

NEH Application Cover Sheet (AV-265909)

Dialogues on the Experience of War

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INSTITUTION

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APPLICATION INFORMATION

Title: *Troops to Teachers: Helping Communities and Classrooms Understand the Military Experience*

Grant period: From 2019-05-01 to 2020-12-31

Project field(s): History, General

Description of project: In this project, the National Humanities Center (NHC) will work with the North Carolina Department of Public Instruction (NCDPI) and the Virginia Department of Education (VDOE) to give veterans who are currently in-service public school educators an opportunity to deepen their understandings of their military service through the study of literary texts that reflect their experiences in both conflict and peace. This cohort will create school-based projects that model the same approach in their communities with large percentages of military and active duty personnel, focusing on students, families, and community members.

BUDGET

Outright Request	99,862.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	99,862.00
Total NEH	99,862.00		

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TROOPS TO TEACHERS: HELPING CLASSROOMS AND COMMUNITIES UNDERSTAND THE MILITARY EXPERIENCE

A proposal to the National Endowment for the Humanities
Dialogues on the Experience of War Program

Host Institution:
National Humanities Center

Project Director:
Andrew Mink, National Humanities Center

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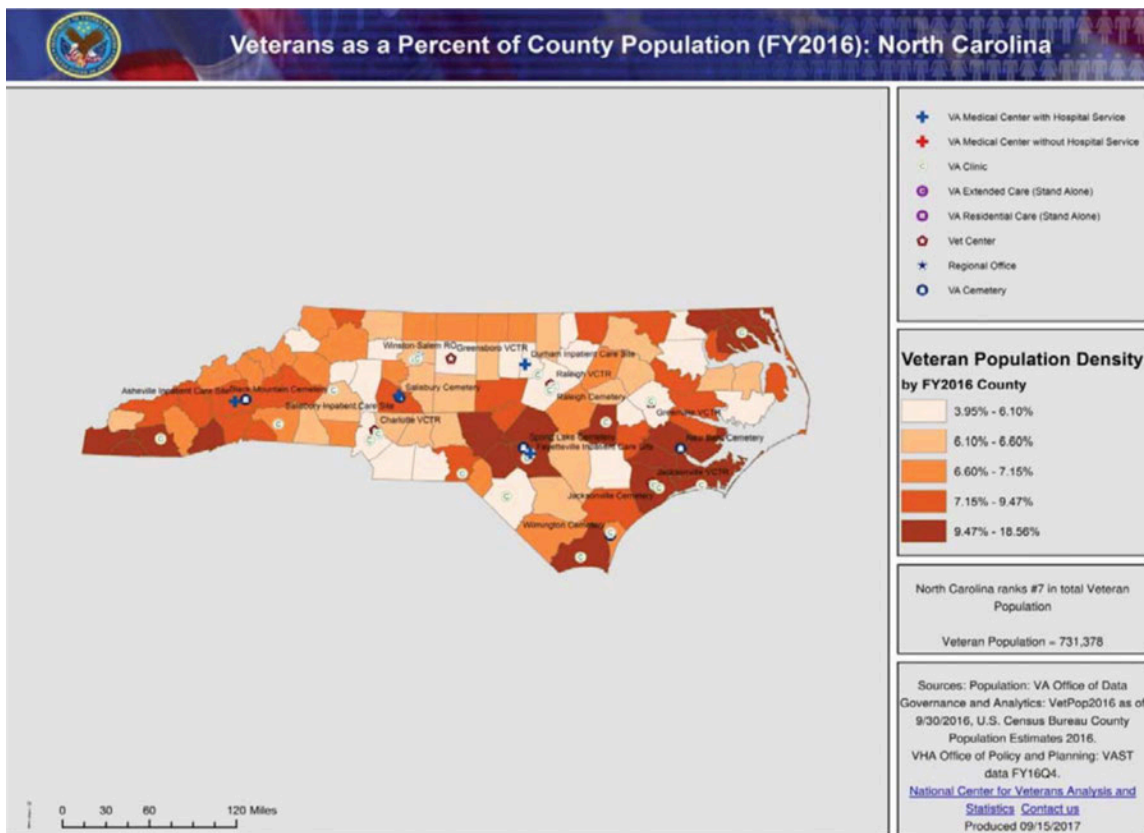
NARRATIVE

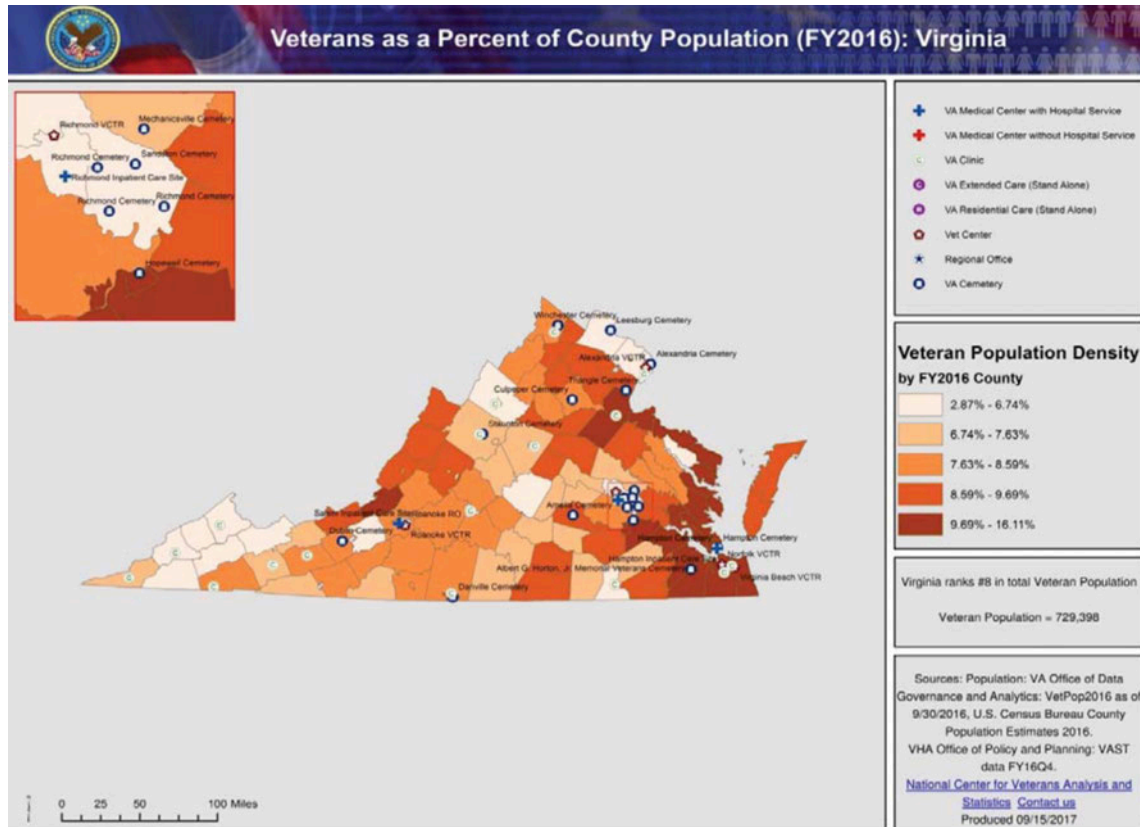
Intellectual Rationale and Overview of the Program: When we read literature that describes an experience we ourselves have had, there is an inevitable compulsion to compare the written version with our own memories. Overlaying one upon the other, we notice similarities and differences. The former convince us that the author is trustworthy. The latter may cause us to dismiss the work altogether, or may lead us to rethink our perceptions and understand our own experience in a new way.

This ability to focus critical attention upon experience is one of the great strengths of literary study. In this project, the National Humanities Center (NHC) will work with the North Carolina Department of Public Instruction (NCDPI) and the Virginia Department of Education (VDOE) to give veterans who are currently in-service public school educators an opportunity to deepen their understandings of their military service through the study of literary texts that reflect their experiences in both conflict and peace. This cohort will create school-based projects that model the same approach in their communities with large percentages of military and active duty personnel, focusing on students, families, and community members. By accessing their own military service experience, their teaching and facilitation skills, and their high profile positions in their communities, these participants will both better understand and be able to represent the military experience in classrooms and the communities they serve.

A recent survey of licensed teachers in Virginia and North Carolina reveals that veterans have a strong presence in public education. According to the most recent data, 4,113 licensed teachers in North Carolina have veteran status while 4,345 veterans are educators in Virginia. These numbers imply a strong audience for this program, but digging into the numbers reveals an even more compelling story. As expected, many of these veterans are working educators in areas with a large military presence. In Virginia, the Tidewater region near Norfolk Naval Station and Fort Monroe, Stafford and Fredericksburg near Quantico Marine Base, and districts in northern Virginia all have a high percentage of teachers with veteran status. Similarly, North Carolina has large percentages of veteran educators near Fort Bragg and Fayetteville. However, this concentration does not imply that other regions of both states have no teachers

with this background. Southwest Virginia (Roanoke, Danville) and rural areas of the state (Accomac, Southside) will have candidates for this program just as Charlotte, Raleigh-Durham, and the western part of North Carolina promise to have applicants. Through our selection process we will assemble a geographically-diverse cadre of thirty participants from the two states, who will then be able to design and implement thirty unique school projects in their disparate communities. The scope of this reach into communities across the Virginia-North Carolina landscape is an appealing aspect of our program's effects.





Furthermore, veterans-turned-teachers often teach in communities with a high percentage of students who are connected to the military, including active duty and deployed parents, grandparents, and siblings. Virginia had 781,000 veterans in 2017, and 73,400 military-connected children—the highest number in the country. North Carolina is home to the third largest military population (775,000 in 2017) in the United States, including more than 59,000 school-aged children of active duty military, National Guard, and Reserve. Across both states, teachers work in classrooms and schools in which a majority of students have parents who are actively serving, including in foreign deployments. They work with families who are integrating service personnel back into their family structures. They work in communities in which the military remains a common factor for the majority of citizens, including veterans who live in the area. As veterans themselves, these teachers have a unique ability to weave together these stakeholders and have a credible, authentic voice as lead facilitators in this project design. As teachers, these veterans will have the skills to initiate, reinforce, and sustain a deeper and more powerful conversation that directly addresses the communities they serve.

Design: This design will consist of two parts. The first will be a preparatory program to train a cohort of thirty participants, each of whom will organize and implement action projects in their school communities. This week-long training session will be hosted at the NHC in July 2019, and participants will be recruited and selected from an applicant pool of eligible teachers identified by the North Carolina Department of Public Instruction (NCDPI) and the Virginia Department of Education (VDOE). As currently licensed and practicing public school educators, these participants will possess career skills essential to the implementation of this project design.

An explicit goal and expectation of the preparatory program is that each veteran-teacher design an actionable project plan to facilitate discussion in their schools, thereby creating an environment in which literature helps veterans and their communities better understand the experience and legacy of military service of all kinds. These projects will respond to a self-identified issue of community concern and focus on a topic that will address the needs and interests of the school. Participants will receive guidance on possible project designs, but we will also rely on the insights and leadership of the individual teacher to focus on the most relevant topic. Each discussant project will meet the spirit and expectations of the Dialogues program.

Teaching, like military service, is a profession in which the personal and professional are very closely tied. Teachers in K-12 grades receive a high degree of training and credentialing, but their practice is also profoundly informed by experience and service. The culture of teaching reflects a civic-minded call to duty, and the motivation and reward is often intrinsic. It should come as no surprise then that many former military personnel choose to enter education in a lateral-entry career path. This acknowledgement of *service leadership* will be a focal point of our seminar training because it provides the critical motivation that transforms the training from hypothetical to actual. Equipped with a deeper understanding of how literature addresses the key themes of the military experience, the cohort will be able to apply their personal experience to conceive and lead meaningful school- and community-based projects.

Given the relevance and potential impact of this program, the application process will be rigorous. In spring 2019, NCDPI and VDOE will promote this program and solicit applications for potential leaders. The final roster will reflect a diverse group of veteran-teachers, including all branches of service, varying levels of experience in the military and in the classroom, and a wide representation of school districts and schools in which they teach. We will not limit this program to teachers in the humanities or literature; instead, we believe a valuable addition to this work will be the introduction of the humanities to disciplines and teachers in fields that normally do not use literature. The application process will require an administrative letter of support from the teacher's principal or superintendent, a step which will insure school support of the discussion project. The explicit outcome of leading a community discussion project will be supported by the implicit gain of an interdisciplinary lens being added to the classrooms in which they serve.

Preparatory Program: Led by a faculty of four scholars, two of whom are military veterans, the preparatory program will feature seminars that focus on key themes of the military experience in both war and peace. These sessions will be held in a one-week institute in July 2019. Once selected, all participants will have access to an online forum hosted by NHC through which the faculty will guide readings, raise questions, and prepare for the seminars. The NHC, NCDPI, and VDOE believe strongly that such collaborative work should characterize the preparatory seminars because the participants themselves are professionals and capable of making important contributions to the program's content. This will be especially true when creating the reading lists for the discussion groups. The participants' experiences as veterans and as teachers will make them well qualified to identify texts that will engage audiences in their communities. The preparatory seminars will analyze all of the texts listed in the accompanying syllabi, but those syllabi should be seen as rich menus out of which, under the guidance of the faculty, the leaders will fashion reading lists for their community groups. Those lists will include material on both pre- and post-World War I conflicts with an emphasis on the twentieth century. Moreover, the faculty will ensure that they address key aspects of each theme. This collaborative approach makes sense for another reason, too. Through years of organizing similar programs, the NHC has learned that adults become more readily

and deeply engaged in an educational initiative when they have a hand in shaping its content and design. This explicit acknowledgement of the professional expertise of these teacher participants will also lead to a more relevant and successful community model.

To allow time for participants to familiarize themselves with the seminar materials, the NHC will distribute all of the texts for the preparatory program online for at least four weeks in advance of the first day of the institute. They will include fiction, poetry, drama, memoir, art, film, and journalism, exploring themes of peace and conflict. The seminars will immerse participants in an examination of the project's five themes, imparting a deep familiarity with and understanding of seminar texts so that they will be able to guide their community discussion groups with competence and confidence. Although skilled and experienced educators, we assume that our participants will not have a strong background in the literature in our syllabi, especially participants who teach in disciplines other than literature and literary studies. These preparatory sessions will teach participants how to conduct discussion groups that focus on literature as a tool for interpreting military experience.

Andrew Mink, the NHC's vice president for educational programs, and Dr. Hilary Lithgow, an award-winning adjunct faculty member in the Department of English and Comparative Literature at the University of North Carolina at Chapel Hill, will serve as co-directors and lead the week-long seminar. Mink, who has led scores of professional development programs for educators at all levels, will ensure that the content of the sessions is supported with conversations on the pedagogy of implementing a literature circle in the community. Lithgow will provide a common thread between each of the selected literature studies and guest speakers, thereby ensuring that the value of literature as a disciplinary tool is underscored. Together, Mink and Lithgow will create and lead a seminar that provides the support necessary for each participant to devise discussion groups suited to their home communities.

Discussion Groups: By the end of the training week, each participant will draft an outline of a plan for a project that addresses a clear need in their school communities around the military experience. Mink and Lithgow will consult with participants over the next four weeks as they refine and finalize plans. Each project will have a thematic focus that will be informed by the workshop trainings as well as clear

logistical and instructional goals. Within one month of the completion of the seminar training, each participant will submit a full plan to organize and implement a project in their school community. In this plan, the veteran-teacher will identify an issue of civic concern in their community that relates to one of the key themes of the training. They will identify selections from the seminar's collected literature that they deem appropriate and relevant to better understand the goals of their school project. Finally, they will develop a plan to promote and schedule these sessions during the 2019–20 academic year. Our goal is for each participant to have the support to identify and address how one or more of the seminar themes can support and enhance their school communities. We believe that this holistic, community approach offers a much more sustainable and valuable application of this design because it is responsive to the unique generational needs to understand military service, combat, and re-entry. Furthermore, this approach allows participants to address issues and questions that are specific to families, particularly those with mothers and wives who are active duty personnel or veterans.

For example, a participant might create a set of instructional resources to show interdisciplinary connections between the literature and grade-level curriculum. Another plan might create a collection of leveled texts that addresses a key theme or issue of concern, thereby making the reading list accessible to students of different backgrounds. A third example might be a participant-led presentation to the student body, or on back-to-school night or parent-teacher conference night, that helps build a common understanding of the military family experience, shows support of veterans in the community, or facilitates open dialogue in support of veterans and their families.

Project leaders will organize a minimum of three video conferences with each discussion leader during the year to gauge progress, offer support, and measure impact. The NHC will then host a one day convening in spring 2020 for participants to share short exhibits of their projects. The design of each project will be archived in the NHC repository of instructional resources, and these materials will be shared more broadly with teachers across North Carolina and Virginia by the NCDPI and VDOE.

Content: The preparatory program and the discussion groups will rely heavily on fiction and memoir. Undoubtedly, questions will arise about their relationship. What is the difference between them? Which is

“true”? Veterans may also ask a related question: how can an author who has never been in combat write about war? To prepare the discussion leaders for such questions, they will read, as background, “Armchairs, Coffee, and Authority: Eye-witnesses and Flesh-witnesses Speak about War, 1100-2000,” in which military historian Yuval Noah Harari explores the attitudes of soldiers, scholars, and the general public toward fictional and first-hand accounts of battle. This will be a touchstone text that the faculty will reference at relevant moments throughout the seminar sessions.

In order to provide the most flexibility and value to our participants, we will facilitate a process in which the veteran teachers consider each of these questions within the context of the audience they anticipate assembling as discussion groups. Furthermore, we will expand on this bibliography to include not only themes of war and conflict, but also of peace, homecoming, and re-entry. Our goal is to create a working corpus of material that is relevant to the veteran experience and provides insights about the military experience for communities and classrooms.

Due to the school-based structure of the discussion groups, the program will be built around texts that are accessible and to media-based materials that are appropriate for the audience. Each workshop day will give participants the opportunity to discuss and unpack these texts as they create their project design, and each discussion group reading list that emerges from the seminars will be of a length and level that can be managed by students and families who are in different life stages. In addition, they will be assembled using a broad, thematic approach rather than a narrow, historical one. The project reading lists will emphasize America’s recent decades, including conflicts and wars, since a majority of veterans who entered the teaching field have done so after military service in the last quarter of the twentieth century.

DAY 1: Since deployment is a defining experience for the military family, it seems appropriate to begin the preparatory program with that theme. Titled **Challenges Faced by Families When a Family Member is Deployed**, this initial seminar will be led by Hilary Lithgow who will explore the ideal of deployment and service, the impact on the veteran and the family, and how this experience complicates the fabric of the military way of life.

The session—and the institute—will begin with a live performance of *Downrange: Voices from the Homefront* by North Carolina-based dramatist and writer Mike Wiley. Based on oral history interviews with family members of deployed service members, this one-man performance captures how military spouses in the post 9/11 era face and overcome the challenges of repeated deployments. Developed from extension interviews with military spouses from Fort Bragg, *Downrange* engaged the military community of Fayetteville, North Carolina by putting them at the center of the art making experience. This performance will serve as the ideal forum to set an honest, narrative tone to the week. Wiley will also respond to questions and feedback from the cohort on the best ways to address these topics in the classroom through the use of literature, historical fiction, and oral histories.

Next, participants will be assigned to reading circles to discuss and provide feedback to each other. These readings will have been assigned during the orientation webinar at least two weeks in advance and will feature selections from short stories, excerpts from longer literary works, and articles.

At the end of each seminar day, participants will review and consider ways to connect the preparatory training with the unique needs and interests of their school communities. These workshops will be led by Professor Lithgow. We will also respond to individual interests throughout the week with recommendations of additional titles and resources. The goal will be to construct an action plan for the discussion group that leans heavily on the insights of each participant as an education professional.

DAY 2: Patriotism inevitably raises the question of loyalty, and that will be the focus of the second preparatory seminar, led by Patrick Deer, associate professor of English at New York University. Titled **Complicated Loyalties**, this session will consider how issues of loyalty are complicated and challenged during wartime. Readings and discussion will explore a range of questions: To what are we expected to be loyal and why? What does it mean to be loyal in wartime? What happens when individual or collective loyalties conflict with the demands of duty, patriotism, or culture? How do men and women in uniform handle the competing demands of the military and civilian worlds?

Propaganda and popular entertainment often portray war as an interruption that subordinates individual loyalties to those of the nation, radically simplifying the complicated loyalties of everyday life.

The seminar will study the distinctly dramatic examples of this radical simplification offered by British World War I recruiting posters. In practice, of course, times of war frequently create divided loyalties. What does one, soldier or civilian, owe to family, to the nation, to the cause, or to common humanity? What does a soldier owe to fellow soldiers, to the mission, to a seemingly indifferent home front? The leaders will explore these questions from the civilian perspective through excerpts from *Testament of Youth*, Vera Brittain's autobiographical account of her struggles as a young volunteer nurse in World War I. For the soldier's perspective, they will turn to the poetic visions of war presented in selected poems by Rupert Brooke, Wilfred Owen, and Siegfried Sassoon and excerpts from the film version of *All Quiet on the Western Front*. The issue of a soldier's divided loyalties in the context of a "good war" will be examined through excerpts from James Jones' World War II novel, *The Thin Red Line*, and its film adaptation. The seminar will further probe issues of a soldier's loyalty in a "good war" through scenes from the film *Saving Private Ryan* and through Howard Zinn's pacifist critique of it.

If World War II was the "good war," fought for a cause that readily won the loyalty of conscripts, Vietnam was the "bad war," fought for a cause many draftees did not embrace. What happens to loyalty when the men and women who are expected to fight a war reject its legitimacy? The seminar will probe that question through Tim O'Brien's story "On the Rainy River," in which the protagonist struggles with loyalty to his family and nation as he is faced with conscription into a war he opposes. To explore representations of loyalty in the context of an all-volunteer army, discussion will turn to the Iraq war as it is depicted in "Prayer in the Furnace" and "War Stories," short stories by Marine Corps veteran writer Phil Kay.

Professor Deer will conclude his seminar with an examination of the relationship between loyalty and gender, exploring the theme through Siobhan Fallon's stories "You Know When the Men are Gone" and "You Survived the War, Now Survive the Homecoming." In addition, the seminar will analyze excerpts from *Love My Rifle More Than You: Young and Female in the U.S. Army*, a memoir by Kayla Williams, an Army intelligence analyst during the invasion of Iraq. Rounding out the readings on loyalty and gender will be excerpts from *Baghdad Burning*, the "girl blog from Iraq" by the anonymous blogger

Riverbend.

DAY 3: If patriotism and loyalty inspire military service, duty defines it. The preparatory program will turn to that theme in its third session titled **Complicated Duties**, led by Stacey Peebles, assistant professor of English and director of film studies at Center College. Duty can be both inspirational and challenging, and Professor Peebles will probe both aspects through a series of fundamental questions. How does duty function in the military? To what purposes is it put? What must the military provide in return for unquestioning obedience, and what happens when the exchange upon which duty rests collapses? How do commitments beyond the military complicate duty? How does duty define a soldier's identity?

To explore how duty functions in the military, the seminar will study "The Valor of Simple Men" from Richard Holmes's *Acts of War: The Behavior of Men in Battle*. Among other themes Holmes discusses how, for many soldiers, duty, by giving them a clear sense of what they must do, makes military life attractive, despite its sacrifices and hardships. The ends of duty will be explored in "Training Men to Kill," a chapter from *An Intimate History of Killing* in which Joanna Bourke examines how duty is used to motivate soldiers to fight. The trainees will consider the shared expectations and values upon which duty rests and what happens when those expectations and values are violated through studying "Betrayal of 'What's Right'" in Jonathan Shay's *Achilles in Vietnam*.

Shay's book will provide a transition to the study of Book I of the *Iliad* and Book IV of the *Aeneid*. Through these texts, Professor Peebles will examine how commitments beyond the military can complicate the notion of duty. By refusing to fight after being humiliated by Agamemnon, did Achilles violate his sense of duty to the mission or fulfill his duty to his sense of honor? Moreover, where does Aeneas's duty lie, to Dido or to an idea of Rome he does not fully understand?

Tim O'Brien's story "The Things They Carried" will offer insight into how duty, in the form of the jobs soldiers are expected to do, determines what soldiers lug with them into battle and how, in turn, those things shape their identity. Another O'Brien story, "In the Field," in which a platoon desperately searches for the mud-buried body of a comrade, will invite discussion of how duty motivates soldiers in

the face of overwhelming challenges. Duty's role in spurring enlistment and the way it shapes a soldier's understanding of what he or she is ordered to do, sometimes in the face of grave doubts and misgivings, will be probed through excerpts from Brian Turner's Iraq War memoir *My Life as a Foreign Country*. Finally, through excerpts from Ben Fountain's novel *Billy Lynn's Long Halftime Walk* the trainees will explore how the home front understands duty and how it imposes duties on returning veterans.

DAY 4: From our initial survey of teachers and administrators in schools in North Carolina with a high percentage of military families, deployment is only half of the complicated nature of a soldier's service. Many communities struggle with the delicate tension of the return of veterans from service overseas and away. Although a joyous occasion, families—and in particular school-aged children—have conflicted understandings of how to process the time after return. This workshop will be titled **Difficult Transition from Deployment to Home (part I)** and led by Dr. Eric Hodges, an assistant professor in interdisciplinary social sciences with a specialization in political science at the University of South Florida (Sarasota-Manatee). His research focuses on improving the reintegration process for military veterans. He became interested in this topic during his transition from the U.S. Marine Corps to civilian life. In 2014, he delivered a TED talk titled "[The Moral Injury of War](#)" that explored how community involvement can help heal the wounds of war among veterans.

In the afternoon, participants will be assigned to reading circles to discuss and provide feedback to each other. Our curated and assigned selections will come from the assigned reading list and include the works by Hemingway, Turner, Tawney, Marlantes, Kalinowski, Klay, Hoffman, and Morris. The day will end with a group discussion of three journalistic pieces illuminating what is typically meant by the sacrifice of soldiers and how that sacrifice is interpreted on the home front: Jenna Brayton's "Memorial Day 2015: Honoring Our Soldiers Who Paid the Ultimate Sacrifice," Joshua Font's "The Astounding Sacrifice of Soldiers," and excerpts from David Finkel's *Thank You for Your Service*. These discussions will be led by Professor Lithgow.

DAY 5: The final day of the preparatory program will focus on navigating the civilian/military divide by creating school community and exploring the role of the teacher veteran. **Difficult Transition from**

Deployment to Home (part II) will be led by Dr. James Craig, Teaching Professor and chair of the Department of Military and Veterans Studies at the University of Missouri -St. Louis. Craig served for 25 years as a soldier, cadet, and officer in the U.S. Army, retiring at the rank of Lieutenant Colonel. He is an expert in the history and evolution of veterans support programs, and his session will focus on the ways that teachers can use their identity as a veteran in classroom and community programs.

The afternoon session will be dedicated to final design work by each participant with on-going facilitation and feedback by the project directors. Participants will share their plans with the group as drafts, then have two weeks to submit a final plan with school administration support. The NHC team will continue to provide guidance and support on how to navigate the implementation of their plans.

Showcase Day: In spring 2020, we will convene a day for the full cohort to return to the Center and present exhibits of their projects and successes. This showcase will include guests from NCDPI and VDOE, community and school members, and members of the NHC Fellowship community. We will organize several panels that group similar projects together and share lessons learned, and each participant will submit a full design to be published in the NHC online repository of instructional materials and shared by NCDPI and VDOE with all schools and districts in both states.

Project Faculty and Staff: Project director, Andy Mink has overseen numerous teacher professional development seminars and workshops during this time at the University of Virginia, the University of North Carolina at Chapel Hill, and now the National Humanities Center. Professor Lithgow teaches courses on military literature at the University of North Carolina at Chapel Hill. Professor Peebles is the author of *Welcome to the Suck: Narrating the American Soldier's Experience in Iraq*. Professor Deer is currently working on a book about America's war culture. Professors Craig and Hodges – both veterans and teaching faculty – are experts in the military reintroduction of military veterans into civilian life and culture.

Institutional Context: The National Humanities Center is the country's only independent institute for the advanced study of all branches of the humanities. Its scholarly programs promote the creation of new knowledge in humanistic disciplines; its education programs strengthen teaching and learning at both the

college and secondary levels; and its programs in public engagement bring the insights and critical approaches of the humanities to general audiences. More importantly for this project, the Center has very successfully implemented summer institutes and workshops for educators for nearly thirty years, including *Exploring the Experience of War* in 2016–17.

Evaluation: At the conclusion of each seminar, participants will complete a questionnaire that assesses the seminar’s content, implementation, utility, and overall quality. The survey will also include space for open-ended comments. In a conference call after the first seminar, the faculty will review the evaluations and adjust the program for the second seminar accordingly.

At the conclusion of each session in the seminar, participants will complete a brief formative survey. To get a sense of the participants’ engagement, the questionnaire will ask them to list one idea they encountered that was new to them, thought-provoking, or challenging. What these evaluations will lack in depth, they will make up in immediacy. At the conclusion of each session, we will know if our time was well spent, and that judgement suggests a great deal about the quality of the program. Discussion leaders will use the evaluation feedback to refine future sessions. At the end of the discussion groups, participants will complete a longer survey evaluating the entire series. The project director will send all evaluations to the NEH.

**NATIONAL HUMANITIES CENTER
TROOPS TO TEACHERS: HELPING CLASSROOMS AND COMMUNITIES
UNDERSTAND THE MILITARY EXPERIENCE**

PREPARATORY PROGRAM SYLLABI AND SCHEDULES

The one-week institute will be comprised of five day-long seminars. Each day will be organized around a key theme of the program, feature guest lecturers and authors, and debrief ways in which the cohort can apply these themes to address issues of concern in their school communities. By the last day, participants will develop an actionable plan for designing and implementing a school-based project in their home communities that addresses that theme. Text review and selection will be an important educational element in each seminar, requiring participants to develop rationales upon which to base their text selections, thus enhancing their engagement with and understanding of the texts they will teach.

Pre-Institute: Arrivals

Welcome Dinner at National Humanities Center

Day One: Military Way of Life

Session I: Orientation and Welcome – Andrew Mink, Hilary Lithgow, Project Co-Directors

Session II: Live performance of *Downrange: Voices from the Homefront* with Mike Wiley

Session III: Challenges Faced by Families When a Family Member is Deployed led by Hilary Lithgow featuring selections from the bibliography

Session IV: Group work on project design led by Mink, Lithgow

Day Two: Loyalty

Session I: Review of key learning points and themes from Day 1

Session II: Complicated Loyalties with Patrick Deer, New York University, featuring selections from the bibliography

Session III: Reading circles led by Hilary Lithgow

Session IV: Group work on project design led by Mink, Lithgow

Day Three: Duty

Session I: Review of key learning points and themes from Day 2

Session II: Complicated Duties with Stacey Peebles, Center College featuring selections from the following titles:

- Richard Holmes, “The Valor of Simple Men”
- Joanna Bourke, “Training Men to Kill”
- Jonathan Shay, *Achilles in Vietnam*, excerpt
- *Iliad*, Book I
- *Aeneid*, Book IV
- Tim O’Brien, “The Things They Carried,” and “In the Field” from *The Things They Carried*

- Bryan Turner, *My Life as a Foreign Country*, excerpt
- Ben Fountain, *Billy Lynn's Long Halftime Walk*, excerpt

Session III: Reading circles led by Hilary Lithgow

Session IV: Group work on project design led by Mink, Lithgow

Day Four: Homecoming

Session I: Review of key learning points and themes from Day 3

Session II: Difficult Transition from Deployment to Home (Pt 1) with Eric Hodges, University of South Florida (Sarasota-Manatee) featuring selections from the bibliography

Session III: Reading circles led by Hilary Lithgow

Session IV: Group work on project design led by Mink, Lithgow

Day Five: Civilian-Military Divide

Session I: Review of key learning points and themes from Day 4

Session II: Difficult Transition from Deployment to Home (Pt 2) with James Craig, University of Missouri-St. Louis featuring selections from the bibliography

Session III: Group work on project design led by Mink, Lithgow

Session IV: Design sharing by cohort for feedback and brainstorming.

**NATIONAL HUMANITIES CENTER
TROOPS TO TEACHERS: HELPING CLASSROOMS AND COMMUNITIES
UNDERSTAND THE MILITARY EXPERIENCE
PROJECT-BASED DISCUSSION GROUPS**

One trained cohort of thirty veterans will emerge from the National Humanities Center’s summer preparatory seminars with a mission to organize and implement a project-based discussion in their home classrooms and communities. As licensed and practicing K–12 educators, these veteran participants will have a strong sense of the most relevant issue to address and how to create a student-led project that helps address this theme. Their schools and communities will benefit from the experience they bring as professional educators along with their military backgrounds and the expertise gained from this training.

This model also invests in the scale and scope of the existing population of teachers who are military veterans in Virginia and North Carolina. Areas like Fayetteville and Wilmington in North Carolina and Norfolk and Quantico in Virginia have significant concentrations of active duty service members and veterans, along with their families, living, working, and attending school. This large population will make it possible to select a cohort that represents each of the four branches of military service, that brings varying amounts of experience in the military and the classroom, and who represent a diverse gender and ethnic backgrounds. The identification and recruitment of these groups will be led by the North Carolina Department of Instruction and the Virginia Department of Education.

The primary outcome of the preparatory seminar is for each veteran-teacher to design a student-led project to implement in their home community. They will be asked to identify a theme and curate a reading list that is appropriate for the audience they intend to serve. By expanding these themes to include service, home, re-entry, and family as well as war and peace, veteran-teacher leaders will be able to create a discussion group that is relevant and valuable to their local participants. Once completed, we believe that this work will have a direct and positive impact on the community as a whole, particularly as it is organized as an extension of the classroom.

Once completed, the full cohort will return to the NHC for a one-day showcase in spring 2020. In a series of panels determined by theme and geography, we will share best practices for each project design, including lessons learned and sustainability plans. We will also formalize these reports so that we can share the designs more broadly through the VDOE and NCDPI professional network to reach all schools and districts in those two states as well as the NHC national network for maximum dissemination.

BIBLIOGRAPHY

Day 1

- Jesse Goolsby, “Touch” (2010)
- Siobhan Fallon, “Tips for a Smooth Transition” from *Fire and Forget* (2014)
- Excerpt from *Third Culture Kids: Growing Up Among Worlds* (2009)
- Kathleen Jabs, “Safekeeping” from *Operation Homecoming*

Day 2

- James Jones, *The Thin Red Line* and film, excerpts
- *Saving Private Ryan*, film, excerpts
- Howard Zinn, “Saving Private Ryan”
- Tim O’Brien, “On the Rainy River”

- Phil Kay, “Prayer in the Furnace,” “War Stories”
- British World War I recruiting posters
- Vera Brittain, *Testament of Youth*, excerpts
- Rupert Brooke, Wilfred Owen, Siegfried Sasson, selected poems
- *All Quiet on the Western Front*, film, excerpts
- Siobhan Fallon, “You Know When the Men are Gone,” “You Survived the War, Now Survive the Homecoming”

Day 3

- Ernest Hemingway, “Soldier's Home” (1925)
- Brian Turner, “At Lowe's Home Improvement Center” (2010)
- R.H. Tawney, “Some Reflections of a Soldier” (1916)
- Karl Marlantes, *What It Is Like To Go To War* (2011), excerpt from Chap. 9 “Home” pp. 202-207)
- Mariette Kalinowski, “The Train” (2014)
- Ernest Hemingway, “Big Two Hearted River” (1925)
- Excerpt from *All Quiet on the Western Front* in which Paul goes home on leave and struggles to connect with his family
- Alfred, Lord Tennyson, “Ulysses,” 1833
- Phil Klay, “Redeployment” (2014)
- Video of veteran speakers discussing moral injury and handouts on PTSD and Moral Injury
- Cara Hoffman, “The Things She Carried” (2014)
- David Morris, “Introduction” to *The Evil Hours* (2015)

Day 4

- Jenna Brayton, “Memorial Day 2015”
- Joshua Font, “The Astonishing Sacrifice of Soldiers”
- David Finkel, *Thank You for Your Service*, excerpts
- “If we are marked to die,” from Shakespeare’s *Henry V*
- Randall Jarrell, “Death of the Ball Turret Gunner”
- Abraham Lincoln, “Gettysburg Address”
- Ben Fountain, *Billy Lynn’s Long Halftime Walk*, excerpts
- Ron Capps, *Seriously Not All Right*, excerpts
- Brian Castner, *The Long Walk*, excerpts
- Katey Schultz, “Amputee,” “Permanent Wave”
- Siobhan Fallon, “Remission,” “Gold Star”

Day 5

- Phil Klay, “After War, a Failure of the Imagination” *New York Times* (2/9/14)
- Thucydides, “The Melian Dialogue”
- Tyler Bonn, “The Challenge of Teaching War to Today’s Students” *The Atlantic* (11/8/17)



NATIONAL ENDOWMENT FOR THE

Humanities

Budget Form

OMB No 3136-0134
Expires 6/30/2018

Applicant Institution: *National Humanities Center*

Project Director: *Andy Mink*

Project Grant Period: *05/1/19-12/31/20*

[click for Budget Instructions](#)

	Computational Details/Notes	(notes)	Year 1	(notes)	Year 2	(notes)	Year 3	Project Total	
			5/1/19-6/30/19		7/1/19-6/30/20		7/1/20-12/31/21		
1. Salaries & Wages									
Project Director (Andy Mink)	salary x noted percent x months in grant reporting year (Year 1=2 mo, Year 2= 12 mo, Year 3=6 mo)	8%	(b) (6)	10%	(b) (6)	8%	(b) (6)	(b) (6)	
Administrative Support (Elizabeth Taylor)	salary x noted percent x months in grant reporting year (Year 1=2 mo, Year 2= 12 mo, Year 3=6 mo)	5%	(b) (6)	10%	(b) (6)	5%	(b) (6)	(b) (6)	
2. Fringe Benefits									
Project Director (Andy Mink)	32% of funded portion of salary	32%	(b) (6)	32%	(b) (6)	32%	(b) (6)	(b) (6)	
Admin Support (Elizabeth Taylor)	32% of funded portion of salary	32%	(b) (6)	32%	(b) (6)	32%	(b) (6)	(b) (6)	
3. Fees and honoraria									
Project Facilitator (Lithgow)	Co-Director (5 lecture days and 5 project planning days at \$500 per day)		\$0		\$5,000		\$0	\$5,000	
Visiting Lecturer (Deer)	1 day x \$750/day		\$0		\$750		\$0	\$750	
Visiting Lecturer (Peebles)	1 day x \$750/day		\$0		\$750		\$0	\$750	
Visiting Lecturer (Craig)	1 day x \$750/day		\$0		\$750		\$0	\$750	
Visiting Lecturer (Hodges)	1 day x \$750/day		\$0		\$750		\$0	\$750	
Visiting Lecturer (Wiley)	1 day x \$750/day		\$0		\$750		\$0	\$750	
Participant Stipends	\$250/day x 5 days x 30 participants		\$0		\$37,500		\$0	\$37,500	
4. Travel costs									
1. Consultants									
Accommodations	Deer, Peebles, Craig, Hodges \$120 x 2 nights x 4 lecturers		\$0		\$960		\$0	\$960	
Per Diem	\$59 x 2 days x 4 lecturers		\$0		\$472		\$0	\$472	
Taxi	\$100 x 4 lecturers		\$0		\$400		\$0	\$400	
Air Fare	\$400 x 4 lecturers		\$0		\$1,600		\$0	\$1,600	
2. Director's Meeting - D.C.									
Accommodations	Mink \$242 x 2 nights		\$484		\$0		\$0	\$484	
Per Diem	\$69 x 3 days		\$207		\$0		\$0	\$207	
Air Fare	\$400 rt RDU - DCA		\$400		\$0		\$0	\$400	
Taxi	\$100		\$100		\$0		\$0	\$100	
5. Supplies & Materials									
Books, readings, materials	30 participants, 2 instructors, and rotating daily guest	33	\$1,650		\$0		\$0	\$1,650	
6. Services									
			\$0		\$0		\$0	\$0	
7. Other Costs									
Water/Refreshments	33 participants/leaders/lecturer x \$23/day x 5 days	33	0		\$3,795		0	\$3,795	
Shuttle services - hotel to Center r/t	\$750 x 5 days		0		\$3,750		\$0	\$3,750	
Marketing, promotion, and publicity			\$1,000		\$1,000		\$500	\$2,500	
Virtual learning environment creation			\$500		\$3,000		\$500	\$4,000	
B. Total Direct Costs									
	Per Year		\$6,554		\$79,611		\$8,028	\$94,192	
C. Total Indirect Costs									
	Per Year	10%	\$655		\$4,211		\$803	\$5,669	
restricted at 10% by NEH									
10. Total Project Costs									
	Direct + Indirect		\$7,209		\$83,822		\$8,831	\$99,862	
11. Project Funding									
			a. Requested from NEH		Outright:		\$99,862		
					Federal Matching Funds:		\$0		
					TOTAL REQUESTED FROM NEH:		\$99,862		
			b. Cost Sharing		Applicant's Contributions:		\$0		
					Third-Party Contributions:		\$0		
					Project Income:		\$0		
					Other Federal Agencies:		\$0		
					TOTAL COST SHARING:		\$0		
12. Total Project Funding									
									\$99,862

Total Project Costs must be equal to Total Project Funding ----> (\$99,862 = \$99,862 ?)
 Third-Party Contributions must be greater than or equal to Requested Federal Matching Funds ----> (\$0 ≥ \$0 ?)

**NATIONAL HUMANITIES CENTER
TROOPS TO TEACHERS: HELPING CLASSROOMS AND COMMUNITIES
UNDERSTAND THE MILITARY EXPERIENCE**

CURRICULUM VITAE

JAMES R. CRAIG

Interim Chair, Department of Sociology, Gerontology, and Gender Studies
University of Missouri-St. Louis

Curriculum Vitae (condensed)
Updated 1 September 2018

574 Clark Hall
1 University Blvd
St. Louis, MO 63121

314-516-6037
craigjr@umsl.edu

Education

- 2006 Master of Military Arts and Sciences, U.S. Army Command and General Staff College, Leavenworth, KS
- 2003 Master of Public Administration, Harvard University, Cambridge, MA
- 1993 Bachelor of Science in Mechanical Engineering, United States Military Academy, West Point, NY

Professional Appointments

- 2018-pres Associate Teaching Professor and Interim Department Chair, Department of Sociology, Gerontology, and Gender Studies, University of Missouri-St. Louis,
- 2018-pres Director, Veterans Studies Program
- 2013-pres Affiliate Faculty, Gender Studies Program, University of Missouri-St. Louis
- 2016-pres Fellow, Inter-University Seminar on Armed Forces and Society
- 2013-2018 Associate Teaching Professor and Department Chair, Department of Military and Veterans Studies, University of Missouri-St. Louis
- 2014-2015 Member, University of Missouri Faculty Scholars Program
- 2010-2013 Professor of Military Science, Washington University in St. Louis, Department of Military Science

Relevant University Teaching

- 2010-pres. MVS 1100: Veterans Transition Seminar
- SOC 2100: Veterans in America
- GS 2130: Gender and the Military
- POL SCI 2551: National Security Policy and Practice
- ENGL 3201: Narratives from the Forever Wars
- MVS 3300: Veterans Public Policy and Advocacy
- MVS 4100: Veterans Studies Capstone Course
- SOC WK 6220: Social Policy and Military Veterans

Recent Speeches, Presentations and Papers

- Mar 2018 *The Future of Veterans Studies*, Panel organizer and Presenter: Veterans in Society Conference IV, Roanoke, VA
- Mar 2018 Interview, *St. Louis on the Air*, KWMU - St. Louis Public Radio
- Aug 2017 Interview, *Today in St. Louis*, KSDK – NBC Television
- Apr 2017 Interview, *St. Louis on the Air*, KWMU - St. Louis Public Radio
- Feb 2016 *The Multi-State Collaborative on Military Credit in Missouri*. Presentation at the Missouri Conference on Transfer and Articulation, Jefferson City, MO
- Nov 2015 *Bounding Veterans Studies*. Paper presented at Veterans in Society Conference III, Roanoke, VA
- Apr 2015 Invited Speaker, “Veteran Issues in St. Louis,” *Stay Tuned*. KETC, St. Louis, MO
- Feb 2015 Presenter, Missouri State House of Representatives, Veterans Affairs Committee
- Oct 2014 Panel organizer and presenter, UMSL Carpenter Lecture Series, *Assessing the All-Volunteer Force: Finding Connections with our Servicemembers and Veterans*

Relevant Service

Departmental

2018-pres Interim Chair, Department of Sociology, Gerontology, and Gender Studies
2018-pres Member, Dept. Curriculum committee
2013-pres. Director, Veterans Studies Program
2013-2018 Founding Chair, Department of Military and Veterans Studies

College/University

2017-pres. Member, University Committee on Budget and Planning
2016-2018. Chairman, Faculty Senate Advisory Committee on Academic Affairs
2013-pres. Member, Chancellor's Cultural Diversity Council
2017 Member, University Program Prioritization Committee
2015-2017 Elected at-large Senator, Faculty Senate

Discipline/External/Professional

2015-pres Editorial Board Member, *Journal of Veterans Studies*
2016-2018 National Co-Chair, Articulation of Academic Credit Work Group, Multistate Collaborative on Military Credit
2015-2018 President, Missouri Steering Committee, Multistate Collaborative on Military Credit

Publications

"Privatized VA Healthcare Will Look Like the Private Prison Industry," Task and Purpose, June 2018.
<https://taskandpurpose.com/va-privatization-health-care-prison/>
"Post-Traumatic Growth: How Combat Made Me and Other Veterans Better People," War on the Rocks, December 2017, <https://warontherocks.com/2017/12/post-traumatic-growth-combat-made-veterans-better-people/>
"Love and Only Love." Boulevard Literary Magazine, Vol 33/1, September 2017
"Student Veteran Success Begins with These Three Steps." *Strada Educational Network*.
www.stadaeducation.com, November 11, 2016.
"Bounding Veterans Studies: A Review of the Field." Paper presented and published from the Veterans in Society Conference, Roanoke VA. November 2015.
"How to Celebrate Veterans Day." [Editorial], November 11, 2015. The St. Louis Post-Dispatch.

Grants Awarded

2018
Program Grant: "Handbook for Veterans Transitioning to College" (PI), Missouri Department of Higher Education (\$4400)
2017
Curriculum Development Grant: "Narratives from the Forever Wars." (PI) University of Missouri-St. Louis, College of Arts and Sciences (\$3,400)
2016
Curriculum Development Grant: "Veterans Public Policy." (PI) University of Missouri-St. Louis, College of Arts and Sciences (\$4,000)
Inter-Campus Course Sharing Development Grant: "Veterans in America." (PI) University of Missouri System (\$10,000)
2015
The Telling Project, *Telling: St. Louis*. An applied theater event for veterans and families (in kind value ~\$7,500)
Curriculum Development Grant: "Gender and the Military." (Co-PI) University of Missouri-St. Louis, College of Arts and Sciences (\$6,781)

Non-Academic Employment History

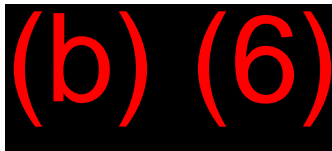
1988-2013 25-year career as a U.S. army soldier, cadet and combat-infantry officer

James R. Craig, CV
Page 2

CURRICULUM VITAE

PATRICK DEER

English Department
New York University
244 Greene Street, Room 515
New York, NY 10003
(212) 995-9296 / patrick.deer@nyu.edu



Education:

- Ph.D, 2000 English Literature, Columbia University, New York NY
Honors: Dissertation passed with Distinction
- M.Phil, 1995 English Literature, Columbia University
M.A., 1989 English and Comparative Literature, Columbia University
- B.A., Hons., 1988 Balliol College, Oxford University, English Language and Literature
Honours: Degree awarded First Class

Positions Held

Director of College Honors Programs, College of Arts and Sciences, New York University, Fall 2011 – Spring 2014

Associate Professor
English Department, New York University, Fall 2002 - Present

Assistant Professor
Department of English, Montclair State University, Fall 2001-Spring 2002

Lecturer and Instructor
Department of English, Barnard College, Fall 1999-Spring 2001

Instructor, Department of English, Columbia University, Fall 1996 - Spring 1999:

Teaching Interests

20th and 21st century British and American literature, war culture and war literature, modernism, the novel and film, postcolonial literature and theory, Anglophone literature, cultural studies, critical theory.

Publications

Book

Culture in Camouflage: War, Empire and Modern British Literature, Oxford University Press, Oxford, UK, (UK publication March 2009; US publication May 2009)

Paperback edition published with "Preface to the Paperback Edition," Oxford University

Press, Oxford, UK, (UK Paperback publication, November 19th 2015; US Paperback publication, January 19th, 2016).

(Reviewed in: *Times Literary Supplement*; *South Asian Review*; *Interventions*; *Modern Fiction Studies*; *H-Net Reviews in the Humanities and Social Sciences*; *The Review of English Studies*; *The Modern Language Review*; *The Space Between: Literature and Culture, 1914-1945*; *Studies in the Novel*; *South Atlantic Review*; *Modern Language Review*; *Literature & History*; *Modernism/Modernity*)

Edited Volumes

Co-Editor, with Jayna Brown and Tavia Nyong'o, *Punk and Its Afterlives: Special Issue, Social Text* 116 (Fall 2013), vol. 31, no. 3.
http://socialtext.dukejournals.org/content/31/3_116/1.abstract

Guest Editor, *The Ends of War: Special Issue, Social Text* 91 (Summer 2007) vol. 25, no. 2.

Co-Editor, with Gyan Prakash and Ella Shohat, *Reflections on the Work of Edward Said: Special Issue, Social Text* 87, (Summer 2006) vol. 24, no. 2.

Articles and work in progress

Surge and Silence: Understanding America's Cultures of War (book in progress).

Deep England: Forging British Culture After Empire (book in progress).

"Beyond Recovery: Representing History and Memory in Iraq War Writing," *Special Issue, Enduring Operations: The Wars in Afghanistan and Iraq, Modern Fiction Studies*, Vol 63, forthcoming Summer 2017

"Mapping Contemporary American War Culture, *College Literature, Special Issue: The Banalization of Violence*, College Literature, Vol 43.1, Winter 2016, Jan. 27th 2016: pp. 48-90.

"'Despicable Beauty': the Embedded Sublime and Ethical Hesitation in Recent Iraq War Writing," *Textual Practice*, forthcoming 2018

"Rupture or Continuity? The Myth(s) of the War," *Teaching Representations of the First World War*. Ed. Debra Rae Cohen and Douglas Higbee. (New York: Modern Language Association Press, 2017) 51-64.

"Coda: 'The Cassette Played Poptones': Punk's Pop Embrace Of The City In Ruins," *Punk and Its Afterlives: Special Issue, Social Text* 116 (Fall 2013) vol. 31.3, 147-158

"Punk and Its Afterlives: Introduction," with Jayna Brown and Tavia Nyong'o, *Punk and Its Afterlives: Special Issue, Social Text* 116 (Fall 2013) vol. 31.3, 1-11

Eric Hodges, Ph.D.

Assistant Professor
College of Liberal Arts and Social Sciences
University of South Florida, Sarasota - Manatee
8350 N. Tamiami Trail, Sarasota, FL 34243
SMC 263
941-359-4290
ebhodges@usf.edu

Professional Preparation

University of Virginia	Charlottesville, VA	Philosophy	B.A., 2004
Virginia Tech	Blacksburg, VA	Philosophy	M.A., 2010
Virginia Tech	Blacksburg, VA	Government	Ph.D., 2014

Appointments

Since 2016 - Department Chair, Interdisciplinary Social Sciences, University of South Florida Sarasota-Manatee

2016 – Lead Instructor, Veterans in Society: Ambiguities & Representations, National Endowment for the Humanities Summer Institute

Since 2014 – Assistant Professor, Political Science, University of South Florida Sarasota-Manatee

Five Related Publications

- Hodges, E.B. (2018). Teaching Veterans Studies: Bridging the Gap Between U.S. Civilians and Veterans through the College Classroom. *Journal of Veterans Studies*.
- Hodges, E.B. (2017). Does U.S. Marine Corps Recruit Training Constitute a Type of Civic Education? *Journal of Political Science Education*.
- Hodges, E.B. (2016). Teaching and Learning Civic Engagement. *PS: Political Science and Politics*.
- Hodges, E.B. (2015). Can the Platitude ‘Support the Troops’ validate a narrative that promotes the common good? In Stephenson, M. and Kirakosyan, L. *RE: Reflections and Explorations: Essays on Politics, Public Policy and Governance*.
- Hodges, E.B. (2015). Veteran Readjustment, Higher Education, and Community Service. In Stephenson, M. and Kirakosyan, L. *RE: Reflections and Explorations: Essays on Politics, Public Policy and Governance*.

Five Other Significant Products

- Hodges, E.B. (2013). “Civic Skill and Value Development through Military Training.” In Proceedings of *The Northeastern Political Science Association (NPSA) Annual Meeting*. Philadelphia, PA.
- Hodges, E.B. (2013). “Military Experience as Civic Education.” In Proceedings of *American Political Science Association Annual Meeting*. Chicago, IL.
- Hodges, E.B. (2016). “The *Demos* Project: Service Learning in the US Politics Classroom.” In Proceedings of American Political Science Association Annual Meeting. Philadelphia, PA.
- Hodges, E.B. (2011). “The Citizen-Scholar Engagement Program at Virginia Tech.” In Proceedings of *Gulf-South Summit for Civic Engagement*. Roanoke, VA.
- Hodges, E.B. (2015). “The Use of Video-Conferencing in the Political Science Classroom.” In Proceedings of *The American Political Science Association (APSA) Teaching and Learning Conference*. Washington, D.C.

(d) Synergistic Activities

- Organized NEH Summer Institute, *Veterans in Society: Ambiguities & Representations* (2016)
- Grant Reviewer, *Dialogues on the Experience of War*, National Endowment for the Humanities (2016)
- Founding Editor, *Journal of Veterans Studies*, (2015-PRES)
- Conference Chair and Founder, *Veterans in Society* Academic Conference (2013)
- TEDx Talk, *The Moral Injury of War* (2014)

Hilary E. Lithgow

Dept. of English and Comparative Literature
UNC Chapel Hill
Greenlaw 324 CB 3530
Chapel Hill, NC 27599-3520.

email: lithgow@email.unc.edu
office: (919) 962-0769
home: (b) (6)

EDUCATION:

Ph.D. English Literature, Stanford University, June 2004
B.A. English, Oxford University (Trinity College), June 1997
B.A. English, *summa cum laude*, Haverford College, May 1995

PROFESSIONAL APPOINTMENTS:

2017-present Teaching Associate Professor, Dept. of Engl. and Comp. Lit UNC Chapel Hill
2011-2017 Lecturer Advisor in the Dept. of English and Comp. Lit., UNC Chapel Hill
2004-2011 Assistant Professor of English Literature, Wilkes Honors College, Florida Atlantic University
2005-2011 Graduate Faculty, Florida Atlantic University

SELECTED HONORS, GRANTS & FELLOWSHIPS:

Veteran Services Challenge Coin in recognition of service to veterans on campus, awarded by the Student Veteran Assistance Coordinator and the Dean of Students Office, 2016
NEH Summer Institute for College and University Teachers/Veterans in Society: Ambiguities & Representations, 3-week session hosted at Virginia Tech and Washington, DC, 2016
Academic Advising Program at UNC Chapel Hill Excellence in Advising Award, 2016
National Academic Advising Association (NACADA) Outstanding Advising Award for Faculty Academic Advising, 2016
Joseph M. Flora Award for Outstanding Teaching by a Lecturer in the Department of English and Comparative Literature, UNC, 2015
Joseph M. Flora Award for Outstanding Teaching by a Lecturer in the Department of English and Comparative Literature, UNC, 2013
Excellence in Undergraduate Teaching Award, Florida Atlantic University, 2008
MacAward Exceptional Faculty Award (for Teaching), Wilkes Honors College, FAU, 2006

PUBLIC HUMANITIES AND VETERAN-RELATED SERVICE:

Warrior Scholar Project: taught two week-long sessions of 4 hour writing classes and workshop to 15-20 active duty and veteran students seeking to apply to college or transition from community college to a four-year school as part of the Warrior Scholar Project's nationwide initiative. (see video about UNC session featuring an interview with me online here: <https://youtu.be/F9QLRm5lOm4>) (June 2015; June 2016; Jun2 2018)
Planting the Oar: participated in eight-session discussion group including civilians and veterans tracing the theme of "homecoming" through iconic literary texts ranging from Homer's The Odyssey to the present. (January-March 2018)
Book Club for Combat Veterans: organized and co-facilitated monthly meetings of a book club sponsored by the NC Humanities Council at the Chapel Hill Public Library. (Feb-June 2015; March 2016-July 2017)

Lithgow C.V./p. 1 of 2

“Teaching About War and Its Aftermath: WWI to Iraq and Afghanistan”: 90 minute Symposium for Wake Technical Community College’s NEH Symposia – America’s Wars: Individual Experience and Collective Memory (Oct 2016)

NEH Program Consultant for the National Humanities Center’s “Exploring the Experience of War” (helped train VA Chaplains to facilitate book groups for veterans over the course of three day-long sessions) (2016)

NEH Grant Proposal Evaluator: evaluated proposals for the NEH’s Dialogues on the Experience of War grant program and participated in a day-long session at the NEH headquarters to discuss and rank applications (Nov. 2015)

Great Books Reading Group: lead a two-session public book club on Joseph Conrad’s *Heart of Darkness* for UNC’s Program in the Humanities (June-July 2015)

Public Lecture on Literature of War: presented “Literary Battles: Debating the Duties of War Literature in World War I and Today” for UNC’s Program in the Humanities on Veterans Day at Flyleaf Books in Chapel Hill, NC. (Nov. 2013)

REFEREED ARTICLES:

“It’s All Good’: Forms of Belief and the Limits of Irony in Finkel’s *The Good Soldiers*.” *War, Literature and the Arts*, vol. 27, 2015, <http://wlajournal.com/wlaarchive/27/Lithgow.pdf>.

“A Hard Gemlike Syntax: Pater, Wittgenstein and the Life of Sentences.” *Pater Newsletter* 58/59 (Spring 2011).

“Protecting Life from Language: John Ruskin’s Museum as Autobiography.” *Biography* 32.2 (Spring 2009). 297-316.

RECENT REFEREED CONFERENCE PRESENTATIONS:

“‘I don’t know how to speak of anything’: Finding the Right Words to Bridge the Civilian-Military Divide” presented at War Literature and the Arts, U.S. Air Force Academy, Sept 19-21, 2018

“Never Such Innocence Again? Critiquing the Idealization of Irony and the Myth of Disillusionment in Great War Literature” presented at Aftermath: The Cultural Legacies of World War I, King’s College London 21-23 May 2015

“Teaching the ‘War Books Controversy’: All is Not Quiet on the Western Front” presented at The Five Fronts of World War I, UNC Chapel Hill Aug. 28–29, 2014

PRODUCTS OF INTERDISCIPLINARY SCHOLARSHIP:

“Using Oral Histories to Engage Multiple Audiences on the Topic of Student Veterans,” a set of teaching modules developed over the course of a 3-week NEH Institute on Veterans in Society at Virginia Tech in July 2016; produced in collaboration with Meredith Oyen (Assoc. Prof of History at University of Maryland, Baltimore County); Louis Hicks (Prof. of Sociology at St. Mary’s College of Maryland) and Andrew Boysen (U.S. Army Judge Advocate General’s Corps, 2008 to 2013).

Lithgow C.V./p. 2 of 2

Andrew T. Mink

profile

primary	(b) (6)
work	7 T.W. Alexander Drive / PO Box 12256 / Research Triangle Park, NC 27709-2256 / 919-406-0108/ amink@nationalhumanitiescenter.org
website	www.minked.org
linkedin	http://www.linkedin.com/pub/andy-mink/0/424/37
twitter	https://twitter.com/Mink_ED

employment

VICE PRESIDENT OF EDUCATION (June 2016 - present)
National Humanities Center
www.nationalhumanitiescenter.org

The National Humanities Center is a private, nonprofit organization, and the only independent institute dedicated exclusively to advanced study in all areas of the humanities. Through its residential fellowship program, the Center provides scholars with the resources necessary to generate new knowledge and further understanding of all forms of cultural expression, social interaction, and human thought. Through its education programs, the Center strengthens teaching on the collegiate and pre-collegiate levels. Through its public engagement intimately linked to its scholarly and educational programs, the Center promotes understanding of the humanities and advocates for appreciation of their foundational role in a democratic society.

PROGRAM & PROFESSIONAL DEVELOPMENT SPECIALIST (February 2014 – May 2016)
Institute for Study of Knowledge Management in Education (ISKME)
www.iskme.org

ISKME is an independent, education nonprofit whose mission is to improve the practice of continuous learning, collaboration, and change in the education sector. Established in 2002, ISKME conducts social science research, develops research-based innovations, and facilitates innovation that improves knowledge sharing in education. Based in Silicon Valley's Half Moon Bay, California, ISKME supports innovative teaching and learning practices throughout the globe, and is well-known for its pioneering open education initiatives. ISKME also assists policy makers, foundations, and education institutions in designing, assessing, and bringing continuous improvement to education policies, programs, and practice.

Primary responsibilities: Organize and lead professional development initiatives with K-12 and university partners on the use of Open Educational Resources. Develop and oversee current design and implementation projects in Kentucky, Virginia, North Carolina, Minnesota, Hawaii, Puerto Rico, Florida, and California. Develop and manage university partner projects with University of California system, Virginia Tech, and University of Minnesota.

FOUNDER & PRESIDENT (July 2014 – present)
Mink'ED, LLC

Education consultancy team specializes in advancing deep collaboration between three partner domains: *technology* and business, *teaching* and schools, *scholarship* and university. With a focused combination of aspirational and practical approaches, Mink'ED facilitates the design and implementation of innovative perspectives for the use of digital tools to support an inquiry-based classroom and curriculum. Our work is values-driven and experienced-based with key themes of equity, inquiry, and collaboration.

current project portfolio: www.minked.org/projects-2

recent hands-on workshops, facilitated discussions, lectures, talks: www.minked.org/previous-events

related work

Adjunct Instructor, University of Virginia, School of Continuing Studies (2012-present)

OAH Distinguished Speaker, Organization of American Historians (2013 – present)

Pedagogy Consultant and Master Presenter, National Council of History Education Distinguished Speaker Program, (2011-present)

previous employment

UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL (July 2012 – July 2014)

Executive Director, LEARN NC, School of Education

Reference: www.minked.org/learn-nc

LEARN NC served as a hub for project creation that connected instruction, technology, and scholarship to benefit communities and partner organizations. Primary ED responsibilities included the design, organization, and implementation of experiential professional development projects for K-12 and university educators with a particular emphasis on the integration humanities and STEM content with technology instruction; the lead on development efforts to raise funds to support these programs; the management of FTE university personnel and a total budget of \$2.1m; the facilitation of university faculty, resources, and existing projects to connect existing scholarship, community and academic partners. The ED invited and assembled an Advisory Board of twenty-two education leaders from university and community, facilitated regular communications and feedback, and organized bi-annual meetings.

UNIVERSITY OF VIRGINIA (2002-10)

Director of Outreach and Education, Virginia Center for Digital History, College of Arts and Sciences

UNIVERSITY OF VIRGINIA (2010-12)

Department of Curriculum, Instruction, and Supervision, Curry School of Education

Reference: www.minked.org/vcdh

The Virginia Center for Digital History operated as one of the first university-based outreach centers that enhanced scholarship and teaching through digital technology. VCDH pioneered ground-breaking new approaches in digital scholarship, long distance and e-learning, and community and school engagement.

board & committee service

current

Board of Directors, National Council for Social Studies (2016 - present)

Board of Trustees, National Council for History Education (2013 – present)

Board of Directors, North Carolina Outward Bound School (2005-present)

awards

NATIONAL COUNCIL FOR GEOGRAPHIC EDUCATION

Outstanding Support for Geography Education Award (2015)

LEARNING FORWARD

National K-12 Professional Development Leader of the Year (2011) (*nominated*)

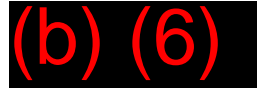
NATIONAL SOCIETY OF EXPERIENTIAL EDUCATION

National K-12 Educator of the Year (2003)

STACEY PEEBLES
Curriculum Vitae

CONTACT INFORMATION

English Program
Centre College
600 West Walnut Street
Danville, KY 40422
859-238-5270



stacey.peebles@centre.edu

POSITIONS

2016-present	NEH Associate Professor of English & Director of Film Studies, Centre C.
2011-2016	Assistant Professor of English & Director of Film Studies, Centre C.
2009-2011	Assistant Director / Assistant Dean, Lloyd International Honors College, The University of North Carolina at Greensboro.
2004-2009	Visiting Assistant Professor, Honors College, The University of Houston.
2005	Faculty, Telluride Association Summer Program.
2000-2003	Assistant Instructor, The University of Texas at Austin.
1999-2000	Teaching Assistant, The University of Texas at Austin.

EDUCATION

2004	Ph.D., The University of Texas at Austin.
2000	M.A., English, The University of Texas at Austin.
1998	B.A., English and Plan II Honors Program, Spanish minor, The University of Texas at Austin. Highest honors.

BOOKS, EDITED COLLECTIONS, JOURNALS

Cormac McCarthy: Page / Stage / Screen

University of Texas Press, 2017

The contemporary American writer Cormac McCarthy is most commonly known as the author of popular and acclaimed novels such as *Blood Meridian*, *All the Pretty Horses*, and *The Road*. His manuscripts and correspondence, however, reveal a career-long interest in film and a deep engagement with writing for theater. This project tells the story of this relatively unknown part of his career and examines his five screenplays, two plays, and the seven film adaptations of his work by others.

Violence and Literature (edited collection)

Salem Press, Critical Insights series, 2014

This collection, published as part of Salem Press's *Critical Insights* series, brings together considerations of the representation of violence in key works of literature, genres, and historical contexts. Subjects addressed include Greek tragedy, Shakespeare, African literature, journalism, Toni Morrison, and contemporary war fiction.

Welcome to the Suck: Narrating the American Soldier's Experience in Iraq

Cornell University Press, 2011

This book explores representations in prose, poetry, film, and new media of the American soldier's experience in the Persian Gulf War and the Iraq War—or, in soldier's lingo, in “the Suck.” What is most striking about these stories is the soldiers' desire to transcend categorization: to revel in their individuality, challenge societal restrictions, and make ample use of technology to do so. Contemporary American culture traffics, after all, in identities that are cyborg, hybrid, avatar. Ultimately, however, that desire is thwarted. War, and contemporary American war in particular, enforces categorization even as it forces encounters across the boundaries of media, gender, nation, and the body.

The Cormac McCarthy Journal

Penn State University Press

This peer-reviewed journal is the major forum for scholarship relating to the contemporary American author Cormac McCarthy, and publishes articles, notes, and reviews focusing on McCarthy's novels, dramas, screenplays, the film adaptations of his work, and other appropriate scholarly materials. I have been editor since 2010, and in 2015 we began publishing with Penn State UP. In 2016 *CMJ* began biannual publication.

“Enduring Operations: The Wars in Afghanistan and Iraq”***Modern Fiction Studies* special issue**

Johns Hopkins University Press, Summer 2017

Aaron DeRosa and I guest-edited this special issue devoted to representations of and responses to Operation Enduring Freedom and Operation Iraqi Freedom. The issue includes considerations of fiction, film, drama, photography, and art by American, Iraqi, and Afghan artists.

Approaches to Teaching the Works of Cormac McCarthy

Approaches to Teaching World Literature Series, MLA Press, under review

Benjamin West and I are co-editing this collection. The prospectus was approved by the MLA and we are now under contract and working with our authors on their contributions.

REFEREED ARTICLES

“Lines of Sight: Watching War in *Jarhead* and *My War: Killing Time in Iraq*.” *PMLA* 124.5 (2009): 1662-1676. Special issue “War.”

“Bean, Bell, and the Efficacy of Texas Lawmen: ‘Old Timers’ in *No Country For Old Men*.” *The Journal of the American Studies Association of Texas* 35 (2004): 29-43. Published 2008.

“Fighting to Understand: Violence, Form, and Truth-Claims in Lesy, Vonnegut, and Herr.” *Philological Quarterly* 84.4 (2005): 479-96. Published 2007.

“*Suttree's* Soundscapes.” *The Cormac McCarthy Journal* 4.1 (2007): 137-48.

Mike Wiley

Curriculum Vitae

Education:

- Catawba College BA Communications 1996
- UNC-Chapel Hill MFA Dramatic Art 2004

Educational Appointments:

- 2010/2014 Lehman Brady Visiting Joint Chair Professor
in Documentary Studies and American Studies
at Duke University and the University of North Carolina at Chapel Hill

Employment:

Mike Wiley's acclaimed original dramatic theatre works are built on pivotal moments in African-American history, and his new definition for the inspired blending of art and education has been acclaimed across the country.

Formerly of Theatre IV and Shenandoah Shakespeare Express, Mike Wiley has more than twelve years specializing in theatre for young audiences. That work has expanded into regional theatre, television and film. A gifted playwright and actor, his overriding goal is expanding cultural awareness for all audiences through dynamic, character-rich portrayals of pivotal events that form the history of the American experience. Wiley now tours nationwide with a repertoire of powerful, acclaimed original theatrical works, many of which feature Wiley in multiple roles in one production. Mike Wiley's touring repertoire is available in 50-min. student productions for varying grade levels, with accompanying study guides. Four of his plays are produced in full-length two-act versions, in frequent performance for college and adult audiences at major performing arts centers throughout the U.S.

Current touring productions include the following:

(b) (6)

(W) 919.619.0096

- **One Noble Journey**, in which he portrays more than 20 characters in the true tale of Henry "Box" Brown who mailed himself to freedom in a crate labeled "This Side Up"
- **Brown vs. Board of Education**, encapsulating the impact of the pivotal ruling for desegregating schools
- **Jackie Robinson: A Game Apart**, with penetrating lessons of courage and leadership from heroic African-American athletes
- **Dar He: The Story of Emmett Till**, chronicling the 1955 Mississippi murder, trial and confession of the men accused of the horrific death of 14-year-old Emmett Till
- **Tired Souls: The Montgomery Bus Boycott**, documenting the days following Rosa Park's refusal to relinquish her bus seat and the accounts of those who held tight to their bus money and walked for freedom for 381 days
- **Blood Done Sign My Name**, based on author Tim Tyson's searing best-selling chronicle of the 1970 racial murder in a small North Carolina town
- **The Parchman Hour**, a riveting dramatic commemoration of the 50th anniversary of the Freedom Riders -- Wiley's first ensemble production featuring a ten-member company and musicians

In the past two years, Wiley has gained international acclaim for his work in two Rob Underhill film shorts EMPTY SPACE and WOLF CALL, and his newest feature-length film DAR HE: THE LYNCHING OF EMMETT TILL, adapted from the play, in which Wiley portrays all 35 characters in the course of the remarkable film.

[AWARDS / NOMINATIONS / OFFICIAL SELECTIONS::]

BEST FILM AWARDS (10):

- GRAND PRIX, NW Ohio Ind't Film Fest
- BEST FEATURE, Phenom Film Fest
- BEST FEATURE, JURY AWARD, 12th Hollywood Black Film Festival
- BEST FILM, 27th Black International Cinema Berlin
- BEST FEATURE FILM, 14th San Francisco Black Film Festival

(b) (6)

(W) 919.619.0096

**NATIONAL HUMANITIES CENTER
TROOPS TO TEACHERS: HELPING COMMUNITIES
UNDERSTAND THE MILITARY EXPERIENCE**

LETTERS OF REFERENCE

 **VirginiaTech**
College of Natural Resources
and Environment

Department of Geography
115 Major Williams Hall (0115)
Blacksburg, Virginia 24061
540/231-6886 Fax: 540/231-2089
E-mail: geog@vt.edu
www.geography.vt.edu

November 9, 2018

To the Committee:

(b) (6)

[Redacted content]

Invent the

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

(b) (6)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Sincerely yours,

Robert W. Morrill

Robert W. Morrill
Professor Emeritus and Treasurer, Virginia Geographic Alliance

238 Cox Landing Road
Topping VA 23169
PH: 540 552 7285
Email: morrill@vt.edu

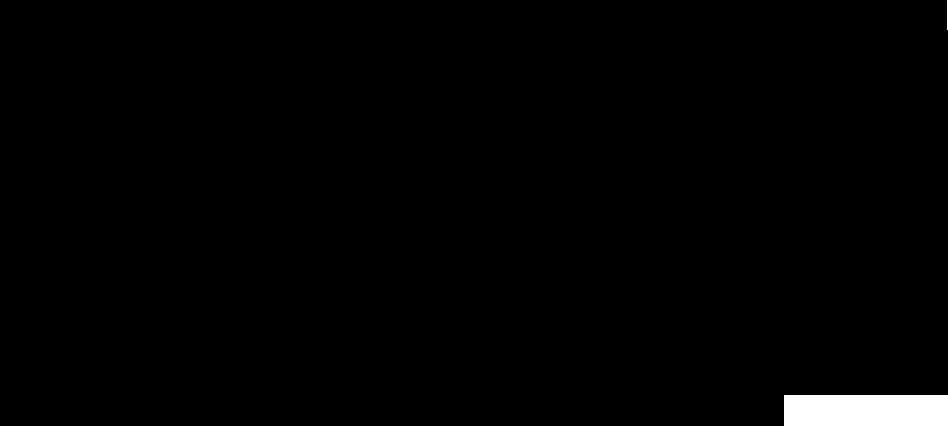
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
An equal opportunity, affirmative action institution

Michael Williams
Chair, Social Studies Department
Warren New Tech High School
219 US HWY 158, Bypass
Warrenton, NC 27589

November 8, 2018

Dear Madam/Sir:

(b) (6)

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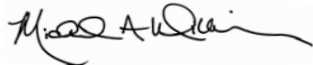
(b) (6)

[Redacted]

[Redacted]

[Redacted]

Sincerely,



Michael Williams
Chair, Social Studies Department
Warren New Tech High School

**NATIONAL HUMANITIES CENTER
TROOPS TO TEACHERS: HELPING CLASSROOMS AND COMMUNITIES
UNDERSTAND THE MILITARY EXPERIENCE**

LETTERS OF SUPPORT



University of Missouri-St. Louis
Department of Sociology, Gerontology, & Gender
574 Clark Hall
One University Boulevard
St. Louis, Missouri 63121

October 26, 2018

Andy Mink
Vice President of Education Programs
National Humanities Center
7 T.W. Alexander Drive
PO Box 12256
Research Triangle Park, NC 27709-2256

Dear Andy,

Thank you for your invitation to participate in your proposed project, *Troops to Teachers: Helping Communities and Classrooms Understand the Military Experience*, under the NEH Dialogues on the Experience of War program. I am both honored and excited to participate.

As the director of the only *veterans studies* program in the central United States (one of only a handful in the country), I have seen first-hand how important it is to engage in conversations about our military and veterans and how those populations fit into our society. Your proposal will be another important venue for these important discussions. I am delighted to participate in any way that you find productive.

Sincerely,

A handwritten signature in blue ink, appearing to read "James R. Craig".

James R. Craig
Interim Department Chair
Director, Veterans Studies Program

USF SARASOTA-MANATEE COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

November 5, 2018

To Whom It May Concern:

It is my pleasure and privilege to write a letter of support for the National Humanities Center's program, **Troops to Teachers: Helping Communities and Classrooms Understand the Military Experience**, being submitted in consideration for the NEH Dialogues on the Experiences of War grant. I am a former Marine and currently an Assistant Professor at the University of South Florida. My research focuses on how civic engagement can help military veterans and their families make a smoother transition from military to civilian life. I, along with my colleagues at Virginia Tech, was a recipient of a 2015 NEH Summer Institute grant titled Veterans in Society: Ambiguities and Representations. Since that time, I have also served as a proposal reviewer for the NEH Dialogues grant.

Given my research agenda, and similar personal journey, I am intrigued and delighted to hear of this program's focus on veterans who depart the military and continue to serve as teachers in the classroom. My scholarship supports the notion that a sense of service leadership is a big part of why these two worlds connect. If the program is selected, I have agreed to participate in one of the training sessions for the discussion leaders and welcome the opportunity to share my work, and learn from, these inspirational individuals.

In conclusion, I firmly support the efforts of the National Humanities Center as they seek external funding to support a program designed to explore the pathway from Troop to Teacher, and how that transition might benefit both veterans and the communities that they serve.

Sincerely,



Eric Hodges, Ph.D.
USMC Veteran
Assistant Professor



UNC
COLLEGE OF
ARTS & SCIENCES

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

DEPARTMENT OF ENGLISH AND
COMPARATIVE LITERATURE

GREENLAW HALL
CAMPUS BOX 3520
CHAPEL HILL, NC 27509-3520

T 919.962.5481
F 919.962.3520
<http://english.unc.edu>

November 12, 2018

To Whom it May Concern,

I am writing to confirm my enthusiastic commitment to participating in the National Humanities Center's proposed program entitled "Troops to Teachers: Helping Classrooms and Communities Understand the Military Experience."

By empowering teachers who are military veterans to reflect on their multiple roles as public servants, leaders and educators, and helping them draw on these roles to further serve and strengthen their school communities, Troops to Teachers does something I've not seen other veteran-related humanities program do before. I am excited to learn from these teachers about the ways in which their military service informs their teaching and to help them explore new ways in which their military affiliations might be put to work in serving their students, their schools and their local communities.

I am also excited by the unique role that the humanities will be able to play in this project. There is much to be gained by having veterans and civilians read literature together and use that literature to communicate about issues of shared interest to them both, as I have seen done in several other veteran-related humanities endeavors of which I've been a part in past years. In this case, however, the humanities will play a slightly different role, because the project's audience will include military veterans who may already, to some degree, be working with humanities sources in their own classrooms. As a result, I expect the dynamic of this program to be slightly different than in other, similar programs—less a matter of bringing people into a conversation about literature for the first time than a matter of helping teachers who are already working with humanities sources find new ways in which to put those sources to work in their classrooms and communities—and maybe to discover something new about themselves and their own roles as military veterans and teachers to boot! I am a strong believer in the value of the humanities as a tool for creating connections between people both inside and outside the university, and am excited to be a part of this project.

In order to contribute to this project, I am willing to participate as described in the proposal in the day to day functioning of the weeklong session to be held at the National Humanities Center. My expertise in the literature of war and my work with veterans within and outside of the university give me a strong background from which to perform this role. As a scholar of the literature of war, I have published articles and presented at conferences on the literature of World War I and Iraq, as well as the impact of combat experience on soldiers' ways of writing and the civilian-military divide. As an award-winning teacher, I have taught the literature of war to undergraduates for 14 years and taught writing to veterans headed to college for the Warrior Scholar Project. I also have experience facilitating humanities-based public events for a broad audience, including a book group for combat veterans. I am excited to have the opportunity to bring what I've learned within and outside of the university to this conversation at the National Humanities Center.

Sincerely,

Hilary Edwards Lithgow
Teaching Associate Professor of English



October 13, 2018

Andy Mink
Vice President for Education Programs
National Humanities Center

Dear Andy:

Thanks very much for your kind invitation to participate in your proposed project, "Troops to Teachers: Helping Communities and Classrooms Understand the Military Experience." It sounds like an excellent and much needed project, and I'm happy to take part. Please feel free to be in touch with more details.

Sincerely,

Dr. Stacey Peebles
NEH Associate Professor of English and Director of Film Studies
Editor, *The Cormac McCarthy Journal*

Centre College
Danville, KY
(859) 238-5270
Stacey.peebles@centre.edu

600 West Walnut Street | Danville, KY 40422-1394 | 859.238.5200
www.centre.edu



November 7, 2018

To whom it may concern,

I wholeheartedly support and intend to participate in the NHC's project titled **Troops to Teachers**. I will produce and present an hour long performance of my original play *Downrange:Voices From The Homefront*. *Downrange:Voices from the Homefront* is a play that captures how military spouses in the post 9/11 era face and overcome the challenges of repeated deployments. It is an honest, raw, funny and inspiring look at the profound strength and resilience of our nation's military families. *Downrange* began as a project to engage the military community of Fayetteville, NC by putting them at the center of the art making experience. It was developed from extensive interviews with military spouses from Fort Bragg. I look forward to participating

Sincerely yours,

Mike Wiley

238 Bellemont Rd. Pittbsoro, NC 27312 T: 919 619-0096 W: MikeWileyProductions.com



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

November 2, 2018

To Whom It May Concern:

I am pleased to support the National Humanities Center's (NHC) proposal titled *Helping Communities and Classroom Understand the Military Experience*. This is a timely and significant partnership that will serve our state's veterans as well as expand the capacity of North Carolina educators to work more effectively in their communities and schools with positive, long-lasting impact.

As a state and an educational institution, we are committed to supporting veterans and ensuring that their important contributions to our state and nation are acknowledged and not forgotten. We do this by (1) providing curricular resources to educators; (2) offering professional learning opportunities; and (3) supporting veterans who are transitioning into education through or Troops To Teachers initiative, as well as through legislative action like the Veterans' History Awareness Month In November Act.

Our support for this proposal extends beyond collegial interest. NCDPI is willing and interested in contributing in a variety of ways, including (but not limited to):

- **Serving** as participating member of an advisory board to provide feedback and suggestions on the implementation model
- **Promoting** the program to our state's teacher population who have military experience
- **Recognizing** the participation by in-service teachers as a significant professional investment through CEU credits
- **Contributing** to promotional activities as outlined in the project, as requested

Timeline and deliverable dates will be established by mutual consent of the project team with the award. We look forward to working with you on this project.

Sincerely,

A handwritten signature in cursive script that reads "Maria Pitre-Martin".

Maria Pitre-Martin, Ph.D.

MPM/CLE/ab

OFFICE OF THE DEPUTY SUPERINTENDENT OF DISTRICT SUPPORT

Maria Pitre-Martin, Ph.D., Deputy Superintendent of District Support | maria.pitre-martin@dpi.nc.gov
6307 Mail Service Center, Raleigh, North Carolina 27699-6307 | (919) 807-3759 | Fax (919) 807-4065
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



COMMONWEALTH of VIRGINIA

James F. Lane, Ed.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION
P.O. BOX 2120
Richmond, Virginia 23218-2120

Office: (804) 225-2023
Fax: (804) 371-2099

November 9, 2018

Mr. Andrew T. Mink
Vice President for Education Programs
National Humanities Center
7 T.W. Alexander Drive
P.O. Box 12256
Research Triangle Park, North Carolina 27709

Dear Mr. Mink:

As State Superintendent for the Virginia Department of Education, I am pleased to support the National Humanities Center's (NHC) proposal titled *Troops to Teachers: Helping Communities and Classrooms Understand the Military Experience*. This is a timely and significant partnership that will serve our state's veterans, as well as expand the capacity of Virginia educators to improve work effectively in their communities and schools with positive, long-lasting impact.

Our support for this proposal extends beyond collegial interest. The Virginia Department of Education is interested in participating in a variety of ways, including, but not limited to:

- Serving as participating member of an advisory board to provide feedback and suggestions on the implementation model.

We look forward to further collaboration with you as timelines and professional learning opportunities are determined.

Sincerely,

A handwritten signature in black ink, appearing to read 'James F. Lane', written over a printed name.

James F. Lane

JFL/GCK/oml

**Troops to Teachers: Helping Communities
Understand the Military Experience**

submitted by the National Humanities Center

**Budget Narrative
5/01/19 – 12/31/21**

All requested funds will support this scope of work as outlined on behalf of the National Humanities Center.

Salaries & Wages, \$20,928

We will manage all grant activities with the following support team:

Project Director, Mink will identify resources, coordinate and manage all professional development activities for the project design. He will work with the full project team to evaluate the success of the project at various stages throughout the 19-month term and file reports according to the guidelines of the award. He will coordinate and lead all meetings called by our institutional partners for the purpose of advancing the project. He will be responsible for all budget reports and communication with NEH.

NHC Support Staff, Taylor will contribute with project implementation and logistics, including support for guest lecturers and teacher participants.

Fringe Benefits, \$6,697

Social Security, Retirement, Health Insurance, and other standard benefits are based on the NHC's standard composite rate of (b) (6) for permanent employees.

Fees and honoraria for consultants and NEH Discussion Leaders, \$46,250

Lead Facilitator Lithgow will provide the scholarly lead for the project design. She will work with the full project team to evaluate the success of the project at various stages throughout the 19-month term and file reports according to the guidelines of the award. She will provide all guest lecturers with a detailed intellectual rationale for the five-day institute and work to tie all components of the syllabus together in a cohesive manner.

Visiting Lecturers (Deer, Peebles, Craig, Hodges, Wiley) will lead seminar workshops as outlined.

Participant Stipends for 30 teachers x \$250/day x 5 days = \$37,500

Travel, \$4,623

This section of the budget includes travel and expenses for the training seminars by the project management team and guest lecturers using current cost estimates. All rates are based on Government Per Diem (based on 2018 rates found at www.gsa.gov).

Total travel to support outlined activities is estimated at \$4,623.

Travel for visiting lecturers (Deer, Hodges, Craig, Peebles) for training.

Note: visiting lecturer Mike Wiley is local and will not receive travel reimbursement.

- Lodging: 4 rooms - (\$120/night) x 2 nights = \$960
- Per Diem: 2 days @ \$59/day x 4 = \$472
- Mileage/Airfare: travel stipend up to \$400/person x 4 = \$1,600
- Car Rental/Gas: \$100 x 4 = \$400

Travel to Directors Meeting in DC at \$1,191 (Mink).

- Lodging: 1 rooms - (\$242/night) x 2 nights = \$484
- Per Diem: 3 days @ \$69/day = \$207
- Cab Fares = \$100
- Airfare: travel stipend up to \$400/person = \$400

Supplies & Materials, \$1,650

This section of the budget contains expenses for all hard and digital supplies and materials needed for the implementation of the project as proposed.

Books, readings, materials for 30 participants, 2 leaders, and 1 rotating guest lecturer (33 daily total) @ \$50 each = \$1,650

Other Costs, \$14,045

Refreshments during institute: \$23 x 33 participants/lecturers x 5 days = \$3,795

Shuttle services on seminar days from hotel to Center r/t = \$3,750

Marketing, promotion, and publicity- all digital and print advertising and materials for participant recruitment and subsequent discussions = \$2,500

Virtual learning environment creation- Includes the design, creation, and maintenance of all virtual learning environments = \$4,000

Indirect Costs, \$5,669

Indirect costs are calculated at 10% of direct costs minus the participant stipends. Total indirect costs are \$5,669.

Total request is \$99,862.