

2020 Initiative - A Study Tour Course for Stockton
Student Veterans

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2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to Peter Baratta at: Peter.Baratta@Stockton.edu. You will then be contacted by the appropriate 2020 Initiative Team representative.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	
Your Email	
Title of Project	
Project Leader	
LEGS Initiative Team Coach	
Project Partner(s)	
Duration / Time Frame of Project	

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
(A) \$5,000 or less		(C) \$5,000 or less	
(B) More than \$5,000		(D) More than \$5,000	

Strategic Theme (choose one)	
	Learning
	Engagement
	Global Perspectives
	Sustainability

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) In any themes

Learning	
Deliver high value-added learning experiences and promote scholarly activity (S1)	Reward scholarly applications (ER2)
Promote liberal arts ideal to develop lifelong learners (S2)	Establish additional revenue sources (RS1-L)
Strengthen internal processes to support learning (IP1-L)	Reduce expenses (RS2-L)
Develop faculty and staff skills to support learning (ER1-L)	Align resources to support strategic plan (RS3-L)

Engagement	
Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	Foster an interactive environment among students, faculty, staff, and community (ER3)
Prepare students for active citizenship role (S4)	Increase opportunities for interactions between internal and external communities (ER4)
Create mutually reinforcing intellectual and co-curricular experiences (S5)	Establish additional revenue sources (RS1-E)
Strengthen internal processes to support engagement (IP1-E)	Reduce expenses (RS2-E)
Develop faculty and staff skills to support engagement (ER1-E)	Align resources to support the strategic plan (RS3-E)

Global Perspectives	
Develop a globally diverse Stockton community (S6)	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
Enhance capacity to participate globally (S7)	Establish additional revenue sources (RS1-G)
Strengthen internal processes to support global education (IP1-G)	Reduce expenses (RS2-G)
Integrate global program efforts among multiple units of the university (IP2)	Align resources to support the strategic plan (RS3-G)
Develop faculty and staff skills to support global education (ER1-G)	

Sustainability	
Increase sustainable infrastructure (S8)	Develop and implement sustainability programs (IP5)
Enhance sustainability education and research (S9)	Develop faculty and staff skills to support sustainability (ER1-S)
Increase recognition as a model of sustainability (S10)	Reward sustainable practices (ER6)
Partner to promote global sustainability (S11)	Establish additional revenue sources (RS1-S)
Strengthen internal process to support sustainability (IP1-S)	Reduce expenses (RS2-S)
Prioritize sustainability in plan operations and residential life (IP3)	Align resources to support the strategic plan (RS3-S)
Promote sustainability across the curriculum (IP4)	Seek efficiencies through sustainable practices (RS4)

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Budget Summary					
	Item	FY2017 July 1, 2016 – June 30, 2017	FY2018 July 1, 2017 – June 30, 2018	FY2019 July 1, 2018 – June 30, 2019	Notes/Comments (stipends, supplies, hospitality, etc.)
1.					
2.					
3.					
4.					
5.					
6.					
7.					
	Total				

First-Year Funding Questions		
Total 1 st Year Amount Needed (for Projects A, B, C, & D)		
Estimated amount (ongoing) beyond 1 st Year (Projects C & D only)		
Will you need funds for <u>immediate</u> use to begin your project?	Yes	No
If so, how much?		
Date when funds will be needed		

CC: Dean/Director

2020 Initiative - A Study Tour Course for Stockton Student Veterans.
From Troy to Ithaca: The Journey Home
Based on GAH 2328 Worlds of Homer

The idea behind this project is twofold. First, it will reconfigure the current GAH Homer course as a seminar for Stockton student veterans. Homer's *Iliad* and *Odyssey* have been shown to have a special reference for veterans, such as in work like Jonathan Shays's *Achilles in Vietnam* and *Odysseus in America* and the recent use of Greek tragedy in the Theatre of War project by Brian Dorries. Where *From Troy to Ithaca* is unique in that it incorporates a study that will allow students to immerse themselves into the environment where Achilles and Odysseus lived and fought.

A key component of this course will be to create opportunities for Stockton veterans to connect with the characters of the story, and to examine how their personal challenges relate to their own. We will use distance, both the distance between the Ancient Greek epics and the present and the distance from Homeric sites and New Jersey, as a means for our veterans to examine their own service and reintegration into society as civilians.

The concept grew from conversations between David Roessel and Chaddy Cantona, a Stockton student veteran who traveled to Greece with a group in 2013. Stockton had a similar program for area teachers, The Examined Life, and they wondered why there could not be one for veterans as well. When Tom O'Donnell took the idea to Stockton student veterans, 18 members of the SVO (Student Veterans Organization) put their names down to take the course in Spring 2017. There is both a demand and a need to offer our student veterans such a program.

If student's lives can be changed by the experience of travel abroad, and that has been shown on tours by Holocaust and Genocide Studies and ICHS, then it is equally true that student veterans lives can be changed and enhanced by a study tour that is designed for them. In this case, almost all of the veteran students will have traveled abroad before on active duty. What Roessel and Cantona discovered is that having a globalizing experience as a civilian gives a different meaning to foreign travel and the concepts of home and abroad. Jason Babin, Tom O'Donnell, Rob Gregg, Lisa Honaker, Tom

Papademetriou, and the Foundation and Grants Office staff have been involved in the discussions shaping this project.

Leaders/Instructors

There will be two leaders of the seminar. Dr. David Roessel would handle the history and culture of the Greek world, and Jason Babin would help incorporate that into their own experiences as veterans. While Homer will be the focus, the tour would also include the World War I battlefields of Gallipoli (just an hour from Troy), World War II sites on Kefalonia (just an hour from Ithaca), Mycenae (the palace of Agamemnon), Athens (where the democratic assembly voted to go to war with Sparta). The readings, with a focus on Homer, would incorporate these other places and time periods.

Cost/Expenses

Gregg, Honaker and Roessel have talked with Todd Regn, Phil Elmore, and Tom Papademetriou about finding a sponsor for the program. They both relayed the same message. That it would be easier to find a sponsor after a successful pilot program. And that it would be easier to fund the pilot program if it were presented a match and not full funding. The cost for a group of 20 for the trip will be around \$3000 for March (still low season). Amphitriton Travel has promised to offer a \$2800 rate to honor the veterans. The \$20,000 for the 2020 grant will be entirely committed to Stockton veteran travel costs.

Tom Papademetriou has taken the lead in negotiations with the OXI Day Foundation, an organization of Greek American veterans, and they have indicated that they would provide a match to Stockton's contribution. We are confident, based on the comments of Phil, that we will be able to have the rest of the costs for the veterans matched. All other expense will come from other sources. Jason Babbins' cost will be paid by ICHS. David Roessel and Tom Papademetriou, who will assist on part of the trip, will use ARHU travel money and ICHS Professorship funds.

Impact

This project has a college-wide impact both internally and externally. Stockton currently offers First Year Seminars and Transfer Seminars with the understanding that these are unique communities and there is value in having them take at least one seminar with their peers. But, while everyone acknowledges that veteran students are also a

unique community, Stockton currently has no seminars for veteran students. Stockton veteran students mentioned this often when we asked them about their interest in this—that they would like to have a course which addressed their issues with other students “who get it.” Integrating veterans into our community in the same way that we have moved to integrate First Years and Transfers will, as those programs have shown, make our community stronger.

Other institutions have such veteran student seminars already, but as Tom O’Donnell can confirm, no one else has a study tour for veterans. By implementing a program such as this, Stockton University can be the first, and “lead the way” for others. The idea of the study tour originated as an integral part of the seminar process. As educators, we know that it is a different experience to read about something in a book, and then to actually see something in person. (Roessel can attest to his from his experience with teachers, especially how the on-campus seminars after the trip offer much more depth than the ones that occur before).

One might ask whether the seminar could be an on-campus course, with a visit to a battlefield nearby. But compare in the mind two photographs—one of twenty Stockton veteran students sitting in a classroom and one of 20 Stockton veteran students standing at the walls of Troy. The second, we submit, will indeed have college-wide impact. We also think the picture of the Stockton veteran students participating as a group during Internalization week, on Day of Scholarship, and at open houses for veterans will make each of those forums more inclusive and better our community. Some of the potential benefits are outlined in a new program by the VA called “AboutFace”. “When that something bad is a trauma, you can imagine how hard it would be to speak up about it. So imagine the courage it took for a special group of Veterans to tell their stories about their posttraumatic stress disorder (PTSD) to the entire world. In the course of their recovery, these Veterans realized that talking about their experiences helped – and, wanting to help other Veterans begin talking as well, they agreed to put their stories out there. The hope is that other Veterans may relate to these experiences, may recognize themselves in what they see, and know that they are not alone”.

The same benefit is produced in our VETS program. When student veterans speak about their experience, they not only help the general population better understand what

is happening to them, they also help other veterans, by showing they are not alone. It really is a benefit for all.

Lasting Connections

Dr. David Roessel has already made several trips to this area with students and has connected with the Greek military and the University of Athens. Through these connections, Stockton Student Veterans will form lasting relationships that will help them better understand their own unique experience. These relationships, will be used to further expand Stockton's presence in the global environment and provide future students an opportunity to learn.

We have attached below a description of the proposed seminar that has been constructed by Roessel and Babin, to show how the study of Homeric poems can be used to highlight themes of importance to veteran students.

Proposed Seminar

From Troy to Ithaca: The Journey Home is an 8-week seminar and 10-day travel tour that will investigate the themes of warfare, duty, and heroism as found in Homer's works. The group will consist of approximately 20 selected veterans of various military backgrounds. Participants will meet with faculty once a week to discuss the readings and prepare themselves for the travel tour. The readings are aimed to connect the modern American soldiers with their ancient counterparts. The study of these ancient texts will show that the difficulties of war and the journey home are universally acknowledged throughout time while also illuminating the differences inherent in modern.

The travel tour will begin its journey at the ancient battlefield of Troy, and conclude at Ithaca, Odysseus' home. The tour will stop in a variety of places including but not limited to Athens, the ancient city of Mycenae, and Olympia, where the Olympics originated. Travelling to these locations is designed to be a transcendent experience for the veterans; to stand on Troy—the site of the 12th century BC war—completes the experience one begins on the page. The program is looking to give that elevated moment to veterans. By reading these texts first and then travelling to the location, the veterans become the narrators of the experience instead of the subjects. They become mediators

between witness and warrior. The goal of this seminar is to give back to veterans through great works of literature and travel.

Over the course of the program, participants will engage with fellow veterans about their experiences and discuss the ways in which the text illuminates for them the universal experiences of the soldier. Upon returning home from the travel tour, participants are asked to reach out into their communities to discuss their experience. This initial program will be the groundwork for a larger and more extensive program, and this first group will later act as delegates for recruiting interested parties the following year.

A veteran's journey home is not as physically long as Odysseus' in the modern age but it is emotionally long as the veteran struggles to adapt to civilian life. In one way the modern age exacerbates the journey home as in only a few hours one can go from a military base in a warzone to the safety of home. The seminar *From Troy to Ithaca: The Journey Home* allows for the veteran to discuss this emotional journey home and the experience of war with fellow soldiers and, through the literary works, with the ancient soldiers. This allows for them to find a support group in people as well as in literature that transcends time.

The following is a list of the themes that will be discussed during the seminar:

The Iliad

Seminar: Mutiny Against Commanders

- The *Iliad* begins with the rage of Achilles. The Muse tells us of Achilles' disagreement with his commander, Agamemnon, over the appeasement of Gods and the exchanging of war trophies. Achilles' anger and refusal to behave as a subordinate removes him from his troops and endangers his men. This seminar will examine what it means to be part of a hierarchy, what happens when that hierarchy is broken, and what the consequences are for alienating oneself.

Seminar: What is a hero? How do we define glory?

- Achilles tells us of his two fates: "Two fates bear me on to the day of death. / If I hold out here and I lay siege to Troy / my journey home is gone, but my glory never dies. / If I voyage back to the fatherland I love, / my pride, my glory dies." To the Greek, glory is

extremely important. Achilles exchanges his homecoming for his potential glory. How is military glory valued in modern American society? Does Achilles' choice compute for the modern soldier?

Seminar: Humanity vs. Nationalism

- When Achilles kills Hector in Book XXII, Hector's body is dragged back to the Greek camps. The king of the Trojans, Hector's father, Priam, ventures down into the enemy camp to ask for the body of his son back. In Achilles' tent, Priam gets on his knees and weeps. In this moment Achilles and Priam share a profound sense of loss—Achilles has just lost his best friend Patrocles. Can human loss or connection make a soldier abandon his sense of duty and nationalism, and relate to the enemy? How does this connection interfere with the tasks of war?

Seminar: Personal Choice

- Throughout the *Iliad*, the Greek gods intervene and it is said that fate rather than free will plays a role in the events. In the first lines of Book I of the *Iliad*, we are introduced to this concept: "Goddess, sing me the wrath of Achilles, Peleus' son, that fatal anger that brought countless sorrows on the Greeks, and sent many valiant souls of warriors down to Hades, leaving their bodies as spoil for dogs and carrion birds: for thus was the will of Zeus brought to fulfillment." While it is often stated that fate is in power rather than free will, the characters can still have room to make decisions, such as Achilles who can decide to return home or die in glory at Troy. Does the limited choices Achilles can choose from because of fate resonate with choices modern soldiers must make in battle? Is there room for personal choice in duty?

The Odyssey

Seminar: Recognition and Homecoming

- When Odysseus arrives home to the island of Ithaca, his guide, the goddess Athena, disguises him as an old man to protect him from the suitors, who have been making advances on his wife and home. Unrecognized by his family, Odysseus quickly becomes a stranger in his own home. This seminar will focus on the ways in which a soldier changes during his time away and how those changes—both physical and mental—make homecoming more difficult. It will also examine the way in which the soldier *recognizes* his home and how he, in turn, is *recognized*.

Seminar: Identity and Sacrifice on the Journey Home

- During his journey home from the Trojan War, Odysseus is forced to adopt many different identities. He becomes “nobody” to the Cyclops and a swineherd to his father. By adopting these identities, Odysseus also adopts false lives and it is only through these identities that he is able to successfully complete his journey home. Does the soldier at war or on the journey home develop a second self? How and why are these identities created and do they in some way protect the soldier emotionally from his own identity at home?

Seminar: Memory

- Throughout the *Odyssey*, Odysseus tells the tales of his journey to the strangers he encounters, a different rendition each time. The tales are arranged in a Ring Composition: they return to a point in the past and bring us up to the present moment of Odysseus’ story telling. These winding stories often create gaps in time and reality—is this conceptualization of the past familiar to the modern soldier? Does time cease to be linear for the soldier? Additionally, does Odysseus gain power over his personal story by being the narrator of it? Does the soldier find strength in the telling of his story?

Seminar: Integration

- When Odysseus returns home, he becomes reconnected—he rejoins his wife in their marriage bed, he is again a father to his son—but in many ways there is no longer a place for Odysseus in his home. The story concludes with Odysseus setting off on another journey, to complete a task given to him in the underworld. The continuation of his travels is a symbol for his inability to remain at home. How does this speak to the reintegration of the modern soldier in his home and society? Can the soldier ever completely come home after war?

Texts:

- *The Iliad* of Homer
- *The Odyssey* of Homer
- *Achilles in Vietnam* by Jonathan Shays
- *Odysseus in America* by Jonathan Shays

Each student will have a presentation on one of the sites visited. There will be three short assignments of three pages, each student will keep a seminar journal, and there will be final paper of pages.

Budget

Veteran students are generally older than the average of the student body, and many have family or other responsibilities. We started with the concept that we should provide the travel expenses to make it accessible for all who have served and are now students at Stockton. The student travel expenses will be \$60,000 (\$3000 per student). \$1200 for the round trip flight and \$1800 for lodging and in-country transportation per student. These funds will provide transportation, accommodation and some meals. The students will be responsible for lunch and half of the dinners. We have an offer from the OXI Day Foundation, an organization of Greek American veterans, to supply the remaining \$40,000 if Stockton and the 2020 Initiative offers the first \$20,000. The remaining costs for the trip leaders will be provided by the Pappas Center for Hellenic Studies.

We've talked to Todd Regn in the Grants Office, and we will apply for larger grants to continue the program after a successful effort. The Grants Office advised us to run a pilot program first which is why we doing things in this order. We have also talked to Phil Ellmore and the Foundation about future funding.

Student Selection

Enrollment into GAH 2328 will be restricted to student veteran's enrolled fulltime at Stockton University. Enrollment will also be determined by class and academic standing. Senior level students (Juniors and Seniors), will be given priority as they may not have another opportunity to enroll in the course. In addition, pre-travel survey will be given to all students enrolled so that they may be properly prepared for the experience of traveling to another country.

All students will have to have permission of from Jason Babin and Tom O'Donnell in order to be registered for the course. Dr. Roessel and Jason Babin have traveled with student veterans in the past on a number of occasions and have found that veterans are less of a problem and have fewer issues than the average student who is not veterans.

Travel

We will be using Amphitriton Travel, which has been used by Dr. Roessel for travel in Greece and Turkey over twenty times. This is done because they have staff in both Greece and Turkey who can assist us with problems (lost luggage, customs, and transportation. Amphitriton bus drivers have years of experience with groups and are familiar with local doctors, pharmacies. and police in all of the towns that they visit. We will also have the number of the American embassy in Athens and the consulate in Izmir and Istanbul in case of emergency.

Dr. Roessel has lived in Greece and Cyprus for over four years before coming to Stockton. Tom Papademetriou has lived in Turkey for the same amount of time. Dr. Roes speak s Greek, and Tom Papademetriou speaks Turkish.

Travel Itinerary

March 10: Leave Philadelphia

March 11: Arrive Lesbos, via Athens

March 12: Ferry to Turkey, visit to Troy (overnight at Troy)

March 13: Gallipoli and the World War I battlefields, return to ferry to Lesbos

March 14: Refugee camp on Lesbos, flight to Athens, overnight in Nafplio) Sites of Greek War of Independence)

March 15: Tiryns, Mycenae, Sparta (overnight in Sparta). Crusader castle at Mistras.

March 16: Pylos and Olympia (overnight in Olympia)

March 17: Ithaca, (overnight),

March 18: World War II sites in Kephallonia, flight to Athens in evening.

March 19: Acropolis.

March 20: Archaeological Museum

March 21: Return to Newark

In addition to Homeric sites, we will visit, read and talk about: The experience of Gallipoli in World War I Contemporary refugees and civilians in war on Lesbos The Greek War of Independence in the early 1900s The Crusades in Greece The occupation of Greece in World War II and the Holocaust in Greece.

Assessment Plan for A Study Tour Course for Stockton Veteran Students (GAH2328)

Assessing students' global learning:

1. Intercultural Development Inventory (IDI) (Pre- and Post-study tour/course): to see students' development in the intercultural communication competence.
2. Qualitative evaluation using our Global Awareness Map (see below): students may write their reflections or maybe just videotape daily diary (but the problem is that we need someone to transcribe the diaries later).
3. Beliefs, Events, and Values Inventory (BEVI) (Pre- and Post-course): to see the differences of students' beliefs and values, and hence to better design the study tour.

Comparing it with a control group:

To determine whether these students' global learning differed from those of a control group who did not participate in the study tour. The control group is used so we can better gauge whether global learning differences are due to the impact of the study tour or to a self-selection factor among those students who elected to the study tour.

Qualitative Evaluation

Provide a statement to show your understanding and show evidence of it (picture/story/experience) if applicable.

Part I

1. What is the impact of the local geography and culture on your course?
2. Are you aware of the ethnic background of the people in your country of destination?
3. How is the reality of your experiences different from your expectation? How is your behavior and communication style impacted by this knowledge?
4. Have you gained any new knowledge of the local language and culture? How does it assist you in further exploring your course?

Part II

1. Do you follow the host country news? What in-country experiences influenced your interest in global issues?
2. What types of interactions do you have with individuals who come from cultures other than your own?
3. Has your communication with people of diverse cultures challenged your established way of thinking? How did you respond to those experiences?

Part III

Choose one of the two options:

1. Identify a current common issue relevant both in the U.S. and your country of destination.
 - a. Examine how both countries approach the resolution of the issue
 - b. Develop a fact sheet to inform the Stockton community about the issue, it's impact and steps being taken to resolve it
 - c. Present your suggestions/ideas in how Stockton can get involved/assist in resolving the issueor
2. Identify an event that had a global impact.
 - a. Examine the impact of the event
 - b. Develop a fact sheet to inform the Stockton community about the event and how the event impacted the world
 - c. Present your suggestions/ideas in how Stockton can get involved to evoke positive change