



DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

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

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

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

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

Project Title: Echoes of War
Institution: Minnesota Humanities Center
Project Director: Susannah Ruth Ottaway
Grant Program: Dialogues on the Experience of War

Intellectual Rationale and Overview

Public discourse on war and military service in the U.S. is shaped by two important narratives. One story — about duty, heroism, suffering, loyalty, and patriotism — places Veterans’ experiences in the context of their contribution to a collective, national good. This is the story of how war is **memorialized**. Another narrative emerges from the intensely personal experiences of individual Veterans. This story is about how war is **remembered**. The two narratives, each complex in its own right, stand in a complex relationship to one another.

Echoes of War, a project of the Minnesota Humanities Center, will engage Veterans and members of the general public in considering how these two intimately-related narratives shape discourse about war. The starting point for this consideration will be the voices of Veterans. Public memorialization of war will be considered in the context of their experiences and memories.

With the help of outstanding scholars and leading voices from Minnesota’s Veteran communities, Minnesota Humanities Center’s *Echoes of War* project will train 10 NEH Discussion Leaders and involve a public discussion series in each of two locations, Saint Paul and Northfield, Minnesota, during the NEH grant period. The Humanities Center anticipates that, with a stable of trained leaders, discussions will become an important programming feature of our organization at sites throughout Minnesota in subsequent years. Because of Minnesota’s national leadership in Veterans’ affairs, we also anticipate that this project will serve as a model for discourse elsewhere.

Echoes of War will use *Standing Down: From Warrior to Civilian*, an anthology published by Chicago-based Great Books Foundation, as its core resource. From Homer’s “Iliad” to

“Perimeter Watch” by Brian Turner, this collection of fiction, nonfiction, poems, and memoirs speaks to the experience of military service, combat, and homecoming through the ages.

Selected works will examine perspectives from multiple eras of war, from the Civil War and World War I to conflicts in Vietnam and Afghanistan/Iraq. *Echoes of War* builds on the work the Minnesota Humanities Center has been undertaking with Great Books Foundation to introduce *Standing Down* to high school students in Minnesota. This project will draw from the anthology’s content to engage adult audiences of Veterans and civilians in public discourses on war, memory, and the Veteran experience.

Memorials, as found on Minnesota’s State Capitol grounds, in small communities such as Northfield, MN, and on the U.S. National Mall, serve as visual resources for the project’s examination of how war is memorialized. Visiting scholar Dr. Meredith Lair brings this perspective to her work and this project, as stated in the description of her course on War and Remembrance: “Saying that something is ‘etched in stone’ is a way of expressing its permanence. In commemorating their wars, Americans literally etch a social or collective memory of the past in stone in memorials throughout the United States and especially in the nation’s capital, yet interpretations of past conflicts vary among social groups and have changed dramatically over time.”

Among the war memorials at the Minnesota Capitol, the new Minnesota Military Family Tribute (2015) provides text and context for *Echoes of War*. This installation features 87 boulders (one for each county in Minnesota) that are called Story Stones. These stones are inscribed with excerpts of letters between soldiers at war and their families. Examples include “I never realized what love of country was until I was on foreign soil. 1919 Cottonwood;”

“Mom, don’t cry. I’m coming home. 1969 Koochiching;” “No matter what, no matter how hard this is, we still love you and think about you, each and every day. 2007 Morrison.”

Echoes of War will feature an immersive, 5-day residential training program for the NEH Discussion Leaders, taking full advantage of the Minnesota Humanities Center’s historic facility. The Humanities Event Center is a full-service conference/retreat facility with 15 overnight rooms and private baths. Located on park land, our facility provides an ideal remote-feeling setting for the Discussion Leaders to spend intensive time learning together, interacting with one another, engaging with outstanding scholars and experienced trainers, and studying texts and images that provide the rigorous humanities content of this program. The Humanities Event Center will also be the site for a 3-part series of public discussions on *Echoes of War*. Carleton College, a highly respected liberal arts college in Northfield, Minnesota, has committed to hosting the second 3-part public discussion in greater Minnesota.

Design, Content and Implementation

a. Preparatory program for NEH Discussion Leaders

A highly experienced team of seven project leaders and scholars will lead the 10 NEH Discussion Leaders in an intensive 5-day, residential preparatory program. The project will be co-led by Dr. Susannah Ottaway, a professor of history at Carleton College, and Trista Matascastillo, Humanities Center program officer and Veteran. The workshop will feature both professional training in the facilitation of discussions, and intensive grounding in the literature of war. **Humanities content** will reflect the interplay of themes from both the memorializing of war, as indicated by NEH guidelines, and the memory of war, as identified by Veterans

participating in the Humanities Center’s Veterans’ Voices program: Patriotism/Motivation; Suffering/Reintegration; Loyalty/Family.

Standing Down: From Warrior to Civilian, from the Great Books Foundation, is the program’s primary resource with its collection of poetry, memoir, fiction, essay and journalism. Selections from this anthology will present the voices of Veterans, conveying their experiences of military service. This project will focus on these particular works: *Facing It* by Yusef Komunyakaa (Vietnam, poem), *An Irish Airman Foresees His Death* by William Butler Yeats (WWI, poem), *The Veteran* by Stephen Crane (Civil War, short story), *Italian Ordeal Surprises Congress* by Anne O’Hare McCormic (WWII, reportage), and *Perimeter Watch* by Brian Turner (Iraq/Afghanistan, poem).

The poem *Facing It*, by Komunyakaa, resides at the intersection of **memory** and **memorial**. As the introduction to the piece states, this poem about a Bronze Star Veteran’s experience “illustrates how the Vietnam Veterans Memorial has become a place of pilgrimage for many...In the poem, the reflective granite surface lends a literal note of reflection,” and “in doing so...prompts us to consider the complex interaction of memories and present realities in our acts of memorializing.” Like all of the selections from the Great Books publication, this piece is accompanied by provocative discussion prompts, including: “What purposes can a memorial or monument serve for those who already have their own memories of the event because they participated in it?” The selections from *Standing Down* have been made with an eye toward including diverse Veteran voices from a variety of conflicts.

Readings more narrowly focused on memoirs and storytelling, in the context of the conflicts that serve as our focus (World War I, Vietnam and Iraq/Afghanistan), as well as works that help diversify the voices of Veterans will include three works not included in *Standing Down* — *Hoengson* by Rolando Hinojosa, *Toward the Flame* by Henry Allen, and *A Testament to Youth* by Vera Brittain — as well as these additional works from *Standing Down: In Pharoh's Army* by Tobias Wolff, *A Piece of My Heart* by Anne Simon Auger, *Dust to Dust* by Benjamin Busch, and *You Know When the Men Are Gone* by Siobhan Fallon. Discussion questions to accompany these pieces are being developed by project co-director Trista Matascastillo and Bill Siegel from Great Books Foundation.

Text and images for the discussion of **memorial** will be taken from *Guide to War Memorials on Minnesota State Capitol Grounds*, images of war memorials on the U.S. Capitol Mall, and text from the Northfield, MN War Memorial. The preparatory workshop will include a tour of the Minnesota State Capitol memorials, featuring monuments to Minnesotans' involvement in conflicts from the Civil War to Vietnam as well as the new Military Family Tribute. A presentation by visiting scholar Dr. Meredith Lair will focus on the interplay between war and remembrance, with particular reference to the conflict in Vietnam.

The experiences conveyed in the literature selections will be considered in light of an ambitious reading list compiled by project co-director Dr. Susannah Ottaway. This includes: Pierre Nora, "From Lieux de mémoire to Realms of Memory" and "General Introduction: Between History and Memory," in *Realms of Memory*, v. 1 (NY: Columbia, 1996); Roy Rosenzweig and David Thelen, "Introduction: Scenes from a Survey," Chap. 5 "Beyond the Intimate Past: Americans and their Collective Pasts," in *Popular Uses of History in American Life*

(NY: Columbia University Press, 1998); Marita Sturken, "Introduction," *Tourists of History: Memory, Kitsch, and Consumerism from Oklahoma City to Ground Zero* (Durham, NC: Duke University Press, 2007); Alexandre Dessingué and Jay Winter, "Introduction: Remembering, Forgetting and Silence," in *Beyond Memory: Silence and the Aesthetics of Remembrance* (NY: Routledge, 2016) [probable inclusion if it has been published]; Marita Sturken, "The Wall and the Screen Memory: The Vietnam Veterans Memorial," in *Tangled Memories: The Vietnam War, the AIDS Epidemic, and the Politics of Remembering* (Berkeley: University of California Press, 1997); Kristen Haas, "Introduction: A Restless Memory of War" in *Carried to the Wall: American Memory and the Vietnam Veterans Memorial* (Berkeley: University of California Press, 1998); Selections from Erika Doss, *Memorial Mania: Public Feeling in America* (Chicago: University of Chicago Press, 2010); Selections from Kirk Savage, *Monument Wars: Washington D.C. , the National Mall and the Transformation of the Memorial Landscape* (Berkeley: University of California Press, 2011); Denise D. Meringolo, "Managing the Landscape: National Parks, National Monuments, and the Use of Public Land," in *Museums, Monuments, and National Parks: Toward a New Genealogy of Public History* (Amherst: University of Massachusetts Press, 2012).

In addition to the exploration of humanities content, participants will be trained in the facilitation of public discussions. Training materials will feature *Shared Inquiry Handbook for Discussion Leaders and Participants*, from the Great Books Foundation. This resource was selected specifically to accompany the training and text-based discussions that Bill Siegel of the Great Books Foundation will provide. Sections of the handbook include, "What is Shared Inquiry?" "Shared Inquiry Basics;" "Readings with Discussion Questions;" and "Resources for

Shared Inquiry.” *Self Help Leader’s Handbook: Leading Effective Meetings* (Lawrence, Kansas: Research and Training Center), a handbook used in our Literary Workshop for Teachers, is a supplementary resource. Content from *Increased Engagement through Absent Narratives*, which includes video, writing, audio and other materials from the Minnesota Humanities Resource Collection, will offer a range of culturally diverse perspectives and topics.

In accordance with the Shared Inquiry approach of the Great Books Foundation, participants will read the source material and then be guided in text-based discussion facilitation. This training will take place early in the week; subsequent days will be devoted to touring war monuments (a half day) and practice/modeling of discussion facilitation, in which each participant will practice the lessons learned in training. The discussion prompts that accompany *Perimeter Watch*, a poem by Brian Turner, illustrate the text-based nature of shared inquiry discussions: *Why does the poet hear a child’s voice outside the front door...? Why does the poet dial 911? What is the extent of the perimeter the poet is watching?* Through such questions, closely tied to text, shared inquiry allows for deep, personal discussion with a minimum of political and emotional conflict among participants.

Key to this preparatory program is the expertise and perspectives of Veterans. Project leader **Trista Matascastillo** will team with **Joaquin Mendez** to engage Discussion Leaders in the Humanities Center’s foundational workshop, *Increased Engagement Through Absent Narratives*, which introduces Discussion Leaders to concepts about the perspectives and experiences of people and communities that are missing or marginalized. **Brock Hunter**, through his presentation and discussion, will give Discussion Leaders background information and context about combat trauma, preparing Discussion Leaders to understand the complexity

of issues a Veteran and family members may face, particularly when it involves our justice system. **J.A. Moad** will provide an overview of war literature through the lens of a Veteran. Additionally, the Humanities Center will turn to its network of Veterans to ground this training in the stories of Veterans. Six Veterans, representing various military branches and generations of service, who have been involved in our programming will be invited to share their stories and speak to the experience of Veterans in American society.

The 10 Discussion Leaders will be selected through an application process and the Humanities Center will draw from its extensive contacts forged with Minnesota's Veteran communities to attract a competitive pool of applicants. This opportunity will be promoted to the 80 men and women Veterans who since 2013 have received the Minnesota Humanities Center's annual Veterans' Voices Award in recognition of their outstanding community contributions, the 100 plus Veterans who have served on Veterans' Voices advisory and selection panels and participated in performance and literature projects, as well as the Veterans organizations that have been our program partners. A selection committee primarily comprised of Veterans will select the 10 Discussion Leaders based on demonstrated leadership capabilities and commitment to attending the residential workshop and conducting public discussions subsequent to the training. The training workshop is tentatively scheduled to be held at the Humanities Event Center during the first week of August, 2016.

Upon completion of the workshop, Discussion Leaders will be awarded specially-created coins that continue a long-standing tradition among members of the US Armed Forces. Such coins have long symbolized unit identity and camaraderie. Each piece usually bears unique unit symbols or mottos that identify the group they represent, and are often traded, presented, and

collected among active-duty, retired, and civilian personnel within government agencies. This small, personalized token can build unity among our team of trained Discussion Leaders.

b. Discussion groups for military veterans and others.

Community discussions will be held in Saint Paul at the Minnesota Humanities Center's event and retreat facility and in Northfield, Minnesota, on the campus of Carleton College. Two groups of 20 people, comprised of Veterans and civilians, will participate in the discussions (one group per venue). The discussions will be held during October 2016 which is designated by Minnesota law as Veterans' Voices Month. Each location will feature a series of three sessions (once a week for three weeks). Participants at each venue will be expected to attend all three sessions and they will each receive the *Standing Down* anthology, the Shared Inquiry Handbook, and copies of other readings. The discussions will be led by pairs of NEH Discussion Leaders, selected from the trained cohort according to availability and readiness, with one member designated as the project lead at each venue. The NEH Discussion Leaders will conduct conversations on the topics of history, collective memory, and war memorials to explore how these themes relate to war experiences of Minnesota Veterans. Examination of literary selections is at the heart of each community discussion group. In addition to examining and discussing literature text, participants at each venue will attend a tour of war memorials in the respective venues of Saint Paul and Northfield. All participants will receive the specially-created coin at the close of each discussion series. The Humanities Center's communication team will promote participation in each discussion group through social media and to our 3,500 e-newsletter subscribers. Participants will also be recruited through the Humanities Center's

well-established network of Veterans and civilians involved in its Veterans' Voices program activities. Carleton College will provide promotional assistance in Northfield.

Project Faculty and Staff

Dr. Susannah Ottaway (PhD History, Brown University), **project co-director of *Echoes of War***, is a historian of Early Modern Europe who has explored the intersection of history and memory. A “singularly thoughtful scholar who combines wise historical analysis with a deep and sincere commitment to public history... devoted to helping citizens think about and learn from the past” (see letter of recommendation), Ottaway served as the History department chair at Carleton College from 2011-2014, and has been on the faculty there from 1998 to present. Her teaching background includes a course in “the history and memory of the Vietnam War,” a topic at the heart of our *Echoes of War* project. Her tenure as director of Carleton’s Humanities Center has demonstrated both her commitment to promoting public history and her effectiveness at creating exciting, engaging, rigorous humanities programming. As a member of the Minnesota Humanities Center Board of Directors since 2015, Ottaway will co-lead the training workshop for discussion leaders. She helped identify other scholars to join the training workshop; developed the training syllabus; prepared a list of challenging, relevant readings for inclusion in the syllabus; and committed herself to conducting discussions of humanities content during the training workshop. As a leader of the Carleton College faculty, she has helped to secure that institution’s commitment to hosting one of our series of public discussions, to be facilitated by the discussion leaders that she will help to train.

Trista Matascastillo, program officer of the Veterans' Voices program at the Minnesota Humanities Center, joins Dr. Ottaway as **co-director of *Echoes of War***. A former Marine, and Army military police commander in the Minnesota National Guard, Matascastillo is a 16-year Veteran of the military with an exceptional ability to present and engage the voices of Veterans in public discourse. She chairs the Minnesota-based Women Veterans Initiative, and she is chief advisor to the University of Minnesota's ADAPT Program for military families. A nationally-recognized speaker on topics related to Veterans' experience and well-being, Matascastillo has been instrumental in developing the Minnesota Humanities Center's ground-breaking programming with Veterans. Through her extensive community contacts, she will help solicit applications for participation in our training program, and help ensure robust participation among Veterans in our public discussions. Matascastillo developed the initial program design of *Echoes of War*, and worked with other faculty members to refine it in ways that ensure rigorous, humanities-centered content while maintaining the centrality of Veterans' personal, real-world experiences in our project. She will serve as the lead staff member for *Echoes of War*.

Dr. Meredith H. Lair (PhD History, Penn State University) will lead a presentation and discussion on how war is memorialized during the preparatory training and she will conduct discussions during a tour of the Minnesota State Capitol war memorials. Lair is a faculty member at George Mason University and her teaching interests include war and American society, U.S social and cultural history, the Vietnam War, and historical methods. Her presentation will draw from her course, "War and Remembrance," as well her research and writing on the legacies and collective memory of the Vietnam War.

Bill Siegel (MS, Columbia University), vice president of school programs for the Great Books Foundation, will serve as lead trainer for the preparatory workshop, using techniques developed in the Shared Inquiry methodology developed by Great Books Foundation. Siegel conducts training in facilitating text-based shared inquiry around the country, and has developed that portion of our syllabus that will focus on training participants to facilitate public discussion of often-emotional topics.

Brock Hunter (JD, University of Minnesota Law School) will lead a presentation and discussion at the preparatory program on the project's theme, *Echoes of War*. He will speak to the experience of combat trauma, the ways in which warriors bring war home with them, and how society and our system of justice responds to these wounded warriors. A Veteran who served as a recon scout in the U.S. Army, he serves as the Legislative Chair for the Minnesota Association of Criminal Defense Lawyers (MACDL). In 2007 and 2008 he drafted and led passage of Minnesota's pioneering legislation to encourage treatment over incarceration of Veterans whose service-related psychological injuries played a role in their criminal offense. He regularly speaks across the country on the issue of combat Veterans in the criminal courts, educating legal professionals, lawmakers and military members on how our nation can avoid mistakes made with past generations of Veterans.

James A. Moad II (MA, Southern Illinois University) will lead a presentation and discussion during the preparatory program on war literature. Moad is a former Air Force C-130 pilot. He served as a professor of war literature at the United Air Force Academy where he still works as a fiction editor for *War, Literature & the Arts*, an international journal of the humanities. He writes a series of online essays for the WLA Blog. He helped draft language for

the legislation designating October as Veterans' Voices month and he is helping shape the Veterans' Voices Literature Project. His short stories, poetry and essays have appeared in a variety of journals and anthologies.

Joaquin Mendez (MBA, University of St. Thomas) will lead an integral component of the training workshop, a session of Minnesota Humanities Center's signature *Increased Engagement through Absent Narratives*. This participatory experience has engaged members of widely diverse communities in considering the power of including historically-absented voices in public discourse, and using humanities content to counter the debilitating social and personal impact of discourse that is guided by "a single story."

Institutional Context

Established in 1971, the Minnesota Humanities Center engages Minnesotans in rigorous, robust humanities programming through collaborative partnerships as it meets its mission to build a thoughtful, literate, and engaged society. The Humanities Center's relationship-driven programs are designed to explore our common humanity and bring into public life the stories and experiences of people and communities that have been missing or marginalized.

The Humanities Center draws from its decades-long experience of delivering professional development services and resources to educators — particularly its intensive residential-based workshops — to plan and conduct *Echoes of War*. Our commitment to amplifying voices that are often overlooked in public discourse, and our history of programming specifically with Veterans, have informed the development of *Echoes of War*.

Over the past three years, Veterans Voices has emerged as a major program focus for the Minnesota Humanities Center. Veterans' Voices draws on the power of the humanities to explore the full life experience of Veterans and complete the narrative about Veterans through literature, art, theater, storytelling, and much more. Minnesota has taken a position of national significance by designating the month of October Veterans' Voices Month. The Minnesota Humanities Center worked with Veterans and legislators to create the legislation that passed by unanimous vote in 2014. Minnesota is the first state in the country to designate a month for Veterans. The Humanities Center is working with a variety of partners to build awareness about and programming for Veterans' Voices Month.

Closely tied to this project is the ***Veterans' Voices Literature Project***, a new professional development service for educators that will engage high school students in a meaningful examination of the experiences and narratives of Veterans through selected works from *Standing Down: From Warrior to Civilian* by Great Books Foundation. Additionally, the Minnesota Department of Veterans Affairs has partnered with the Humanities Center to develop the ***Guide to War Memorials on Minnesota State Capitol Grounds***, involving historic research and recorded interviews with selected Minnesota Veterans, which will be available to school groups and other touring groups visiting the memorials.

Two recent projects of Veterans' Voices have helped forge additional program partners and draw broad public attention to the Humanities Center's work with Veterans. ***Telling: Minnesota*** featured a cast of Minnesota Veterans whose personal stories were woven into a powerful theater production that was presented at the Guthrie Theater in Minneapolis as well as in greater Minnesota venues. We have been touring ***Always Lost: A Meditation on War***, an

emotionally engaging exhibit, to communities across Minnesota. It features the Wall of the Dead, with photos the faces of all U.S. military war casualties in Iraq and Afghanistan since Sept. 11, 2001, and literary meditations on the nature of war. Carleton College was a partner and host site for both of these projects and the success of this initial partnership led to a desire to continue and deepen their involvement with the Humanities Center and Veterans' Voices. Carleton's own college-based Humanities Center gives this partnership strength and longevity.

Evaluation

The Humanities Center will use a developmental approach to evaluate this project. Dr. Michael Quinn Patton, originator of developmental evaluation at the Minnesota Evaluation Studies Institute, University of Minnesota, has guided the Humanities Center in adopting and refining this approach. Unlike traditional formative/summative evaluation, developmental evaluation assumes continued innovation. Discussion Leader participants in the preparatory program will complete online surveys and written reflections at the end of each day, assessing the schedule and flow of each day and the ways in which they are connecting to content and the project's themes. Project leaders will review this feedback on a daily basis in order to modify subsequent sessions as needed. A final survey completed by the Discussion Leaders and presenters/scholars following the 5-day training will inform the final public discussions design.

Public discussion participants will complete surveys and written reflections at the end of each of the three sessions in the series. A final survey will be completed by participants, NEH Discussion Leaders, and project team, and this will help inform next steps beyond this project.



Echoes of War – NEH Discussion Leader Training Syllabus

Through a mix of carefully selected readings, guided discussion, lectures, and field trip experiences, participants in the workshop will prepare to lead community conversations on the topic of history, collective memory and war memorials, as we explore how those themes relate to Veterans' experiences of war. Throughout the residential workshop, participants will focus on the themes of duty, heroism and suffering, and motivation, comparing combat and non-combat representations and experiences.

Required readings for the preparatory and discussion programs: Literature will be drawn from the anthology *Standing Down: From Warrior to Civilian* and other sources which give participants a broad exposure to materials diverse in both timeframe and genre:

Facing It by Yusef Komunyakaa (Vietnam)

An Irish Airman Foresees his Death by William Butler Yeats (WWI)

The Veteran by Stephen Crane (Civil War)

Italian Ordeal Surprises Congress by Anne O'Hare McCormick (WWII)

Perimeter Watch by Brian Turner (Iraq/Afghanistan)

Readings that are more narrowly focused on memoirs and storytelling, in the context of the conflicts that serve as our focus (World War I, Vietnam and Iraq/Afghanistan) will include:

Hoengsong by Rolando Himojosa (not in *Standing Down*)

Toward the Flame, excerpts, by Henry Allen, (not in *Standing Down*)

A Testament to Youth, excerpts, by Vera Brittain, (not in *Standing Down*)

In Pharoh's Army by Tobias Wolff

A Piece of My Heart by Anne Simon Auger

Dust to Dust by Benjamin Busch

You Know When the Men Are Gone by Siobhan Fallon

Additional reading assignments, detailed in the proposal narrative, cover historical memory-making, memorials, and thinking about a collective past.

SCHEDULE DETAILS: NEH Discussion Leader Training

Opening Evening

3:00-5:00 p.m. Check-in at Humanities Center for overnight guests, Saint Paul, MN

6:00 p.m. Welcome and dinner

7:00 – 9:00 p.m. ***Echoes of War* presentation & discussion, Brockton Hunter**
Evaluation

Day One: Reflective practice through the core values of the Humanities Center

8:00-8:30 a.m. Breakfast

8:30 – 9:00 a.m. Introduction by co-project directors

9:30 a.m. to noon ***Increased Engagement Through Absent Narratives*, Joaquin Mendez**

12 noon Lunch



1:00– 3:00 p.m.	<i>Increase Engagement Through Absent Narratives</i> continued
3:30 – 5:00 p.m.	Discussion by co-project leaders, evaluation
6:00 p.m.	Dinner
7:00 – 9:00 p.m.	Evaluation; free time for assigned reading from <i>Standing Down</i>

Day Two: The Art of Shared Inquiry

8:00 – 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	<i>Shared Inquiry process, Bill Siegel, Great Books Foundation</i>
10:15 a.m. –noon	Small group work to prepare discussion questions for each reading
Noon	Lunch
1:00 – 3:00 p.m.	Practice session of guided discussion
3:15 – 5:00 pm.	Free time for assigned readings on historical memory
6:00 p.m.	Dinner
7:00 – 9:00 p.m.	<i>War and Remembrance</i> presentation & discussion, Meredith Lair, PhD. Evaluation

Day Three: Introduction to Historical Memory and Monument

8:00 – 8:30 a.m.	Breakfast
8:30 - noon	Bus to State Capitol grounds; Tour of war memorials with Meredith Lair
Noon	Lunch
1:00 – 3:00 p.m.	Discussion of the war memorials and readings, co-leaders
3:15 – 5:00 p.m.	Free time for assigned readings
6:00 p.m.	Dinner
7:00 – 9:00p.m.	<i>Context of War Literature, J.A. Moad</i> Evaluation

Day Four: Processing Memorials, Meaning, and Memory

8:00 – 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	Shared inquiry of selections from <i>Standing Down</i>
10:15 a.m. –noon	Shared inquiry of selections from <i>Standing Down</i>
Noon	Lunch
1:00 – 3 p.m.	Small group sessions on shared inquiry methods & group facilitation
3:15 – 5:00 p.m.	Free time for assigned reading on memoire and storytelling
6:30 p.m.	Dinner
7:00 – 9 p.m.	Activity on storytelling with selected local veterans; evaluation

Day Five: Model Shared Inquiry

8:00 – 8:30 a.m.	Breakfast
8:30 - 10:00 a.m.	Final discussion led by co-project leaders
10:15 a.m. – noon	Closing ceremony/event; final evaluation
12:00 – 1:00 p.m.	Lunch & participants depart



Echoes of War – Public Discussions Syllabus

Public discussion groups are a series of community conversations on the topics of history, collective memory and war memorials, to explore how these themes relate to Veterans' experiences of war. Discussions of literary selections are the center community discussion group(s). Participants will engage with both academic writings on the nature and meanings of public memorials as they relate to public and academic humanities work, and take a guided tour of war memorials in several locations in Minnesota.

Required Readings for Discussion Groups

Literature drawn from the anthology *Standing Down: From Warrior to Civilian* and other sources will frame the first session of each discussion group, introducing participants to the discussion themes and the Shared Inquiry process. Two works will be selected for discussion from the following:

- *Facing It* by Yusef Komunyakaa (Vietnam)
- *An Irish Airman Foresees his Death* by William Butler Yeats (WWI)
- *The Veteran* by Stephen Crane (Civil War)
- *Italian Ordeal Surprises Congress* by Anne O'Hare McCormic (WWII)
- *Perimeter Watch* by Brian Turner (Iraq/Afghanistan)

Selections for sessions two and three will engage participants in dialogues focused on memoirs and storytelling, in the context of the World War I, Vietnam and Iraq/Afghanistan. Works will be selected from the following:

- *Toward the Flame*, excerpts, by Henry Allen, (not in *Standing Down*)
- *A Testament to Youth*, excerpts, by Vera Brittain, (not in *Standing Down*)
- *Hoengsong* by Rolando Himojosa (not in *Standing Down*)
- *In Pharoh's Army* by Tobias Wolff
- *A Piece of My Heart* by Anne Simon Auger
- *Dust to Dust* by Benjamin Busch
- *You Know When the Men Are Gone* by Siobhan Fallon

SCHEDULE DETAILS: Discussion Groups

Discussion groups will take place in Saint Paul, Minnesota (at the Humanities Center) and in Northfield, Minnesota (at Carleton College). Each location will have a series of three sessions (once a week for three weeks). Details will be finalized during the preparatory program, through the evaluation process, and in planning with the trained NEH Discussion Leaders. In general, here are the details of the Discussion Group at each venue.

October 2016 – Veterans' Voices Month in Minnesota. *Dates to be finalized at each location.*

Week One – Session one

Focus: History, collective memory

7:00 p.m.

Introductions with participants – in circle



Overview of Discussion Themes

Introduction to Shared Inquiry process using *Standing Down*

Discussion of two works from *Standing Down*

Review next session (readings) and evaluation process

9:30 p.m. Close in circle

Week Two – Session Two

Focus: Historical memory-making, thinking about a collective past (World War I, Vietnam and Iraq/Afghanistan)

7:00 p.m.

Open in circle

Discussion of two selected works

Review next session (readings) and evaluation process

9:30 p.m. Close in circle

Week Three – Session Three

Focus: Memorials; memoirs, and storytelling

2:00 p.m.

Leave for memorial field trip

Tour war memorial (St. Paul Capitol or Northfield memorial)

Return for discussion of two selected works

Final evaluation

5:00 p.m. Close in circle