

2020 Initiative - A Study Tour Course for Stockton  
Student Veterans

Jason Babin  
7 R P 2 ' R Q Q H O O  
David Roessel

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Initiatives Proposal Form.....

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- x Introduction.....
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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](mailto: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:

- Broad 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:

Broad 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)		

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	FY201 July 1, 201 – June 30, 201	FY201 July 1, 201 – June 30, 201	FY201 July 1, 201 – June 30, 201	Notes/Comments (stipends, supplies, hospitality, etc.)
1.				
2.				
3.				
4.				
5.				
6.				
7.				
Total				

First-Year Funding Questions		
Total 1 <sup>st</sup> Year Amount Needed (for Projects A, B, C, & D)		
Estimated amount (ongoing) beyond 1 <sup>st</sup> 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**

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 Elam 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). Amphitriou 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 Babin's 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.



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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 locations, 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 s:



## 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 ~~by these~~ identities that he is able to successfully complete his journey home. Does the soldier at

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 accessible for all who have served and are now students at Stockton. The student travel expenses will be \$60,000 (\$3000 per student

I R U W K H U R X Q G

We will be using Amphitrion Travel, which has been used by Dr. Roessel 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. Amphitrion bus drivers have years of experience with groups and are familiar with local doctors, pharmacists and police in all of the towns that they visit.

## 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 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 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 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 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