



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 Community Colleges application guidelines at

<http://www.neh.gov/grants/education/humanities-initiatives-community-colleges>

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: War Without/War Within
Institution: East Los Angeles College
Project Director: Wooichin Ong
Grant Program: Humanities Initiatives at Community Colleges

**War Without / War Within: An Interdisciplinary
Humanities Curriculum**
East Los Angeles College (ELAC)

A grant proposal to the National Endowment for the Humanities
Humanities Initiatives at Community Colleges

Table of Contents

Summary	1
Proposal Narrative	2 - 11
Intellectual rationale	
Content and design	
Project personnel	
Institutional context	
Follow-up and dissemination	
Evaluation	
Budget	12
Appendices	
Appendix I: Plan of work, Schedule of activities, List of readings	13 - 21
Appendix II: Resumes and biographies.....	22 - 31
Appendix III: Commitment from involved scholars.....	32 - 33
Appendix IV: Letter of commitment from ELAC	34
Appendix V: Institutional history and key institutional data	35

Project Summary

East Los Angeles College (ELAC), the largest community college in the Los Angeles Community College District, proposes a humanities initiative focused on the theme of warfare and its impact on identity in given periods of human history. In keeping with the National Endowment for the Humanities’ Common Good and Standing Together initiatives, the proposed project, “War Without / War Within,” will help students connect the study of humanities with their life experiences through a series of interdisciplinary, paired courses focused on the theme of warfare.

The proposed project will focus on themes across time and within various cultures, examined from historical, literary, philosophical and artistic angles. Each semester will feature different course pairings, concentrated on six historical warring periods: Peloponnesian Wars (431–404 BCE); Warring Kingdoms and the Qin and Chera Dynasties (481-221 BCE); Early and Late Medieval Europe and Middle East (638-1270 CE); Thirty Years War (1618–48 CE); First and Second World Wars (1914-1945 CE); and Revolutions, Uprising, Liberation Wars (1951-2001).

Initial project activities focus on preparing faculty by providing opportunities to collaboratively develop new curricula and classroom practices. Consulting scholars with experience teaching paired courses will share their expertise and offer seminars on collaborative teaching practices for participating faculty. Humanities faculty will also receive advice from the ELAC Veterans Center counselor on managing sensitive or volatile issues for veterans on campus.

The project targets a portion of the 500 military veterans now attending ELAC, as well as 225 participants in the Honors Program. Classes will be offered as coordinated pairs, with students enrolling in two humanities courses within a single semester. Faculty teaching in these paired classes will attend (and on occasion, co-teach) within their counterpart classes. Students will read and/or view selected texts, film and images organized around war-related themes.

The proposed project seeks to improve the quality of Humanities teaching and learning in two significant ways. Faculty will experience cross-disciplinary growth and build greater competence in teaching thematic courses by facilitating paired classes, as well as by incorporating suggestions provided by consulting scholars. Students will experience more relevant and engaging courses than the typical ad hoc collection of general education humanities courses. By providing historical, literary, and philosophical materials of value to veterans returning to the classroom, the paired courses will help integrate veterans into the academic mainstream of a large commuter college. The courses will also promote discussion and deepen understanding of war throughout history and its relevance to contemporary life, ultimately leading to higher retention, completion and transfer rates.

To extend its impact, the project will deliver workshops at the nine sister colleges within the Los Angeles Community College District (with a total enrollment of 140,000 students). Project staff will also disseminate seminar topics, reading lists and insights gained from “War Without/War Within” at a symposium to be scheduled Fall Term, 2018.

Proposal Narrative

Intellectual Rationale

“We must recognize that war is common and strife is justice, and all things happen according to strife and necessity.” (Heraclitus, 6th Century BCE)

Even in infancy, civilizations recognized the transformative power of war on individual values and intellects. The Bhagavad Gita speaks directly to the conflict between inner truth (Sri Krishna) and external doubt (Arjuna). War remains relevant in every period of history, from *The Iliad* to ISIS. In her 2011 Jefferson Lecture, Harvard University President Drew Faust noted: “As we have sought through the centuries to define ourselves as human beings and as nations through the prisms of history and literature, no small part of that effort has drawn us to war.” Faust asked: “How is it that the human has become so entangled with the inhumane? That humanity’s highest creative aspirations of literature and imagination have been all but inseparable from its most terrible invention: the scourge of war?” She concludes: “The inherent ‘magnitude’ of a war story is that it is.... about the quintessential moment of truth when the ultimate is at stake.” The authors of this NEH proposal draw upon the insights of this and other prominent scholars; we further believe that tensions between the wars of history (the external) and struggles to answer deeper human questions (the internal) offer a rich terrain for introducing critical thought and expression to community college students.

Topic: East Los Angeles College (ELAC) proposes a humanities initiative focused on the theme of warfare and its impact on the sense of self in given periods of human history. In keeping with the NEH Common Good theme and the Standing Together initiative, this project, “War Without / War Within,” will help students connect the study of humanities with their life experiences through a series of interdisciplinary, paired courses focused on the theme of warfare. The

War Without / War Within

proposed project will combine history, literature, philosophy, and art history from several war-related human contexts. Classes will be offered as coordinated pairs, with students enrolling in two humanities courses within a single semester. Faculty teaching in these paired classes will attend (and on occasion, co-teach) within their counterpart classes. Students will read and/or view selected texts, film and images organized around war-related themes (described below). In one term, for example, relevant literature from Aristotle, Confucius, or Lao Tze will be examined alongside the history, images or works of art from the same era. Within each paired course, students will examine scholars, ideas or intellectual movements that were influenced by, and in turn shaped, an extended period of warfare.

Intended Audience (1) Faculty: Initially, project activities will focus on preparing faculty who are teaching in four humanities disciplines. Qualified faculty will be given opportunities to collaboratively develop new curricula and classroom practices. Faculty members from nearby Whittier and Chapman Colleges who have experience in teaching paired courses will offer seminars on collaborative teaching practices. An example of a collaborative course outline from Chapman University demonstrates the concept:

“War and Society scholarship expands the study of warfare beyond its military, diplomatic and political dimensions by examining the social and cultural aspects of how societies go to war, experience war and its consequences. Chapman University’s [degree program] is built around the themes and methodological approaches that comprise the field of war & society studies. All courses connect to these themes and methodological approaches, offering a transnational and interdisciplinary perspective on the field of war and society. In addition to a shared core of themes and methodological approaches, the program focuses on the lived experience and consequences of war.”

The Director of the Chapman project, Dr. Greg Daddis, along with other local scholars, will consult with the “War Without/War Within” project. ELAC humanities faculty will also receive advice from Veterans Center counselor Jessica Peak on managing sensitive or volatile issues for veterans on campus.

Intended Audience (2) Students: The “War Without/War Within” project is targeted (but not limited) to the 500 military veterans now attending East Los Angeles College, as well as the 225 participants in the Honors Program (students with 3.0+ GPA and transfer ambitions). The project will strive to connect student veterans with humanities scholars, thus engaging the veterans more fully with fellow classmates and the wider campus community. The need for closer campus affiliation has often been cited as a problem by veterans and veterans’ organizations in national and local surveys.¹ The project will also strive to support students in defining or creating themselves. For the most part, community college students do not “dabble” in ideas or alternative lifestyles. Low-income, first-generation students tend to focus more on finding jobs than on finding themselves. As Sartre observed (in “Transcendence of the Ego,” 1936), a person who is searching for a self soon discovers that there is nothing “out there” to find. The more challenging search is within—a process by which a student creates his or her own identity. Whether they are traditional college age students, or somewhat older military veterans returning to campus after separation, our students will benefit from learning to define or create themselves in widening circles – from their families, to their communities, and finally to the global perspective acquired through combat, travel or study.

Improving the Quality of Humanities Teaching and Learning: The proposed project will improve the quality of Humanities teaching and learning in two significant ways. **Faculty** will experience cross-disciplinary growth and build greater competence in teaching thematic

¹ See data in “U.S. Military Veterans Transition to College: Combat, PTSD, and Alienation on Campus.” *Journal of Student Affairs Research and Practice*. Volume 48, Issue 3, 2011.

courses through their experience facilitating paired classes, as well as by incorporating suggestions provided by consulting scholars. **Students** will experience more relevant and engaging courses than the typical ad hoc collection of general education requirements. By providing historical, literary, and philosophical materials of value and interest to veterans returning to the classroom, the paired courses will promote discussion and deepen understanding of war throughout history and its relevance to contemporary life, ultimately leading to higher retention, completion and transfer rates.

Additionally, the project provides an opportunity to benefit **the college** through the institutionalization of paired classes in the humanities. Pending evaluation of project outcomes, the NEH project courses will be absorbed into the institutional budget after project completion, with costs partially supported through student revenue resulting from higher retention.

Content and Design

The proposed project has several distinct foci:

- *History* – Events, leaders, social structures and other factors leading to armed conflicts between nations and societies, within six specific historical eras.
- *Literature* – Authors, notable works and themes that influenced or were products of the warring period under examination.
- *Philosophy* – Formal or culturally-based systems or thought, transmitted through scholars, schools, authors or other means, and used to interpret cataclysmic social changes such as victory or defeat in warfare.
- *Art History* – Digital images, artifacts, films and other humanistic expressions which depict the impact of war on intellectual life (and vice versa).

War Without / War Within

Each semester, courses will be offered in three historical war eras: Ancient, Medieval, and Modern. The course pairings within the historical eras will vary per semester. Students may thus satisfy the humanities “breadth” requirement of transfer in a single semester of paired courses (6 units), or, for students who wish to major in the humanities, they may accumulate up to 18 interdisciplinary humanities credit hours over three semesters.

Selection of events in a particular historical era is necessarily arbitrary. The proposed project will focus on themes across time and within various cultures, examined from historical, literary, philosophical and artistic angles.

- *Peloponnesian Wars (Greece and Asia Minor, 431–404 BCE)* – **Topics:** Athens and Sparta; leaders (Pericles, Demosthenes); literature (Herodotus, Thucydides); philosophers (Socrates, Plato, Aristotle). **Themes:** Does a just society require perpetual struggle (Sparta) or pursuit of ideals (Athens)? **Courses:** English 102, Philosophy 12, History 1, Art History 1. (Pairs offered – Fall 2016)
- *Warring Kingdoms and the Qin and Chera Dynasties (481-221 BCE)* – **Topics:** formation of Chinese and Indian dynasties; philosophers (Lao Tze, Confucius, Buddha) religion (Buddhism, Taoism); Literature (Analects, Bhagavad Gita). **Themes:** After protracted warfare, does society achieve stability through societal obligations (Confucius) or devotion to harmony (Lao Tze, Buddha)? **Courses:** English 102, Philosophy 12, History 1, Art History 1. (Pairs offered – Fall 2016)
- *Early and Late Medieval (Europe and Middle East, 638-1270 CE)* – **Topics:** Muslim conquest of Jerusalem; Christian Crusades; oral vernacular vs. Latin liturgical; literature (Chaucer, Dante, Abelard, Anselm); philosophers (Augustine, Aquinas); European, Arab and Jewish art and architecture. **Themes:** How can art and culture flourish in the context of warfare and despotic regimes? **Courses:** English 102, Philosophy 13, History 2, Art History 2 (Pairs offered – Spring 2017)
- *Thirty Years War (Europe, 1618–48 CE)* – **Topics:** Religious, commercial and territorial rivalries threaten peace; literary masters (Shakespeare, Cervantes, Machiavelli); philosophers

(Galileo, Descartes, Hobbes, Hegel). **Themes:** How can reason prevail when nations are engulfed in violence and political turmoil? **Courses:** English 102, Philosophy 13, History 2, Art History 2 (Pairs offered – Spring 2017)

- *First and Second World Wars (Europe, America, Asia, 1914-1945 CE)* **Topics:** transformations of nations, governments and economies; acts of inhuman brutality (Holocaust, Nanjing, Hiroshima); United Nations and human rights; literature (Hemingway, Woolf, Fitzgerald, Kafka, Paz, Marquez,). Philosophers (Husserl, Sartre). **Themes:** How does ideology obliterate personal values, leading “decent” people to commit unspeakable acts of violence? **Courses:** English 102, Philosophy 14, History 87, Art History 2 (Pairs offered - Fall 2017)
- *Revolutions, Uprising, Liberation Wars (1951-2001)*—**Topics:** Korea (1951 to present), Vietnam (1954-1974), Tiananmen Square (1989) uprising, First Gulf War (1990-1991); new forms of technological warfare and terrorism. Philosophers (Foucault, Derrida, Chomsky, Fanon, Ellacuria); literature (O’Brien, Atwood, Morrison, Rushdie, Yiyun Li). **Themes:** How do nationalism, economic competition, and religious beliefs both provoke and suppress global violence? **Courses:** English 102, Philosophy 14, History 87, Art History 2 (Pairs offered – Spring 2018).

Special Note: ELAC’s veterans were surveyed, and requested that the proposed curriculum initially exclude post-9/11 conflicts in Iraq and Afghanistan. Depending on veterans’ ongoing input, this decision may change in the future.

The project will draw upon scholarship in the Humanities; including sources such as the following (complete list of readings attached).

War and Words: Horror and Heroism in the Literature of Warfare. Deats, Sara M., et al. Lexington Books, 2004.

Just War: the Just War Tradition – Ethics and Modern Warfare. Guthrie, Charles and Quinlan, Michael. Walker Books, 2009.

Inventing Vietnam: The War in Film and Television. Andregg, Michael (Ed.), Temple University Press, 1991.

The War Ken Burns Documentary (2007) - (selections of World War II narratives)

Project Personnel

Wooi-Chin Ong, Chair of the Asian Studies program at ELAC, will serve as the project director. Professor Ong has extensive experience teaching World and Asian History; he has taught at ELAC since 2010. He holds an M.A. in English from California State University and an M.A. in Asian Studies from California State University, Long Beach. In his role as project director, Mr. Ong will manage faculty and staff selection; select consultants and visiting scholars; develop and submit new courses for regional approval; and institutionalize paired courses in Humanities curriculum. In addition to his college-funded regular assignment, Mr. Ong will collaborate with one of the paired history courses in the first and second project years.

Lead scholars include: **Kerrin McMahan**, Dean of Academic Affairs at ELAC and former Chair of the Philosophy Department. She is a Ph.D. candidate in Philosophy (ABD) at the University of California, Riverside and holds an M.A. in Interdisciplinary Studies from the University of Idaho and an M.A. in Journalism from Ohio State University. In her project role, she will consult with instructors on reading materials; curate collections in library and online for paired courses; and collaborate in teaching paired courses in the first and second project years. In no case will grant funds be used to replace teachers or pay faculty members for performing their regular duties.

Jessica Peak, Veterans Counselor at ELAC, provides transitional, academic, career and personal counseling support services for approximately 500 new and continuing student veterans, active duty military students and dependents; she also provides interventions for student veterans

on academic probation. She holds an M.S. Counseling (Option in Rehabilitation Counseling) from California State University, Los Angeles. In her project role, she will advise humanities instructors on veterans' academic and personal adaptation challenges.

Fernando Jimenez, composition and advanced literature professor at ELAC since 2007, holds an M.A. in Literature and Creative Writing from Loyola Marymount University and an M.A in Humanities from Mt. St. Mary's University. In his project role, he will collaborate in teaching literature paired courses in the first and second project years.

Timothy Snead, professor and chair of Philosophy Department at ELAC, holds an M.A. in Philosophy from California State University, Long Beach. He specializes in critical thinking, logic, ethics, and history of philosophy (ancient, medieval, modern). He also has extensive teaching experience with diverse, underprepared populations. In his project role, he will collaborate in teaching paired courses in the first project year.

Consulting Scholars include: **Ria O'Fughludha**, Professor of Art History at Whittier College, will offer seminars on collaborative teaching practices. **Greg Daddis**, Director of Chapman University graduate program in War and Society and former West Point Professor of History, will consult on historical content. **Elinor Accampo**, Professor of History at University of Southern California, will consult on social impact of war.

A minimum of one additional scholar will be contracted, as noted in the budget, during the pilot-testing period, to ensure that other qualified scholars in Southern California have an opportunity to contribute to this project.

Institutional context

War Without / War Within

The project is supported by the college Educational Plan, and aligns with the institution's commitment to support students who are veterans. As the largest college in the largest community college district in the U.S., ELAC's highly qualified faculty serves more than 35,000 students annually. Courses included in this project are dispersed among four departments: English, Philosophy, Social Science (History) and Art (Art History). Faculty members in the four departments include more than 350 instructors of English, philosophy, history, and art history, many of whom are interested in participating in the proposed project.

The proposed courses are at the advanced (second-year) level of their departments, and meet the requirements of the Inter-segmental General Education Transfer Course (IGETC). Campus resources which will serve the project include a newly-remodeled library with computers, photocopiers, study rooms, reference assistance, over 100,000 books, 150 scholarly periodical subscriptions, and electronic databases. Inter-library loan links the ELAC library with CSU and LA County library collections. The Vincent Price Art Museum (on campus) contains numerous works that will enhance the art history section of the project.

Follow-up and Dissemination

Anticipated long-term impact of the project will be measurable within humanities faculty and students (in particular, veterans). The paired-course format will open professors who teach in several disciplines to collaborate, and will motivate more students to embark on transfer pathways to university degrees. Specific benefits to student veterans include insights applicable to their own service or combat experiences. Integration of veterans into the academic culture will enrich the intellectual life of the entire campus.

Activities during and after the grant period include workshops at the nine "sister" colleges within the LA Community College District, thereby extending project impact to over

War Without / War Within

140,000 community college students (including over 5,000 veterans). Project staff will also disseminate seminar topics, reading lists and insights gained from “War Without/War Within” at a “Common Good” symposium to be scheduled Fall Term, 2018.

Evaluation

Wooi-Chin Ong, Project Director, and lead scholars, Kerrin McMahan, Fernando Jimenez and Timothy Snead will ensure the paired faculty courses are conducted as planned and consulting scholars are engaged as described. Faculty participants will meet annually to discuss success in meeting teaching goals (90% retention, 85% completion, 15% increase in transfer), and the impact on students, including veterans. New curriculum will be submitted to the college for approval during the grant period, as determined through interdisciplinary collaboration.

Outcome	Measure	Evidence
English, Philosophy, History, and Art History courses and sequencing approved by ELAC committees	Course outlines & syllabi drafted, submitted & approved by dept.s	Curriculum approval records from the four participating disciplines; course catalogs
16 inter-disciplinary courses delivered covering three eras (Ancient, Medieval, Modern); faculty and students complete surveys each semester	12 instructors from four participating disciplines are assigned to paired courses; faculty surveys & interviews completed	Course schedules, ELAC course records; faculty & student surveys analyzed by college’s Office of Inst. Effectiveness and Advancement
At least 20% of ELAC’s 500 veterans students and 225 Honors program students complete general education requirements in project courses	Class rosters of veterans and honors students will show students retained at 90%, and receive degrees or transfer at 85%	Course records, grade reports, student surveys analyzed; collaborating teaching teams submit reflective reports and recommendations

Plan of Work

As described in the table below, the “War Without / War Within” project will develop throughout a two-year period, with additional activities beyond the grant period to extend project impact. Paired courses will follow a schedule of pilot, implementation, evaluation, and modification (if necessary).

“War Within / War Without” Work Plan 2016-2018				
Event	Performed By	Description	Start Date	End Date
Proposal Submission	ELAC Resource Dev. Office	Assemble and upload required documents to Grants.gov	7/21/15	7/21/15
Award Announcement	National Endowment for Humanities	Official selection and budget negotiation – NEH Comm. College Initiative	5/1/16	5/31/16
Select Director and Participants	ELAC Humanities Departments	Project Director confirmed; other faculty invited	4/30/16	6/30/16
Summer course planning. Consultant seminar on collaboration	Four faculty in Year 1 Pilot-test (Fall) Consultant O’Fulghudha	Paired faculty arranges readings and syllabi for Fall term courses. Classes entered in Course Schedule. Consultant presents 4-hour seminar on collaboration.	6/5/16	8/30/16
Project Directors’ Meeting in D.C.	Director Ong	National Seminar for CC Project Directors	July 2016	July 2016
Year 1 - Pilot-test of Paired Courses	Ong Snead Jimenez Brown	<u>Ancient Wars (Greece)</u> a. History/Philosophy b. Literature/Art History	9/1/16	12/5/16
Year 1 - Pilot-test of Paired Courses	Ong McMahan Gurfield Singh	<u>Ancient Wars (China)</u> a. History/Art History b. Literature/Philosophy	2/5/17	6/5/17
Year 1 - Evaluation	Seven Year 1 Faculty Participants	Collect/analyze student surveys. Recommend course improvements	6/30/17	8/30/17
Year 2 – Implement Paired Courses	Colling Posada Concoff- Kronbeck Brown	<u>Medieval Wars (30-Year)</u> a. History/Literature b. Philosophy/Art History	9/1/17	12/5/17

Event	Performed By	Description	Start Date	End Date
Year 2 – Implement Paired Courses	Ong Snead Jimenez Singh	<u>Liberation Wars (1951-2001)</u> a. History/Philosophy b. Literature/Art History	2/5/18	6/5/18
Year 2 - Evaluation	Eight Year 2 Faculty Participants	Collect/analyze student surveys. Recommend curriculum adoption	6/30/18	8/30/18
Visiting Scholar Lectures	O’Fughludha Daddis Accampo [Art Historian]	Scholars present Fall term 2016 as a panel, then present individual seminars to faculty participants each semester (described below)	Panel plus 1 seminar per semester - 9 sem. total	7/5/18
Final Evaluation	Ong and 8 Faculty Participants	Summarize retention, completion and transfer results for Years 1 and 2; submit Report to NEH	6/1/18	7/30/18
Project Dissemination and Continuation	Ong, Faculty Participants, Students, Veterans Counselor	Faculty, students and Veterans’ Counselor present workshops to Humanities departments at LACCD community colleges. Repeat presentation at one S. California Humanities Conference.	7/1/18	Courses adopted

Schedule of Activities

Summer 2016 – Curriculum Development

The pilot phase of the project will be developed by four faculty members after the grant is awarded. Faculty members included in the weekly planning sessions are Ong (Project Director, teaching Ancient History), paired with Snead (teaching Ancient Greek Philosophy). The other interdisciplinary course to be developed will be led by Jimenez (Ancient literature) and Brown (Ancient Art History). Consultants will meet and present a panel on all historical periods. Consultant O’Fughludha (Whittier College) specializes in paired-course classroom practices, and will present a seminar on shared knowledge in this field. Project Director Ong will attend a Washington DC conference on the Humanities Initiative, sponsored by the National Endowment for the Humanities.

Fall 2016 – Pilot Test

Four courses will be offered in the project’s first pilot-test phase. These courses were developed collaboratively by Director Wooi-Chin Ong and Timothy Snead (History and Philosophy) and in another collaboration by Fernando Jimenez and Wendy Brown (Literature and Art History). Each course will contain elements of all four disciplines (History, Philosophy, Literature and Art History) but the syllabus for each course will be designed to conform to the discipline of the teacher responsible for the course. When one of the paired classes is meeting, the teacher of the other paired course will be present, and will on occasion co-teach from the perspective of his or her discipline. Instructors will conduct evaluations during and at the completion of each course.

Spring 2017 – Pilot-Test

Four additional courses will be offered in the project’s second pilot-test phase. These courses were developed collaboratively by Director Wooi-Chin Ong and Kerrin McMahan (History and Philosophy) and, in a second collaboration, by Joan Gurfield and Surana Singh (Literature and Art History). Again, each course will contain elements of all four disciplines (History, Philosophy, Literature and Art History) and teachers responsible for each course will develop a unique syllabus. As in the previous term, when one of the paired classes is meeting, the teacher of the other paired course will be present. Instructors will conduct evaluations during and at the completion of each course.

Summer 2017 - Evaluation

Primary activities during summer, 2017 will focus on analysis of evaluation data. Student surveys will be analyzed for the four paired courses offered during Year One: Ancient Wars, Greece and China (History/Art History, Literature/Philosophy) Evaluators will assess the levels of success in the piloted paired courses (i.e. distribution of grades, student and teacher reflections, and survey data). Notes the seven year one faculty participants will be reviewed and analyzed by the evaluators to determine results were consistent with the project’s goals and expectations. Courses and teaching strategies will be modified as necessary based on analysis of these reports. Director Ong will meet with the other six faculty members at the end of the

summer to review findings and to share collaborations and insights from the July 2016 NEH Community College Initiative Conference in Washington, DC.

Fall 2017 - Implementation

During Fall, 2017, the project will implement the paired courses following the recommendations of the Director and faculty from the pilot period. Four courses will be offered during the Fall, 2017 semester. These courses will be developed collaboratively by Professors Colling and Posada ” Medieval Wars (30 Years War - History and Philosophy); and by Professors Concoff-Kronbeck and Brown , (30 Years War - Literature and Art History.) The syllabus for each course will be designed to conform to the discipline of the professor responsible for the content. When one of the paired classes is meeting, the teacher of the other paired course will be present. Instructors will conduct evaluations during and at the completion of each course.

Spring 2018 - Implementation

During Spring, 2018, the project will implement a second series of paired courses following the recommendations of the Director and faculty from the pilot period. Four courses will be offered during the Spring 2018 semester. These courses were developed collaboratively by Professors Ong and Snead ”(Liberation Wars - History and Philosophy); and by Professors Jimenez and Singh , (Liberation Wars- Literature and Art History). The syllabus for each course will be designed to conform to the discipline of the professor responsible for the content. When one of the paired classes is meeting, the teacher of the other paired course will be present. Instructors will conduct evaluations during and at the completion of each course.

Summer 2018 - Evaluation

During Summer, 2018 evaluation activities will examine both process and outcome measures. Data from student surveys will be analyzed for the eight courses offered during year two of the project: Medieval Wars (1618-1648) and Liberation Wars (1951-2001) History/Philosophy, Literature /Art History. Evaluators will assess the levels of success in the piloted paired courses (i.e. distribution of grades, student and teacher reflections, and survey data). Notes and reports from the eight year two faculty participants will be reviewed and analyzed by the evaluators to determine if the results of the paired teaching were consistent with the project’s goals and expectations. The project evaluator will summarize retention, completion and transfer results for Years 1 and 2, and submit a Final Report to NEH.

Fall 2018 and Ongoing – Dissemination and Curriculum Adoption

Faculty, students and Veterans’ Counselor who participated in “War Without/War Within” will present workshops to Humanities departments at nine LACCD community colleges. This workshop will include humanities faculty and veterans counselors serving 140,000 students in greater Los Angeles. A repeat presentation by Director Ong and faculty will be scheduled at at one Southern California Humanities Conference – preferably one that aligns with a conference sponsored by the National Endowment for the Humanities in the Western U.S. During and after the project, evidence of the project’s success will be incorporated in proposals for new paired-

course, interdisciplinary curriculum adoptions. The adoption process can be lengthy and unpredictable, but we anticipate success, based on positive responses from veterans and other students who participate in the “War Without/War Within” project.

List of Readings

Andregg, Michael. *Inventing Vietnam: The War in Film and Television*. Philadelphia: Temple University Press, 1991

Aquinas, St. Thomas. *Introduction to St. Thomas Aquinas*. Pegis, Anton ed. New York: Random House, 1948.

--- *Politics and Ethics*. Sigmund, Paul, trans. New York: Norton, 1987.

Aristotle. *Politics*. Reeve, C. D. C. trans. Indianapolis: Hackett, 1998

Audoin-Rouzeau, Stephane, and Annette Becker. *14-18: Understanding the Great War*. New York: Hill and Wang, 2000.

Bhagavad Gita: the Song of God, translated by Christopher Isherwood and Swami Prabhavananda. Hollywood: Vedanta Press, 2009. Print.

Blackson, Thomas. *Ancient Greek Philosophy: From the Presocratics to the Hellenistic Philosophers*. Oxford, U.K. Wiley-Blackwell, 2011.

Bourke, Joanna. *Face to Face Killing in 20th Century Warfare*. New York, Basic Books, 1999. Print.

Braudy, Leo. *From Chivalry to Terrorism: War and the Changing Nature of Masculinity*. New York: Knopf, 2003. Print.

Burke, Edmund. *Reflections on the Revolution in France*. New York: Penguin, 1986

Burnet, John. *Early Greek Philosophy*. Whitefish, MT: Kessinger Publishing, 2010.

Chaliand, Gerard. *The History of Terrorism from Antiquity to Al Qaeda*. Berkeley, UCP, 2007. Print.

—. *Revolution in the Third World: Currents and Conflicts in Asia, Africa, and Latin America*. New York, Penguin, 1989. Print.

—. *A Global History of War: From Assyria to the 21st Century*. Berkeley: UCP, 2014. Print.

Chomsky, Noam. *At War with Asia*. Oakland: AK Press, 2004.

--- *Rethinking Camelot: JFK, Vietnam War and U.S. Political Culture*. Chicago: Haymarket Books, 2015

- Deats, Sara M., et al. *War and Words: Horror and Heroism in the Literature of Warfare*. Lanham, MD.: Lexington Books, 2004.
- Dillon, Michel and Neal, Andrew, eds. *Foucault on Politics, Security and War*. New York: Palgrave-Macmillan, 2008.
- Foucault, Michel. *Society Must be Defended: Lectures at the Collège de France, 1975-1976*. New York: Macmillan, 2003.
- Grossman, Lt. Col. Dave. *On Killing: The Psychological Cost of Learning to Kill in War and Society*. Boston: Little, Brown. Print.
- Guthrie, Charles and Quinlan, Michael. *Just War: the Just War Tradition – Ethics and Modern Warfare*. London: Walker Books, 2009.
- Hanson, Victor Davis. *A War Like No Other: How the Athenians and Spartans Fought the Peloponnesian War*. New York: Random House, 2005. Print.
- Hauerwas, Stanley. *Should War be Eliminated? Philosophical and Theological Investigations*. Milwaukee, WI: Marquette University Press, 1984.
- Hellferich, Tryntje. *The Essential Thirty Years War*. Indianapolis: Hackett Publishing, 2015. Print.
- Hobbes, Thomas. *Leviathan*. New York: Penguin, 1988.
- Holmes, Richard. *Acts of War: The Behavior of Men in Battle*. New York: Free Press, 1985. Print.
- Homer. *The Iliad*. Chapman, G. trans. Knoxville, TN: Wordsworth Classics, 1997.
- Johnson, James T. *Can Modern War Be Just?*. New Haven, CT: Yale University Press, 1984.
- *The Just War Tradition and the Restraint of War*. Princeton, NJ: Princeton University Press, 1981.
- Jones, W. T. *A History of Western Philosophy, Vols. I-V*. W. T. Jones, New York: Harcourt Brace Jovanovich, 1970.
- Kagan, Donald. *The Peloponnesian War*. New York: Viking, 2003. Print..
- . *Thucydides: The Reinvention of History*. New York: Viking, 2010. Print.
- Keegan, John. *The Face of Battle: A Study of Agincourt, Waterloo, and the Somme*. New York: Penguin, 1983. Print.
- Lao Tzu *Tao Te Ching*, translated by James Legges. New York: Harper, 2009. Print

- Lendon, J.E. *Soldiers and Ghosts: A History of Battle in Classical Antiquity*. New Haven: Yale UP, 2005.
- Locke, John. *Two Treatises of Government*. New York: Cambridge University Press, 1963.
- Machiavelli, Nicolo. *The Prince*. Price, R. and Skinner, Q. eds. New York: Cambridge University Press, 1988.
- Maalouf, Amin. *The Crusades Through Arab Eyes*. New York: Schocken, 1985. Print.
- MacCullough, Diarmaid. *Reformation: Europe's House Divided 1490-1700*. London: Penguin, Print.
- Merton, Thomas, *The Way of Chuang Zu*, New York: Penguin Books, 1965. Print
- Mitchell, Stephen, trans. *Bhagavad Gita: A New Translation*. Easton, PA: Harmony, 2002.
- Moseley, Alexander. *An Introduction to Political Philosophy*. London: Continuum, 2006.
- Moseley, Alexander and Richard Norman, eds. *Human Rights and Military Intervention*. Farnham, U.K.: Ashgate, 2001.
- Nagel, Thomas. “War and Massacre” *Philosophy and Public Affairs* Vol. 1, No. 2 (1971/72), 123-43.
- Orend, Brian *War and International Justice: A Kantian Perspective*. Waterloo, ONT: Wilfrid Laurier University Press, 2000.
- O’Shea, Stephen. *Sea of Faith: Islam and Christianity in the Medieval Mediterranean World*. New York: Walker and Company, 2006. Print.
- Plato. *Republic of Plato*. F.M. Cornford trans. New York: Oxford University Press, 1972.
- Robinson, Paul ed. *Just War in a Comparative Perspective*. Farnham, U.K.: Ashgate, 2003.
- Sartre, Jean-Paul. *Transcendence of the Ego: An Existential Theory of Consciousness*. New York: Hill and Wang Publishers, 1991.
- Stone, Norman. *World War Two: A Short History*. New York: Basic Books, 2014. Print.
- Teichman, Jenny. *Philosophy of War and Peace*. Exeter, England: Imprint Academic, 2006.
- Thucydides. *History of the Peloponnesian War*, Warner Rex, trans. New York: Penguin, 1974.
- Walzer, M. *Arguing About War*. New Haven: Yale University Press, 2004.
- Watson, Burton (translator), *Chuan Tzu: Basic Writings*, Columbia University Press, 1996. Print

Weinberg, Gerhard. *A World at Arms: A Global History of World War II*. Cambridge: Cambridge UP, 1994. Print.

Wolf, Eric. *Peasant Wars of the Twentieth Century*. Norman: University of Oklahoma Press, 1999. Print.

Institutional History and Summary Statistics

East Los Angeles College (ELAC) has served an international, multicultural, urban student body since 1945. The college’s curriculum complements the 14 communities (combined population 1.5 million) within its primary service area. The college offers both *academic* transfer courses, which prepare students for admission to four-year colleges and universities, and *occupational* programs which prepare students for careers in two years or less.

ELAC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges (WASC).

Each year, ELAC helps more than 1,000 students transfer to the University of California and California State University systems. Forty-seven percent of our students are focused on transferring to a 4-year school and 18 percent are working toward career preparedness.

The college offers 58 Associate Degrees (AA/AS), 68 Certificates of Achievement, and 47 college-approved skills certificates. Other academic programs include a comprehensive Basic Skills and ESL program, technical and workforce education, 169 fully-online courses enrolling 5,000 students, and 183 web-enhanced courses serving 6,000 students. Of the 23 public postsecondary institutions in Los Angeles County, ELAC has the largest concentration of Latinos. In Fall 2014, ELAC served 28,315 credit students (excluding 7,706 in police and fire academies); 77.9 percent of its student population (20,731 students) were Hispanic, and 14.4 percent (3,844 students) were Asian-Pacific Islander.

ELAC serves a large number and high percentage of high-need students. The College’s multi-ethnic student body approaches 100% minority, with a substantial Hispanic majority; 27% of ELAC students are English Learners. Furthermore, most students arrive at ELAC performing far below college level. Nearly all have graduated from 30 local high schools that are ranked among the lowest-performing in California.

ELAC has earned strong public support for the role it plays in the community as a source of hope, as a pathway to educational and economic opportunity, and as a civic and cultural resource. This support is reflected in continuous enrollment increases (5-10% per year) while many other colleges in the District and across California struggle to attract students. ELAC is a lead college in several initiatives focused on broad-based institutional efforts to close achievement gaps.

The college employs approximately 1,200 staff members, of whom 25% are full-time, and the rest are part-time or adjunct. Of the 286 Full-time and 806 Part-time instructors, at ELAC, 350 are teaching in the four humanities disciplines (History, Philosophy, Art History and Literature) of the NEH project. The combined enrollment in courses currently taught in these departments is 13,340, with the largest share (60%) enrolled in English composition classes.