



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

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

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

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

Project Title: We are Veterans Too: Women's Experiences in the U.S. Military

Institution: Messiah College

Project Director: Dr. Sarah Myers

Grant Program: Dialogues on the Experience of War

Proposal Narrative for

We are Veterans Too: Women's Experiences in the U.S. Military

Proposer Name & Position: Dr. Sarah Myers (Assistant Professor of History)

Institution: Messiah College

Contact Phone Number and E-mail Address: (b) (6),
spmyers@messiah.edu

Narrative

Intellectual Rationale and Overview of the Program

In order to address and acknowledge specific challenges and strengths of female veterans, *We are Veterans Too* will organize and hold discussion groups that generate conversations with female veterans and service members over cultural issues within the military. Our program will create a network of NEH-trained discussion leaders who can then lead university and community learning, based on the humanities disciplines, to illuminate the diversity of human experiences and historical trends in the female veteran experience. Our program will be conducted at five institutions in Texas, California, Florida, Virginia, and Georgia, which have the highest concentration of female veterans according to the Department of Veterans Affairs.¹

The title of this program, *We are Veterans Too*, acknowledges the fact that female veterans desire recognition as veterans (rather than as *female* veterans) in the context of an American culture that continues to perpetuate the memory of veterans and of the experience of war as male. This is similar to the new "Women Also Know History" movement which references gender bias in the academy, as well as the

¹ Department of Veterans Affairs Fact Sheet, "Women Veterans Population,"
<https://www.va.gov/womenvet/docs/womenveteranspopulationfactsheet.pdf>

#ILookLikeaProfessor hashtag on Twitter in response to the perpetuation of professors as men in the general public.² Female veterans also desire a more nuanced narrative of their service in media coverage, which predominately focuses on obstacles faced by veterans, while ignoring their strength and resilience. Popular memory also connotes the term veteran with combat experience, so the humanities sources selected for this program will encompass both combat and noncombat roles.³

The purpose of focusing specifically on female veterans is to create an atmosphere where female veterans and current military service members can talk about their experiences and sensitive subjects openly and in safe spaces. Such forums will allow them to address the unique challenges they face in the American military and general public, including topics like the design of their uniforms, debates over their abilities or even presence in the military, and the presence of masculine culture that is offensive to women (i.e. military cadences).

We are Veterans Too was inspired by Dr. Sarah Myers' participation in a 2016 NEH Summer Seminar on "Veterans in Society." The seminar sparked her interest in finding new ways to carve out spaces for veterans' voices as she learned the impact of military service on veterans, female perceptions of themselves as veterans, and veteran

² "Women Also Know History," <https://womensoknowhistory.com/> and <https://twitter.com/hashtag/looklikeaprofessor?lang=en>.

³ The memory of war has often been gendered male, as evidenced in works such as Ann M. Little, *Abraham in Arms: War and Gender in Colonial New England* (Philadelphia: University of Pennsylvania Press, 2007); Sarah Purcell, *Sealed with Blood: War, Sacrifice, and Memory in Revolutionary America* (Philadelphia: University of Pennsylvania Press, 2002); Alfred Young, *Masquerade: The Life and Times of Deborah Sampson, Continental Soldier* (New York: Vintage, 2004); and Rosemarie Zagarri, *Revolutionary Backlash: Women and Politics in the Early American Republic* (Philadelphia: University of Pennsylvania Press, 2007). Sarah Purcell's study of the memory of the American Revolution offers perspectives into the ways the memory of war became gendered and racialized, as well as the influence of memory on national identity. Alfred Young and Rosemarie Zagarri explain the relationship between the emerging American government and the establishment of citizens as white and male as coinciding with the memory of war as centering on male veterans.

reintegration into society. Dr. Myers is trained in oral history and has conducted extensive oral history interviews with veterans. This program will combine her experiences with those of other individuals in facilitating discussions with veterans and generating dialogue with interpretive questions which will guide veterans to make connections between their own histories and those of previous generations in the Civil War and World War II, as well as the war in Afghanistan.

During the discussions hosted at five institutions across the country, female veterans will dialogue on their service as they read, analyze, or listen to women's experiences in the Civil War, World War II, and the war in Afghanistan. The discussion workshops will be held in states with the largest population of female veterans and at institutions with pre-existing veteran networks. This "Dialogues on the Experiences of War" grant will allow these promising locations to develop a model for future programming in order to generate conversations with veterans for decades after the initial workshops in the 2020-2021 school year. In California, Chapman University is home to a growing War and Society graduate program under the leadership of Dr. Greg Daddis, which has developed relationships with local veteran organizations, bringing veterans into the classroom to share their experiences with students. In Georgia, Dr. Susan Eastman at Dalton State College has organized veterans discussions with groups at the local Veterans Administration and at universities in the north Georgia area. Dr. Kara Dixon Vuic at Texas Christian University has worked with veterans in their war and society program and has identified a need for programs for the rising female veteran population on campus. Tallahassee Vet Center Director Ms. BaDonna Mitchell will utilize her expertise to continue developing programming in the center's work of

guiding postwar readjustment, sexual trauma, and bereavement services. The *We are Veterans Too* discussion workshops will further strengthen the psychological counseling and support offered to female veterans at the Tallahassee Vet Center, as these discussions will reassure female veterans that they are not alone in their struggles and experiences. Dr. Kurt Piehler will facilitate discussions with BaDonna Mitchell at the Tallahassee Vet Center. The Women in Military Service for America Memorial (WIMSA) announced in May 2018 that it is creating a registry of female veterans in order to capture as many female veterans' stories as possible. NEH grant director Dr. Sarah Myers will lead the discussion workshops at the Women's Memorial. The publicity of these NEH discussions will help the Women's Memorial further this goal and its larger mission.

The selection of the Civil War, World War II, and the war in Afghanistan, references times when large numbers of women served in combat or in new roles within the military. Hundreds of women served during the Civil War, including some who donned uniforms and assumed male identities to fight in combat. They served and died alongside men in every major battle of the war, including Antietam, Gettysburg, Vicksburg, and Fredericksburg. Some were captured as Prisoners of War. In the post-Civil War period, the War Department denied women's participation as soldiers who fought in combat, just as the U.S. military denied granting women credit for their service in combat in Afghanistan before the removal of combat exclusion in 2016. This placed women at a disadvantage, as it made them ineligible for promotion and delegitimized their wartime service. World War II is significant in terms of the increased numbers of women who served in the military and that women became a permanent

part of the armed forces as they pursued military careers in the postwar period. Humanities sources utilized in the discussion groups include historical writings, artifacts such as uniforms and photographs, memoirs, oral history interviews, and letters. Rather than creating neat categories, these sources illuminate a diversity of experiences that reflect the reality of today's veterans. They reveal themes of patriotism, definitions of heroic service, identity, recognition as veterans, and the culture of the military.

Each of the discussion workshops will examine sources from all three conflicts in order to illuminate common themes across a wide range of women's experiences over time. Issues and values of identity, heroism, and patriotism frame the first discussion. Veterans and service members will discuss the transition from civilian to military, as well as their later status of veteran. Sources provoke memories of motivations for joining the military, and even fighting overseas when applicable, while also revealing public understandings of the female military service member. Veterans often reference the reactions of the American public and of their own communities when they return home or transition to civilian life, and these readings will allow them to process those experiences. The second discussion workshop will delve into gendered dynamics in the military, including military uniforms, spaces, and training. In addition to readings, veterans and service members will analyze photographs and uniforms. This material culture will generate dialogue about feelings surrounding military service and experiences that are unique to women, based on military regulations and culture. These types of sources will reach different learning styles, including visual and kinesthetic learners. Material culture is accessible to these learners because it allows them to

connect with the past in a tangible way that engages their senses. It generates conversations about symbolism and evokes questions about what certain artifacts meant to the people who owned, used or kept them. This will allow veterans to make personal connections with the past. The final workshop will allow female veterans to reflect on their own conflicted ideas about the term 'veteran' and veterans' status, as they examine ways that women in previous conflicts identified or rejected this title. Another theme of this final workshop is the examination of women's participation in combat and the complicated history of the U.S. military's recognition of that service during the Civil War and in the war in Afghanistan.

Ultimately, these workshop readings and primary sources will unveil the complexity of human nature and the diversity of experiences. Many sources from the Civil War and World War II will be strikingly familiar for current veterans and service members, allowing them to identify with the past while reconciling change or continuity over time for the woman in uniform. Connecting with the past will be a personal experience for them, as they identify with female veterans of earlier generations.

Today, these discussions are more important than ever, as less than 1% of the population serves in the U.S. military. There is a need to generate conversations between veterans, current service members, and the American public. This will lessen the divide between veterans returning from war or entering the civilian realm and the general public, which is so separated from the current conflicts that there is a lack of understanding of what our veterans experience. Disturbingly, many Americans are so disconnected that they do not even know where we are fighting as a nation or how our military service members are serving.

Design, Content, and Implementation

Preparatory Program for NEH Discussion Leaders

During the summer of 2020, the five host institutions will take part in a two-day training workshop hosted by the Women in Military Service for America Memorial (WIMSA) in Arlington, Virginia. The first day will be dedicated to short, informational sessions where participants offer their expertise and discuss pedagogy (including discussion methods), historical context, and their experiences working with veterans. After brief presentations, they will finish sessions with an audience Q&A session and discussion. Among the relevant topics are pedagogical methods of creating discussion and a forum atmosphere conducive to navigating sensitive subjects, building rapport with veterans and service members, historical expertise on the time periods of the humanities sources, and community education practices. On the second day, discussion workshop leaders will practice a trial run of each of the three discussion groups. Overall, this training will help discussion workshop leaders moderate respectful environments, encourage questions, develop an understanding of people from diverse backgrounds with a range of experiences, and establish networks with similar programs around the country.

Discussion Groups for Military Veterans and Others

The three discussion groups held at each of the five institutions will include conversations over readings and analysis of materials, as well as an analysis of artifacts with female veterans and female service members. These discussion groups will start conversations between female veterans and the public, bringing awareness to the obstacles veterans face upon reintegration, but also shattering the illusion of the veteran as male. They will generate dialogue between female veterans so that they can process

their experiences, find their voice within their communities, develop camaraderie in their roles as civilians, and create mentorship relationships with each other and with female service members.

Participants will read materials prior to each discussion workshop and ideally will attend all sessions, although that is not required. Each session will be approximately two hours long. Some sessions will be open to the university campus, in order to bring student awareness to veteran experiences, challenges, and strengths; and other sessions will be for female veterans individually or with local communities, depending on what is most organic for the institution. It is estimated that around 30 to 35 female veterans and service members will attend each workshop at each of the five locations. These women will be given copies of the reading materials, including copies of the two monographs, Kayla M. Williams' *Love My Rifle More than You: Young and Female in the U.S. Army* and Mary Jennings Hegar's *Shoot Like a Girl: One Woman's Dramatic Fight in Afghanistan and on the Home Front*. (The discussion leaders will read all materials prior to the two-day training workshop at WIMSA in the summer of 2020.) The discussion workshops will be held in ADA compliant facilities, from classrooms with digital technologies at each of the universities to group therapy rooms at the Tallahassee Veteran Center to the theater, exhibit gallery or conference room at WIMSA. These facilities have the space to rearrange desks, chairs and tables to accommodate smaller subgroups of discussion as desired. Each of the discussion workshop locations has resources for providing reading materials in a format suitable for any individuals with disabilities.

Each discussion workshop will facilitate discussion via open-ended questions and discussion leaders will ask participants for their interpretations, rather than the leaders offering their own. This will allow for multiple viewpoints which will enhance discussions. Questions will delve into topics including reintegration, identity, heroism, military culture, and social attitudes towards veterans. Some examples include: How are these female veterans characterized by the public and media? What motivations did these women have for serving and how did that shape public perceptions of them? What individuals were perceived as heroes in these conflicts and how do they compare with your personal definition of a hero? What similar aspects of military culture existed during World War II and Afghanistan? How have women historically been recognized for their military service and how have they identified as veterans? Participants will be asked to reflect on the text and visual materials and broadly draw parallels between conflicts and sources. There will also be space to share personal connections if interested.

Recruitment for these discussion workshops will vary based on the institution, but broadly will draw on already established networks of veterans and social media. Chapman University plans to recruit female veterans through the university's Veterans Resource Center and a faculty-student Advisory Group on the Status of Military Affiliates. They will publicize the workshops via their website, Chapman's Wilkinson College's Weekly Blog, and their Department of History Facebook page. Discussion leader Greg Daddis is also the western regional coordinator for the Society for Military History and can advertise on their listserv. Susan Eastman has numerous contacts in Dalton, GA. She will utilize the Office of Marketing and Communications, as well as

Student Life at Dalton State College in order to publicize via the college's websites, calendars, flyers, and newsletters. She will work with the Dalton Veterans Field Service Office, a Veterans Administration Office which serves three counties in Georgia, in order to recruit participants. The *Dalton Daily Citizen-News*, a local newspaper that publishes events held at the college, will also advertise the workshops. BaDonna will publicize and recruit through the Department of Veteran Affairs' Tallahassee Vet Center, where she serves as Director. Kara Dixon Vuic will recruit participants through the student veteran and ROTC communities at Texas Christian University, including the Student Veteran Alliance, where she is faculty sponsor, and the Veterans Services Task Force. WIMSA will publicize and recruit through their email listserv community, as well as their social media pages on Facebook, Instagram, and Twitter.

Each of these five discussion workshop locations will have the opportunity to show a documentary on women in World War II produced by Florida State University. The 30-minute film, *Charlotte Mansfield: WWII Military Photographer*, documents the life a female veteran who served overseas as a photographer in the Women's Army Corps. The film utilizes unpublished military photographs and personal correspondence, as well as interviews to highlight her pursuit of a career as a photographer in the military. Since Drs. Kurt Piehler and Sarah Myers were historian experts who appeared in the film, they will each travel to a few of the discussion workshops to host a film screening alongside veteran panelists in order to create dialogue with the public. Some of the institutions may choose to start with this film screening at the beginning of the 2020-2021 year in order to promote their discussion workshops.

Project Faculty and Staff

Project director Sarah Myers is a historian of World War II, as well as of gender and public history. She has extensive experience with archives, museums, oral history interviews, and public programming, which will allow her to guide the education of the public utilizing humanities sources. Her research examines the fields of military history and veterans studies. She will recruit a Student Assistant from Messiah College to help her for roughly five hours during the fall and January term semesters. This student will gain public history experience as he or she supports the operations and management of the project, including the collection of information from the discussion workshops and helping organize the distribution of materials and recruitment through social media publicity for roughly five hours a week.

Other faculty and staff were selected for their background working with veterans and their expertise in a certain field, and for some, for their experiences as veterans. During the preparatory program, historians Judy Giesberg and Leisa Meyer will provide discussion leaders with the historical context of the Civil War and World War II, respectively, as they are established and respected scholars of these wars and their memory. Other preparatory program staff including Jessica Adler, Greg Daddis, Susan Eastman, Alexis Hart, BaDonna Mitchell, Kurt Piehler and Kara Dixon Vuic all have experience creating veteran discussion groups. Jessica Adler is a *Talking Service* facilitator who executed a successful NEH Dialogues of War Grant, *War and Healing: A Century of Veterans' Reintegration*. Kurt Piehler led sessions in the preparatory program for *War and Healing* and he also led two discussion workshops with veterans of the Vietnam War and the current wars in Iraq and Afghanistan utilizing World War II humanities sources. Alexis

Hart, a veteran of the U.S. navy, will provide background on female veteran mentoring, including her participation in the eMentor program and how she guides discussions of open-ended questions in that forum. She will also share her pedagogical approaches to teaching military history and contemporary war literature to student-veterans. With her background in counseling and therapy, BaDonna Mitchell will advise on best practices for working with veterans and creating safe spaces to discuss sensitive subjects.

Institutional Context

The Women in Military Service for America Memorial (WIMSA) in Arlington, Virginia is the host institution for this grant and the site of the Preparatory Program for NEH Discussion Leaders as a result of the extensive archival collection and its recognition as our nation's memorial for female veterans. Since its foundation in 1997, the Memorial has collected the stories of individual female veterans and promoted their history to the public through numerous events, including public lectures, documentary screenings, and veteran reunions. Their extensive experience creating space for female veterans to share their experiences and generate dialogue with the public make them the ideal host institution for this grant. Sarah Myers at Messiah College is working in collaboration with WIMSA and will lead the discussion workshops there.

Five institutions, including WIMSA, were selected that have already established networks with veterans. Funding from this NEH grant will allow them to continue to help veterans to continue to transition to civilian life and pursue their personal and professional development. In California, Greg Daddis at Chapman University developed relationships with local veteran organizations, including the American Legion Post in Orange, California, the Veterans Legal Institute's grassroots program "Lawyers for

Warriors,” and the Goodwill of Orange County’s Tierney Center for Veteran Services. He regularly brings veterans into the classroom in order for his students to learn from them. In Georgia, Susan Eastman at Dalton State College has organized veterans discussions with groups at the local Veterans Administration and at universities in the northern Georgia area. She has connections with the University of Tennessee Chattanooga’s Student Veteran Organization, the Veterans Field Service Office in Dalton and the Chattanooga Vet Center. Kara Dixon Vuic’s work with the student veteran population and ROTC cadets at Texas Christian University raised awareness of the need for programs for the rising veteran population on campus. Dr. Vuic will recruit students through these connections and her positions as faculty sponsor of the Student Veterans Alliance and member of the Veterans Service Task Force. BaDonna Mitchell at the Tallahassee Vet Center will build on her established network and programming to reach female veterans in the Florida Panhandle. The Women in Military Service for America Memorial (WIMSA) in Arlington, Virginia has an established veteran community that it has fostered through regular events and programming, including its latest endeavor to preserve female veterans’ stories. The publicity of these NEH discussions will help the Women’s Memorial promote this goal and its larger mission. In order to recruit female veterans at these locations, each of these institutions will build on their already established networks of veteran organizations and centers. They will also each receive one hundred flyers per discussion workshop to spread awareness about these dialogues.

Evaluation

The participants in the preparatory program and in the discussion workshop will offer feedback at various stages. A survey will be taken of the preparatory program

participants at the end of the two day session in order to assess the most effective aspects of the program and how to improve on training for any future programs. Veterans and service members will take surveys after the first discussion group that they attend and at the end of the program in order to evaluate the effectiveness of sources, discussion pedagogical methods, and how safe they found the discussion space, in terms of willingness to share and feeling a sense of respect from leaders. These surveys will also evaluate how safe the veterans and service members found the discussion space, in terms of the sense of respect which they perceived from leaders and the overall willingness to share. Based on the result of the initial surveys, facilitators can determine how to better guide female veterans and service members in finding their voices within discussion groups. Furthermore, after each discussion group, the discussion facilitator leaders will record their own assessment and observations in order to compile a final report upon the conclusion of the program. (The names of veterans and service members will be redacted from these records in order to maintain confidentiality.)

Preparatory Program Syllabus and Schedule

We are Veterans Too: Women's Experiences in the U.S. Military

Proposer Name & Position: Dr. Sarah Myers (Assistant Professor of History)

Institution: Messiah College

Contact Phone Number and E-mail Address: (b) (6) [REDACTED],
spmyers@messiah.edu

Preparatory Program Syllabus and Schedule

Day 1:

9am-10am: Sarah Myers on Overview of Program and Introductions

10am-10:45am: Alexis Hart: The female veteran experience and mentoring

10:45am-11:00am: Morning Break

11am-12pm: BaDonna Mitchell: Vet Center Background and Best Practices

12pm-1pm: Lunch

1:00pm-1:30pm: Judy Giesberg: Context of the Civil War

1:30pm-2:00pm: Leisa Meyer: Context of World War II

2:00pm-2:45pm: Kurt Piehler: Archives for Community Education

2:45pm-3:00pm Afternoon Break

3:00pm-4:00pm: Jessica Adler: *Talking Service* Facilitators

4:00pm-4:30pm: Final Comments

Day 2 (Test run of the discussion workshops)

9am-10:30am: Practice Discussion Group 1

10:30am-11:00am: Feedback for Group 1

11:00am-11:15am: Morning Break

11:15am-12:30pm: Practice Discussion Group 2

12:30pm-1:00pm: Feedback for Group 2

1:00pm-2:00pm: Lunch

2:00pm-3:30pm: Practice Discussion Group 3

3:30pm-4:00pm: Feedback for Group 3

4:00pm-4:30pm: Conclusions and Takeaway

Syllabus

Discussion Group 1: Identity, Heroism, and Patriotism

-Civil War era Newspaper Articles

-**Letters:** *An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman*

-**Oral History Interview:** Gloria Sullivan, interview by Holly Sinco, 2004; and "Oral Histories from Afghanistan" in The Women's Memorial Collection.

-**Memoir:** Kayla M. Williams, *Love My Rifle More than You*

Discussion Group 2: Military Culture & Gendered Dynamics in the Military

-**World War II Uniforms and Photographs of military women in uniform**

-**Oral History Interview** with Mary Elizabeth McGovney at West Point, 2015.

-**Department of Defense photographs** of servicewomen in The Women's Memorial Collection.

-**Oral History Interview** "Stories of Women Veterans" at the New York Public Library, 2013. **Discussion Group 3: Recognition of Military Service & as**

Veterans

-**Photographs & Tin Types of Female Soldiers** (Images from the National Archives)

-**Oral History Interview:** Women Airforce Service Pilot Elaine Danforth Harmon

-**Memoir:** Mary Jennings Hegar, *Shoot Like a Girl*

-**Letters** from Chapman University's *Center for American War Letters* (Afghanistan)

Syllabus for Discussion Group:

We are Veterans Too: Women's Experiences in the U.S. Military

Proposer Name & Position: Dr. Sarah Myers (Assistant Professor of History)

Institution: Messiah College

Contact Phone Number and E-mail Address: (b) (6), spmyers@messiah.edu

Discussion Group Locations: *Each of the locations in the five states with the highest female veteran population will be holding three discussion workshops during the 2020-2021 year.*

Discussion workshop locations are Chapman University, Dalton State College, Texas Christian University, Women in Military Service for America Memorial in Arlington, Virginia, and the Tallahassee Vet Center.

Discussion Group 1: Identity, Heroism, and Patriotism

At least one hundred to possibly four hundred women donned uniforms and assumed male identities to fight in the Civil War. They served and died alongside men in every major battle of the war and some were captured as Prisoners of War. The sources explore women's identities as they transition from civilian to military and later into veterans during the Civil War, World War II, and Afghanistan. Readers will identify with themes of patriotism and heroism as they grapple with their own experiences of motivations for joining the military and even fighting overseas. Furthermore, they portray public understandings of the female military service member, as well as community responses to their service.

-Civil War era Newspaper Articles

-Letters: *An Uncommon Soldier: The Civil War Letters of Sarah Rosetta Wakeman*

-Oral History Interview: Gloria Sullivan, interview by Holly Sinco, 2004; and "Oral Histories from Afghanistan" in The Women's Memorial Collection.

-Memoir: Kayla M. Williams, *Love My Rifle More than You*

Discussion Group 2: Military Culture & Gendered Dynamics in the Military

Group 2 facilitates discussions about the culture of the military, including gendered dynamics, from World War II and Afghanistan. Artifacts from World War II, including uniforms and photographs, as well as photographs of servicewomen in Afghanistan, allow participants to analyze gendered discussion of military uniforms (decisions ranging from tailored fit to body armor), training (i.e. military cadences), and military spaces.

-World War II Uniforms and Photographs of military women in uniform

-Oral History Interview with Mary Elizabeth McGovney at West Point, 2015.

-Department of Defense photographs of servicewomen in The Women's Memorial Collection.

-Oral History Interview "Stories of Women Veterans" at the New York Public Library, 2013.

Discussion Group 3: Recognition of Military Service & as Veterans

In the post-Civil War period, the War Department denied women's participation as soldiers who fought in combat, just as the U.S. military denied granting women credit for their service in combat in Afghanistan before the removal of combat exclusion in 2016. Images of female Civil War soldiers, as well as a memoir from Afghanistan, allow for a discussion of these issues of recognition and debates about women in combat. The oral history interview, memoir, and letters will allow female veterans to reflect on their own conflicted ideas about the title "veteran" and their identity as veterans.

-Photographs & Tin Types of Female Soldiers (Images from the National Archives)

-Oral History Interview: Women Airforce Service Pilot Elaine Danforth Harmon

-Memoir: Mary Jennings Hegar, *Shoot Like a Girl*

-Letters from Chapman University's *Center for American War Letters* (Afghanistan)