partners. This includes, University of Wisconsin-Milwaukee’s (UWM) Military and Veteran Resource Center (MAVRC), Medical College of Wisconsin (MCW) Warrior Partnership, Riverwest Radio Station, FoC, and The Veteran Health Coalition. We will use personal

invitations, flyers and social media posts. With a recruitment goal of 8 veterans, we will enroll the first four pre-9/11 veterans and first four post-9/11 veterans who express interest and can commit to the training. We will also maintain waitlist of 5 additional veterans as a contingency plan to ensure recruitment aims are met. The project director is the only personnel to receive the training to act as a support and/or substitute NEH Discussion Leader, if needed.

Discussion Groups for Military Veterans and Others

Veteran-to-Veteran and Veteran-to-Civilian Discussion Groups

This project will convene 3 cycles of veteran-to-veteran discussion groups, and will host 2 veteran-to-civilian dialogues. There will also be 3 radio shows as part of the veteran-to-civilian discussions, as outlined in the syllabus. Cycles 1-3 of the veteran-to-veteran discussion groups will consist of five sessions each, offered once a week for 90 minutes. In each discussion group, two NEH discussion leaders will facilitate 15 veterans in a multi-sensory exploration of the moral ambiguities of war through group and silent reading, reflection and testimonial. The veteran-to-civilian dialogues will be 90 minutes, including group readings and testimonial for 15 participants.

Cycle 1: Veteran-to-Veteran Discussion Group

Shakespeare for Veterans: 5 Sessions, 15 Veterans, 2 NEH Discussion Leaders

Discussion group participants will use scenes from Shakespeare's *Henry V*, *Henry IV*, *Coriolanus* and *Measure for Measure*, as catalysts for discussing topics of moral injury, sacrifice, the "soul" and heroism. Participants will further identify themes of moral responsibility and honor in these classical texts as they relate their personal experiences in contemporary wars. This is achieved through a technique where content experts feed participants lines from the script to recite. FoC will co-facilitate these five sessions so that participants can practice deep listening skills that support a rich emotional experience as expressed by Shakespeare's characters; through poetic language, voice, and movement.

Cycle 1 of the veteran-to-veteran discussion groups will be located at the UWM Theater Department. Each scene, as outlined in the syllabus, will be paired with a 20th or 21st century poem to provide multiple perspectives. For example, in *Measure for Measure*, Act II, Scene iv, Angelo, with the full force of the Duke's power, tells Isabella she must give him her virginity or he will execute her brother. Military personnel may face choices where there is no moral "right choice", confronted with conflicting ideals of honor and sacrifice. Contrasting this scene to the poem, *The Guard at the Binh Thuy Bridge* by John Balaban, does the guard have a "choice" of killing the woman? If so, is this choice different from Isabella's choice?

Cycle 2: Veteran-to-Veteran Discussion Group
The White Donkey: 5 Sessions, 15 Veterans, 2 NEH Discussion Leaders

Cycle 2 of the veteran-to-veteran discussion groups is tailored to post 9/11 student veterans of the Iraq and Afghanistan wars and will be located at UWM's Military and Veteran Resource Center (MAVRC) for student veterans. We will use the visual and narrative text of the award-winning graphic novel *The White Donkey* by Max Uriarte, paired with select poems from World War II, Vietnam and Iraq. This is the first graphic novel about the war in Iraq, written by an Iraq infantryman who is famous in post 9/11 military circles for his comic strip *Terminal Lance*. The novel follows the wartime experience of Abe, a young Marine, and explores how he finds and then loses his purpose in military service, his struggles returning home and with PTSD.

The content of Cycle 2 highlights the themes of sacrifice, loyalty and heroism as it relates to moral injury and returning to "normal", both in Iraq and at home. For example, in one scene from *White Donkey* (pp. 166-172) Abe's best friend, Jesus Garcia, the turret gunner, is killed by an improvised explosive device (IED). Abe punches out an officer who mentions the possibility of their receiving a Combat Action Ribbon (award) for the "IED event". How do soldiers navigate the intense loss and

grief for their fallen battle buddies with being rewarded and made into heroes? Compared to the poem *The Death of the Ball Turret Gunner* (WW II) is the symbolism, the experience, different?

To cultivate the confidence and comfort level needed to facilitate and elicit moral experiences of war, this discussion group of *White Donkey* group will be observed by content expert Kathleen Dale, PhD. She will provide feedback and support to our NEH Discussion Leaders in close reading and literary analysis. In Cycle 3, NEH Discussion Leaders will facilitate on their own.

Cycle 3: Veteran-to-Veteran Discussion Group
The White Donkey: 5 Sessions, 15 Veterans, 2 NEH Discussion Leaders

Cycle 3 of the veteran-to-veteran discussion group will be a repeat of the Cycle 2 syllabus hosted at a Milwaukee Public Library Community Room (TBD) for a broad range of veterans. Cycle 3 of the veteran-to-veteran discussion groups encourages veterans to make connections between the texts (narrative and poetic) and their own experience and to prepare them to convey their own experiences to the public in the veteran-to-civilian dialogues.

Veteran-to-Civilian Dialogues

These two dialogues will engage the civilian public, using the humanities and testimonials to promote connection and understanding. Our goal with this series is to begin to bridge the cultural divide between military and civilian moral worlds, challenge preconceived assumptions and bring awareness to veterans' wide variety of experiences and perspectives.

Veteran-to-Civilian Dialogues: Woodland Pattern Book Center

Woodland Pattern Book Center is a cultural hub for literature and art and nationally known for its poetry readings. Self-selected veterans from the veteran-to-veteran discussion group and/or NEH Discussion Leaders will read their favorite poems from the syllabus and relate their own experiences of moral injury for public dialogue and exchange. This 90-minute dialogue session will be publicized through the posting of print and electronic flyers, leveraging project partners' online

and social media networks. To promote sustainability, NEH discussion leaders will be encouraged to use the study guide materials from the discussion groups to start their own poetry reading series, with the support of Kathleen Dale, PhD and Woodland Pattern Book Center.

Veteran-to-Civilian Dialogues: MCW Warrior Partnership

MCW's Warrior Partnership brings medical students and veterans together for mutual benefit: veterans open up about their experiences and leverage them to teach the students how to care for other veterans, and the students learn how to integrate the unique needs of this population into their care. For this dialogue session, medical students will be required to read the graphic novel *The White Donkey* and veterans from the veteran-to-veteran discussion group will relate and discuss their war experiences, led by a NEH Discussion Leader.

Veteran-to-Civilian Dialogues: Veterans Voices on Riverwest Talk Radio

Riverwest Radio Station is Milwaukee's premiere alternative talk radio station providing a platform for marginalized voices. Three radio shows will include a reading of a selected poem for discussion, Veteran testimonials from the veteran-to-veteran discussion group and listener call-in, led by NEH Discussion Leader.

- Radio Show 1: Moral Ambiguities of War and Moral Injury
- Radio Show 2: Heroism and Survivors Guilt
- Radio Show 3: Returning Home from a Warzone and Moral Injury

Sustainability

To uphold these dialogues, these discussion groups will be offered every term as activities of the UWM Veteran Resource Center and MCW Warrior Partnership. In addition, Veterans who have graduated from the series will have the opportunity to continue dialogues as guests on the veteran-led programming at Riverwest Radio.

Discussion Group Participant Recruitment

The project has enlisted an array of community and academic partners to assist with recruitment. Each institution—from bookstores to coffee shops, radio stations, student-led affinity groups, and other community gathering places—has a unique constituency, though there is some overlap of audiences. This configuration lends to this project’s ability to reach a diverse audience of military veterans and residents of Milwaukee. **Table 3** below lists local partners their recruitment support.

Local Partner	Audience	Recruitment Tools
MCW Warrior Partnership	<ul style="list-style-type: none"> - Medical Students - Veteran volunteer staff - MCW Faculty and Staff 	Flyers/Posters Social Media Posts
Feast of Crispian	<ul style="list-style-type: none"> - Organization Patrons - Veterans 	Word of Mouth/Email
Zeidler Center for Public Discussion	<ul style="list-style-type: none"> - Milwaukee (MKE) Residents - MKE Community-Based Organizations (CBOs) 	Flyers/Posters Social Media Posts
UWM MAVRC and Peck School of the Arts	<ul style="list-style-type: none"> - UWM Students and Veterans - Faculty and staff 	Word of Mouth/Email Online Calendar
Woodland Pattern Book Center	<ul style="list-style-type: none"> - Bookstore Patrons - Northeast MKE Residents 	
Riverwest Radio	<ul style="list-style-type: none"> - Radio Audience of Listeners - 2,300 Facebook Followers 	Online Calendar On-Air Announcements

Table 3 Local Partners and Recruitment Resources

Project Faculty and Staff

The robust design of this project, and its impending success, is predicated upon the skill and expertise from a number of local collaborators to include faculty, scholars, and professionals from University of Wisconsin – Milwaukee (UWM) Peck School of the Arts, UWM Military and Veterans

Resource Center (MAVRC), FoC, the Zeidler Center for Public Discussion, and the Medical College of Wisconsin, as anchor institution and lead applicant.

Project Staff

Person and Role	Background & Qualifications
Katinka Hooyer, PhD <i>Project Director</i>	Cultural anthropologist and public scholar in the Center for Healthy Communities and Research, (MCW) with 7 years-experience as a community engaged researcher collaborating with veterans with PTSD and moral injury.
Leslie Ruffalo, PhD <i>Evaluation Coordinator</i>	Assistant Professor, MCW Department of Family and Community Medicine with experience implementing and evaluating multiple veterans' outreach projects with the Department of Veterans Affairs (VA).
Michelle Leinenger <i>Research Coordinator and Budget Specialist</i>	Coordinator, MCW Department of Family and Community Medicine with experience developing and maintaining implementation schedules for project completion and managing financial aspects of grant awards.

Preparatory Program Trainers

Person and Role	Background & Qualifications
Zeno Franco, PhD	Psychologist and Associate Professor at the Medical College of Wisconsin and scholar in heroics with more than 10 years of research expertise in veterans' trauma.
Katherine Wilson, PhD	Associate Lecturer in English and Executive Director of the Frank P. Zeidler Center for Public Discussion.
Kathleen Dale, PhD	Senior Lecturer Emerita in English and expert in modern poetry with experience in veteran programming.
Nancy Smith	Executive Director, Feast of Crispian (FoC)
Bill Watson	Associate Professor, University of Wisconsin-Milwaukee and Co-Facilitator at Feast of Crispian
Jim Tasse	Associate Lecturer, University of Wisconsin-Milwaukee and Co-Facilitator at Feast of Crispian
John Zemler, PhD	Theologian and Marquette University lecturer, specializing in the Theology of Violence and the topic of <i>just war</i> .
Mark Foreman	Co-founder of Milwaukee's Veterans for Peace and highly sought-after speaker to discuss moral injury among veterans.

Institutional Context

The Medical College of Wisconsin

The Medical College of Wisconsin (MCW) is a private medical college dedicated to fostering leadership and excellence in Education, Research, Patient Care and Community Service. MCW has approximately 5,400 employees, roughly 950 of whom are full-time faculty. As a major national research center, MCW recently received approximately \$175 million in external grant support. MCW *Research Cores* and *Shared Resources* support the a variety of research activities with state-of-the-art technology, knowledgeable staff, and collaborative research and grant administration services to include: (1) Business Intelligence (BI) software offering financial and grant deliverables management platforms through the Office of Sponsored Programs (SP); (2) the MCW Human Research Protection Program (HRPP) to include investigator training, the Institutional Review Board (IRB) and resources for study staff; (3) online survey tools and HIPPA-compliant databases (e.g. Qualtrics and REDCap) serviced, in-part, through the Clinical & Translational Science Institute of Southeast Wisconsin (CTSI); (4) statistical analysis support offered by Quantitative Health Sciences (QHS); and an array of other services to support successful implementation and evaluation of research and programmatic projects.

MCW Department of Family and Community Medicine Center for Healthy Communities & Research

The Center for Healthy Communities and Research (CHCR) develops community-academic partnerships to improve health and advance health equity in underserved rural and urban communities across Wisconsin. Through the power of partnerships, CHCR personnel use research and evaluation skills to advance conditions that support better health in the lives of all community members, including seniors, children, military veterans and their families.

The University of Wisconsin – Milwaukee (UWM)

The University of Wisconsin-Milwaukee is home to over 25,000 students with 12 schools and colleges, offering 84 undergraduate programs, 48 graduate programs, and 20 doctoral degrees. Established in 2012, the UWM Military and Veterans Resource Center (MAVRC) emerged as an outgrowth of the Veterans Advisory Council, the Student Veterans of America organization, and campus leadership. MAVRC addresses the challenges faced by service members, and support their degree completion and successful transition to the civilian workplace. MAVRC works with campus and community partners to offer a variety of programming tailored for military veterans.

Evaluation

MCW has experience collecting survey data for federally funded projects and applying the results to future grants. We will use the Kirkpatrick Model of evaluation to assess the effectiveness of training in the prep program and veteran-to-veteran discussion groups. The Kirkpatrick Model guides learners across four levels of evaluation (Kirkpatrick 2006): (1) program reactions, (2) learning outcomes, (3) behavior change, (4) program impact.

For the prep program, we will administer three surveys to discussion leader trainees. First, formative satisfaction surveys will be administered after each training session and a summative survey will be offered at the completion of the training (Level 1). The satisfaction surveys will assess quality of materials/content, instructors, and overall satisfaction with the training. Second, we will administer a retrospective pre/post survey after the training has been completed to measure changes in knowledge, skills, or attitudes (Level 2). To assess behavior change (Level 3), we will ask discussants to complete a structured open-ended comment survey to capture information on the ways that the discussant has changed his/her behavior as a result of participating in this program. Informal feedback after each session will guide any iterative changes that need to be made in the structure of the program.

To evaluate the veteran-to-veteran discussion program, we will use a similar methodology. We will administer two surveys to participants. The satisfaction survey will focus on evaluating the quality of the session and discussion leaders, the level of comfort during the session, and relevancy of the content. A pre/post learning and attitude change survey will be administered at the end of the program, focusing on the following set of questions: 1) if and how the humanities texts impact the knowledge, attitudes and beliefs surrounding the varying war experiences, moral injury and personal/collective values, 2) if the texts contributed to a nuanced understanding of participant's own war experience, and 3) if the participant felt more comfortable talking about his/her experiences as a result of the program?

To evaluate Impact of the program (Level 4), we will conduct four focus groups using rapid ethnographic methodology. We will conduct one focus group with discussion leaders and one focus group at the close of each of the three Veteran-to-veteran Programs. The Vet-to-Civilian sessions (except for the radio talk shows) will be evaluated through a survey with retrospective pre/post questions surrounding knowledge and attitudes.

All survey data will be captured in Qualtrics (an online survey software) and analyzed using descriptive statistics. Focus group data will be analyzed using qualitative methodologies. Drs. Hooyer and Ruffalo will generate a report to share with stakeholders and for conference dissemination. Findings will also be used to support future grant applications.

References

1. Fountain, Ben (2012). *Billy Lynn's Long Halftime Walk*. Ecco. New York.
2. Lettini, G. and R. Brock (2012). *Soul Repair: Recovering from Moral Injury After War*.
3. Hooyer, Katinka, "Mentally Disordered or Culturally Displaced? How the PTSD Label Transforms Personhood in US Military Veterans" (2015). *Theses and Dissertations*. 878.
4. Yan, G.W. (2016). "The Invisible Wound: Moral injury and its impact on the health of Operation Enduring Freedom/Operation Iraqi Freedom Veterans." *Military Medicine*, 181(5): 451-8.

The Warrior's Path: Moral Injury, War and Reclaiming the Soul

Preparatory Program Syllabus for NEH Discussion Leader Training

Critical to the preparatory training is an understanding of thematic content from multiple perspectives and facilitation skills. Trainees will be prepared to lead discussions through training in Reflective Structured Dialogue method and carefully selected readings and lectures by content experts. Various genres and mediums are chosen for differing learning styles and era of veteran. Our content highlights the themes of sacrifice, honor, loyalty and heroism. We focus on The Seven Years War, Vietnam and Iraq wars to illustrate the constancy and conflict of moral ambiguities for soldiers across history. All of the readings provided in the preparatory training will be used in the discussion groups the NEH leaders will facilitate, except: "Enemies" and "Friends" from *The Things They Carried* by Tim O'Brien, Mariner Press, 2009 and "Here, Bullet" by Brian Turner, 2005.

Required Reading

Historical Plays: Shakespeare – Interactive readings (7 Years War)

Henry V, IV,i
Measure for Measure, II,iv:
Henry IV part I, IV,v:
Henry IV, V, i
Coriolanus, II,ii:

Poems to be paired with Shakespeare's scenes

Sadiq by Brian Turner (Iraq)
The Guard at the Binh Thuy Bridge by John Balaban (Vietnam)
Ways of Looking at an IED by Hugh Martin (Iraq)
Dulce et Decorum Est by Wilfred Owen (WWI)
Facing It by Yusef Komunyakaa (Vietnam)

The White Donkey: Terminal Lance by Maximilian Uriarte (2016), Graphic Novel (Iraq)

Poems to be paired with *The White Donkey*

A Taste of Afghanistan by Rob Densmore (Afghanistan)
At Lowe's Home Improvement Center by Brian Turner (Iraq)
For the Missing in Action by John Balaban (Vietnam)
The Death of Ball Turret Gunner by Randall Jarrell (WW II)
PTSD by Chantelle Bateman (Iraq)
Therapy by D.A. Gray (Iraq)

Schedule

2 Friday/Saturday intensives and 2 observation/practice dialogues with the Zeidler Center

Day 1 Friday	Content Training: Moral Injury and Un/Just Wars; Polarizing Perspectives Medical College of Wisconsin (1pm-5pm)
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1:00-1:15	Introduction of NEH program, Warrior's Path syllabus and schedule
1:15-1:45	Introductions of participants and trainers
1:45-2:00	What is moral injury? Katinka Hooyer, PhD
2:00-2:30	Activity: How does MI relate to conflicting military and civilian cultural value systems?

2:30-2:45	Break
2:45-3:45	Theology of Violence, Just Wars, Spiritual Dimensions of PTSD: John Zemler, PhD
3:45-4:45	Unjust Wars, Personal Sacrifice, and Collective Consequences: Mark Foreman, Veteran
4:45-5:00	Reflections, evaluation

Day 2 **Skills Training in the Reflective Structured Dialogue Method**
Saturday **Zeidler Center for Public Discussion 9am-1pm**

9:00-9:15	Zeidler Center's mission and programming
9:15-9:25	How to disagree without being disagreeable!? Core actions of facilitated dialogue.
9:25-10:00	Experiencing listening circles
10:00-10:15	Break
10:15-10:30	Key elements of facilitated dialogue
10:30-10:45	Facilitator's main tasks
10:45-11:30	Redirecting participants
11:30-noon	Taking notes: Follow the note taking guide
Noon -1:00	Facilitation practice and working lunch/ reflections evaluation *Trainees will schedule one additional Zeidler Center dialogue observation and one facilitation practice online.

Day 3 **Shakespeare for Veterans, Content Training in Heroism, Moral Injury**
Friday **Medical College of Wisconsin 1pm-5pm**

1:00 – 1:15	Heroism and risk taking in the military context – Zeno Franco, PhD
1:15-1:30	Method and theory behind Dramatic Texts as avenues into exploring experience
1:30-2:30	The Texts: Responsibilities of Leaders and Soldiers in Shakespeare’s History Plays – Honor, Duty and Moral Injury
2:30-2:45	Break
2:45-3:15	Check in & Discussion of the first half’s session
3:15-3:45	Structures of Verse Metaphor, Rhythm, Rhyme and how they carry meaning
3:45-4:30	Finding the story below the text: Giving Veteran’s Stories Voice through Shakespearean Text
4:30-5:00	Applications & Directions: Processes and strategies for leading veterans through investigations of Shakespeare text/process evaluation

Day 4: **Skills Training in Literary Analysis**
Saturday **UWM Peck School of the Arts 9am-1pm**

9:00-9:30:	Literary Terms for analyzing Narrative
9:30-10:00	Practice Using Literary Terms with “Enemies” and “Friends” from The Things They Carried by Tim O’Brien
10:00-10:15	Break
10:15-10:45	Literary Terms for analyzing Poetry
10:45-11:15	Practice Using Poetic Terms with “Here, Bullet” by Brian Turner
11:30-11:45	Break
11:45-noon	Putting it all together: narrative, poetry, experience
Noon-12:45	Work in two groups to connect the narrative, the poem, and an experience
12:45-1:00	Evaluation Survey of NEH Preparatory Program

The Warrior's Path: Moral Injury, War and Reclaiming the Soul

Syllabi for Veteran-to-Veteran and Veteran to-Civilian Discussion Groups

The discussion group series is purposefully designed to provide veterans the time and support to reflect on and discuss their lived experience with war and moral injury before they have public dialogues. The first 3 Cycles are for veterans only, and the 4th and 5th discussion groups will be veteran-to-civilian dialogues. All the groups include poetry, selected as an entry point for discussing contrasting perspectives. Participants will be provided a discussion guide to include all content.

Cycle 1: Veteran-to-Veteran Discussion Group: Shakespeare for Veterans

Structure: 15 Veterans, 2 NEH Discussion Leaders

Location: UWM Peck School of the Arts

Timing: 5 discussions, 1x per week, 90 minutes, Fall 2018

Day 1: *Henry V, IV,I, and Sadiq* by Brian Turner (Iraq)

How can a soldier afford to let in moral pain while carrying out repugnant orders?

THEME: moral responsibility and loyalty

Day 2: *Measure for Measure II,iv: and Guard at the Binh Thuy Bridge*, John Balaban (Vietnam)

What are the consequences of facing choices where there is no moral "right choice"?

THEME: honor and sacrifice

Day 3 *Henry IV part I, IV,v and Ways of Looking at an IED* by Hugh Martin (Iraq)

What is the "ultimate sacrifice"?

THEME: sacrifice and loyalty

Day 4: *Henry IV, V, i and Dulce et Decorum Est* by Wilfred Owen (WWI)

What is the value of honor? Is it a necessary character aspect of the "hero"?

THEME: honor and heroism

Day 5 *Coriolanus, II,ii and Facing It* by Yusef Komunyakaa (Vietnam)

How do the characters exploit their heroism?

THEME: heroism and military values

Cycle 2: Veteran-to-Veteran Discussion Group: The White Donkey

Structure: 15 Veterans, 2 NEH Discussion Leaders

Location: UWM Military and Veteran Resource Center (MAVRC)

Timing: 5 discussions, 1x per week, 90 minutes, Winter 2018

Discussion leaders will be provided observation and facilitation feedback with content expert Kathleen Dale, PhD (English and Poetry). Participants will be provided and *read the whole graphic novel before the first meeting* and will focus on specific scenes and paired poems in discussions.

Day 1: *White Donkey* pp. 93, 117, 158 and *A Taste of Afghanistan*, Rob Denmore

What are the problems in returning a warzone to "normal" by people who do not live there?

THEME: Forgiveness, hate, "normality" and moral responsibility.

Day 2 *White Donkey* pp. 104 and *A Break from the Bush* by Yusef Komunyakaa (Vietnam)

How does complacency kill?

THEME: Warwork, feeling “bulletproof” and survivor’s guilt

Day 3 *White Donkey* pp. 142-48 and *At Lowe’s Home Improvement Center*, Brian Turner (Iraq)

What are the moral conflicts soldiers face after killing? Who justifies this and how?

THEME: The moral/religious ambiguity of killing in wartime

Day 4 *White Donkey* pp. 166-172 and *The Death of Ball Turret Gunner*, Randall Jarrell (WWII)

How does losing soldiers and being rewarded for those same firefights create moral injury?

THEME: personal shame vs cultural celebration of the warrior

Day 5 *White Donkey* pp. 210-62 and *Therapy* by D.A. Gray (Iraq)

How do veterans feel alienated in coming home and being deemed a “hero”?

THEME: the new normal, PTSD and moral injury

Cycle 3: Veteran-to-Veteran Discussion Group: The White Donkey

Structure: 15 Veterans, 2 NEH Discussion Leaders

Location: Milwaukee Public Library (Community Room, TBD)

Timing: 5 discussions, 1x per week, 90 minutes, Spring 2019

Cycle 3 of the veteran-to-veteran discussion group will be a repeat of the Cycle 2 syllabus. This series will allow NEH discussion leaders to lead on their own after the feedback period in Cycle 2.

Veteran-to-Civilian Dialogues

Graduates from the vet-to-vet discussion group series will be invited to take part and provide testimonials in one of five veteran-to-civilian dialogues around moral injury.

Woodland Pattern Bookstore: Graduates from the vet-to-vet discussion group will read their favorite poems from the syllabus and relate their own experiences of moral injury for public dialogue, led by NEH Discussion Leaders. June 2019

Medical College of Wisconsin, Warrior Partnership: Medical students will be required to read a selection from the graphic novel *The White Donkey* and veterans from the vet-to-vet discussion group will relate/discuss their war experiences, led by NEH Discussion Leaders. September 2019.

Riverwest Radio Station: Radio talk shows will include a reading of a selected poem for discussion, Veteran testimonials from the vet-to-vet discussion group and listener call-in, led by NEH Discussion Leader. June/July 2019

Radio Show 1: Moral Ambiguities of War and Moral Injury

Radio Show 2: Radio Show 3: Heroism and Survivors Guilt

Radio Show 3: Returning Home from a Warzone and Moral Injury