



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

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

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

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

Project Title: To the Battlefield and Back Again: Conversations on War, Trauma, and Life After Service

Institution: University of Colorado, Colorado Springs

Project Director: Dr. Max Shulman, Dr. Jennifer Kling

Grant Program: Dialogues on the Experience of War

To the Battlefield and Back Again: Conversations on War, Trauma, and Life After Service
University of Colorado Colorado Springs

Summary

Organized by faculty at the University of Colorado Colorado Springs (UCCS), in conjunction with veterans service organizations throughout the Pikes Peak region, *To the Battlefield and Back Again* will create three cross-pollinating discussion groups focused on the themes of “Discourses on Going to War,” “The Modern Battlefield: Warfighters and Trauma,” and “Coming Home/Home Front.” Facilitating these discussion groups that meet once a month for 3 hours, over the course of 5 months will be 10 Discussion Leaders who will be trained in group facilitation, engaging with veteran populations, and the texts under discussion. Groups will cover the Trojan War, World War II, and Afghanistan/Iraq through the study of dramatic and philosophical texts, encouraging participants to consider both war’s near-universal and intensely contextual characteristics. Discussion groups will be hosted in-person at local libraries, and will commingle for live readings of dramatic texts at the university’s Ent Center for the Arts. This proposal represents a revision informed by the very helpful reviews in our previous submission.

Design, Intellectual Approach and Content, and Implementation

Intellectual Rationale

Colorado Springs is a military town and UCCS is a military school. The city has a higher percentage of veterans per capita than any city in the United States.¹ Recent reports estimate that nearly 80,000 veterans live in the Pikes Peak Region. In addition, the area is home to the Fort Carson Army Installation, Peterson Airforce Base, Cheyenne Mountain Airforce Base, Schriever Air Force Base, and the United States Air Force Academy. UCCS alone has in its student body

¹ “Veteran Statistics: Colorado Springs,” *U.S. Census Bureau* (U.S. Department of Commerce, 2009-2013). <https://www2.census.gov/library/visualizations/2015/comm/vets/co-vet.pdf>.

approximately 1400 student-veterans, 200 active-duty students, 300 family members of active-duty service members, and 200 national guard and reserves members. Many of these same students come from minority communities and/or are first generation college students.² For these reasons, UCCS and Colorado Springs are ideal hosts for the “Dialogues on the Experience of War” program. Our goal is to connect with our local veteran and active-duty communities and, via the discussion of philosophical and dramatic texts that span millennia, encourage contemplation and understanding of war as both a near-universal human construct and an experience that is deeply situated in, and dependent on, particular socio-political contexts.

These present and former service members, along with their loved ones, face the questions, anxieties, and pain (physical, psychological, emotional, or social) that are a result of going to war, engaging with the traumatic effects of warfare, and returning from war. For our unique community, we propose three extended, community-focused discussion groups based on these essential aspects of military service — (1) “Discourses on Going to War,” (2) “The Modern Battlefield: Warfighters and Trauma,” and (3) “Coming Home/Home Front.” We will consider these themes in relation to the Trojan War, World War II, and Afghanistan/Iraq, exploring them specifically through the study of philosophical and dramatic texts.

A special feature of *To the Battlefield and Back Again* is its collaboration with the Ent Center for the Arts at UCCS (<http://uccspresents.org>). For certain discussion group meetings, participants and facilitators will gather at the Ent Center to hear the dramatic texts read aloud in the Osborne Studio Theatre. We have specifically chosen dramatic texts that relate to more than one of our themes; thus, multiple discussion groups will attend these readings together. These interactions and cross-pollinations will create a communal experience among the different

² UCCS Fall Databook, 2018. https://www.uccs.edu/ir/sites/ir/files/inline-files/FallDatabook_7.pdf.

discussion groups, and provide them with common points of reference. Though the dramatic text will be available in the reader packets beforehand, hearing these plays read aloud, as originally intended, brings the drama of war to life in a way that is more effective than reading them in isolation. Recent studies show that viewing live performances of dramatic texts enhances viewer comprehension and promotes tolerance.³

In addition to these live readings, participants in the discussion groups will interact with more traditional texts, as well as podcasts and short video clips. Thus, *To the Battlefield and Back Again* engages participants in multiple modes of learning – written, visual, auditory, and discursive interactions – which encourage people with different learning styles and educational backgrounds to consider questions in diverse ways. This kind of multi-modal learning is proven to be more effective in engendering analytical thought.⁴ We additionally aim to enhance participant involvement, dedication, and consideration through the longer duration of our discussion groups. By meeting monthly for five months, we will provide participants with a longer time to prepare and gestate, encouraging deeper rumination and reflection.

Another unique feature of *To the Battlefield and Back Again* is that we will create podcast episodes of the discussion groups' meetings. The creation of a podcast will enable us to reach diverse veterans who may not have time or ability to attend in-person sessions. We will thus be able to surmount several common barriers to meaningful engagement. Before recording any podcast material, a trained Logistical Assistant will follow IRB protocols to obtain the informed consent of group participants. The podcast will create a record with deeply discursive

³ Greene, J. P., Erickson, H. H., Watson, A. R., & Beck, M. I. (2018). The Play's the Thing: Experimentally Examining the Social and Cognitive Effects of School Field Trips to Live Theater Performances. *Educational Researcher* 47(4), 246-254.

⁴ Steph Ceraso, "(Re)Educating the Senses: Multimodal Listening, Bodily Learning, and the Composition of Sonic Experiences," *College English* 77.2 (November 2014): 102-123; Ron Darvin, "Representing the Margins: Multimodal Performance as a Tool for Critical Reflection and Pedagogy," *TESOL Quarterly* 49.3 (September 2015): 590-500.

potential that will be made publicly available for free via digital platforms (such as iTunes and Stitcher), and which will be hosted on the UCCS Library website. So, the podcast will also serve as an open-access resource for future humanities scholarship and teaching on war and diverse military experiences. Thus, *To the Battlefield and Back Again* creates multiple opportunities for interaction with, and support of, our military community.

Preparatory Program for Discussion Leaders

A diverse group of scholars and facilitation experts will lead 10 NEH Discussion Leaders through an intensive 5-day preparatory program. This training will teach facilitation skills, provide tools for working with diverse military and veteran populations, and offer grounding in the program's texts. The group "Food For Thought" (<https://foodforthoughtcs.org/>), which specializes in creating constructive dialogue using a model known as Everyday Democracy, will provide discussion leaders with their "Basic Facilitator" and "Cultural Consciousness" trainings. This will be followed by training from Dr. Phillip Morris and Erin Fowler, a clinician at the UCCS Veterans Health and Trauma Clinic, in interacting with active-duty and veteran participants. Morris and Fowler both have significant experience conducting such trainings. The project co-PIs, Drs. Shulman and Kling, will then familiarize discussion leaders with the texts assigned to the discussion groups. The final day of the preparatory program is dedicated to practicing discussion facilitation. Volunteer participants for these practice sessions will come from the UCCS Student Veteran Organization. Members of our advisory board and the trainers from Food For Thought will evaluate the simulated discussions.

We will recruit Discussion Leaders from a range of locations with the goal of attracting people of diverse ages, backgrounds, and experiences. Candidates will each undergo a phone interview with the co-PIs in which they respond to a "sample" text from the reader. They will

also supply a resume and references. Lisa Buckman and Dr. Phillip Morris, as the present and immediate-past directors of the UCCS Office of Veterans and Military Student Affairs, will provide access to veteran graduate students and recently graduated veterans who are interested in community engagement. In addition, the UCCS masters program in Counseling and Leadership is designed for the Air Officer Commanding Cohort of the United States Air Force Academy, making them ideal discussion leader candidates ([UCCS Counseling and Leadership](#)). We will also connect with the UCCS graduate program in Clinical Psychology, which specializes in work with veteran trauma victims. Lastly, with the director of the Mt. Carmel Veterans Service Center, Bob McLaughlin, on our advisory board, we will bring in veterans who are participating in Mt. Carmel's "Health and Wellness" internship.

Discussion Groups for Military Veterans and Others

The three discussion groups will each focus on one of the three designated themes. We have organized the texts for each group to connect and contradict in important ways. Our selected texts fulfill the following criteria: readability, accessibility, and relatability to each other. *To the Battlefield and Back Again* will also celebrate diverse voices concerning military and veteran experiences, as many of our texts are created by women or underrepresented populations.

Discussion Group 1. *Discourses on Going to War* will ask participants to consider the reasons for going to war and the ethical dilemmas faced by warfighters. This group will look at texts that offer philosophical, psychological, and historical assessments of those who have faced decisions of declaring war, enlisting, following orders, and leading combatants into battle. The first dramatic text that this group will hear and read is *Ajax* by Sophocles, following a soldier of the Trojan War who grapples with his ability to serve when he feels alienated and dishonored. This piece might prompt us to ask: what is our duty to our nation, our family, and ourselves? At what

price do we seek glory? Participants will join the “The Modern Battlefield” group for this live reading at the Ent Center.

As a second dramatic text, participants will hear and read Quiara Alegría Hudes’ *Elliot, A Soldier’s Fugue*, about a young man who enlists in the marines to fight in Iraq. Elliot is a Puerto Rican-American whose father and grandfather also served in foreign wars. He returns home before redeployment hoping to gain an understanding of his place in the world. This play urges us to ask: Why do different generations go to war? What does it mean to be a military family, especially a Puerto Rican-American military family? How do we tell a war story and how do we make sense of war to those around us? Participants will join the “Coming Home/Home Front” group for this live reading at the Ent Center.

The philosophical texts that this group will consider include The Hague and Geneva Conventions, selections from Michael Walzer’s *Just and Unjust Wars*, Aung Suu Kyi’s “Freedom From Fear,” and Geraldine Ng’s “Transhumanism and the *Iliad*.” These texts similarly raise questions of when we ought (and ought not) go to war, and what we ought to do when fighting wars. They reference both ancient and modern wars, and so enable us to ponder the ethics of going to war, and of acting well or poorly in war, across time and cultures.

In addition, this group will engage with two podcasts: “Angie Hobbs on Plato on War” (Philosophy Bites podcast), and “Is there such a thing as a just war?” (Practical Ethics podcast), as well as short clips from *Doctor Who* and *Star Trek* (YouTube), about the decision to go to war. These non-traditional philosophical texts will help participants see that essential normative questions can be asked, and answered, through non-academic formats. The discussion will encourage participants to recognize that questions surrounding whether, and when, to go to war are deeply woven into both our shared cultural history and our contemporary society.

Discussion Group 2. *The Modern Battlefield: Warfighters and Trauma* examines the legacy of, and our modern struggles with, post-traumatic stress and moral injury. Twenty-five centuries ago, Sophocles' *Ajax* put into words the suffering of trauma and the depths of depression that come with it. *Ajax* tells the story of the suicide of a great warrior after being unable to mourn the loss of his friend. By demonstrating that trauma has been part of wartime experience for thousands of years, *Ajax* helps open a dialogue about a condition so often cloaked in silence. Participants will join the "Discourses on Going to War" group for this live reading at the Ent Center.

As a second dramatic text, this group will hear and read Lindsey Ferrentino's *Ugly Lies the Bone*, which follows Jess, a soldier who, while deployed in Afghanistan, suffers terrible burns in an explosion. She returns home crippled by both the pain she feels and the social stigma she experiences as a wounded veteran. Facilitators will guide conversation around the similarities between Jess and Ajax regarding aspects of shame, stigma, and family that complicate the healing process for our veterans suffering from PTSD. Participants will join the "Coming Home/Home Front" group for this live reading at the Ent Center.

The philosophical texts that this group will consider include selections from Plato's *Republic*, G.E.M. Anscombe's "Mr. Truman's Degree," Bernard Williams' "Politics and Moral Character," and Michael Walzer's "The Problem of Dirty Hands." These texts respectively reference the Trojan War, World War II, and modern warfare, encouraging a philosophical exploration of the trauma produced by the use of wartime technologies against enemy combatants and civilians, and how we might treat the associated feelings of guilt, grief, regret, and shame. The texts examine questions about whether we should feel these ways, or should we seek to quell such attitudes? Is the asymmetry of war indelibly linked to warfighters' trauma and

moral injury? How can we link Ferrentino's play about individual pain with mechanized war?

In addition, this group will read the poem *Ulysses*, by Alfred, Lord Tennyson, parts of Kurt Vonnegut's novel *Slaughterhouse Five*, an essay from Sam Kean's *The Disappearing Spoon* on chemical warfare, and will listen to "A.C. Grayling on Bombing Civilians in Wartime" (Philosophy Bites podcast). These non-traditional philosophical texts illuminate the experience of enduring traumatic events in wartime and suffering the effects of that trauma long after the event has passed. Thus, along with *Ajax* and *Ugly Lies the Bone*, these attest to the complex personal, social, and political nature of trauma as experienced by warfighters across time.

Discussion Group 3. *Coming Home/Home Front* explores not only the experiences of service members reintegrating into civilian life, but also the experiences of the families and friends who maintain life at home. This group will create space for those individuals most affected by war to discuss the challenges of absence and reintegration. Ferrentino's *Ugly Lies the Bone* focuses on this process of reintegration, as Jess struggles to reconcile her experiences on deployment with the life she left behind. Veterans often struggle to transition from a mission-driven life in the service to a civilian life that can seem meaningless. Facilitators will focus on the sources of frustration felt by returning service members and the perceptions that many people have of veterans. Participants will join the "The Modern Battlefield" group for this live reading.

Hearing and reading *Elliot, A Soldier's Fugue* lets participants consider how we make sense of war through the construction of narratives. Elliot, the central character, experiences the media's co-opting of his story, trying to shape it into something patriotic or nationalistic. Like Jess in Ferrentino's work, Elliot wants to order his world in a way he understands. Facilitators will urge the group to consider the reasons why we don't talk publicly about the specifics of war, and the need for our service members to have a voice that is all their own when it comes to their

diverse experiences. Participants will join the “Dialogues on Going to War” group for this live reading at the Ent Center.

The philosophical texts that this group will consider include selections from Plato’s *Republic*, Jeff McMahan’s *Killing in War*, Larry May’s *After War Ends*, and the 1951 Convention Relating to the Status of Refugees. Plato asks if Trojan War veterans are able to return to plowshares. This raises the remarkably contemporary question of whether civilian reintegration is even possible, a question that *Elliot* and *Ugly Lies the Bone* also explore. McMahan and May both study reintegration through post-World War II veteran social groups and Afghanistan/Iraq civilian reintegration groups. They also consider how civilian societies might treat returning service members, some of whom will have committed war crimes or been indelibly changed by their wartime experiences. The 1951 Convention further addresses how to treat civilians who have been caught up in wartime destruction through no fault of their own.

In addition, this group will listen to “David Miller on National Responsibilities,” (Philosophy Bites podcast) and read essays from Mary Edwards Wertsch’s *Military Brats*. The podcast episode focuses on what society owes to both veterans and current warfighters. For instance, what should the laws, policies, and rules be surrounding preferential hiring for veterans? Wertsch invites her readers to consider what it means to be a military family, something that *Elliot* explores experientially. Does having a cordoned-off military subgroup within our society help or harm, and does it support or leave stranded reintegrating veterans?

Participants: *To the Battlefield and Back Again* will recruit a total of 45-60 discussion group participants, creating three groups of 15-20. Participants will come from the Colorado Springs veteran and civilian communities, and from the many active-duty service members and military-associated civilians in and around the military installations in the Pikes Peak region. HomeFront

Theatre Program, run by PI Dr. Shulman, has compiled a contact list of 300 veterans and civilians who have attended HomeFront events in the past four years. Similarly, advisory board member Lisa Buckman has the contact information for all UCCS active-duty and veteran students, as well as connections to veteran alumni. These connections provide a link to those who are already invested in veterans' issues and discourse on military service.

In joining with the Mt. Carmel Veterans Center (www.veteranscenter.org) and the Home Front Military Network (www.pmcn.org), this project is affiliated with the two largest veterans organizations in the Pikes Peak Region. Advisory board members Bob McLaughlin of Mt. Carmel and Kate Hatten of the Home Front Military Network have deep relationships with the Pikes Peak region veteran communities, which will be invaluable for discussion group participant recruitment. These organizations will include recruitment calls in their monthly newsletters, events calendars, and regular email blasts to their members. There are also numerous open-access community platforms, such as Downtown COS (<https://downtowncs.com>) and PeakRadar (www.peakradar.com), designed to engage service members and their loved ones in community activities. The military installations themselves also provide organizational platforms, such as the Fort Carson MWR and its "Mountain Post Living Campaign" and Community Calendar. Project leadership will leverage these tightly connected community networks to produce participants that fully reflect the region's military and veteran populations.

Project Team

Max Shulman (PhD in Theatre History, Tufts University), project PI, is a theatre historian in the Visual and Performing Arts Department. Shulman's research focuses on political theatre in the United States. His teaching background includes a course on the "Theatre of War," tracing representations of war from the Greeks to today. Shulman has directed the HomeFront Theatre

Project since 2016, producing performances for audiences around Colorado Springs, including twice at the United States Air Force Academy. He was recently asked to serve as a panelist for the *New York Times* panel “Back Home From the War” and at the COPPeR “Creative Forces” Conference. Through his connections with both local veteran communities and the institutions serving those communities, he will identify ideal candidates for the preparatory program and ensure that *To the Battlefield and Back Again* is advertised throughout the network of veteran service providers. As a faculty member at the Ent Center for the Arts, Shulman will help ensure that *To the Battlefield and Back Again* is provided with the proper spaces and access, as well as securing the institutional support of the Visual and Performing Arts Department.

Jennifer Kling (PhD in Philosophy, University of North Carolina-Chapel Hill), project co-PI, is Assistant Professor of Philosophy and Director of the Center for Legal Studies. Her research and teaching focuses on moral and political philosophy, particularly issues in war and peace, self- and other-defense, and international relations. She is the author of *War Refugees: Risk, Justice, and Moral Responsibility* (Lexington, 2019), as well as numerous scholarly articles on war and peace, and was recently asked by Routledge to co-author *Can War Be Justified? A Debate*. Kling is also the Executive Director of Concerned Philosophers for Peace, the largest, most active organization of professional philosophers in North America involved in the analysis of the causes of war and prospects for peace. Additionally, Kling is the creator and co-organizer of *Philosophy in the City*, a public-facing event series that brings professors from different disciplines and universities, as well as professionals from the local community, together with both students and community members to discuss the complex ethical, political, and legal issues of our time. Kling’s research and teaching focus on war, as well as her experience in organizing and facilitating ongoing public events, will help her both train the discussion leaders to facilitate

conversations around what can be difficult and dense texts, and organize and implement the discussion group meetings themselves. Finally, she will recruit discussion leaders and discussion group participants from her courses.

Phillip Morris (PhD in Higher Education Administration, University of Florida), is an Assistant Professor of Leadership, Research and Foundations in the UCCS Department of Education. He will serve as Preparatory Program Instructor, Project Evaluator, as well as advisory board member. He is the immediate past Program Director for the UCCS Office of Veterans and Military Student Affairs. In addition, Morris served eight years in the Army and National Guard. Currently, Morris is a director or co-director of multiple student success grant-funded initiatives.

Carol Scott (Director, Food for Thought) Preparatory Program Instructor, will assist in the development and implementation of the preparatory program using Food For Thought modules from Everyday Democracy, a national organization she has worked with for 18 years. Scott has worked with communities throughout the West and Northwest to train community organizers and facilitators to host dialogue programs focused on local, regional, and national issues.

Erin Fowler (MA, LPC, UCCS Veterans Health and Trauma Clinic) serves as the Strategic Alliances Liaison, Student Training Supervisor, and a Clinical Therapist at the UCCS Veterans Health and Trauma Clinic where she has been since 2014. She has worked locally with AspenPointe, TESSA, and Urban Peak, specializing in treating complex posttraumatic stress disorder in those with extensive combat history. As part of her regular job and duties, Fowler will assist with the preparatory program.

Project Assistant, (TBD). Responsibilities include organizational and administrative duties, as well as editing podcast episodes and posting them online. We will recruit for this position among present UCCS graduate and undergraduate students, preferring a veteran.

IRB Logistical Assistants (TBD). Trained in IRB protocols and recording equipment, three assistants will obtain informed consent from discussion group participants to record material for the project's podcast. Their 1 day of training with Dr. Jessi Smith will take place during the 5-day training program. Recruitment will be done among the UCCS graduate student population.

Advisory Board

Jessi Smith (PhD in Psychology, University of Utah) serves as the Associate Vice Chancellor for Research at UCCS, overseeing research policies and practices, compliance and integrity, and creating and sustaining programs that support the campus research community. Her leadership position at UCCS coupled with her experience directing large institutional grants positions her to assist with the implementation of the project. In particular, Smith will help ensure that ethical processes for engaging with human subjects are followed, including managing the training modules for CITI and Responsible Conduct of Research for the 3 Logistical Assistants.

Lisa Buckman (Director, UCCS Veteran and Military Affairs) has more than 27 years of active duty experience as an Air Force Command Chief, technical training instructor, Leadership School Commandant, and as the Dean's Superintendent at the Air Force School of Aerospace Medicine. As Director of Partner Development at Mt. Carmel, she was a collaborative partner throughout the Pikes Peak region with local agencies to provide services and assistance to veterans and their family members. Buckman will help recruit discussion leaders and participants, and support the preparatory program.

Bob McLaughlin (U.S. Army Col. Ret) is the director of the Mt. Carmel Veterans Service Center. Under his leadership, Mt. Carmel has become one of the most influential and effective service providers for veterans reintegrating into civilian life in the Colorado Springs/Pikes Peak region. Col. McLaughlin has helped administer "boots to suits" employment programs,

counseling, internships, and general wellness programs for thousands of Colorado Springs veterans. Col. McLaughlin is an invaluable addition to the advisory board: he will connect the project with potential discussion leaders and participants, and support the preparatory program.

Kate Hatten (MA in Public Administration, Syracuse University) is the President of the Home Front Military Network where she coordinates services for veterans across the Pikes Peak region. Previously, she served as Military Impact Planning program manager for the Pikes Peak Area Council of Governments (PPACG), coordinating the Fort Carson Regional Growth Plan and military-community partnering efforts. She has also served in local government in Colorado, holding positions in Douglas County. Hatten will aid the project by helping to garner veteran, military, and public support, and by assisting in the preparatory program.

James L. Cook (U.S. Air Force Col., PhD in Philosophy, Universität-Heidelberg, Germany) is Permanent Professor and Head of the Philosophy Department at the United States Air Force Academy in Colorado Springs. A Cyber and Foreign Area Officer, he has served in Europe, Afghanistan, and the Pentagon, in addition to writing several scholarly articles on the ethics and future of war. Cook will help ensure that the preparatory program and discussion groups consider questions about the ethics of war not only from a civilian point of view, but also from diverse military perspectives. In addition, via his role at the U.S. Air Force Academy, Cook will aid with the recruitment of potential discussion leaders and discussion group participants.

Phillip Morris (PhD in Higher Education Administration, University of Florida) In his role on the advisory board, Morris will connect active-duty service members, veterans, and military-affiliated civilians with the project.

Institutional Context

UCCS has a long history of dedication to the veteran community with robust programs including

the Peer Advisors for Veterans Education program, the Boots to Suits program, and the Veteran Tutoring Program. In addition, the newly renovated McCord-Herbst Student Veteran Center houses the Office of Veterans and Military Student Affairs and the UCCS Student Veteran Association. These organizations are dedicated to veteran wellness, reintegration, and retention.

Veteran and military engagement also exists on the academic level at UCCS. Courses including Political Violence: Peace, War, and Terrorism (Dr. Jennifer Kling); Military and Veteran Transition Seminar (Dr. Phillip Morris); and Theatre of War (Dr. Max Shulman), all explore veteran and active-duty experiences as well as the politics, ethics, and philosophies of war, both ancient and modern. All of these professors are involved in the project. In all ways, UCCS is prepared to host “Dialogues on the Experience of War,” providing it with support on multiple levels of infrastructure, outreach, recruitment, and intellectual excellence.

Evaluation

The evaluation of *To the Battlefield and Back Again* will be based on a mixed-method approach including pre- and post- participant surveys, interviews, program document reviews, and observation. Surveys will ask questions regarding the quality and relevance of the readings, the quality of the discussion leaders and the discussions themselves, and the comfort level of our discussion group participants, especially those who are veterans. Dr. Phillip Morris will oversee the project evaluation as he has over eight years of federal grant management and evaluation experience. Evaluations will follow details provided in the Evaluation Map in Appendix A of this proposal. These include formative and summative evaluation results. Annual reports will provide a record of project activities, evaluation activities, evidence of impact, and upcoming steps and recommendations. These formative and summative evaluative reports are intended to assist in the long-term development of the project. (See Appendix A for Evaluation Map.)

Preparatory Program Schedule and Syllabus

Location: Preparatory program meetings will take place at the Ent Center for the Arts, running from 10am-6pm with a lunch break of one hour. Large spaces enable for easy social distancing.

Participants: We will enlist a total of 10 NEH discussion leaders, providing each discussion group with two facilitators and a floater for each session and allowing for substitutions of discussion leaders due to any conflicts. We will enlist a total of 3 NEH logistical assistants, providing each discussion group with 1 logistical assistant.

Day 1 — Food For Thought Training

- 10-11 Introductions and Pre-Survey. Distribute materials.
- 11-1 Food For Thought facilitators will offer their “Basic Facilitator Training”
 - Demonstrations; active listening exercises; close reading practice
- 1-2 Lunch
- 2-4 Food For Thought will offer their “Cultural Consciousness Training”
- 4-6 Discussion practice sessions (Food for Thought facilitators as observers)

Assignment: Read *Just and Unjust Wars* by Michael Walzer

Day 2 — Content Training with Co-PIs Drs. Shulman and Kling

- 10-11 Review of Food For Thought practices
- 11-1 Dr. Shulman offers context and analysis concerning *Ajax* and *Elliot, A Soldier’s Fugue*. Open discussion regarding links between texts and discussion group themes. Provision of handouts for each text.
- 1-2 Lunch
- 2-5 Dr. Kling discusses essential elements of philosophical and literary texts. Provision of handouts for each text.
- 5-6 In two groups, discussion practice based on one of the shorter readings.

Assignment: Read *Elliot, A Soldier’s Fugue* by Quiara Alegria Hudes

Day 3 — Content Training Continued...

- 10-11 Dr. Shulman offers context and analysis concerning *Ugly Lies the Bone*.
- 11-1 Working sessions in groups. Discussion Leaders will follow Food For Thought practices, breaking down the texts in order to create questions that might serve during group facilitation. Groups of three must follow worksheets to create four questions for

each text.

- 1-2 Lunch
- 2-4 Dr. Kling offers context and analysis for remaining philosophical and literary texts.
- 4-6 A continuation of textual analysis and question writing. These questions will be tested in groups with any extra time.

Assignment: Read *Ugly Lies the Bone* by Lindsey Ferrentino

Day 4 — Active-Duty and Veteran Training

- 10-1 Dr. Phillip Morris will offer training in veterans' issues. Subjects include: How to talk to a veteran? Understanding the veteran experience. Challenges of reintegration for veterans. What to expect. Provision of reference handouts for discussion leaders.
- 1-2 Lunch
- 2-5 Therapist Erin Fowler of the UCCS Veterans Health and Trauma Clinic will offer training concerning active-duty and veterans' issues, as part of her regular job and duties. Subjects include: Defining and understanding PTSD. Avoiding triggers. Military culture and mental health. Provision of reference handouts for discussion leaders.
- 5-6 Small group discussion of facilitation strategies in light of the day's trainings. Working together, each group will devise, outline, and present two potential facilitation techniques.

Assignment: Read *Ajax* by Sophocles

Day 5 — Discussion Practice

- 10-12 Review any remaining texts.
- 12-1 Lunch
- 1-4 Break into discussion groups with volunteer student veterans.
- 4-6 Post-mortem with volunteers and evaluation of NEH Discussion Leaders with Food for Thought instructors. Conclude with Post-Survey.

Logistical Assistant Training — 1 Day (to take place during the 5-day training program)

- 10-11 Introductions and Pre-Survey.
- 11-12 Discussion of concept of informed consent with Dr. Kling.
- 12-1 Lunch
- 1-3 IRB protocol training offered by UCCS staff in conjunction with Dr. Jessi Smith, Associate Vice Chancellor for Research and Research Integrity Officer at UCCS.
- 3-6 Training in use of recording equipment, and management and storage of audio data, offered by UCCS IT staff, as part of their regular university duties. Conclude with Post-Survey.

Discussion Groups Schedule and Syllabus

In order to encourage members of our active-duty and veteran communities to take part in the discussion groups as participants, we plan to use facilities in the areas more likely to attract those populations. Thus, we have teamed with local libraries who are committed to offer our program space free of charge. These include Library 21c, which is in the vicinity of the U.S. Air Force Academy; Sand Creek Library, which is in an area where many of those families stationed at Fort Carson reside; and the Pikes Peak Community College Library, which is very close to Fort Carson. The live readings will occur at the centrally located Ent Center for the Arts on the UCCS campus, which has ample parking and is easily accessible from all areas. Each discussion group meeting, assuming the Logistical Assistants obtain informed consent from participants and facilitators, will be recorded for the podcast, which will be made publicly available via various digital platforms (iTunes, Stitcher) and which will be hosted on the UCCS Library website as an open-source academic resource.

Group 1 – Discourses on Going to War

Meeting Place: Library 21c

- Meeting 1 – Introductions and Pre-Survey
 - Read Geneva and Hague Conventions (selections)
 - Watch *Star Trek* clip (on decision to go to war) during meeting
- Meeting 2
 - 6pm Meet at the Ent Center for the Arts for live reading of Sophocles' *Ajax*.
 - 7pm Move to breakout sessions.
- Meeting 3
 - Read selections from Michael Walzer's *Just and Unjust Wars*
 - Read Aung Suu Kyi's "Freedom From Fear"
 - Watch *Doctor Who* clip (on war and peace) during meeting
- Meeting 4
 - 6pm Meet at the Ent Center for the Arts for live reading of Quiara Alegria Hudes' *Elliot, A Soldier's Fugue*.
 - 7:15 Move to breakout sessions.
- Meeting 5
 - Read Geraldine Ng's "Transhumanism and the *Iliad*"
 - Listen to Philosophy Bites podcast "Angie Hobbs on Plato on War"
 - Listen to Practical Ethics podcast "Is there such a thing as a just war?"
 - Conclude with Post-Survey

Group 2 – The Modern Battlefield: Warfighters and Trauma

Meeting Place: Sand Creek Library

- Meeting 1 – Introductions and Pre-Survey
 - Read selections from Kurt Vonnegut's *Slaughterhouse Five*
 - Read the poem *Ulysses*, by Alfred, Lord Tennyson

- Meeting 2
 - 6pm Meet at the Ent Center for the Arts for live reading of Sophocles' *Ajax*.
 - 7pm Move to breakout sessions.
- Meeting 3
 - Read selections from Plato, *Republic*
 - Read G.E.M. Anscombe, "Mr. Truman's Degree"
 - Listen to Philosophy Bites podcast "A.C. Grayling on Bombing Civilians in Wartime"
- Meeting 4
 - Read selections from Bernard Williams, "Politics and Moral Character"
 - Read selections from Michael Walzer, "Political Action: The Problem of Dirty Hands"
 - Read essay from Sam Kean, *The Disappearing Spoon* on chemical warfare
- Meeting 5
 - 6pm Meet at the Ent Center for the Arts for live reading of Lindsey Ferrentino's *Ugly Lies the Bone*
 - 7:30 pm Move to breakout sessions.
 - Conclude with Post-Survey

Group 3 – Coming Home/Home Front

Meeting Place: Pikes Peak Community College Library

- Meeting 1 – Introductions and Pre-Survey
 - Read selections from Larry May, *After War Ends*
 - Read the 1951 Convention Relating to the Status of Refugees
- Meeting 2
 - Read selections from Jeff McMahan, *Killing in War*
 - Listen to Philosophy Bites podcast "David Miller on National Responsibilities"
- Meeting 3
 - Read selections from Plato, *Republic*
 - Read essays from Mary Edwards Wertsch, *Military Brats: Legacies of Childhood Inside the Fortress*
- Meeting 4
 - 6pm Meet at the Ent Center for the Arts for live reading of Quiara Alegria Hudes' *Elliot, A Soldier's Fugue*.
 - 7:15 Move to breakout sessions.
- Meeting 5
 - 6pm Meet at the Ent Center for the Arts for live reading of Lindsey Ferrentino's *Ugly Lies the Bone*
 - 7:30 pm Move to breakout sessions.
 - Conclude with Post-Survey