



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 Humanities Initiatives at Hispanic-Serving Institutions application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-hispanic-serving-institutions>

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:** West Texans and the Experience of War: World War I to the Present

**Institution:** Angelo State University, San Angelo, Texas

**Project Directors:** Kanisorn Wongsrichanalai, Christine Lamberson

**Grant Program:** Humanities Initiatives at Hispanic-Serving Institutions

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## Summary

“A Century Apart: West Texans and America’s Wars” is a three-year project at Angelo State University (ASU) designed to compile, preserve, share, and analyze the experiences of America’s warriors and their families from World War I to the present day. The project directors and their students will examine the similarities, differences, and challenges faced by American soldiers with a connection to West Texas in those conflicts by focusing on six themes: motivation for service, public support for the conflict, familial support and challenges, experience of wartime service, interaction with and articulation of American national identity to foreigners, and challenges of returning to civilian life. This project will produce a digital archive consisting of documents and interviews exploring these themes in relation to West Texas veterans and a published document collection and analysis. Throughout the project, “A Century Apart” will also sponsor several local, public presentations about the past century of military experience. In addition to the website and published volume, the project will also help enhance Angelo State University’s reputation as a center of research and learning, providing its growing ranks of history and archive-focused students with a unique and versatile project. Finally, the project will expand learning beyond the university’s San Angelo campus, bringing new opportunities for education and preserving the past to rural West Texas residents.

The project takes advantage of this unique period in American history. Not only will the United States be preparing to commemorate the centennial of its involvement in World War I, but also a large number of young servicemen and women are returning home from serving in Afghanistan and Iraq. Using World War I, arguably America’s entrance into global affairs during the modern era, and the wars in Afghanistan and Iraq as bookends, the project seeks to examine how the experience of war by soldiers, their families, and communities, has changed or remained the same over the course of a century.

West Texas, as a distinct region, meanwhile offers an ideal location to study such phenomena for multiple reasons. Leading historians have recently called for a more rigorous examination of this region. West Texas’s population, made up of various ethnic groups across varied geographical terrain and scattered across numerous small towns, holds a wealth of historical material not available in large repositories. Although seemingly homogenous, West Texas society has had and continues to face socially-divisive issues, especially in wartime. For example, native-born Americans viewed the large German and Mexican American populations with suspicion during World War I while minority and political divisions continue to this day. West Texas is also home to a number of military bases, veterans, and active duty military personnel. The region’s history, diverse population, and its contingent of residents with military background make it an ideal location for this project both in the sense that the project will be of interest to Texas students and residents and in that it will make good use of these state and local resources for a subject of study. By going to local communities and offering to digitize locally-owned materials, this project seeks to tell those stories.

## Narrative

### Intellectual Rationale

Times of war and military conflict often bring social and cultural tensions to the surface as nations struggle with how they wish to define themselves in response to some looming conflict. As a nation mobilizes, its citizens must consider how their class, gender, ethnicity, and race affect their roles and service. When conflicts end, nations must then contend with how to reintegrate their soldiers back into society, and servicemen and women must readjust to civilian society, made up of individuals who have varying viewpoints about both their service and the war in which they were engaged. Studying societies in wartime, therefore, allows scholars to examine social and cultural fissures heightened by military conflict. At the same time, studying military service facilitates a serious examination of the relationship between the larger society's experience of a war and individual soldiers' experiences. In keeping with the "Standing Together: The Humanities and the Experience of War" initiative, this project allows students and scholars to ask how the experience of war has changed over the past century from World War I to the Global War on Terror.

West Texas, as a distinct geographical region, is an excellent location to study the experiences of America's warriors from World War I to the present because of its history, diversity of population, and the large number of military installations. Despite the amount of research that has been published about the State of Texas, West Texas, the "giant side" of the state, remains relatively neglected. A recent publication, edited by historians Paul H. Carlson and Bruce A. Glasrud, highlights the distinctive features and calls upon scholars to critically study this particular region.<sup>1</sup> Long home to Native American tribes, West Texas's ethnic makeup has been consistently diverse thanks to the numerous populations that have moved into its borders: Spaniards, Mexicans,

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<sup>1</sup> The editors included a broad definition of West Texas and included "the Panhandle; the Rolling Plains and Llano Estacado; the Edwards Plateau, western Hill Country, and Permian Basin; and the Big Bend—Trans-Pecos country—the 'Giant Side of Texas.'" Paul H. Carlson and Bruce A. Glasrud, eds., *West Texas: A History of the Giant Side of the State* (Norman: University of Oklahoma Press, 2014), 1.

Europeans, especially German immigrants, and African Americans. Such diversity has bred suspicion, hostility, and sometimes violence, especially during times of war.<sup>2</sup> At the same time, members of different ethnic groups have sought to use their military service as a way to demonstrate their loyalty to the American cause.<sup>3</sup> In more recent times, Texas has been on the forefront of America's changing population. With a large Hispanic minority, estimated at 38.2% as of 2012, the Lone Star State has been a political battleground on the issue of minority rights.<sup>4</sup> In light of these demographic characteristics, this project will ask several key questions about the experience of ethnic minority and female soldiers in West Texas, such as exploring how discrimination affected Hispanic men and women who volunteered in recent wars and how their experiences compare with historical parallels. Ultimately, this project will provide insights into the experience of West Texas soldiers from World War I to the present, providing a greater understanding of the relationship between different conflicts, participants' experiences, and their particular historical contexts.

The proposed project is designed to engage university faculty, students, the West Texas community, and a broader community of scholars and students interested in the experience of military service in the twentieth century. First, this project will enhance the undergraduate humanities experience for ASU students. Humanities students and student workers will develop research collection and archival skills through their work compiling, transcribing, and digitizing primary source material. Students will be able to engage with the material collected in several upper-level classes currently offered by the History Department, including "U.S. Military History," "Texas

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<sup>2</sup> Charles David Greer, "All Eyes of Texas Are on Comal County": German Texans' Loyalty during the Civil War and World War I" and José A. Ramírez, "Surveillance on the Border: American Intelligence and the Tejano Community During World War I," in Alexander Mendoza and Charles David Greer, eds., *Texans and War: New Interpretations of the State's Military History* (College Station: Texas A&M University Press, 2012) and Matthew D. Tippens, *Turning Germans into Texans: World War I and the Assimilation and Survival of German Culture in Texas, 1900-1930* (Austin, TX: Kleingarten Press, 2010).

<sup>3</sup> Alexander Mendoza, "Tejanos at War: A History of Mexican Texans in American Wars" and Alwyn Barr, "The Influence of War and Military Service on African Texans" in Mendoza and Greer, eds., *Texans and War*.

<sup>4</sup> United States Census Bureau, "State and County QuickFacts. Texas" (March 27, 2014). <http://quickfacts.census.gov/qfd/states/48000.html> [Accessed on May 20, 2014]. For changing gender dynamics in the military in Texas, see Melanie A. Kirkland, "Texas Women at War," in Mendoza and Greer, eds., *Texans and War*.

History,” and “20<sup>th</sup> Century U.S. Politics,” where students will use the sources to write their own essays. The project will form a more significant part of “Public History,” a course where students learn about preserving and curating history for public consumption. Students in this course will participate in data collection and the presentation of the material on the website. Finally, this project will be used in the development of a new course, “Vietnam Wars, 1945-1975” which will use the material to explore Americans’ experiences with the U.S. side of the conflicts in Vietnam. Students in both “Public History” and “Vietnam Wars” will create thematic exhibits for the website. Additionally, students who wish to pursue a more in-depth study will be able to work with project faculty in an independent study. Moreover, this project will have broad appeal to students who, by their course of study, would not traditionally spend significant amounts of time in the humanities.

Second, this project will expand public access to humanities programming by offering both lectures and forums concerned with military experiences as well as publicizing West Texas military stories. We will use the “History Harvest” model to solicit contributions, such as photographs, letters, and interviews, relating to wartime experiences of service members and their families from the West Texas public. The “History Harvest” model will involve “A Century Apart” personnel traveling to rural communities and engaging individuals who might not regularly have easy access to distant university humanities programs. For the San Angelo community, this project will feature public programming to enhance the History Department’s upcoming lecture series, “The Great War,” by providing funding to support six nationally renowned speakers. Furthermore, the project will sponsor one event per semester focused on recent veterans’ experiences, and the corresponding website will ultimately publicize the military experiences and wartime stories of West Texans. Finally, project directors will each publish an article in regional popular magazines about the materials.

Scholars and academics will form a third audience for this project. By collecting, digitizing, and curating a large archive of material, scholars from all over the world will be able to study the

experiences of oft-neglected West Texans. The project will be invaluable to various ASU faculty members. Drs. Lamberson and Wongsrichanalai are historians who are interested in how societies react to wartime pressures and changes. They are eager to combine their expertise and provide a strong analytical and comparative study of the experiences of soldiers over the course of a century. Dr. Arnoldo De León, a nationally renowned scholar and pioneer of Mexican-American Studies, as well as Dr. Jason Pierce, a historian of the American West, will also find the materials collected in this project critical to work concerning race on the frontier. Finally, publishing excerpts from and an analysis of the project will contribute to both historical debates and classroom instructions.

This project will bring together contributors from a diverse range of backgrounds. Students from various majors and organizations will work alongside scholars from the Departments of History and Security Studies as well as the West Texas Collection, the ASU Library, and other local groups to preserve and examine the experiences of war over the course of a century.

#### Content and Design

This project consists of four components: 1) Faculty, students, and staff at ASU, working with local historical societies as part of the successful “History Harvest” program, will collect and digitize stories and documents relating to military service from soldiers, veterans, and their families. 2) Students and faculty at ASU will create and organize a digital archive of these materials relating to the wartime experiences of West Texas soldiers. This archive will include online exhibits featuring particular materials created by students. 3) Faculty and guest lecturers will deliver a local educational component, coinciding with the History Department’s highly successful and ongoing history lecture series. By bringing in expert guest speakers as well as hosting several roundtable discussions with veterans, the project will inform students and community members about both the initiative and America’s past conflicts. 4) Affiliated faculty will analyze the collected material and publish a selection of documents along with their analytical findings with a university press. Additionally, they

will each publish an article in a popular regional magazine about a portion of the collection related to their expertise. Through these outputs, the project will involve a significant number of Angelo State students, faculty, staff, and community members. Additionally, the project will foster relationships with the local military community by involving members of the Student Veterans Organization on campus to engage with and record the experiences of former and active service members. All material will be available on a new website, which will be permanently maintained by the ASU Library's special collections library, the Dr. Ralph R. Chase West Texas Collection.

Upon receiving notification of the grant award, the project directors will begin startup activities, including setting up accounts, hiring students, and beginning training sessions. During January and February, project directors will recruit student workers and volunteers and hold training sessions on how to conduct oral history interviews. Dr. Charles Endress, a project advisor, will lead a session discussing required readings with student workers in order to familiarize them with themes they will encounter: Roger Spiller's *In the School of War*, Frank Schubert and Theresa Kraus's *The Whirlwind War*, and Paul Fussell's "My War: How I Got Irony in the Infantry" (see appendix 7). Dr. Jason Pierce of the ASU History Department will lead the oral history workshop, teaching students what to expect, how to use hardware, and best techniques for interviews (see appendix 8). Staff from the West Texas Collection will run a workshop to train students in how to use scanning equipment and handle objects. The project directors, working with the West Texas Collection, will advertise the first "History Harvest" event in local newspapers and through newsletters. Residents will be encouraged to bring their family's wartime correspondences and stories to the first event at ASU.

On the day of the "History Harvest," a team of student workers, under the supervision of the project directors and archivists from ASU, will greet residents, assess the quality of their documents, collect information from the owners, and scan useful items. Original documents will be returned to the resident along with a digitized copy. Two conference rooms located in the same



building will be set up for interviews if any residents wish to tell stories about their family's wartime service (see appendix 6 for a list of questions). Additional "History Harvest" events will be held in local communities in West Texas over the course of the project (see appendix 1 for the schedule and locations). A key strength of this approach is its ability to collect materials not yet housed in accessible repositories. Where most universities collect material that residents have donated, the "History Harvest" approach takes the service of digitizing and archiving material into small, rural communities with residents who have not had the chance to share their stories or objects. During the academic year, student workers will also conduct interviews with student veterans and arrange to work with active service members stationed at Goodfellow Air Force Base in San Angelo.

Between History Harvest events, student workers, supervised by project directors and the advisory committee, will be responsible for examining materials. They will assess and either summarize or transcribe the collected items. Materials will be organized first by a set of criteria: time period, military conflict, and soldier or civilian perspective. Second, materials will be organized by subject using the main themes of the project. The web design team will immediately begin posting materials online. The website, the second component, will be in an experimental stage until summer 2015, when it will be made available to the public. Following its launch, new material will be added to the website as it becomes available over the course of the project. Finally, starting in Spring 2016, students in courses or independent study will begin designing online exhibits focusing on project themes and using a portion of the materials for the website (see appendix 1 for schedule).

The third component of the project, the public presentation component, will begin in the fall of 2015. The project will co-sponsor 3 events per semester with the History Department as part of the Great War Lecture Series. Each semester, the NEH project will take the lead in funding 1-2 events while co-sponsors will fund the remaining events. In October 2015, the first event will be a lecture titled "Fighting the First World War: Nations, Cultures Down on the Ground," by Cornell

University Professor David J. Silbey. Dr. Adam Seipp of Texas A&M University will deliver a lecture tentatively titled “In Sarajevo’s Shadow: World War I and the Lessons of History,” in April 2016. The lecture series will continue for the three years covered by the grant, focusing on specific themes each academic year: “Causes, Lessons, and Battlefield Experiences” in 2015-16, “Culture & Home Front Experiences” in 2016-17 and “Race, Gender, and the Legacy of the Great War.” in 2017-18. “A Century Apart” will also host roundtable discussions (open to the public) with local veterans and service members beginning in February 2016. The roundtable topics will include: returning from deployment and transitioning to civilian life, the relationship between veterans’ experiences and public opinion about foreign policy, soldiers’ and veterans’ motivations for service, and the experiences of families of service members. (See appendix 1 for schedule of dates and topics).

The fourth component of the project will begin during the spring of 2016 when the project directors will compile the most compelling stories and materials into a manuscript for submission to a university press. Additionally, the directors will start drafting an analysis, which will accompany the publication of the documents and provide an academic framework for the project. In the summer of 2016, they will secure a publishing contract and the manuscript will be completed and submitted by the fall of 2017. (For a more detailed schedule see appendix 1.)

#### Project Personnel

This project is co-directed by Drs. Christine Lamberson and Kanisorn Wongsrichanalai, both assistant professors in the ASU History Department. Dr. Lamberson is an expert on 20<sup>th</sup> century U.S. history, politics, and foreign policy. She is currently working on a manuscript about the politics of violence during the 1960s and 1970s, including an analysis of reactions to Vietnam among both soldiers and the public. Dr. Wongsrichanalai’s work examines the role of honor and the development of nationalism in college-educated New Englanders who fought in the Civil War. While finishing his doctorate, he worked at the Virginia Center for Digital History, which helped

develop websites and databases for use by academics and amateur historians. He has a forthcoming co-edited volume of essays about intellectual life in the Civil War Era North. He teaches courses on the Civil War, U.S. military history, and gender studies. Drs. Lamberson and Wongsrichanalai will oversee the entire project, plan events, and recruit and direct student participants.

A small advisory committee will assist with training and overseeing students, recruiting and hosting speakers, and executing history harvest activities. Dr. William A. Taylor, an assistant professor in the Department of Security Studies at ASU, maintains research interests in military manpower, military history, civil-military relations, and security studies. Dr. Taylor also served as an officer in the United States Marine Corps. Dr. Charles Endress, Distinguished Professor of History, Emeritus, focuses his research on modern European and military history. Dr. Endress served in the military in a variety of capacities during his career and retired in the rank of colonel. He is an experienced interviewer and will be involved in training students to interview veterans.

#### Institutional Context

This project will coincide with several humanities programs and resources at ASU. First, the Department of History has an ongoing lecture series that began in 2011. It commemorates the sesquicentennial of the American Civil War—which has, in three years, attracted more than 5,500 attendees to its events—and will conclude in the spring of 2015. A new series on the centennial of World War I will begin that fall. Second, humanities resource collection at ASU is driven by the West Texas Collection, which is an archive and repository located on campus. The archive has both physical and digital collections of personal papers, newspapers, and published materials relating to West Texas. This repository will become the ultimate home of the “A Century Apart” digital collection. Third, the West Texas Collection has and will continue to collaborate with the Tom Green County Library on the “History Harvest” program (sponsored in part by Humanities Texas, the NEH state affiliate). Due to the overwhelming success of the first “History Harvest” in January

2014—organizers expected, at most, 15 people but were nearly overwhelmed when 50-60 individuals brought in material and the library digitized 1,200 items—the library is planning to host additional opportunities. This model presents an excellent approach to compiling material about soldiers, veterans, and their families considered in “A Century Apart.”

Fourth, the project will make use of Angelo State University’s Undergraduate Research Initiative and Faculty Mentored Grants Program, which encourages undergraduate participation in research throughout the university, including in the humanities. This initiative provides grants of up to \$500 per semester to students that complete research projects under the direction of a faculty mentor.<sup>5</sup> These undergraduate grants will support “A Century Apart” by funding students that conduct individual research related to the project and use it to produce and present their own scholarship. Finally, this project reaches out to the local veterans and military organizations. ASU’s Veterans Educational and Transitional Services Office has agreed to assist with advertising and roundtable discussions. We have also spoken with a captain at Angelo State’s ROTC Detachment 847 about partnering with ROTC or with their student organizations, and we have commenced the process of obtaining formal approval from the military. Finally, we will build on ASU’s existing partnerships with Goodfellow Air Force Base to involve current service members in this project.

#### Follow-up and Dissemination

“A Century Apart” will leave a lasting legacy in the area of humanities scholarship. Even as Drs. Carlson and Glasrud were calling for increased attention to West Texas, scholars with interests in Mexican American history, race relations, military history, gender dynamics, and environmental matters were already turning their attention to this region. Any project concerning the region will be enriched by the stories collected here. The materials collected during the project will be a lasting resource for scholars, students, and members of the public. After the grant period has ended, the

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<sup>5</sup> For additional information, please see: [http://www.angelo.edu/dept/citr/undergraduate\\_research\\_initiative.php](http://www.angelo.edu/dept/citr/undergraduate_research_initiative.php)

West Texas Collection will maintain the website and oversee the materials collected and will continue to enhance the research and teaching opportunities at ASU as students in “U.S. Military History,” “Public History,” and “Vietnam Wars” will continue to use the materials in class. The latter two courses will continue to have students curate online exhibits using the materials and their course themes, broadening the range of humanities education at ASU and continuing to bring these resources to the public. Exceptional students will continue to be able to work with the materials through independent study, and we anticipate that the regional topic will allow them to publish their work locally. The project will provide excellent training for young scholars who will learn about archival work, oral history techniques, and digital history development. Additionally, the project’s published analytical components will demonstrate the usefulness of comparative studies. Finally, the project will create learning opportunities beyond the campus, providing an important service to rural residents and welcoming them into the university’s orbit. “A Century Apart,” therefore, will serve not only as a monument to the past but also a beacon for future works to follow in its path.

### Evaluation

We have three criteria for evaluating the project. First, we will continually assess the number of people our project serves by recording the attendance at public presentations, counting the number of students involved, logging the number of contributors to the “History Harvest” events, and collecting statistics on website use. Second, we will track the number of resources (interviews and documents digitized) made available to scholars and the public. Third, we will assess the influence of the project on the humanities at ASU as measured by courses using the material or engaging with the project and programs put on by the project.

### Statement of Eligibility

Angelo State University is a Hispanic-Service Institution, as determined by the Department of Education and the data on file with the National Center for Education Statistics.

## **Appendices**

Appendix 1: Schedule

Appendix 2: Project Directors' CVs

Appendix 3: Letters of Commitment

Appendix 4: Institutional History

Appendix 5: Website Designs

Appendix 6: Interview Questionnaire

Appendix 7: Bibliography: Required and Recommended Readings

Appendix 8: Oral History Workshop Outline

## Appendix 1: Schedule

### Major Tasks:

1. **Compiling Material**

The project directors will work with the West Texas Collection and other local historical societies and libraries all around West Texas to organize “History Harvest” program events designed specifically to identify, collect, and digitize source material. An advertising campaign in local newspapers and newsletters will notify the public of opportunities to share their stories with the team. Additionally, project directors will contact nursing and retirement homes as well as military bases in the region to arrange for data collection events at these facilities.
2. **Organizing Data Collection/Transcription Teams**

The project directors will identify and hire eager students from the Angelo State University student body who will help organize materials into collection. Then each student will be assigned a specific number of collections to work with (depending on the size and scope of collections). Students will receive training from West Texas Collection staff on how to use scanning equipment, handle and digitize material, and save as well as transcribe data. Project directors will create a template so that transcriptions will have as much uniformity as possible across media types. Students will be constantly evaluated on the speed and accuracy of their transcriptions and digitization.
3. **Coordinating Interviews/Recording of Modern Veterans**

The project directors will work with cadet volunteers from ROTC Detachment 847 at Angelo State University and the Student Veterans Organization to advertise the project to local veterans (including those stationed at Goodfellow Air Force Base in San Angelo), compile a list of willing interviewees, train interviewers in oral history workshops, and supervise recordings. The veteran interviewees will then transcribe the interviews and transfer their recordings to the web team for uploading.
4. **Supervising Website Development**

Project directors will work with a web development team to set up a website capable of hosting the different types of media produced by the project. The website will be organized into sections based on time periods. Visitors to the site will be able to view the actual primary documents (scanned) and read the transcriptions. In the case of interviews, visitors will be able to listen/watch the interview or read the transcriptions. Each individual veteran mentioned on the site will also have a brief biography listed. Student workers and public history students will create and curate online exhibits that feature particular themes, starting with the project themes, so that interested members of the public can also browse materials and learn about the military experience in this region. Some of those exhibits will be completed within courses as noted below. Others will be ongoing as interested independent study students pursue such projects (See Appendix 5.)
5. **Analyzing Material**

Throughout the project, the directors will evaluate the quality of material being digitized and transcribed with an eye towards identifying certain selections for publication. Additionally, the directors will begin comparing and contrasting the experiences of war between the two

generations. A well-developed draft of the findings will be completed by the end of the project.

#### 6. Public Reports

As the research process is progressing, the project directors will present their initial findings during Angelo State University's Great War Commemoration Lecture Series (2015-16 Academic Year). The directors will also continue to advertise their project, seeking additional primary material resources throughout the process. Beyond these oral presentations, project directors will also write about the project and materials for regional historical and popular magazines and help interested students do the same.

#### Schedule: Spring 2015

January 2015: Meeting with the project advisory team and partners to review project goals and prepare for implementation. Newspaper and newsletter advertisements sent out to area papers, setting first "History Harvest" date for March 7, focusing on wartime related materials; meeting with student workers and assigning readings; training in use of scanning equipment and procedures conducted by West Texas Collection staff; oral history workshop organized and led by Dr. Jason Pierce on January 31; meeting with ROTC cadet volunteers and Student Veterans Organization members to set up interview times during the semester; "Public History" is offered this semester and directors will meet with Dr. Pierce (Instructor) and the students to help students design their own projects connecting with "A Century Apart."

February 2015: Student workers meet with Dr. Charles Endress to discuss assigned readings on February 7 (see Appendix 7); final preparations for first "History Harvest" on March 7; advertisements sent out for second "History Harvest" in Eden, TX on April 11.

March 2015: First "History Harvest" at Angelo State University on March 7. First assessment of progress; meeting to report initial findings and troubleshoot problems; interview teams dispatched to area retirement communities and nursing homes; first batch of material sent to web development team.

April 2015: Second "History Harvest" in Eden, TX on April 11; assessment of student performance and final wrap up of semester projects; Dr. Lamberson will submit new course related to the project "Vietnam Wars" to curriculum committee for approval.

May 2015: Student workers reassigned depending on graduation and summer plans.

#### Schedule: Summer 2015

June-July 2015: Project directors and select students travel to Fort Stockton, Fort Davis, and Alpine, TX to acquire additional material, resources, and interviews (June 7-14); on campus, transcriptions and digitization processes continue; web development prepares for live site, showcasing earliest entries.



August 2015: Website goes live with first stories compiled from the start of the calendar year available for viewing; recruitment of new students; readings assigned for new students; advertisements sent out for “History Harvest” in Ballinger, TX on October 10.

#### Schedule: Fall 2015

September 2015: Meeting to distribute new assignments for transcription and digitization; oral history workshop led by Dr. Jason Pierce offered for new student workers and volunteers on September 12; book discussion and training offered by Dr. Charles Endress on September 19; on campus interviews continue; web development team assesses first month of live site with troubleshooting for problems that have come up; new material updated on website as they become available; advertisements sent out, announcing the “History Harvest” in Ozona, TX on November 7; “The Great War” lecture series opens with the year’s theme of “Causes, Lessons, and Battlefield Experiences.”

October 2015: First “History Harvest” event of the academic year in Ballinger, TX on October 10; assessment of material collected and student performance.

November 2015: Lecture series about the World War I features Dr. David J. Silbey from Cornell University presenting his paper titled “Fighting the First World War: Nations, Cultures Down on the Ground” on November 17; “History Harvest” in Ozona, TX on November 7; project directors begin drafting analytical section and seeking publication commitments from academic publishers with series on military history.

December 2016: Advertisements sent out for next “History Harvest” in Big Spring, TX on February 12, 2016.

#### Schedule: Spring 2016

January 2016: Meeting with student workers and assigning organizing, transcribing, and digitizing work (as needed); training in use of scanning equipment and procedures conducted by West Texas Collection staff; oral history workshop organized and led by Dr. Jason Pierce on January 23 and discussion of soldiers’ experiences with Dr. Charles Endress on January 30; announcement sent out of “History Harvest” in Snyder, TX on March 5; “Vietnam Wars” will be offered and students will design the first online exhibit using materials related to the course.

February 2016: “History Harvest” event in Big Spring, TX on February 12; roundtable discussion about the experience of returning from deployment and transitioning back to civilian life led by members of the Student Veterans Organization and active military personnel from Goodfellow Air Force Base on February 16; announcement sent out of “History Harvest” in Sweetwater, TX on April 9; Project directors will begin compiling materials for the document collection and begin writing the accompanying analysis.

March 2016: “History Harvest” in Snyder, TX on March 5.

April 2016: Dr. Adam Seipp of Texas A&M University delivers a lecture titled “In Sarajevo’s Shadow: World War I and the Lessons of History” on April 12; “History Harvest” event in Sweetwater, TX on April 9; the first online exhibit designed by students in the “Vietnam Wars” course will go live.

#### Schedule: Summer 2016

June-July 2016: Project directors and select students travel to Del Rio, Eagle Pass, and Uvalde, TX to acquire additional material, resources, and interviews (June 5-12); on campus, transcriptions and digitization processes continue; Dr. Lamberson will begin analyzing material and writing an article for a local, popular magazine.

August 2016: Recruitment of new students; readings assigned for new students; advertisements sent out for “History Harvest” in Brady, TX on October 8; Dr. Lamberson will submit her article to a local magazine such as *Texas Monthly* or the *Texas Heritage Magazine*; project directors will secure a contract with a university press for the document collection and analysis. The directors will focus on the following series to secure a contract: University Press of Kansas’s “Modern War Series,” the University of Missouri Press’s “American Military Experience Series,” and Texas A&M University Press’s “Military History of Texas Series” and the “Williams-Ford Texas A&M University Military History Series.”

#### Schedule: Fall 2016

September 2016: Meeting to distribute new assignments for transcription and digitization; oral history workshop led by Dr. Jason Pierce offered On September 10; book discussion and training offered by Dr. Charles Endress on September 17; on campus interviews continue; “The Great War” lecture series opens with the year’s theme “Culture & Home Front Experiences” (speakers TBA); announcements sent out for “History Harvest” in Fredericksburg, TX on November 12.

October 2016: First “History Harvest” of the semester at Brady, TX on October 8; roundtable discussion on the relationship between veterans’ experiences and public opinion about foreign policy on October 18.

November 2016: “History Harvest” event at Fredericksburg, TX on November 12.

December 2016: Announcement of “History Harvest” event in Brownwood, TX on February 11, 2017

#### Schedule: Spring 2017

January 2017: Meeting with student workers and assigning readings (as needed); training in use of scanning equipment and procedures conducted by West Texas Collection staff; oral history workshop organized and led by Dr. Jason Pierce on January 21 and discussion of soldiers’ experiences with Dr. Charles Endress on January 28; announcement sent out of “History Harvest”

in Kerrville, TX on March 4; “Public History” is offered this semester and directors will meet with Dr. Pierce (Instructor) and the students to help students design their own projects connecting with “A Century Apart.”

February 2017: “History Harvest” event in Brownwood, TX on February 11; announcement sent out of “History Harvest” in Llano, TX on April 8; roundtable discussion about soldiers and veterans’ motivations for serving in the modern military on February 21.

March 2017: “History Harvest” in Kerrville, TX on March 4.

April 2017: Lecture to mark centennial of America’s entry into World War I; “History Harvest” event in Llano, TX on April 8; online exhibits designed by “Public History” students will go live.

#### Schedule: Summer 2017

June-July 2017: Project directors and select students travel to Midland and Odessa, TX to acquire additional material, resources, and interviews (June 4-10); on campus, transcriptions and digitization processes continue; Dr. Wongsrichanalai will begin analyzing material and writing an article for a local, popular magazine.

August 2017: Recruitment of new students; readings assigned for new students; advertisements sent out for final “History Harvest” in Stephenville, TX on October 21; Dr. Wongsrichanalai will submit his article to a local magazine such as *Texas Monthly* or the *Texas Heritage Magazine*.

#### Schedule: Fall 2017

September 2017: Final project reassessment with resources redistributed to sections that need completion before the end of the semester and project concludes; “The Great War” lecture series opens with the theme “Race, Gender, and the Legacy of the Great War” (speakers TBA).

October 2017: roundtable discussion about the experiences of the service members’ families on October 17; final “History Harvest” in Stephenville, TX on October 21.

November 2017: Final transcriptions and scans completed with all material uploaded to project website.

December 2017: draft of analytical section as well as selection of documents for publication complete; manuscript sent to the press; directors make final report, assessing the project as a whole.

## **Appendix 4: Institutional History**

### **Angelo State University**

Angelo State University (ASU) was founded as San Angelo Junior College in 1928 in response to the need for higher education in rural west Texas. ASU became a state university in 1969, and joined the Texas Tech University System in 2007. ASU's mission is to prepare students to be responsible citizens and have productive careers in a "learning-centered environment distinguished by its integration of teaching, research, creative endeavor, service, and co-curricular experiences." It enrolls more than 6,500 students in over 100 majors/concentrations leading to 43 undergraduate degrees, 20 master's degrees, and one doctoral degree. ASU became a Hispanic Serving Institution in 2009, and more than 41% of its students come from communities that are significantly underrepresented in higher education. ASU has a significant population of active duty service members and veterans. *G. I. Jobs* magazine has deemed ASU "Military Friendly," recognizing that the university is in the top 20% of schools committed to aiding service members and their families.<sup>6</sup>

### **Department of History**

ASU has provided high quality historical education since the institution opened its doors, though the Department did not become a separate entity until 1968. Faculty pursue active teaching (4 courses/semester) and research/publication programs, all the while mentoring and supporting students in their pursuit of research and internship opportunities. Undergraduate history concentrations include studies in borderlands political and economic relations, American and international business, foreign relations and military power, and public history. Currently, the department has more than 140 declared majors and approximately 100 students with a minor in history. Students are encouraged to pursue independent undergraduate research programs and have presented at Phi Alpha Theta's regional and national conferences and at the West Texas Historical Association's annual meeting.

The Department of History also supports programming to enhance the community's understanding of history. The 2011-2015 Civil War series has featured 7-8 events per year and attracted more than 5,500 students, faculty, staff, and community members. The History faculty engaged campus partners—faculty and students—from across the humanities to provide a variety of programs, including visual and performing arts ("Civil War Memorials and Their Artistic Antecedents" and "An Evening of Civil War Music"), theater ("Beloved Companion: A Dramatic Reading of the Civil War Letters of James and Frances Catherine Wood"), gender studies, political science, and the Henderson Library and West Texas Collection. Other co-sponsors and/or presenters for the series have included Fort Concho National Historical Landmark, Dr. Robert Hicks (Director of the Mutter Museum), Shannon Medical Center, and the Texas Historical Commission.

### **West Texas Collection of the Porter Henderson Library**

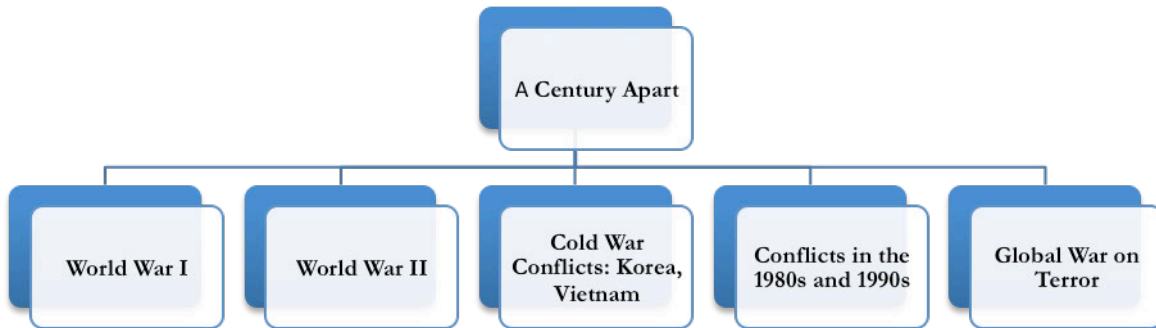
ASU's West Texas Collection, a division of the Porter Henderson Library, was established in 1975 to house the university's and the region's archival materials. Manuscript and document collections total 300 and contain more than 3,000 linear feet of materials as well as over 10,000 photographs. The West Texas Collection serves as the Texas State Library and Archives Commission's Regional Historical Resource Depository and holds records from 22 counties in West Texas.

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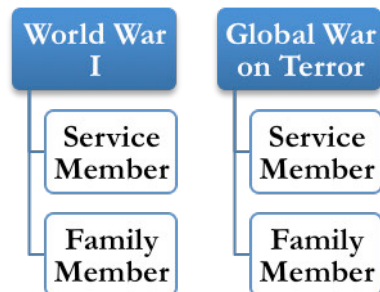
<sup>6</sup> "ASU 'Military Friendly' Again," Angelo State University, accessed June 22, 2014, <http://www.angelo.edu/content/news/4127-asu-military-friendly-again>; See also "2014 Military Friendly Schools List," Military Friendly, accessed June 22, 2014, <<http://militaryfriendlyschools.com/mfslis.aspx>>

## Appendix 5: Website Designs

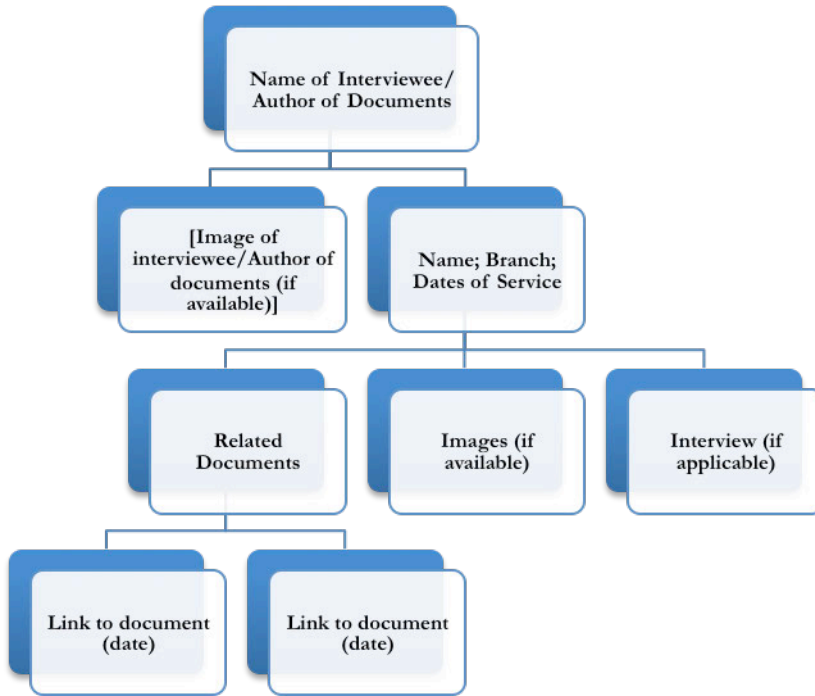
Welcome Page Outline: Viewers will be allowed to navigate the site by clicking on the conflict they are interested in.



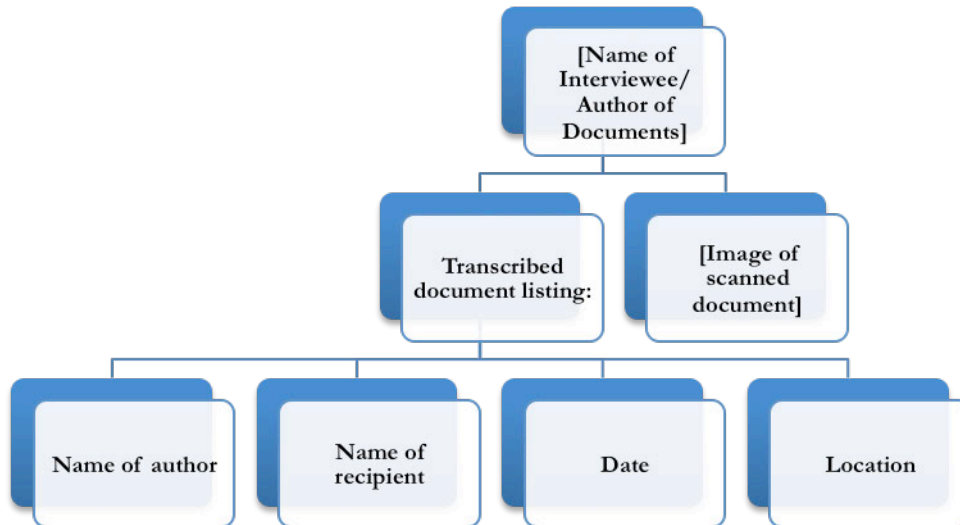
Experiences of Service Members & Family Members Page [examples]



Individual Page



Document Page



## Appendix 6: Interview Questionnaire

### Questionnaire for Veterans

1. What is your name?
2. When and where did you enter in the armed forces? Which branch did you serve in? What were your years of service?
3. During your years of service were you primarily in the enlisted ranks, a non-commissioned officer, an officer, a warrant officer? If you served as an officer what was the source of your commission?
4. In which military conflict did you take part?
5. Why did you enlist in the armed forces? What motivated you to do so?
6. Did you find your service challenging?
7. What conception did you have of the United States at the time of your enlistment? What did America symbolize to you? What did you think it stood for?
8. Were you deployed overseas? If so, what did you understand about the mission you were being asked to complete?
9. What unit(s) did you serve in during your deployment?
10. Did you serve in direct combat during your deployment?
11. Were you wounded in action?
12. Did you become a Prisoner of War?
13. What did you think of the local inhabitants that you encountered?
14. When you interacted with local inhabitants, what do you think their conceptions were of the United States? Did you ever engage them in a conversation about what America meant to you?
15. How did your service influence or affect your family at home?
16. What are your most vivid memories of your time in service?
17. Did you expect to face any challenges when you returned to civilian life? If yes, what challenges?
18. Did you face any challenges when you returned to civilian life? If yes, what challenges?
19. After your time in the military, has your conception of the United States changed?
20. How do you feel about your military service looking back?
21. Do you have any advice for the young men and women who are just entering the service?
22. Do you have any items/objects/correspondence that you wish to share with the project?
23. Would you like to share anything else about your service?

### Questionnaire for Family Members of Veterans

1. What is your name? What is the name of your relative(s) who served in the armed forces?
2. When did they enlist in the armed forces? Which branch did they serve in? What years were they in the service?
3. In which military conflict did they take part?
4. Why did they enlist in the armed forces? Did they explain their desire to serve to you? If so, how?
5. What were your thoughts about your family member's decision to serve?
6. What were your hopes or concerns about their service?
7. Was your family member deployed overseas?
8. What was your conception of the United States at the time of your family member's service?

9. If your family member participated in a military conflict, what was your understanding of that conflict?
10. What were your most vivid memories of your family member's time in service?
11. If your relative was in active combat, how did that affect you?
12. If your relative was wounded in action, how were you notified and what were you told?
13. If your relative was a Prisoner of War, did you know if he or she was dead or alive?
14. What were your fears about your family member's return home?
15. Did your family member face any difficulties or challenges as they reintegrated into civilian life?
16. After your family member's time in the military, has your conception of the United States changed?
17. Do you have any advice for the families of young men and women who are just entering the service?
18. Do you have any items/objects/correspondence that you wish to share with the project?
19. Do you have any concluding remarks to make?



## **Appendix 7: Bibliography: Required and Recommended Readings**

### Books:

1. Christian G. Appy, *Working-Class War: American Combat Soldiers and Vietnam* (University of North Carolina Press, 1993)
2. Leslie Roy Ballard, et al., *History of Oral History: Foundations and Methodology* (Altamira Press, 2007)
3. Michael A. Bellesiles, *A People's History of the U.S. Military: Ordinary Soldiers Reflect on Their Experience of War, from the American Revolution to Afghanistan* (New Press, 2013)
4. Marguerite Guzmán Bouvard, *Invisible Wounds of War: Coming Home From Iraq and Afghanistan* (Prometheus Books, 2012)
5. Andrew Carroll, *Behind the Lines: Powerful and Revealing American and Foreign War Letters—and One Man's Search to Find Them* (Scribner, 2006)
6. Andrew Carroll, *Operation Homecoming: Iraq, Afghanistan, and the Home Front, in the Words of U.S. Troops and Their Families* (University of Chicago Press, 2008)
7. Andrew Carroll, *War Letters: Extraordinary Correspondence from American Wars* (Scribner, 2002)
8. David Finkel, *The Good Soldiers* (Picador, 2010)
9. David Finkel, *Thank You for Your Service* (Sarah Crichton Books, 2013)
10. Sebastian Junger, *War* (2010; reprint, Twelve, 2011)
11. Jennifer D. Keene, *World War I: The American Soldier Experience* (Bison Books, 2011)
12. Peter S. Kindsvatter, *American Soldiers: Ground Combat in the World Wars, Korea, and Vietnam* (University Press of Kansas, 2003)
13. Tim O'Brien, *The Things They Carried* (1990; reprint, Mariner Books, 2009)
14. \* Robert Perks and Alistair Thompson, *The Oral History Reader*, Second Edition (Routledge, 2006)
15. Alessandro Portelli, *The Death of Luigi Trastulli and Other Stories: Form and Meaning in Oral History*, (State University of New York Press, 1991)
16. Donald A. Ritchie, *Doing Oral History: A Practical Guide*, (Oxford University Press, 2003)
17. Frank N. Schubert and Theresa L. Kraus, eds., *The Whirlwind War: The United States Army in Operations Desert Shield and Desert Storm* (Department of the Army, 1995)
18. \*Roger J. Spiller, *In the School of War* (Bison Books, 2010)
19. Studs Terkel, *Hard Times: An Oral History of the Great Depression* (1970; reprint, New Press, 2005)
20. Studs Terkel, *The Good War: An Oral History of World War II* (1984; reprint, New Press, 1997)

### Articles:

- \*Paul Fussell, "My War: How I Got Irony in the Infantry," *Harper's* (January 1982): 40-48.

### Websites:

- "Regarding War," PBS <http://www.pbs.org/pov/regardingwar/>  
Oral History Association, <http://www.oralhistory.org>  
Institute for Oral History, Baylor University, <http://www.baylor.edu/oralhistory/>

\* denotes books that student workers are required to read.

## Appendix 8: Oral History Workshop Outline

1. First things
  - a. Think Big; Think Long
  - b. Interviewer and Interviewee
    - i. Responsibilities to Interviewees
    - ii. Focus on Interviewee
2. The History of Oral History
  - a. Accuracy?
3. Getting Ready
  - a. Identifying an opportunity: Goals
  - b. Introductory letter
    - i. Purpose, rights, etc.
  - c. Follow-up call
    - i. They refuse?
  - d. Research
4. Conducting the Interview
  - a. Where?
    - i. Requirements
  - b. Set-up
  - c. How much organization?
  - d. Open ended questions
  - e. Be flexible, but redirect if needed
    - i. Go with the flow
    - ii. Follow-up questions
  - f. Respect the interviewee
  - g. Provide road markers: dates, names
  - h. Silence is golden
  - i. Know when to say when.
  - j. Consent form: theories
  - k. Thank you note
  - l. Another interview?
5. Equipment, Processing, Archiving
  - a. Analog vs digital
    - i. Accessibility, sound quality
  - b. Archiving
    - i. Recording
    - ii. Transcript
    - iii. Consent forms