

Teaching in the Department of Social Sciences



**Department of Social Sciences
United States Military Academy
West Point, New York**

**June 2019
17th Edition**

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FOREWORD

Effective teaching does not consist of a single teaching style or set of classroom techniques. What works for an educator in one classroom environment may not be effective in other settings, with other groups of students, or for educators with different talents and experience levels. Instead, effective teaching requires that educators maintain awareness of, respect for, and the ability to adapt to the educational needs of a particular class at a particular time. Recognizing that effective teaching comes in all shapes and forms, this publication does not prescribe a particular teaching style or set of techniques for classroom instruction. Instead, the following pages offer a set of ingredients from which each of us might draw to enhance and diversify our respective approaches to the effective teaching of the social sciences.

To the extent that we can generalize based on our experiences over the years, we have found that outstanding teaching requires:

- thorough mastery of the subject matter,
- thoughtful and timely preparation,
- enthusiasm for the knowledge we strive to impart, and
- genuine interest in the cadets we teach.

This new edition of *Teaching in the Department of Social Sciences* incorporates the many changes that have taken place in the USMA curriculum and teaching environment in recent years. We have found, however, that these basic guidelines have remained helpful even as these changes have occurred.

Two key principles run throughout this publication. First, teaching is our highest priority. Our involvement in cadet extracurricular activities, our academic research, our contribution to Army, Department of Defense, and national missions, and our emphasis on the continuing professional development of the faculty are all rooted in the value of these activities to teaching. Teaching is not simply learned and repeated; rather, it is a continual process of learning and growth that comes through experience, self-reflection, and passion for student development. Second, we seek an open academic environment that emphasizes mutual respect between teacher and student and challenges each student to take ownership of his or her learning and develop the intellectual curiosity that will sustain continuing growth as an individual and as a professional Army officer.

The contents of this volume reflect the accumulated wisdom of hundreds of Department members collected over decades. Take from these pages that which is valuable and relevant to you. Add to these insights your own very special talents as you continually develop your own theory of teaching and learning. In doing so, you will grow personally and professionally and provide a lasting contribution to your students, the Department, and the Military Academy.



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June 14, 2019
United States Military Academy
West Point, New York

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1. The Mission and Our Approach to Teaching

“No mastery of command can substitute for an intelligent comprehension of the economic goals, the political impulses, the spiritual aspirations that move tens of millions of people. But your greatest opportunity for enduring contribution to America may well be the council table, far removed from war.”

— President Dwight D. Eisenhower addressing the USMA Graduating Class, June 1955

Teaching undergraduates is a great privilege and a greater challenge. At West Point we have the opportunity to contribute to the development of outstanding young men and women who have made a commitment to military service. Our role is not only to help them discover themselves through a liberal education, but also to help prepare them for the challenges they will face as military professionals. Consequently one of our central tasks is to show cadets how intellectual curiosity and creativity blend with self-discipline and a deep commitment to service.

The Academy’s Mission and Goals

The tension between liberal education and military training creates an understandable competition for cadet time. The demands we place on cadets must be consistent with the time available to meet our standards. Striking the correct balance requires constant review and a clear understanding of how the academic, military, physical, and character programs contribute to the Academy’s goals.

The Military Academy’s mission is “To educate, train, and inspire the Corps of Cadets so that each graduate is a commissioned leader of character committed to the values of Duty, Honor, Country and prepared for a career of professional excellence and service to the nation as an officer in the United States Army.”

Based on this mission, the Academy has developed outcome goals for its graduates. The overarching purpose of the West Point Leader

Development System is: “Upon commissioning, West Point graduates are leaders of character committed to the ideals of duty, honor, country and prepared to accomplish the mission.” The institution seeks to develop future officers who, in preparation for the intellectual and ethical responsibilities of officership, are broadly educated, professionally skilled, of strong moral and ethical character, physically fit, and committed to continued growth and development both as Army officers and as American citizens. In support of this overarching goal, graduates will:

- Live honorably
- Lead honorably
- Demonstrate excellence

The developmental systems and programs at the Military Academy are structured to effectively instill these characteristics in each of its graduates.

The Academic Program's Goals

As one of the thirteen academic Departments under the Dean of the Academic Board, the Department of Social Sciences presents programs in economics and political science that contribute to the overarching academic program goal which is: "Graduates integrate knowledge and skills from a variety of disciplines to anticipate and respond appropriately to opportunities and challenges in a changing world." Upon achieving this overarching goal, graduates will be able to:

- communicate effectively with all audiences
- think critically and creatively
- demonstrate the capability and desire to pursue progressive and continued intellectual development
- recognize ethical issues and apply ethical perspectives and concepts in decision making
- apply science, technology, engineering, and mathematics concepts and processes to solve complex problems
- apply concepts from the humanities and social sciences to understand and analyze the human condition
- integrate and apply knowledge and methodological approaches gained through in-depth study of an academic discipline

while integrating and applying knowledge and methodological approaches gained through in-depth study of an academic discipline.

The Department's Vision and Values

As we contribute to the accomplishment of USMA's mission and the achievement of the academic program goals, we are guided by our vision and values.

Our Vision: Educate and inspire leaders who are able to employ social sciences expertise to build the Army and the Nation's future.

Our Values:

Trust

We trust in one another's expertise, character, and commitment and prove ourselves worthy of trust.

Expertise

We are disciplinary experts committed to continuous learning, effective teaching, and quality scholarship.

Autonomy

We foster self-reliance and initiative by setting conditions that enable people to reach their potential.

Courage

We display the candor, intellectual determination, and moral strength required to drive positive change.

Honor

We exercise sound ethical judgment and act with integrity at all times.

Inclusiveness

We value our diverse team and work to maximize the potential and the contributions of every member.

National Relevance We develop leaders and provide social sciences expertise to address the country's most demanding challenges.

Graciousness We treat everyone with dignity and respect and embrace opportunities to collaborate to achieve mutual success.

As you have no doubt discerned, these values reinforce our most important activity—teaching. The Department provides instruction and sponsors extracurricular activities in the fields of political science and economics. Each course and related activity is designed to give cadets an understanding of the subject matter covered, to present methodologies for handling problems in these areas of knowledge, and to indicate relationships to future duties and responsibilities cadets will assume as citizens and officers.

While the Department teaches courses that are very similar to courses in the same disciplines taught in civilian undergraduate colleges, the context is always the broader professional development of the cadets. The teaching techniques and the climate of association with cadets, inside and outside the classroom, emphasize the professional relevance of our courses for cadets as they develop in to their roles as officers.

Your Role

West Point's developmental goals for its graduates appropriately focus on long-term personal and professional development. As a

member of the faculty you will be intimately involved with cadet development across the Academic, Military, Physical, and Character programs. While your primary focus will be on academic development through teaching, counseling, and designing courses, you also will play a key role in training and motivating cadets within an environment that stresses the highest standards of personal integrity.

This emphasis on long-term personal and professional development in a military context explains why West Point retains a predominantly uniformed faculty. The common commitment of the faculty and cadets to military service creates a bond that distinguishes our program and creates extraordinary opportunities for faculty-student interaction outside the formal classroom environment.

While the predominantly military faculty emphasizes direct ties to the military profession, civilian faculty members provide an important balance and depth in our developmental programs and serve as role models of the enduring values of West Point. Since diversity is an inherent aspect of a liberal education, cadets must learn that the commitment to intellectual development and to public service is not confined to members of the military. Drawing on their knowledge, experiences, and commitment to the Academy and the Army, civilian faculty members provide invaluable contributions to all aspects of cadet development.

The focus on long-term professional development also provides the rationale for the priorities that exist in the academic, military, physical, and character programs. Of course, graduates must be prepared to move directly into positions of responsibility as lieutenants and the program at West Point must prepare cadets to excel at that level of responsibility. Over the longer term, the program is designed to encourage patterns of personal discipline, self-confidence, and intellectual curiosity that will

sustain continuing development throughout a career of assignments of increasing responsibility.

During each cadet's 47-month experience, time is perhaps the most limited and precious commodity. The demands of intellectual development, military training, physical fitness, and other activities are enormous. The challenge you will face in helping cadets to prioritize can be significant. Hopefully, you will also discover that the tremendous positive impact that you can have while working with this outstanding group of young men and women makes the endeavor well worth the effort.

Philosophy of Teaching

The social sciences deal with important issues of human choice for which there are no neat, simple answers. Our disciplines include models of behavior and equations that suggest how variables tend to be related, but we offer no unequivocal solutions. Instead our emphasis is on establishing the relationships among competing objectives and examining how individuals, institutions, and governments can and do make difficult choices.

A central problem in the social sciences is sorting through the plethora of evidence we see and attempting to decide which observations are relevant to the question at hand. Thus, establishing criteria of salience is more important than simply accumulating information. Clearly an understanding of basic facts and relationships is important to provide a framework for making such judgments. But our goals go far beyond accumulating data. Our objectives are to establish an appreciation for different perspectives, to develop techniques of analysis, and to nurture intellectual curiosity. The point is not simply to master some discrete body of knowledge, but to develop competent approaches to dealing with the conflicting elements inherent in political

and economic judgments. The social sciences do not contain a set of formulas that the instructor can reveal to the student. Rather, they emphasize a balancing of perspectives that can only be reached as the student recognizes inconsistencies and works to resolve them.

Our philosophy of teaching flows from the nature of our subject matter, and in part from the recognition that we are working with highly talented and motivated young men and women who will be serving with us in the future as fellow officers. Brigadier General George A. Lincoln, Department head from 1954 to 1969, for whom Lincoln Hall is named, summed it up in these words:

The engraving on monuments does not mark achievement. Only the engraving on the character and competence of our cadets and our young officers counts towards fulfillment of our mission.

The objectives that we seek can only be measured indirectly, and you will have to struggle against the temptation to settle for things that can be measured more easily. The following quote from William Cory, schoolmaster at Eton nearly 150 years ago, illustrates the subtlety and importance of our most important objectives.

You are not engaged so much in acquiring knowledge as in making mental effort under criticism. A certain amount of knowledge you can indeed with average faculties acquire so as to retain; nor need you regret the hours you have spent on much that is forgotten, for the shadow of lost knowledge at least protects you from many illusions. But you go to a great school, not for knowledge so much as for arts and habits; for the habit of attention, for the art of expression, for the art of assuming at a moment's notice a new

intellectual posture, for the art of entering quickly into another person's thoughts, for the habit of submitting to censure and refutation, for the art of indicating assent or dissent in graduated terms, for the habit of regarding minute points of accuracy, for the habit of working out what is possible in a given time, for taste, for soberness. Above all, you come to a great school for self-knowledge.

- William Cory, 1861

Our philosophy is built on respect for our students and commitment to their professional growth in a climate that reinforces those "arts and habits."

Subject Matter

The USMA curriculum is designed to provide a sound academic foundation for the myriad responsibilities an officer will assume over the course of an Army career. The goals and objectives of the academic program, discussed earlier, provide the architecture for designing course sequences.

The courses offered in the Department are focused on groups of students that differ significantly in background and interest in our subject matter. In the core courses you will face students who intend to specialize in a wide variety of fields, many of whom are only taking the course to meet the requirements of the core curriculum and whose greatest aptitudes and interests may lie in other areas. Thus you will face the dual challenge of meeting the needs of future social sciences majors and demonstrating the relevance of the subject matter to those with other primary interests.

In the elective courses you will most often have students who have chosen to study politics or economics, and you typically will enjoy a higher level of active participation by most cadets in the class. Our academic majors and

minors are designed to build on that interest and challenge students at every level of ability. Remember that the objective of study in depth is not to produce graduate-level political scientists and economists, but to demonstrate the relevance of such specialization and rigor to progressive development throughout a military career. Certainly many of our fields do support specific Army specialties, but our objectives at the undergraduate level are not to limit possibilities but to expand the potential for future development. In supporting that development, mastery of the techniques of specialization are far more important than the subject matter of any specific discipline.

Students at USMA are carefully screened at admission. They have combined scores on College Board verbal and quantitative examinations that average over 1250, placing them well above national averages. Moreover they are achievers—the percentages of valedictorians, class presidents, and team captains are impressive. But while our students are bright and energetic they also face a demanding schedule of academic courses, military training, physical education, intramurals, and chain-of-command responsibilities—not to mention voluntary extracurricular activities—that is staggering. The core curriculum forces all of them to take courses that they would clearly be able to avoid in other programs: engineers must also take international relations, political scientists must take physics, and all must take a foreign language. The requirements of the core curriculum force all cadets to allocate time away from their primary interests.

In your zeal to present outstanding, challenging academic courses you will have to confront and deal with those conflicting priorities. Your task will be to find the correct balance of challenge in your course, consistent with the inevitable time constraints placed on cadets. This appreciation for constraints does not

mean that we must sacrifice academic standards, but it does mean that our expectations must be somewhat different than what you might expect at a liberal arts college with only four courses per semester.

We attempt to adjust to these constraints by providing more materials directly to cadets instead of having them search for journal articles in the library, by coordinating major requirements across courses to reduce peak loads, and by paying greater attention to cadet progress as the semester develops. The small section format, typically with an average of 15 cadets in a section, permits us to know cadets well and to be alert to problems they may be having in other areas. The constraint of the broad range of cadet requirements means that academic excellence must be achieved through greater sensitivity to the individual needs of each student.

The Academic Environment

Within the Department we seek to maintain an atmosphere of open intellectual inquiry, based on the understanding that the faculty and cadets share a common bond of professional commitment. Faculty relationships are open and informal, with emphasis on volunteerism to meet inevitable requirements and the motto “Be Kind” to guide interpersonal relationships.

All of us are deeply committed to the primary mission of teaching cadets and guiding their personal and professional development. This commitment leaves very little time for detailed supervision by the senior faculty; but, given the high quality of our faculty, very little is required. The broad range of interests you bring to the Department means that most jobs naturally fall to those with an inclination in that area. Thus, you will have broad latitude in choosing your particular areas of interest and in setting your own priorities.

Beyond the central task of teaching, we seek an environment that permits instructors to interact with cadets in a wide variety of settings. The Department strongly supports a number of academic extracurricular activities, an active program of cadet counseling, academic research to enhance classroom instruction and involve cadets in advanced projects, outreach to assist the Army and DoD agencies and incorporate practical issues into our teaching, Academy-level extracurricular programs ranging from varsity athletics to a broad spectrum of club programs, and a rich summer academic enrichment program that places faculty members and cadets in internships with government, private, and not-for-profit agencies.

The Department sponsors the Debate Team, the Model United Nations Team, the Domestic Affairs Form, the International Affairs Forum, the Investment Club, and the Student Conference on U.S. Affairs (SCUSA), a host of Academic Individual Advanced Development (AIAD) program opportunities, and the Academy’s Graduate Scholarship Program. Details on all of these are provided in Chapter 11, Extracurricular Activities.

The Department also has a strong tradition of supporting research, particularly in the area of national security. This activity includes conference presentations, briefings for various agencies and officials, temporary duty with different organizations throughout the world, and appropriate publication of research results. Our emphasis on teaching and the lack of a graduate program understandably limit the amount of research that can be done, but members of the faculty clearly benefit from remaining current in areas related to our course material.

Research also contributes to the continuing professional development of the faculty. Service at West Point is by no means out of the mainstream of the Army—most officers serve

in similar nominative assignments at the same career point—but the length of graduate schooling and the teaching tour means that you will have to work to maintain currency with issues in the field. All military faculty members spend one summer working with cadets on summer training, typically at Camp Buckner. This experience is an excellent chance to get to know cadets outside the classroom and to contribute to their military training. After requirements at West Point are met, some officers can deploy on operational missions to contribute in specialized areas.

Getting to know cadets in a wide variety of settings is important, and it will pay large dividends when you are counseling them on their academic programs or their overall personal and professional development. Each faculty member is a counselor, and you should encourage cadet questions in those areas. The Department's extracurricular activities provide substantial opportunities to interact with cadets, but you may also wish to consider taking an active role in a wide range of other programs sponsored by various activities at USMA.

All of us work to foster an environment where cadets and faculty alike can work to their full potential. We treat each other with respect and trust. We think you will find that this open atmosphere will permit you to grow and mature as an instructor, and that you will look back on this assignment as one of the highlights of your professional career.

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2. DEPARTMENT HISTORY

Adapted from: “The Lincoln Brigade: One Story of the Faculty of the USMA Department of Social Sciences” By CPT Martha S. H. VanDriel (written for the USMA Bicentennial, 2002)

“The engraving on monuments does not mark achievement. Only the engraving on the character and competence of our cadets and our young officers counts towards fulfillment of our mission.”

*-Brigadier General George A. Lincoln,
Head, Department of Social Sciences, 1954-1969*

The Picture

At first glance, the faces in the West Point yearbook photograph are not extraordinary. Taken in the spring of 1973, this photograph of the faculty of the Department of Social Sciences shows a group of seemingly average young captains and majors who were teaching American Politics, Economics, and International Relations to the cadets of West Point at the time. It would be easy to dismiss these fresh-faced, sometimes bespectacled officers as members of a closeted academic elite, little acquainted with the outside world.

However, upon closer inspection, one notices that many of the smiles in the picture are belied by the marks of hardship—virtually all of the rotating faculty are wearing combat patches from serving one, two, or even three combat tours in the war in Vietnam. Many are also wearing Purple Heart medals, awarded for wounds sustained in combat.

As one studies the faces more closely, another surprise emerges—some of the faces look vaguely familiar. There in the second row stands a smiling Captain Wesley Clark, Rhodes scholar, future four-star general, and future Supreme Allied Commander Europe (SACEUR). To the right is a youthful-looking Major Howard Graves—Rhodes scholar,

future Commandant of the Army War College, future Assistant to the Chairman of the Joint Chiefs of Staff, and USMA Superintendent from 1991-1996. At the far left of the picture, there is Captain Barry McCaffrey, future four-star general, future SOUTHCOM Commander, and Director of the White House Office of National Drug Control Policy from 1996 to 2000. To the far right of the picture, there is Captain Daniel Christman, who graduated first in his USMA class and who would later serve as Assistant to the Chairman of the Joint Chiefs of Staff, as a member of Dr. Henry Kissinger’s National Security Council staff, and USMA Superintendent from 1996-2001. Immediately one row down is Captain James Golden, who would become the Head of the Department of Social Sciences in 1989, and who would also serve intermittently as the Senior Staff Economist on the Council of Economic Advisers for three U.S. Presidents. And just to the right of Captain Golden is Major Don Snider, who would serve as a member of the Defense Directorate on the U.S. National Security Council Staff under Presidents Reagan and Bush, and later as a Strategic Analyst in the Office of the Chairman of the Joint Chiefs of Staff.

What could bring together such an extraordinary group of Army officers? The answer: The vision of one man, Brigadier General

George “Abe” Lincoln. General Lincoln, a Rhodes Scholar from the USMA Class of 1929, voluntarily took a demotion from the rank of Major General to Colonel in 1947 in order to return to West Point to become Deputy Head of the newly named Department of Social Sciences. When he became Head of the Department in 1954, he implemented his vision of helping his country by enhancing the quality of U.S. national decision-making. He did this by recruiting some of the best and brightest young officers in the Army, sending them to top graduate schools, bringing them to USMA to teach in the Department of Social Sciences, and then presenting them to decision-makers in Washington, D.C. as intelligent, hard-working officers, capable of being placed in most any demanding job. After these faculty members left West Point, he monitored and, as opportunity allowed, promoted their careers in both the Army and throughout the U.S. government through a network of Department alums, a group that became known as “the Lincoln Brigade.” The Lincoln Brigade expanded with each departing cohort of Department faculty members, and it continues to grow today. This chapter is about how General Lincoln formed the Lincoln Brigade, with a focus on the rotating faculty of 1973.

Although General Lincoln had retired from the Army in 1969, before this cohort arrived to teach, this group’s story clearly demonstrates how General Lincoln’s vision, which was further implemented by those who followed him, has had a lasting, positive effect not only on the faculty members he recruited, but on West Point and the country that he loved.

BG Lincoln’s vision

A Rhodes Scholar, George Lincoln studied both politics and economics at Oxford after graduating from West Point in 1929. As the Army rapidly expanded to meet the demands

of World War II, Lincoln’s talents in the economics of national security quickly caught the attention of then-Army Chief of Staff General George C. Marshall, who chose him to become one of his senior war planners on the Army General Staff. Lincoln quickly became a key figure in U.S. national security planning, as he helped plan for the defeat of Germany and Japan, prepared key U.S. leaders for President Roosevelt’s wartime conferences, and helped reorganize America’s post-war defense. Promoted to the rank of Brigadier General at the age of 38, he was the youngest general in the Army by the end of WWII. His last mission at the end of the war was assisting President Franklin D. Roosevelt and General Marshall prepare for the Allied conference at Yalta—a fact that would command widespread respect and awe from the cadets he would later teach.

When the war was over, General Marshall asked his faithful deputy, who was now a Major General, where he wanted to go; Marshall would see to it that Lincoln would receive any duty assignment he requested. To Marshall’s surprise, Lincoln asked to go to West Point to become the Deputy Head of the Department of Social Sciences—a position that would require Lincoln to take two reductions in rank, from Major General to Colonel. General Marshall tried to dissuade Lincoln from his decision, but Lincoln was determined, and ultimately got his wish in 1947.

Why did General Lincoln want to come to West Point to teach, even when it meant surrendering not only choice assignments, but also a drastic demotion in rank? The answer is rooted in General Lincoln’s unique friendship with Brigadier General Herman Beukema, who was then Head of the Department of Social Sciences. Coming out of WWII, both recognized that policymakers in the U.S. government, especially military officers,

had not been trained or educated to understand the vastly increased dimensions of national security in the complex post-war world, especially in the areas of economics and international relations. Indeed, General Lincoln's extensive international experience and deep understanding of how national policy was made convinced him that West Point needed to create officers who would understand the new world emerging in the aftermath of WWII. Both believed that the Department of Social Sciences could be used to remedy the situation by training West Point officers to "meet changing forecasts of our national security needs."

To this end, when he became Head of the Department of Social Sciences in 1954, General Lincoln continued and greatly expanded a tradition that General Beukema had begun in the years immediately following WWII. General Lincoln recruited bright young officers to return to West Point to teach in the Department of Social Sciences, and after their tours of teaching duty were over, Lincoln used his extensive contacts in the American policy making community to place these young officers into positions throughout Washington. For example, while he was assigned to West Point, General Lincoln would go to Washington every year to help write the U.S. Army's annual posture statement. Since he knew most of the Army Chiefs of Staff because of his work on General Marshall's staff during World War II, he was able to place many Social Sciences ("Sosh") alums throughout the Department of the Army and the Department of Defense. Before long, General Lincoln's West Point protégés had established reputations among those who sought their services as being "men of gold" and "Renaissance men" who displayed "effortless superiority." As a result, such officers, and "the Lincoln Brigade" from which they had emerged, earned a reputation as sought-after experts in national security policymaking.

The Recruiting Process

As recently as 1975, West Point academic Departments collectively selected their faculty members from a pool of USMA graduates serving on active duty who had volunteered to return to West Point to teach. However, when General Lincoln became Head of the Department, he implemented personnel procedures that were conducted separately from the rest of the Academy. Like any commander with a demanding mission, he wanted the best officers possible on his staff, so he began to track promising young graduates into their early careers, and then requested them by name to return to USMA to teach in the Department of Social Sciences. Promising firsties who wanted to return were told to maintain contact with the Department when they left, and the fact that many responded was surprising, given that many had only been able to take a few electives with the Department when they were cadets. These cadets had developed close relationships with their instructors, and all were fascinated by the material they had studied in Sosh. Among them were Captain James Golden, Major Don Snider, and, in 1974, Captain Daniel J. Kaufman, who would become Head of the Department in 1996 and Dean of the Academic Board in 2000. All three had graduated as Distinguished Cadets, finishing in the top 5% of their USMA classes. Lincoln also recruited Rhodes scholars, such as Captain Wesley Clark and Major Howard Graves.

Perhaps the two most propitious selections that General Lincoln were his two exceptional successors—Amos J. (Joe) Jordan and Lee Donne Olvey. Amos Jordan was the first captain in the class of 1946, was selected as a Rhodes Scholar, and, after teaching in the Department during the early 1950s, he served in Korea as a field artillery captain. When General Beukema retired in 1954, General Lincoln needed the best possible person to serve as his deputy.

The search for the “best possible person” was interpreted literally—without regard to rank or seniority—and Captain Jordan, with eight years of service, was selected as the Professor and Deputy Head of the Department. Under the rules concerning Professors, USMA, he was promoted to Lieutenant Colonel and served as General Lincoln’s Deputy from 1955 until 1969, whereupon he became the Department Head.

At that time, it had been 15 years since the Department had searched for a Professor, but the criteria of the best possible person was still paramount. Fortunately, then Major Lee Donne Olvey was in the Department as a permanent associate professor (a position that is now called Academy Professor). Major Olvey had graduated first in his USMA class of 1955, was the Cadet First Captain and Brigade Commander, and was a Rhodes Scholar. Beyond his personal exceptional talent, Olvey had been a cadet, rotating faculty member, and permanent professor under General Lincoln’s and General Jordan’s leadership. He was the ideal selection to continue the leadership of the Department in the tradition of Lincoln and Jordan. When General Jordan retired in 1972, General Olvey became the Department Head and continued to lead the Social Sciences Department with the same dedication, drive, and emphasis until his retirement in 1989.

Likewise, officers with good academic records who had demonstrated great leadership abilities in the Army were singled out by Sosh alums in the field and personally encouraged to apply for the rotating faculty, in order to ensure that the Department faculty would not be exclusively made up of West Point “starmen.” For example, Captain Barry McCaffrey, whom the Army Infantry Branch had ranked as the #1 Infantry captain in his year group, and who was widely considered to have been one of the best company commanders in Vietnam, was aggressively recruited to come to the Department. Another

former Social Sciences faculty member, Lieutenant General Frederic J. Brown, “brought several in from RVN [Republic of Vietnam] observation—clearly superb high-return people.”

In addition, because of his high-level connections throughout the highest ranks of the Army, General Lincoln wielded a significant influence over the Army personnel system, which he often used in order to get the quality faculty members he wanted. For example, when Jim Golden graduated from West Point in 1965, he first went directly to graduate school at Harvard, because at that time, the top 5% of each graduating class could go directly to graduate school. After completing his Masters Degree, Lieutenant Golden left Harvard for Ranger School in preparation for his next duty station in Germany. One day, while slogging through the swamps of Florida, Lieutenant Golden was suddenly pulled out in mid-patrol and sent to the rear—it was an emergency, he was told. But when he got back to the cadre’s offices, he was handed a phone—it was his Branch manager in Washington, D.C. General Lincoln had contacted the Army Personnel Command and told them that he wanted Lieutenant Golden to finish his PhD and return to West Point to teach. So, the Branch manager was calling Lieutenant Golden to propose an altered professional timeline to make this happen. Would Lieutenant Golden accept the changed timeline? Dumbfounded (and thankful) that General Lincoln had enough power to get him temporarily pulled out of the field during Ranger School, Lieutenant Golden gratefully accepted.

When General Lincoln retired as Head of the Department in 1969, his legacy was continued by successive Department Heads—General Jordan, General Olvey, and General Golden. Beyond the Department Heads, however, Department alums also supported the efforts and philosophy of the Department wherever they

were serving. The concept soon developed that once one becomes a member of the Social Sciences Department, he or she is always a member of the Department. Some Department members are serving at West Point and others are serving in other assignments throughout the world. It became “unspoken, but expected” that former faculty members, wherever they were working and whatever they were doing, would recruit outstanding young officers to come to West Point to teach. Lincoln and his successors also attempted to select a broad array of officers, as the Department became one of the first at the Academy to select non-West Point graduates, women, minorities, and civilian instructors as members of its rotating faculty. Eventually this idea—that the academic Departments at West Point ought to go after individuals by name to serve on the faculty—became common throughout the Academy.

Graduate Schooling

Before World War II, the faculty at West Point had been composed of Academy graduates who had no additional schooling besides their USMA bachelor's degrees. However, after World War II, West Point adopted the concept of providing graduate schooling for its faculty, but only in engineering. General Lincoln broadened this concept by getting Department officers into top graduate schools to obtain degrees in the Social Sciences. Here, General Lincoln's influence and extensive contacts were key, for graduate schools in Economics and Political Science were initially hesitant about accepting USMA graduates, who had earned bachelors degrees in engineering, with very few social science electives and no academic majors. However, Lincoln's protégés quickly established a reputation for performing well in graduate school, so much so that many graduate schools began to readily accept faculty candidates when the Department endorsed them. In addition, the Army paid for the

graduate school tuition for its faculty members in full, which was obviously very attractive to many universities.

Officers who were skilled in areas such as national strategy and economics were in short supply in the 1950s, so the first officers that General Lincoln sent to graduate school were quickly incorporated into the Washington policy making community when their West Point faculty tours were up. Members of the Lincoln Brigade played critical roles in developing the newly established Department of Defense and the new National Security Council. Among these young officers were Brent Scowcroft, who would become the National Security Advisor for Presidents Ford and Bush, and Bernard Rogers, who would become Supreme Allied Commander Europe from 1979-1987.

The Department of Social Sciences under General Lincoln also sought to send its instructors to diverse schools, in order to broaden the educational backgrounds of its faculty. For example, although Dan Christman, Barry McCaffrey, James Golden, and Don Snider all taught Economics during their tours as rotating faculty, their degrees were an MPA and MSE degree in civil engineering from Princeton University (Christman), an MA in civil government from American University (McCaffrey), an MPA and PhD in economics from Harvard (Golden), and an MPP and MA degrees in economics from the University of Wisconsin (Snider). In addition, the Department helped potential faculty members through the process of selecting and applying to graduate schools. In several cases in the Social Sciences cohort of 1972-73, the Department actually gained acceptance to graduate school for officers who were serving in field assignments in Vietnam, who understandably didn't have time to apply to graduate school from overseas.

Faculty Development

General Lincoln's vision did not end with simply recruiting and educating outstanding young officers to handle the challenges of the Cold War. While assigned to the Department, rotating faculty members developed intellectually and professionally in a hard-charging atmosphere that promoted academic debate and encouraged critical thinking. The young captains and majors were also given numerous academic and professional opportunities to excel.

Teaching was the first duty of the rotating faculty. This simple fact had a profound intellectual and professional impact on the officers that General Lincoln and his successors recruited, since, "You learn what you teach." Therefore, faculty members who taught courses on National Security Strategy or Economics grew to become experts in their fields. According to GEN(R) Barry McCaffrey, who taught economics and national security from 1972 to 1975, his rotating faculty years were the "most important transformational experience" of his Army career. After eight years of tactical and often bloody combat experience, learning at graduate school and teaching cadets helped him to mature as an officer. He gained a much more sophisticated understanding of national issues, learned how to think analytically, and learned how to write quickly and effectively about complex subjects, which helped prepare him to become a senior Army officer. Likewise, the act of teaching—explaining, educating, and interacting—made him a more effective briefer and officer.

Contrary to many popular expectations, this "teaching" assignment was far from cushy. General Lincoln and his successors had recruited talented officers, and they expected a lot from them. For example, after working 14 hours a day to prepare his first semester lesson plans (since he hadn't studied economics

in graduate school, but was assigned to teach it initially), Captain McCaffrey was then given the additional duty to organize the Student Conference on U.S. Affairs (SCUSA), which was the largest undergraduate conference of its kind in the United States. After the conference was over, he was assigned to be the Department Personnel Officer, who was responsible for the rotating faculty recruiting and selection process—a process which required a great deal of work because it was conducted separately from the rest of the Academy. The next year, he was assigned to be the Department Executive Officer—yet another demanding job. This type of workload, in addition to teaching and grading a full course load, was typical within the Department. As COL(R) Don Snider later recollected, "We all left [West Point] after three years with our tongues hanging out—we loved it, but we were exhausted."

General Lincoln, like General Beukema before him, also believed that the Department's mission was broader than simply teaching in the classroom. He believed that Department officers needed to engage in outreach to assist the Army and agencies of the Department of Defense (DoD). To teach effectively, faculty members were already abreast of the latest trends in their disciplines, often in regard to Army-related issues. This meant that they held a tremendous potential to contribute to the decision-making processes of the Army and of DoD. To harness this potential, General Lincoln used his extensive connections throughout Washington and the Lincoln Brigade in order to provide "summer jobs" for the Department faculty. He also required his faculty members to conduct research, write papers, and publish scholarly articles during their faculty tours.

For example, in the early 1970s, each rotating faculty member spent his first summer assigned to a West Point training detail, either at Cadet Basic Training or at Camp

Buckner. The following summer, however, he would be assigned to work in Washington at a high-level policy making office. For Major Don Snider, he was assigned for two months during the summer of 1973 as an analyst in the Office of the Secretary of Defense. His main duty was to write daily morning reports and summaries on the war in Vietnam, which were read by the Secretary of Defense, the Secretary of State, and the National Security Adviser. All rotating faculty members were expected to work in positions like this; the only exceptions were given to those who were working on completing their doctoral dissertations.

In addition, as noted earlier, General Lincoln strongly supported faculty research and writing, particularly in the area of national security. General Lincoln wanted his faculty members to contribute to their respective disciplines, become known, and in the process, cause West Point to become known and respected in academia and in government. Rotating faculty members were encouraged to present papers at conferences, brief government agencies and officials, and publish the results of their research. They were also encouraged to write jointly with the other armed services. Although the Department's teaching emphasis limited the amount of research that could be done, the faculty benefited from remaining current in areas related to their academic course material.

At times, these research projects would clash with Army policies, drawing criticism from senior military officers. For example, in 1973, Captain McCaffrey presented a paper on the future role of women in the military at a conference at the Air Force Academy. His findings were revolutionary: "His recommendations to the conference included discontinuing the [Women's Army Corps], integrating women into the Army mainstream, and allowing them to compete for jobs in all military occupations save those related to direct

combat, which he defined as anything at the combat brigade staff or lower." Captain McCaffrey earned a great deal of notoriety from presenting this paper, drawing fire from the USMA Superintendent and even from his own father, who was also an Army General Officer.

But Captain McCaffrey's findings were exactly the type of spark that General Lincoln had sought from his faculty. Sound national security decisions and ideas could not be generated in an environment that stifled creativity or the frank discussion of issues. Indeed, the atmosphere in the Department was very collegial, for the Department leadership recognized that good ideas could come from any rank. During the early 1970s, Department faculty examined U.S. policies with a critical eye and from multiple perspectives, which didn't always go over well in this divisive era of the Vietnam War. Because Social Sciences faculty members were willing to openly question national policy, other West Point academic Departments often derided them as "liberals" and "long-hairs." Could an officer intellectually disagree with national policy without being disloyal? For many members of the Lincoln Brigade, the answer was "yes," because they used their honest critiques of the Vietnam War to identify problems with the military, and then took their knowledge, education, and expertise to rebuild their beloved Army. Among them were Zeb Bradford, Jr. (1964-1967) and Frederic J. Brown (1963-1966), who co-wrote the book, *The United States Army in Transition* in 1973; and Bill Hauser (1965-1968), who wrote *America's Army in Crisis*, also in 1973.

The Legacy of the Lincoln Brigade

Because of his vision of bringing some of the best and brightest young officers to come to West Point to teach, General Lincoln changed the course of many prolific Army

careers, and in the process, the course of West Point, the Army, and the nation. Some, like Captain Jim Golden and Captain Dan Kaufman, decided to stay at West Point to become permanent faculty members, having discovered an alternative way to contribute to the Army that they hadn't thought of previously. As Heads of the Department of Social Sciences from 1989-1996 and 1996-2000 respectively, they would institute major changes to the USMA curriculum that would prepare scores of new West Point lieutenants to deal with the uncertain new world that emerged with the end of the Cold War. They also assumed advisory roles to national decision makers, with General Golden serving on the President's Council of Economic Advisers, and General Kaufman contributing to the transition of several Army Chiefs of Staff. In addition, both continued to recruit bright young officers to return to the Sosh Department to teach, thus perpetuating General Lincoln's legacy.

Other members of the Lincoln Brigade went back to serve in the line Army, kept in touch with each other, and helped each other professionally. For example, in 1970, when CPT Don Snider was a Brigade S3 in the 1st Cavalry Division in Vietnam, then-LTC William Odom, who was a member of the Lincoln Brigade, was the intelligence officer for the MACV (Military Assistance Command, Vietnam) Staff in Saigon. Because CPT Snider had been earmarked to go to the Department already, LTC Odom felt comfortable calling CPT Snider whenever he didn't believe the reports that were coming into Saigon from the field, to find out what was really going on. LTC Odom would also travel "up country" to visit another Social Sciences alum, LTC Dale Vesser, who was an Infantry Battalion Commander in the 1st Cavalry Division, and tromp around with him in the field as well to determine if the intelligence reports he was receiving were accurate.

Later, many members of the Lincoln Brigade were called back to Washington to assume demanding assignments in the policymaking community. Social Sciences faculty members had gained a reputation for being well-prepared, highly motivated risk takers who sought hard jobs and did good work. For example, as a continuation from the above story, in the mid-1980s, Lieutenant General Dale Vesser was now the J5 of the Joint Staff, Lieutenant General Bill Odom was now the head of the National Security Agency (NSA), and Colonel Don Snider was now the Deputy Director of Strategy on the Army Staff. Likewise, senior members of the Lincoln Brigade often recruited more junior members of the Brigade to work on their staffs throughout the U.S. government. For example, Brigadier General Amos Jordan, who was head of the Department of Social Sciences from 1969-1972, went on to work at the Department of Defense and subsequently at the State Department. While in these positions, he brought in a number of former rotating faculty members to serve on the DoD staff and in the political military section in the State Department.

To demonstrate the continuity of the Lincoln tradition under the leadership of Olvey and Jordan, one only needs to fast forward eight years from the 1973 picture of the Department that opened this chapter to the 1981 picture. Not only is Colonel Olvey and Lieutenant Colonel Golden present, but so is Major (later BG) John Rose, Captain (later MG) Hans Van Winkle, Major (later MG) Ric Olsen, Captain (later GEN) Pete Chiarelli, and Captain (later GEN) Kip Ward. In fact, in 2004, four of the Army's ten divisions were commanded by Social Sciences alums: 1st Cavalry Division by MG (later GEN) Pete Chiarelli, the 101st Airborne Division (Air Assault) by MG (later GEN) Dave Petraeus, the 2nd Infantry Division by MG (later LTG) Bob Wood, and the 25th Infantry Division by MG Ric Olsen. Countless examples of interactions like those related

from the 1960s and 1970s continue today. It is not that there is any special access or privilege accorded to Social Sciences alums, but, beginning with the tradition established by Beukema and Lincoln, and continued by Jordan, Olvey, Golden, and Kaufman, Department members know that alums, even if separated by many years, have the same kind of exceptional record, commitment to intellectual rigor, dedication to excellence, and common drive to best serve the Army and the Nation.

Just as current Department Heads provide professional advice and counsel on assignments, during the 1950s and 1960s, members of the Lincoln Brigade could expect General Lincoln to closely monitor their careers and place them in key assignments. For example, General Lincoln was friends with General William DePuy, future creator of Training and Doctrine Command, who was the Coordinator of Army Studies in the 1960s. DePuy would consult General Lincoln regularly on the future of the Army, resulting in a number of Lincoln Brigade alums working in that office on revolutionary projects such as the Volunteer Army (VOLAR), Officer Personnel Management System (OPMS), and Enlisted Personnel Management System (EPMS) (including Bill Hauser and Frederic J. Brown, as mentioned earlier, who wrote books recommending ways that the U.S. Army could rebuild after Vietnam—see page 15). However, General Lincoln's influence continued well after his retirement in 1969. A number of Lincoln Brigade members, including Major Wesley Clark, went to work for the Army Chief of Staff because of the past personal links between General Lincoln and General Bernard Rogers (Army Chief of Staff from October 1976-June 1979), and General John Wickham (Army Chief of Staff from June 1983-June 1987).

Members of the Lincoln Brigade were able to keep in touch with each other easily because General Lincoln developed the philosophy that the Department of Social Sciences would

always include those who had taught there in the past—"Once a [faculty] member, always a [faculty] member." Therefore, Lincoln directed that the Department administrative staff maintain a Social Sciences alums roster, which included the updated names, addresses, and phone numbers of past faculty. He also organized spring and fall Department Reunions, where past and current faculty members could meet each other. Lincoln was committed to ensuring that the Department would contribute to national security issues whenever possible. This goal was accomplished in part by the Department maintaining a close relationship with alums, since many had assumed positions in the American policymaking community. However, the Lincoln Brigade was not merely a professional network; for many, it was a family, with young officers, spouses, and children merging in "forever" friendships that could only come from cherished experiences together. Thus, members of faculty cohorts stayed friends and kept in touch with each other over the years, long after their teaching days were over.

Overall, General Lincoln's legacy to the nation can be measured by the accomplishments of the Lincoln Brigade. Some took jobs at the National Security Council, including Lieutenant General William Odom and Colonel Don Snider. When he retired in 1969, General Lincoln became the head of the Office of Emergency Preparedness, which held a statutory position on the National Security Council. Others served with the U.S. mission in NATO, on the NATO staff, as speechwriters for the SACEUR, and as the SACEUR, including Generals Bernard Rogers and Wesley Clark. In the field of military education, a Sosh alum, General Robert McDermott, became the Dean at the U.S. Air Force Academy before going on to run USAA. Several of the Army War College's most recent commandants were members of the Lincoln Brigade: General Howard

Graves, General William Stofft, General Richard Chilcoat, General Gregg Martin, General Bill Rapp, and General John Kem. In addition, the School of Advanced Military Studies, or SAMS, at Fort Leavenworth, was started by former faculty members of the Department of Social Sciences and the Department of History, principally Brigadier General Huba Wass de Czege. Outside the military and government, members of the Lincoln Brigade served with the Council on Foreign Relations and with Washington think tanks such as the Center for Strategic and International Studies. A number of Sosh alums also went on to teaching positions elsewhere, such as General Wes Posvar, who became the Chancellor of the University of Pittsburgh. As then-Department Head Colonel Jim Golden noted in 1995, "Those two areas of outreach have been important to the Department: Both the connection in the national security arena, and that in the broader academic community."

Conclusion

When General Lincoln first implemented his vision to help build an Academy that would serve America's changing national security needs, he surely could not have foreseen the far-reaching impact he would have on his Academy, his profession, and on his country. By recruiting and educating high-quality Army officers to teach at West Point, he established recruiting procedures that the rest of the Academy would adopt for its faculty, thus raising the quality of the West Point faculty as a whole and enhancing the Military Academy's reputation as being one of the best undergraduate institutions in the country. By emphasizing the importance of academic research and debate among his faculty members, he helped raise the intellectual level of the Army officer corps, which paid tremendous dividends when the Army had to rebuild itself after the ignominy of the Vi-

etnam War. By placing members of the Lincoln Brigade into important jobs in national strategy, plans, and policy, he enabled his country to better deal with its unprecedented superpower status in the post-war world. Indeed, few could boast of a greater strategic contribution to the country's defense.

General Lincoln's wide-ranging impact came from his recognition that cadets were not the only product of the U.S. Military Academy. While all accepted that the West Point faculty existed to develop cadets, General Lincoln also realized that the Academy had a role in developing its faculty to become leaders of the Army and the nation. Today, the Department of Social Sciences at West Point continues to enrich his legacy by developing new members of the Lincoln Brigade, while being located in, appropriately enough, a building named in his honor. Inside Lincoln Hall, a plaque dedicated to General Lincoln quotes his words: "The engraving on monuments does not mark achievement. Only the engraving on the character and competence of our cadets and our young officers counts towards fulfillment of our mission."

3. THE CURRICULUM

“Politics ought to be the part-time profession of every citizen who would protect the rights and privileges of free people and who would preserve what is good and fruitful in our national heritage.”

—Dwight D. Eisenhower

“Call a thing immoral or ugly, soul-destroying or a degradation of man, a peril to the peace of the world or to the well-being of future generations; as long as you have not shown it to be ‘uneconomic’ you have not really questioned its right to exist, grow, and prosper.”

—E. F. Schumacher

How does one think about designing a curriculum for a military academy? Just as there is tension between the demands of liberal education and military training, there are also differing perspectives on what subjects constitute the most appropriate intellectual preparation for commissioned officers.

Four fundamental tensions attend consideration of curriculum structure: (1) the degree to which USMA as an institution should embody a broad, liberal education versus a focused military career-oriented program; (2) the question of what sort of education provides the best foundation for the military career: a broad, liberal program, or a math/sciences/engineering-intensive program; (3) the pedagogical question of which intellectual emphasis is most appropriate for preparing military officers: emphasis on mastery of a particular body of knowledge or emphasis on methodological skills; and (4) the age-old question of how to draw a balance between foundation (core) courses and some degree of study in depth with elective courses. The import of these tensions is reinforced by scarce academic resources—there is a limited number of course spaces and classroom hours in which disciplines can be taught—and the fact that the continuing explosion of knowledge means that in any discipline one is compelled to focus survey courses at an increasingly superficial level. These tensions are important for understanding the evolution and current state of the USMA curriculum. Accordingly, they are discussed further before examining the current curriculum.

The Meaning of Education

Educational Philosophy

The Military Academy must offer an academic program in an environment conducive to professional growth. While much of the prescribed program at West Point parallels

the educational requirements of other professionally-oriented institutions, it is in many ways unique because it must go beyond those to fulfill the special needs of the Army. The academic program of the Military Academy is guided by a philosophy of intellectual development that recognizes goals traditionally associated with any sound

undergraduate education: transmission of basic knowledge in the sciences and the humanities; development of a critical understanding of various methods of acquiring knowledge; encouragement of an ability to reason logically; exposure to moral and ethical problems as a basis for informed individual judgment; development of the ability to communicate clearly and concisely; and finally, stimulation of a lifetime desire for continued intellectual growth through both formal schooling and self-development. Together, these goals contribute to the intellectual development expected of any educated person.

The Military Academy's philosophy of education is further guided by related goals that also reflect its requirement to provide a high quality education in a challenging military environment that will prepare young men and women for the rigors of a career of service in peace or war. These goals include development of the judgment and ethics required of professional Army officers, an appreciation of American society and the role of the military in it, an interest in world affairs, the technical base required to understand both the capabilities and limitations of the tools of the military profession, and a self-confidence based on achievement of the initial competence required for continuing development in a military career. To these ends, the academic program provides a consistent framework within which cadets can develop under constructive criticism, growing in self-knowledge as well as assimilating standards of excellence, both academic and military. The broad plan of study is expected to prepare graduates for the wide range of challenges facing military officers and develop leaders possessing a devotion to duty, a sense of honorable behavior, and a desire to serve their country.

These intellectual goals are essential and are pursued throughout the academic program; they provide the basic frame of reference for instruction. Within that frame of reference, however, the emphasis is on breadth of education to support long-term development rather than short-term, narrow vocational skills. Certainly the fundamental knowledge and skills important to successful completion of the early years of service are provided, but the central concern is to develop habits of critical analysis and intellectual curiosity. Furthermore, intellectual development is intimately linked to development of the strong ethical precepts that are central to the West Point experience. A basic commitment of the intellectual enterprise is an unswerving devotion to truth, which provides an essential basis for the development of integrity and honor.

While few would argue with this educational philosophy, inherent tensions remain that must be resolved in curriculum design. Foremost among these concerns is the ever-present question of what, precisely, constitutes education? Is it the accumulation of a body of knowledge, the development of habits of thought and analysis, or both? This issue subsumes the tensions attending the consideration of West Point as an institution and the West Point education.

Requisites for a Military Career

In his 1988 Sol Feinstone Lecture at West Point, A. Bartlett Giamatti quoted from John Milton's treatise *Of Education*: "I call ... a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices, both private and public, of peace and war." Giamatti noted that Milton's educational scheme had a civic goal as its end; Milton saw the purpose of intellectual training as the making of a citizen who would actively and forcefully

participate in shaping, serving, and protecting the state.

The fundamental rationale for the Academy's curriculum has generally reflected the nation's needs at different points in our history: for technical engineers in 1802, for experts in the art of war and military science a century later, and for professional military officers able to serve in an increasingly varied range of specialties by the 1990s. Despite these changes, the notion that engineering and science are vitally important in the development of professional officers persists. This contention reflects a variety of presumptions: these disciplines are substantively relevant to the Army; these disciplines develop rigorous, logical, problem-solving habits of thought that are essential for Army officers; West Point is the primary source for officers with technical-engineering backgrounds; nearly 200 years of tradition has served the country well—why change?

On the other hand, of course, the domestic and international environments in which the Army is charged with executing its missions have changed enormously—first, since the end of the Cold War and later, many argue, immediately following the attacks of 11 September 2001. The complexities, interdependences, and dynamics of these changes stimulated an explosion of questions and challenges for future Army officers.

Accordingly, one can easily make an argument for a wide variety of academic curricula, all of which inevitably will be frustrated by the impossibility of allocating a limited number of course spaces so as to span all competing demands: provision and development of a foundation knowledge of the wide variety of disciplines (in the basic sciences, applied engineering to include engineering design, humanities, and social sciences); development of professional skills

(in military science, military history, leadership, and physical education); and provision of opportunity for some degree of academic specialization. This absolute constraint confronts all attempts to resolve these curricular tensions.

Although few would take issue with the postulate that a West Point education should aim for “intellectual excellence,” there is substantial room for disagreement on how to get there. These fundamental tensions—including the precepts of liberal education and the requirements of basic military education—can be managed, but are unlikely to ever be totally resolved. As Samuel Huntington observed in *The Soldier and the State*, the service academies “still try to combine both a general, liberal education and a basic military education into a single program.” This inherently difficult task is further compounded by the absolute constraint of a limited number of course spaces.

Evolution of the USMA Curriculum

The Early Years

West Point's initial claim to educational prestige derived from its success as an “institute of technology” in which science, engineering, and systematic pedagogical techniques were featured. Over the years the academic structure and curriculum were gradually expanded:

- 1803 – drawing and French;
- 1816 – English, philosophy, ethics, geography, military instruction;
- 1818 – chemistry;
- 1834 – military history and strategy, Spanish.

By 1900 courses representing almost all currently-offered disciplines were part of the USMA curriculum.

1950 – 1983

Curricular change was minimal during the 1900 – 1950 period. By the 1950s, the curriculum featured 48 core academic courses. No electives were offered for cadets of advanced standing or who had validated course.

In 1960, Superintendent LTG Garrison Davidson instituted a revised curriculum in which advanced standing and elective courses were offered. The number of electives available to a cadet gradually increased to four by 1969. The rationale for the specialization theme of this significant change is instructive:

- the Army's technical requirements;
- Army research and development needs;
- Economic-political expertise.

It is clear that the fundamental curricular tensions were reflected in this “liberalization” rationale in the 1960's.

By the mid-1970s, the curriculum featured 48 academic courses (42 core, plus 6 electives) and 4 course-equivalents of military science and physical education. Electives were selected to align with general guidelines by area of study. In addition, a “generalist” area of study existed.

Although curriculum reform proposals were developed in this period to resolve perceived weaknesses (e.g., cadet over-subscription of the generalist area of study, scheduling difficulties, and concern for the quality of certain basic science course sequences), reform remained elusive until the series of in-depth curricular studies following the 1976 honor scandal. Two years of intensive study of

curricular issues resulted in major changes in 1978:

- the core structure was reduced to 30 courses;
- the generalist area of study was eliminated;
- electives structure requirements were tightened, based on fields of concentration (6 field electives, 2 associated electives, 2 free electives); and
- scheduling factors were revised to reduce the aggregate academic load and to open larger, continuous blocks of time for cadet discretionary use.

Before transition to this 1978 curriculum was completed, two follow-on revisions occurred. The first curriculum revision instituted a tracking system in which cadets selected a Math, Science, and Engineering (MSE) or Humanities and Public Affairs (HPA) program featuring appropriately-tailored core and elective courses. In addition, area courses were designed to span the generalist-specialist tension, and second semesters of military art and law were incorporated into the core program. The second curricular change, adoption of an optional academic majors program, was approved in early 1983.

1984 – 2018

The curriculum adopted in 1983 remained the governing framework for over 30 years, guiding cadets through the USMA Class of 2018. It had two primary structural features. The first was a solid core of twenty-six courses that the Academy considered essential to the broad base of knowledge necessary for all graduates, to include courses in the sciences, technology, and mathematics (STEM) and the humanities and social sciences (HSS), and a core engineering sequence for those who did not choose a major

in engineering. This core curriculum, when combined with physical education training and military science, constitutes the Military Academy's "professional major." The second structural feature is the opportunity to specialize and explore an area in depth through the selection of an academic major. This portion of the curriculum is supported by 10 – 18 courses. A small number of minors programs also exist, including two run by the Department of Social Sciences: Terrorism Studies and Grand Strategy.

The Curriculum Today

In 2013, the Academic Board recommended and the Superintendent approved new Academic Program Goals. In the two years that followed, key leaders from across USMA participated in efforts to adjust the curriculum to best achieve these new goals. While retaining a broad, liberal education, this curriculum change effort also sought to do the following: more deliberately integrate the cadet experience and enhance interdisciplinary learning opportunities; provide more choice to encourage greater cadet ownership; give cadets more opportunities to reflect; and maintain breadth while improving depth.

The new curriculum that reflects these goals went into effect with the Class of 2019. Major structural features of the new curriculum include: some modification to the core courses required of all cadets, while it retained a robust set of courses across the STEM and HSS fields as well as the three-course engineering sequence; the addition of a sequence of three courses that will complement the ten courses cadets take within their academic major; the inclusion of a capstone officership course in the core curriculum; the addition of a writing-across-the-disciplines program; and integrative threads

focused on Region-Culture, Gender, Sexuality, and Respect, and the Study of War.

Within the core, the mathematics, science, and engineering sequence provides each cadet with a fundamental knowledge of the experimental and analytic techniques of the basic sciences. This sequence begins in Fourth Class year with two semesters of mathematics and one semester each of chemistry and physics. It continues in Third Class year with another semester of mathematics, a second semester of either physics or chemistry or a semester of biology, and physical geography. The core curriculum also includes two cyber courses designed to ensure that every academy graduate has a strong grounding in information technology.

Additionally, the core curriculum includes strong pre-professional sequences in social sciences, behavioral sciences, and history to develop an awareness of the people, government, and society that the commissioned officer will serve. This sequence begins in Fourth Class year with a semester of military history – The Army of the Republic: Leading Citizen-Soldiers – and a semester of either U.S. or regional history, and one semester of psychology. It continues in Third Class year with one semester each of political science, philosophy and ethical reasoning, and economics. Second Class year includes one semester of international relations and one of military leadership. In First Class year cadets take a one-semester course in constitutional and military law and a second semester of military history. Finally, First Class cadets take a capstone course in Officership, which provides them an opportunity to draw from across the curriculum and focus on a range of professional topics just prior to commissioning as Second Lieutenants.

The West Point Writing Program is an integrated program across the curriculum aimed at producing a higher level of competence in written and oral communication skills, which begins with English composition and literature courses and continues with at least one major writing requirement in the core program each year and one writing intensive course in each academic major.

Most cadets will begin their study of a foreign language in Third Class year. If a cadet expresses an interest in foreign languages as a major, however, the sequence may be started in Fourth Class year. All cadets will take at least two semesters of one of the seven foreign languages offered. Course work will present perspectives from another culture, develop the ability to learn another language, provide an introductory level of proficiency, and provide a firm foundation for further language study.

The structure of the core curriculum provides a common core experience for most cadets. Individual adjustments can be made based on specific needs and capabilities, so cadets are encouraged to work closely with academic counselors when designing their academic programs.

Evolution of the Department of Social Sciences Curriculum

The Department of Social Sciences at West Point does not embody all of the academic disciplines commonly subsumed under that title. Indeed it was not until 1947 that the title of Department of Social Sciences emerged to replace the more unwieldy, but perhaps more descriptive, title of Department of Economics, Government, and History (1921-1947); itself a lineal descendant of the Department of English, History, Economics and Government (1910-1921). Today, the Department of Social Sciences, the

fourth generation progeny of Sylvanus Thayer's Department of Geography, History, and Ethics, shares the responsibility for teaching social sciences at West Point with the Department of Behavioral Sciences and Leadership and the Department of Geography and Environmental Engineering. The Department of Social Sciences assumes responsibility for the disciplines of economics and political science, while Behavioral Sciences and Leadership is responsible for psychology and sociology.

Although the Department's name has undergone metamorphosis, and functions and responsibilities have been defined and redefined, the changes represent less a narrowing of scope of interest than a necessary accommodation to the virtual explosion of knowledge within the social sciences in the past half-century. Almost forty years ago, General "Abe" Lincoln observed that his predecessor, General Herman Beukema, had accepted from the first Department head, Colonel Lucius Holt, "the premise that the Department for which he was responsible could not be static, but must, in its field, meet changing forecasts of our national security needs." This philosophy has remained the watchword of the Department.

Today the curriculum and activities of the Department of Social Sciences reflect a continued commitment to ensure that each cadet develops those necessary capabilities—intellectual and professional—that will allow the mature and thoughtful exercise of his or her individual responsibilities as a citizen and officer. To this end, each of the courses offered by the Department is designed to give an understanding of the subject matter covered, to present the methodology for conceptualizing and analyzing problems in these areas of knowledge, and to indicate the relationships of each of these courses to the cadet's future.

The Department of Social Sciences teaches three prescribed core courses. Cadets are introduced to the study of the social sciences in their Third Class Year when they take a two-semester core course sequence consisting of American Politics and Economics. The American Politics course introduces students to the nature of politics, government, and political science. The course begins with the study of the constitutional foundations of American government and then examines political participation, political institutions, and policy-making processes. The course is designed to provide all graduates with a basic understanding of human behavior, especially with respect to the importance and limitations of military power and its subordination of the military to the civilian authority. Included in this is the necessity for understanding how decisions are made in a constitutional democracy such as ours and how individuals, organizations, and societies make decisions to allocate scarce resources among competing demands.

The standard course in economics presents the basic principles of economic analysis and their application to contemporary economic problems and supports the further study of economics and related disciplines in the social sciences. The course is organized into two general sections: microeconomics, outlining basic theory of allocation by supply and demand in a market economy and relating this theory to contemporary issues; and macroeconomics, surveying the theory of aggregate economics and illustrating the application of macroeconomic theory to public policy in the American economy. Cadets examine the implications of economics for national security and acquire the ability to use economic analysis to improve the decisions they will make as Army officers.

International Relations is the third core course taught by the Department and is normally taken during the Second Class Year. The objectives of this course are to provide cadets with an introduction to the fundamental concepts of international politics and the analytical tools necessary to evaluate “why states do what they do” and to understand patterns of conflict and cooperation in the international system. In accomplishing these objectives, SS307 builds upon the academic training cadets have already received through their work in history, English and philosophy, economics, and political science courses. Emphasizing intellectual and cultural pluralism, SS307 focuses on the value of self-consciously applying different theoretical perspectives to international events to obtain improved understanding. Cadets examine key issues such as the consequences of anarchy, the role of power, the use of force, international trade and markets, foreign policy making, and the influence of culture in international affairs.

In addition to the three core courses, the Department offers majors programs in economics and political science (American Politics and International Affairs), as well as minors in both Terrorism Studies and Grand Strategy.

Conclusion

The current Redbook provides complete details on the USMA curriculum, Department majors programs, and course offerings. The Redbook will continue to reflect changes in course offerings and program structure of every area of academic endeavor at West Point, and it is the authoritative source of information on the USMA academic program. Every member of the Department should be familiar with its contents.

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4. THE FACULTY

“Surround yourself with the best people you can find, delegate authority, and don’t interfere.”

—Ronald Reagan

Some years ago the slogan of one of America’s leading manufactures was “Progress is Our Most Important Product.” Paraphrasing those words, within the Department, “People are Our Most Important Product.” Individually, each of you represents the outcome of a careful process of screening and selection that involved reviewing literally hundreds of records and competition against some of the most highly qualified officers in the Army and civilian faculty from throughout academia. For some, selection probably represented the culmination of an extensive period of correspondence commencing almost immediately upon graduation from USMA. For others, it represented a less extensive, but no less illuminating, correspondence that began as the Department sought highly qualified officers with sources of commission other than USMA. The civilian faculty members who have been selected to join the Department have all undergone a different, but equally rigorous, competitive, and demanding selection process. In all cases, your selection represents the considered judgment that you possess and exemplify the very intellectual, professional, and ethical qualities we hope to instill in our students.

Structure

When you joined the faculty of the Military Academy, you joined both a military and an academic institution. As a military institution, West Point has an obvious military structure. However, the Academy also is organized as an academic institution. Not surprisingly, therefore, there also exists an academic hierarchy that is superimposed upon the existing military structure. In most cases there is a close fit between the two structures, but on occasion the structures are not coincident. In these instances, the academic hierarchy, in recognition of our primary mission, will generally take precedence. As a member of this faculty you are part of both hierarchies.

Functional Area Designations, Academic Titles, and Duty Positions

Functional Area designations, academic titles, and duty positions have clearly distinct differences that are important for faculty

credentialing and promotion. To clarify this structure, a brief description of each element follows [for a more thorough description see Dean’s Policy Operating Memorandum (DPOM) 5-3].

Functional Area Designations:

These are military career field designations applicable to Army officers.

1. Professors, USMA. The Department of Social Sciences is authorized two Professors, USMA. These individuals serve as the Head and Deputy Head of the Department. Professors, USMA, are appointed by the President with the advice and consent of the Senate and may serve until reaching mandatory retirement at 64 years of age. Assigned to functional area 47A, they wear the branch insignia of USMA. They typically serve as the senior raters for officers in the Department of Social Sciences.

2. Academy Professors. Academy Professors are selected by a selection committee and approved by the Academic Board and Department of the Army. Generally officers selected as Academy Professors may serve until reaching mandatory retirement. Academy Professors assist the Head and Deputy Head of the Department in the oversight of the Department curriculum, in directing and developing the junior faculty, and in the management of designated extracurricular activities. Academy Professors serve as raters for instructors and assistant professors and are assigned to Functional Area 47J.

Academic Titles:

These reflect academic qualifications and denote academic rank, not duty position.

1. Professor of Discipline. Faculty members holding this rank provide leadership to academic programs. General qualifications for initial appointment as Professor are normally an earned doctorate, approximately six years of exemplary full-time college-level faculty experience at the rank of associate professor, an established record of scholarship and college-level teaching excellence, and extensive involvement or contribution in service activities.

2. Associate Professor. General qualifications for initial appointment as an Associate Professor are normally an earned doctorate, approximately six years of outstanding college-level teaching experience, a sustained pattern of scholarship, and evidence of a pattern of involvement in service activities.

3. Assistant Professor. General qualifications for initial appointment as an Assistant Professor are normally an earned doctorate or an equivalent degree (LL.M. or J.D.) and

a strong commitment to outstanding teaching, scholarly achievement, and service. General qualifications for promotion to Assistant Professor will include evidence of excellence in teaching, cadet development, and scholarly achievement beyond the master's degree. Frequently instructors who have demonstrated excellence in teaching, cadet development, and scholarship are nominated for promotion to assistant professor before their departure from West Point.

4. Instructor. General qualifications for initial appointment are normally an earned master's degree and a strong commitment to outstanding teaching, scholarly achievement, and service to the Military Academy.

Duty Positions:

There are a wide range of duty positions that faculty members in the Department fill. These positions include: The Department Head and Deputy Head, Executive Officer, Program Directors (also known as stem heads) for American Politics, International Affairs, and Economics; Program (Stem) XOs (who usually also serve as the course directors for each respective core course), Academic Counselors, Director of the Office of Economic Manpower and Analysis (OEMA), and the Director of the Combating Terrorism Center (CTC.) Other duty positions include those held by Adjunct Faculty, Individual Mobilization Augmentation (IMA) officers, and the distinguished chairs of endowed programs within the Department (CTC, the Melcher Family Senior Fellow, and the McDermott Chair in Humanities and Public Affairs).

Selection Criteria

The selection of future faculty is among the most important responsibilities of the senior faculty. This process is challenging because

the quality of the applicants for the 12-14 positions available annually is uniformly high. Accessions to our military faculty can generally be divided into two categories. The first category includes applicants who already possess a graduate degree in an appropriate discipline and are seeking direct appointment to the faculty. The second includes applicants seeking selection for the fully-funded graduate education program, with subsequent duty in the Department. In the normal course of events the majority of the officers arriving in a given year will have come through the latter of these two routes. In either case, the criteria for selection include the following:

1. Military performance. During the selection process the Department normally reviews all evaluation reports. Selectees must be highly competitive in their branches and capable of serving as effective role models for cadets.

2. Academic preparation and/or ability to complete graduate education successfully at the best academic institution available. Among the factors considered are:

- Undergraduate (Graduate) Transcripts
- GRE/GMAT scores
- Letters of recommendation
- Publications

3. The third major requirement is professional development. Duty with the Department of Social Sciences should contribute to the continued professional development of the officers assigned. Care is taken to ensure that officers selected will be able to meet the important gates to remain competitive within their branches. In practical terms this requirement means that officers selected for the fully-funded program are normally chosen between their fifth through seventh

years of service. Somewhat more flexibility exists for the selection of direct appointees, but we also exercise care to ensure that these officers, particularly in the combat and combat support arms, retain sufficient time to serve with troops as a field grade officer.

4. Recommendations from the field. Every applicant is asked to provide at least two recommendations from individuals who have served with or taught the officer. Particular attention is placed upon the ability of the officer to teach, mentor, and work with peers. Evaluations by Department alums are particularly valuable, since Sosh alums usually best understand our requirements.

Selection criteria for civilian professors focus on scholarly achievement, demonstrated teaching ability, collegiality, potential for academic promotion, and commitment to service and cadet development.

Preparation Prior to USMA Assignment

Once the prospective uniformed instructors have been chosen and approved by HRC, the personnel officer, in conjunction with the appropriate program director, begins the process of coordinating applications to appropriate schools. Schools are chosen on the basis of the strength of their graduate programs, the extent to which these programs meet Department requirements, and the desire to ensure a variety of experiences among our incoming faculty in each of the disciplines we teach. The schools we use include most of the Ivy League universities, MIT, Johns Hopkins, Chicago, Michigan, Duke, Stanford, UC Berkeley, Cornell, and Georgetown. Based upon our disciplinary needs and the desire to achieve program diversity, we encourage officers to develop a list of four or five schools to which to apply. One school must be a low-cost school—

which is often a state school in the officer's home state. This requirement is not meant to discourage applicants from indicating other schools that they might wish to attend. Ultimately, however, for the reasons stated above, the final decision as to whether a program is acceptable resides with the Department.

Under the fully-funded program, officers are normally sent for two years of graduate education to complete a Masters degree program. Because these officers are preparing to assume the role of college instructors, their programs should be designed to take maximum advantage of the time allotted and to gain the widest possible academic exposure. The primary focus of the prospective instructor should be on the seminal courses in the given discipline in order to be able to successfully teach the core courses at West Point. While most instructors ultimately will teach one or more of the Department's elective offerings, everyone will teach a substantial load in the core programs. Preparing to accomplish this task should be regarded as the primary mission while at graduate school.

From the standpoint of the Department mission, flexibility is enhanced, and the cadets are far better served, by a faculty possessing a strong interdisciplinary focus and a firm grasp of the relevant theoretical material in political science, comparative politics, international relations, and economics, as opposed to a faculty with a highly specific and narrowly defined expertise in some relevant sub-discipline. While individual degree requirements may preclude solid grounding in all of the sub-disciplines mentioned, officers should try to obtain a broad foundation in more than one discipline. Summer courses often provide an important opportunity to broaden one's curriculum.

Officers who are selected to attend graduate school for two years may decide to pursue a course of study leading to an "all but dissertation" (ABD) status in a PhD program.

This course of action may require the applicant to seek entry into the PhD program initially—although some schools require or allow subsequent entry from the masters program. Most PhD programs provide for the awarding of an interim Masters degree or Masters of Philosophy for students who have attained ABD status. Over the last several years, approximately one-fourth of the rotating military in the Department of Social Sciences has been actively involved in some aspect of a PhD program.

Each program selection should also reflect the desires of the individual officer. It is important that these decisions are made collaboratively with the appropriate program director. We encourage officers in school to stay in close contact with the Department and to keep us advised of progress. Each semester the Department requires a formal report of courses taken, grades received, and proposed courses for the next semester. These reports help the Department forecast teaching assignments and alert the senior faculty to potential gaps.

New Instructor Orientation

For most instructors, arrival at West Point represents the first plunge into college-level teaching. Even for those with prior teaching experience, teaching in the Department requires mastering the intricacies of both the Department's and the Academy's academic administrative systems. Despite your substantial academic preparation—and your obvious capabilities to meet the challenge—you may be somewhat anxious about this new endeavor. New Instructor Orientation (NIO) is designed to minimize these anxieties. In general, it is designed to familiarize

you with the Department, the USMA curriculum, and the Military Academy as a whole. Among the specific areas that will be covered are:

- Techniques of teaching
- Classroom procedures and administration
- Organization and standing operating procedures of the Department
- The Honor Code and Honor System
- The cadet and the contemporary Academy environment
- The West Point curriculum

Many of the briefings will be open to spouses and we encourage them to attend. There will also be several opportunities to meet the senior faculty socially.

The NIO program, conducted in three phases, is approximately four to five weeks long. The first phase consists of Department-run orientations and panels and is designed to familiarize incoming instructors with the Department, the curriculum, the academic support facilities, and cadet life, particularly as it relates to academics. The second phase consists of formal USMA briefings conducted by members of the West Point Staff and will focus on life at West Point. Inevitably, there will be some redundancy between these two phases, but every effort is made to ensure that the time is productive. The USMA-level briefings also include an opportunity to observe cadets during summer training. The last phase is focused on preparation to teach. This phase is conducted under the direction of the course directors and focuses on teaching skills and insights. This phase includes opportunities to practice teach and course orientation.

Major Additional Duties

Your primary responsibility while assigned to the Department of Social Sciences will be teaching in the classroom, and in a broader context, participating in all those activities that relate to the education and development of the students in our charge, to include support of extracurricular activities (see Chapter 11). However, you also will be required to perform other major additional duties. Some of these duties, like summer military details, are directly related to the Academy mission to train cadets for a career of military service, and to our own implicit mission of continued professional development; others are more directly related to the operation of the Department and our immediate academic mission. All play a critical role in the accomplishment of our overall mission and require the same enthusiasm and level of professional commitment associated with our primary responsibilities. Briefly described below are the major additional duties performed by faculty members:

Summer details. All military faculty members can expect to be assigned to a summer detail in support of Cadet Basic Training (Beast Barracks), Cadet Field Training (Camp Buckner), Cadet Leadership Development Training (CLDT), Summer Term Academic Program (STAP), or other Academy summer requirements. Generally this detail will be performed at the end of the first academic year on the faculty. Uninformed faculty members should plan to schedule continuing academic requirements or research during their second summer at West Point. Summer details generally range from 30 to 45 days in length and occur at different periods throughout the summer.

Functional Requirements: The Department of Social Sciences is one of the largest academic Departments at West Point, and, in

In addition to teaching, all faculty members are involved in its functions in some manner. Additional duties usually are not assigned until after a faculty member has served at least one semester. While most of these responsibilities are not particularly onerous in terms of time, they do require attention and continuity if Department operations are to be conducted smoothly.

Individuals with an interest in a particular area are encouraged to volunteer for related duties. Among the major Departmental duties that must be performed are:

- Executive Officer
- Core Course Directors/ Stem XO
- Academic Counselors (See Ch 4)
- Scholarship Team Member
- Resource Team Member
- AIAD Coordinator
- SCUSA Executive Secretary
- SCUSA Deputy Executive Secretary
- Senior Conference Executive Secretary
- Senior Conference Operations Officer
- Aide to McDermott Chair
- Debate OIC
- Domestic Affairs OIC
- Model UN OIC
- Investment Club OIC
- International Affairs Forum
- Personnel Officer
- Faculty Seminar Coordinator
- Social Activities, Various

External Taskings. Periodically the Department also will be tasked to provide officers to perform a myriad of related military functions. These taskings include reports of survey, selection boards, formal inquiries, inventories, Survival Assistance Officer, etc. Assignments to these tasks are made by the

Executive Officer in coordination with the Department leadership.

Development at West Point

Upon assignment to the Department, you will be placed by the Personnel Officer against a designated TDA space. Within the Department TDA, the Department will assign military faculty against either an 01A position (branch immaterial) or against a position associated with a specific functional area. The Department has positions associated with 45 (Comptroller), 48 (Foreign Area), 49 (Operations Research and Systems Analysis), and 59 (Strategic Plans and Policy). Every effort will be made to assign you to a position that supports your personal career plan. You should make your preferences clearly known, and we will make every effort to accommodate your needs.

Beyond the issue of specialty alignment, however, there is much you can do during your tour in the Department that can serve as a link to secondary specialty development. Additional duties, extracurricular activities and summer assignments may all help in this regard. A number of officers have been able to bolster their secondary development by summer assignments that include FAO-sponsored foreign area travel, positions in the Pentagon or other Washington assignments, and troop assignments with units in the field. Consistent with the earlier comment about summer duties during the first summer, the Department will assist in every way possible to identify meaningful summer positions during the second year. As a general rule, officers should seek outside funding as they craft their summer opportunities beyond USMA. There may also be opportunities at West Point for secondary specialty improvements such as language training for foreign area officers or work on some aspect of Department research such as the analysis

being done in the Department's Office of Economic and Manpower Analysis or Combating Terrorism Center. The responsibility for identifying and developing these opportunities resides primarily with the individual officer, but members of the Department's senior faculty are glad to assist.

Continued faculty intellectual development is obviously an essential component of an open, inquiring academic environment. Such growth is also a major component of professional development. Within the Department there are numerous opportunities to participate in individual or on-going research projects. There is also an active colloquium/ seminar program that taps the expertise of our own faculty as well as many of the prominent visitors who come to West Point. Both these programs are discussed in greater detail in Chapter 10.

The Department also encourages faculty to participate in academic conferences. Conferences are an important link to academia and serve the dual purposes of faculty development and outreach. Participation is normally on a TDY basis. Because of the restricted nature of TDY funds, however, priority is given to those who are presenting papers, serving as discussants, or participat-

ing in some capacity beyond mere attendance. Requests for TDY should be identified as early as possible, coordinated with the appropriate program director, and submitted through the budget officer to the Executive Officer.

Service on the USMA faculty is an extraordinary opportunity to contribute to the central mission of developing outstanding future Army officers. It is also a time of unusual professional growth. As officers move from company-level responsibilities in their primary branch through West Point to subsequent assignments, the range and orientation of future responsibilities changes dramatically. Service on the faculty provides a rare chance to reflect on future professional choices and to combine academic insights with professional experience.

Within the Department of Social Sciences you will find an environment that encourages you to reach your full potential as a teacher and an officer. Our expectation is that you will embrace this opportunity to expand your ability to make future, significant contributions to the Army and the country through your future service. You will, of course, be the final judge of your own performance. We suspect that you will never have a tougher rater.

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5. COUNSELING CADETS

“The greatest good you can do for another is not just to share your riches but to reveal to him his own.”

— Benjamin Disraeli

Counseling is a natural outgrowth of knowing, taking an interest in, and dealing with cadets as individuals. Its object, simply stated, is to help the cadet to improve. The professional counseling provided by instructors with recent experience in Army units is a major reason for West Point’s largely military faculty, though cadets also have much to learn through the mentorship provided by our civilian faculty members. You will be involved in counseling cadets in matters of individual, academic, and general professional development. Besides questions about branch and assignment selection, cadets are extremely interested in their instructor’s comments concerning military schools, recent assignments, and the experiences of families in the Army. Counseling actions may take the form of anything from a formal meeting to a quick word in the hallway after class. Obviously, the correction of a cadet lapse from desired standards should be prompt, positive, and above all constructive. However, you are encouraged to counsel cadets concerning exemplary behavior as well. Faculty members at West Point are professional role models for cadets both in and out of the classroom.

Overview

Counseling is a vital part of teaching. It is extremely important that faculty members be alert for students who have special problems. Usually, faculty members are the first to notice changes in cadet performance. Academic difficulties often reflect deeper personal, professional, or even medical problems, and you should be alert for symptoms such as sharp changes in class performance. Some cadets will seek anonymity in class. Careful counseling will help to draw them out and improve the atmosphere for the entire class. You should be aware of potential obstacles to open communication and attempt to find ways to break down those barriers.

Your effectiveness as a counselor can be greatly facilitated by accessing academic data files through the Academy Management System (AMS) Staff & Faculty Portal.

This system is designed to provide the academic Departments and tactical officers the ability to monitor cadet grades in a manner that is responsive to counseling and management needs. If you identify a cadet having problems in your course, it is possible to review the cadet’s grades in all classes and determine if the difficulties are localized or more widespread. It is also possible to review academic performance from previous semesters to pinpoint areas requiring special work or assistance.

Take the time to find out what is happening in the Corps. Be on the lookout for developing patterns both inside and outside the classroom that could impact on your teaching responsibilities, the honor system, or the Military Academy in general. It is important that you get to know your students as individuals as well as cadets. Feel free to talk to the cadet’s tactical officer (TAC) if you are unable to determine the origin of a problem.

after meeting with the cadet. An early dialogue should be established with the TAC of a cadet that becomes deficient during the semester. Many times a TAC will give you insights that will help explain poor performance or a sudden change in attitude. Junior faculty members should confer routinely with Academy Professors and/or senior civilian faculty to discuss sensitive cadet issues or to draw on the experience of a Department member who has faced similar problems in the past. Breach of regulations, improper appearance and bearing, demonstration of a surly or lackadaisical attitude, or apparent lack of professionalism definitely warrant the counseling of a cadet. An admonition by the instructor is oftentimes more effective than the impersonal cadet observation report, especially for first and minor offenses. Again, a call to the TAC is always a good idea.

General Academic Counseling

The Academy's mission, your position as role model, and the intricacies of cadet life naturally will expand your duties as a counselor outside the classroom. You will have many formal and informal opportunities to work with cadets throughout the duration of your tour at West Point. One of the most important mentoring contributions you can make for the institution, the Department, and individual cadets is the area of general academic counseling. As previously stated, the primary mission of every faculty member assigned to the Department is teaching cadets. That responsibility includes not only presenting substantive course material but also providing advice on continuing intellectual development in other courses or private study. Individual instructors are normally the first contact a cadet has with the Department; you will be asked many general ques-

tions about elective offerings, individual disciplines, and the Academy's academic program.

Prior to the first day of class you should review your NIO materials provided by the Department Academic Counselors (DAC) on the general academic program and the courses and programs offered by the Department. This review can be accomplished by reacquainting yourself with the Redbook, the source document for the academic program. Take the time to work through the details of designing the program you would take as a cadet. The two major academic decisions faced by a cadet are made during the first three semesters. The first is the major decision completed in the spring of Fourth Class Year. The second is the engineering track decision (cyber, infrastructure, systems, nuclear, robotics, or environmental), made in the fall of Third Class Year. Normally changes made during the subsequent years only serve to fine tune existing academic programs. In addition to the academic counseling provided by instructors, the Department Counseling Office and the Company Academic Counseling Teams (CACs) assist cadets in making these important decisions and help monitor their academic development.

Department Academic Counselors

Department Academic Counselors (DACs) serve as in-house experts concerning all aspects of the curriculum. If a cadet has a question you cannot answer or one that requires a second opinion, you may want to talk to a Department counselor. The West Point curriculum is too complicated for anyone to have a ready answer to every question. As with academics, the important thing to remember is always to help the cadet find an answer. The counseling program is designed to ensure cadets, particularly

those pursuing a field of study or associated major sponsored by the Department, meet core course graduation requirements and select courses within their majors that are most closely aligned with their academic interests.

The weight of the advising load on the DACs is seasonal, peaking with the selection of academic majors. The semi-annual enrollment check period is also a busy time as counselors check academic programs for graduation requirements and recommend adjustments.

In addition to their roles as advisors, the DACs serve as the Department's liaisons with the Office of the Dean for most academic activities requiring coordination with that office. They are responsible for publishing Department supplements to the Redbook that outline recommended core and elective course sequencing for fields of study and associated majors offered by the Department in economics and political science. Those guides have proven to be invaluable counseling aids for instructors and counselors alike. Additionally, the counseling office is the Department center for the following functions:

- Maintenance of an electronic academic program file (8TAP) for each cadet pursuing a major or minor in the Department.
- Assisting Company Tactical Officers in monitoring the progress of cadets experiencing academic difficulties. At graduation a cadet must have a 2.0 cumulative quality point average (QPA). The Redbook specifies benchmarks for each cadet across all four years.
- Initiation of procedures necessary for validation of Department courses.
- In conjunction with program directors, the coordination of all scheduling activities to include: course hour, section, and

classroom assignments; course add/drops; term end exam scheduling and administration; and providing statistical data for use in course and scheduling support.

Company Academic Counselors

The Company Academic Counselor (CAC) helps Fourth class cadets understand and make decisions with regard to their academic schedules. There are many reasons for a robust CAC program, but two of the most important are: first, early, informed, and comprehensive academic counseling services are demanded by the structure of the curriculum and the important engineering sequence selection; second, participation in the CAC program contributes to faculty development. Those who serve as a CAC discover that questions about the curriculum are second only to those concerning individual course work. In addition, CACs acquire an in-depth understanding of the Department's programs and courses and become articulate advocates of the West Point education, to include its applicability to service in the Army as a commissioned officer.

CACs have the greatest impact on the academic programs of Fourth class cadets. Choices pertaining to the selection of academic majors and engineering sequences, and the subsequent design of academic programs, are among the most important cadets make while at the Academy. The Department's counseling program is designed to allow CACs to play the leading role in all three of these decisions. One of the primary responsibilities of the Department counseling office is to assist CACs at all stages of this process.

Other Cadet Programs

In addition to formal and informal academic counseling there are other voluntary programs that allow officers the opportunity to work with cadets outside the classroom. The Fourth Class Sponsor Program involves the assignment of Plebes to mentors who are USMA staff and faculty members. Participation is voluntary for both cadets and mentors, and the program attempts to match cadets with sponsors who have similar interests. The key element of the program is the opportunity for cadets to interact with professional mentors in a home environment.

Within the Department of Social Sciences, the various activities discussed in Chapter 11 offer instructors the opportunity to get involved in an activity with an academic orientation. They include Debate, Domestic Affairs Forum, Investment Club, Model UN, International Affairs Forum, and the Student Conference on United States Affairs

(SCUSA). These activities provide officers and cadets the opportunity for out-of-class contact oriented toward an area of shared academic interest.

Outside the Department there are opportunities to engage in a wide range of activities with cadets—clubs, sports, Character Program education, and an array of tailored mentoring programs. You should take time to examine what USMA has to offer cadets—in and outside of the classroom—before you chose where to get involved.

Conclusion

Academic counseling is a vital component of teaching, our primary mission. Counseling, in all its various forms, is a part of everything we do in the Department. Professional counseling is an inherent mission of West Point's faculty. Get to know cadets as individuals, be alert to potential problems, and enjoy the chance to work closely with some extraordinary, gifted, and motivated young men and women.

6. THE ART OF TEACHING

“Treat people as if they were what they ought to be and you help them to become what they are capable of being.”

— Goethe

The Department’s teaching mission is set within the context of a larger environment designed to develop the character of each cadet and to inculcate attitudes and patterns of behavior central to the duties of public leadership. West Point is an educational institution, but it is also much more than that. It has a special purpose: to provide officers for the U.S. Army and leaders for a lifetime of service to the country. Our activities must educate cadets in the disciplines we teach in a way that contributes to the attainment of this purpose. Along with our colleagues across the Academy, we should seek to foster in cadets the traits of courage, wisdom, self-restraint, just dealing, and moral and intellectual strength. Each of these virtues is part of the leader of character West Point seeks to produce.

Two points follow from this context and give shape to our teaching efforts: (1) the work of many departments and activities contribute to the overarching Academy mission; and (2) the experience at West Point exercises cadet abilities in many areas of endeavor, placing heavy and diverse demands on cadet time in ways not normally found in civilian institutions. For teachers in the Department of Social Sciences, this special environment means that cadets bring to our classrooms a wide exposure to instruction in many fields and proven or maturing abilities in activities apart from academics. We should seek to build upon these shared cadet experiences as we help cadets to see how their time with us fits into the total program at West Point.

The Teacher’s General Orientation: On Learning

Jacques Barzun has written in *Teacher in America* that teaching is best understood as an intellectual encounter in which one mind seeks to modify another: from the teacher the student absorbs substantive knowledge but also, beyond that, acquires disciplined habits of thought, reflection, and attentiveness. In the process, with considerable effort from both teacher and student, the latter becomes more learned and, additionally, develops the intellectual tools and attitudes that will enable the student to continue to progress after being left to his or her own devices.

This notion of teaching is, of course, the ideal, and an abbreviated outline of it at that. To help translate it into practice—into some more concrete explanation of what teachers do—it may be helpful to understand, first, what learning is. There are several kinds of learning that professional educators seek to promote. First, there is the learning of facts, which includes the obtaining of verifiable information through observing, experiencing, reading, or listening. We hope, obviously, that our students will learn the basic factual information that concerns each of our disciplines. Some of this information they will have acquired elsewhere, from earlier studies in high school or college or at USMA. But a good deal of our effort will be devoted to teaching at this level.

Second, there is concept learning, or the learning of information that is not verifiable except by pre-arranged, culturally derived definition. This kind of learning involves the naming and grouping of facts, the organizing of knowledge into useful bundles by means of intellectual abstractions.

Third, there is principle learning, which involves the derivation of “rules” that deal with cause and effect. Students are exposed to propositions and theories, built from concepts, which explain the realities with which we are concerned.

A fourth type of learning, attitude learning, involves the self-conscious development or adoption of a mental set or position about facts, concepts, theories, and action. It also entails awareness of how that mental framework was derived, as well as the ability to evaluate it, or to know its limits.

Finally, skill learning develops skills in the analytical methods used in the disciplines we teach, acquainting students with their strengths and limitations.

Clearly we hope to work with students at all these levels, fostering intellectual growth at each one. Still, what should teachers do in particular courses, and in particular lessons, in order to accomplish their goals? How do teachers conceive of their practical task? What action-oriented goals do they have in mind, beyond ideas about the levels of intellectual activity at which attentive and diligent students will operate?

Speaking again in unavoidably general terms, the following formula may be suggestive: the teacher’s mission is to expose the students to the substance treated in the course and to help them to think about it. For each cadet, the instructor attempts to close the gap between the student’s entry

posture —initial knowledge and reasoning ability —and the ultimate goals of mastery of the subject matter and detached, critical, disciplined, thinking about that material.

To enable students to achieve mastery over subject matter, the Department as a whole must lead its students through the data with which our disciplines are concerned, exposing them to the major organizing concepts, propositions, and theories already developed by specialists, and acquainting them with the major methodological approaches those specialists have used. In the final analysis, this process is one of putting the cadets in touch with the great ideas and minds in each area. In addition to the types of learning noted above, we hope to develop capacities in creative thinking (the ability to recognize relationships that lead to new ideas), logical thinking (facility in creating hypotheses and detecting fallacies), and critical thinking (an instinct for the tough, central questions, and an ability to evaluate and to make judgments). Ultimately our aim is to help cadets think sensibly as they develop and evaluate their own attitudinal postures in our disciplines and in others.

The teacher’s artistry consists of determining where students stand, in making each student aware of the need for (and value of) improvement, and in structuring courses and individual lessons that energize students and lead them toward personal growth.

Knowing the strengths and weaknesses of each student obviously takes time. But indications will begin to emerge early if teachers actively seek them out through classroom discussions, diagnostic analytical and writing exercises, and other means. These techniques enable the teacher to quickly dis-aggregate a section of cadets into specific, individual teaching and learning challenges. At the outset, however, it is possible to make

some general observations about typical cadet entry postures —abilities and attitudes—that may be useful in devising aggregate approaches to courses, lessons, and the teaching mission.

The Teaching Challenge

Talent and Commitment

One generalization sets parameters for all the others: the student body at West Point is a very high quality one measured by the standards of potential and achievement applied to undergraduates across the country. Our students were achievers in high school, and they arrive here with intellectual capabilities comparable to those of entering classes at top civilian universities. Many of them, indeed, will startle you with their maturity and intellectual capacity. They are, moreover, earnestly mission oriented: they will try very hard to do what they know is expected of them, even though it may be painful or inconvenient to do so.

For new instructors and particularly for those who did not attend West Point, important insights about cadets can be gained by observing them when they run their Indoor Obstacle Course Test—a particularly demanding, mandatory test of physical strength, agility, and stamina. None of them look forward to that exercise. In fact, many of them quite literally hate it. Yet most will strain to the utmost to do their best. They finish it wheezing and gasping, collapsed and sprawled in the gymnasium hallways, heads in their hands or between their knees, holding to one another for support, and encouraging, consoling, or commiserating with their classmates. Some of them do not even have the strength to speak when they have finished, they have tried so hard. And they all knew, before they started, that it would end just that way.

Three minutes of physical exertion is not, of course, quite the same as a semester's devotion to concentrated intellectual exercise.

Our challenge can be seen, however, as one of energizing that potential for commitment in our cadets' academic endeavors.

Educational Culture

As a rule, however, these young people have come to USMA from an educational culture in which the knowledge they have acquired is in large part nonliterary in origin and non-verbal. They know a great deal about what has happened in their lifetimes—they have learned from sounds and images brought to them—indeed, forced upon them incessantly—by electronic media communicating bits of data in near real-time. Some may have achieved success in high school with relatively little effort. They understand knowledge as something that is acquired quickly and effortlessly by essentially passive observers, and which may be just as easily communicated to others and understood in bursts, in graphics, and in numbers. They are often not comfortable in the “other” world of written ideas, reflection, and analysis, or with disciplined, careful intellectual discourse. They are often discomfited by uncertainty, or by the apparent need to make personal judgments with which reasonable people may differ.

Impediments to Learning

Beyond this educational culture, there are certain special impediments to student achievement that spring from the distinctive USMA mission. The West Point experience challenges cadets to pursue excellence in many different areas—including academics, athletics, and military development—and the challenges are inexorable and unrelenting. Very few cadets can excel in all. In

the face of these many challenges, and in light of stiff competition and the demanding standards of evaluation applied to all, many either (1) have lost some confidence in their abilities, with consequent lowering of expectations and effort, or (2) have decided that they must devote less effort to, say, academics, or to courses that they may be able to handle with relative ease, in order to devote more time and effort to more troublesome areas. Low achievement, then, or apparent satisfaction with mediocrity, may reflect the student's own self-image and conscious choices about apportionment of time, as much or more than they reflect ability or potential. Dealing with these attitudes is a special challenge for teachers. Sensitivity to it may help you open avenues of personal development that cadets themselves have foreclosed, by teaching them the value of trying, of transcending initial failure or disappointment, and of simply getting better through that effort.

There are other learning impediments—not peculiar to West Point but nevertheless as important here as elsewhere—that operate more subtly, in the essentially anti-intellectual dynamics of peer pressure. We may expect to encounter these impediments regularly. Each instructor must find his or her own way to deal with them or to work through them, and to inspire cadets to overcome them.

The Cruise Ethic

Some cadets may become captives of a palpable “cruise ethic” that values conservation of effort more than its expenditure. Distinction in any field is prized and admired, to be sure, but mainly that distinction which is effortless and clear. This attitude may reflect in part the prominent emphasis on excellence in academics as the primary mark of

distinction. If that is the recognized standard, and if only a relatively few cadets with unusual talent can separate themselves meaningfully from the crowd, then some may see little point in working hard for “B” grades and potentially falling short. This mindset, of course, denies or overlooks the intrinsic value of personal, individual growth. Students captured by it may leave West Point little better than when they arrived, in terms of intellectual development, if teachers permit such attitudes to go unchallenged.

Procrastination

There is a long-standing tradition of postponing work until the last minute (often quite literally), even when requirements have been known for months, and even when periodic reminders about impending due dates are issued. This view is in part a product of the busy schedules cadets must keep. Over time it has acquired a life of its own, sanctioning procrastination even when there is no need. Related to this tradition is the sentiment that cadets “own” weekends and holidays—those are for rest, relaxation, and recuperation from academic and other rigors, not for work on requirements still distant in time. One effect of this approach is particularly noticeable: on analytical or writing assignments, many cadets will hand in for grade what amounts to a rough draft because they have not left themselves time to do otherwise.

Self-image

There is a certain tendency among some cadets to describe themselves, and to behave, either as “numbers” persons or “words” persons. By this label, they mean that in terms of natural predisposition and talent they are relatively better or worse in one type of skill than the other. To some extent, of course,

these self-characterizations may be perfectly accurate. Some students are better in verbal skills than in the mathematical ones, and vice versa. If there is a weakness in one or the other areas, the curriculum here will find it; there is no place to hide. But the consigning of oneself to one category or the other also may become in effect a self-fulfilling prophecy that creates its own realities, excusing beforehand effort and results that are less than satisfactory. Teachers in the social sciences are likely to encounter this perspective regularly with cadets remarking, in so many words, that they are adept at quick, quantum leaps in reasoning, but impatient with more laborious, discursive exposition or criticism of rationales. Also important, though not many will articulate it, is a basic unease with, and perhaps disdain for, what appear to be unavoidably subjective judgments rendered in a context of uncertainty. Whether teachers can change these attitudes in the course of a semester is problematic. However, consciousness of them may improve the Department's collective ability to broaden the outlook of individual cadets over the course of their total experience at West Point.

Perceived Relevance of Writing

A related attitude that teachers will encounter from time to time reflects a point of view that has many adherents in the officer corps at large: that the analytical and methodological skills important to the social sciences in general, and to our disciplines in particular, are not relevant to those things at which officers are expected to excel. This attitude will be particularly evident in cadets' approaches to writing requirements, though it also operates in other spheres. Cadets will be quick to absorb the wisdom—which we all have heard in the field—that one can be a valuable officer without being able to “write.” Many, as a result, will treat writing

requirements as essentially transitory afflictions peculiar to particular courses or disciplines, and separate from the larger problems of military life.

More subtly, cadets will tend to regard “writing” as separable from “thinking.” They do not understand that written products serve as tangible evidence of thinking processes and abilities, nor do they understand that in most endeavors inside and outside the Army their superiors will make judgments about them based in significant part on what they produce in writing.

Furthermore, when told that “good” writing is valued, many cadets will understand that to mean “good” writing in the sense of creative, artistic, flowery “stylism”—a province of real talent—and they will despair of their own abilities for that reason alone. Teachers must find ways to impress upon them that “good” writing means a process in which the writer, unless very gifted, makes repeated attempts to construct sentences and paragraphs that run in a straight and clear line, placing each thought in the context of a larger, overarching design or strategy. All cadets can write this way if they are careful and disciplined in their approach to the prior task of thinking. Of course, this standard means, in turn, that most will have to devote more time to the preparation of written work than the accepted, expected behavioral norm would assign it.

Characteristics of Good Teachers

If the teaching challenge involves closing the gap between USMA's goals for student development and each cadet's own, personalized reality, how do teachers approach and construct their daily routines, once the gap has been defined? Where can new instructors, in particular, look for guidance about what to do?

The available wisdom varies, naturally, reflecting each instructor's own perspectives and experience. Some believe that good teaching amounts to good leadership, and that the skills developed and exercised in leading soldiers can be transferred to the teaching challenge. No doubt this view is in some measure true, and military faculty who are chosen to teach in this Department ought to draw initial confidence from their evident successes in dealing with the tasks of leadership. Yet an important qualification springs to mind: learning cannot be commanded; students can be led toward it, but no authority can direct them to pursue it. There is a point at which the impetus given them by leadership is exhausted, and if they are to go farther it must be on their own, and at their own initiative. Soldiers are a captive audience whose behavior, which in the last analysis can be compelled, is the measure of the leader's success. Whether they are inspired or compelled may not be particularly relevant to achievement of the mission. It is relevant, however, for the teaching challenge, where it is the development of minds that is the goal. Fear and resentment impede learning. Students are not a captive audience, in the sense that Soldiers are, even at USMA where there is a senior-subordinate relationship in the classroom.

Other repositories of ideas are available, too. We all bring to the Department our own experiences and recollections of good teachers and bad, good courses and bad. These are of course helpful, but in many cases they reflect impressions formed recently, at graduate school, or not so recently as an undergraduate. In either case, for obvious reasons, such lessons drawn from our own academic careers may not be wholly applicable to the current USMA environment.

We all have personal standards and idiosyncratic preferences that reflect the kinds of people we are. These standards inevitably will shape what we do here, and indeed, they should. You will be far less successful if you deny your own essential humanity, or attempt to adopt behaviors and goals incongruent with your own natural talents and limits. "Know yourself" and "be yourself" are useful maxims. At the same time, teaching is not an opportunity for self-celebration, nor is it a process by which you recreate yourself in your students by rigid imposition of highly personal expectations. Your job is to help *them* be *what* they can be intellectually—to actualize *themselves*, to define their own standards, preferences, and boundaries of expectation.

Are there any more specific "rules"? The answer is at once yes and no. There are some guidelines that have been distilled from the experience of many who have gone before. But these do no more than identify what is known to have worked for them. The fund of knowledge about such things will increase with the efforts and reflections of each of us as we come to terms individually with the teaching challenge. At some point all instructors will be able to write their own list of guidelines, based on their own experiences and observations, and all should find occasion now and then to pause, to reflect, and to try to do just that.

The Maxims

Seven Principles for Good Practice

Teachers at USMA might also find it helpful to review the practices encapsulated in Arthur Chickering and Zelda Gamson's "Seven Principles for Good Practice in Undergraduate Education" (from *AAHE Bulletin*, American Association for Higher Education, March 1987, pp.3-7). Good practice in undergraduate education:

- Encourages contact between students and faculty.
- Develops reciprocity and cooperation among students.
- Encourages active learning.
- Gives prompt feedback.
- Emphasizes time on task.
- Communicates high expectations.
- Respects diverse talents and ways of learning.

Expertise

A good instructor strives for expertise in his or her discipline. This requires time and effort; instructors in the Department should aim to build upon research begun in graduate school. We believe that deepening one's expertise in the discipline only enhances teaching.

Preparation

A good instructor is prepared. We all must know the material for each lesson thoroughly, and should be able to place it in the context of a course and a discipline. In addition to this substantive expertise, successful instructors have a plan, a concept of how each lesson should go, what it should achieve, and how it fits into the larger design of the course. It is valuable to help students to understand these relationships as well, so that they can locate current learning in their expanding frameworks of knowledge and experience.

Enthusiasm

A good instructor is enthusiastic. Enthusiasm has both intellectual and physical aspects. We are all enthusiastic about our disciplines in the sense that we are very interested in them and work hard at staying cur-

rent in them. Our task is to make that enthusiasm evident, to communicate it to our students. We can do so by finding interesting, intellectually stimulating ways to present each day's subject matter. We also must be aware that regardless of how inherently stimulating we believe the lesson is, many cadets will take their daily attitudinal cues mainly from the instructor's physical activity in the classroom. For many students, the teacher's physical energy is the best evidence of enthusiasm about the subject matter and therefore of the lesson's worth. Students react positively to lively movement, variations in the pacing of a class, day-to-day variety in classroom methods, active use of instructional aids, and so forth. Enthusiasm does not mean that the instructor must entertain the students each day. On the other hand, monotony and repetition of style and techniques surely will dampen and ultimately deaden student curiosity and interest.

Personal Interest

A good instructor knows and takes an interest in cadets. Cadets must be treated as individuals, and teachers should make every effort to get to know them both in and out of the classroom. We should, moreover, seek to keep those contacts alive even after a semester has been completed and the students have gone on to other things. Learn their names and backgrounds early. Use their first names, particularly in electives, if you are comfortable doing so. Deal with them as people, discussing their outside interests before and after class to show that you are sincerely interested in them. This approach is one of the surest ways of establishing rapport that will pay rich dividends in motivating affection and respect.

Accessibility

A good instructor is accessible. Make yourself available to students in the classroom

both before and after class. Be receptive to cadet viewpoints as they emerge in discussion. Encourage cadets to come to your office for talks about the course, their programs here, branch and assignment selection, the Army, and other issues of concern. Since many cadets are hesitant to come to instructor offices on their own, you should take the initiative where possible by bringing them to yours singly, or in small groups, after class, or whenever the occasion arises.

Professionalism

A good instructor is every inch a professional. In your own activities be conscious of your multi-dimensional “role-model” function and seek to excel in all aspects of it—in scholarship and in deportment. Summer training activities with cadets, rigorous personal fitness programs, and scholarly/professional publication are all worthy of instructors’ best efforts. Further, the relationship between cadets and instructors in all forums is one of the most useful developmental devices available to us, and we must always be conscious of it. In the classroom an air of informality is a hallmark of successful instruction, but it must not be achieved at the expense of appropriate courtesies and adherence to rules and standards governing cadet behavior. Instructors must require orderly presentations, use of good English, neatness, and military bearing on the part of all cadets. They also must seek to foster cadets’ respect for discipline and for the institution’s expectations of them.

Developing Potential

A good instructor seeks to identify and exercise students’ underdeveloped capabilities. Cadets, like all students, are most comfortable with the courses or tasks for which they have some natural affinity or talent, or some already-acquired skill. The instructor’s task is to push them into areas where they are not

yet comfortable. The presumption should be that in the classroom students will do what they need to do, not necessarily what each may want or prefer to do. Some cadets hope that instructors will “pass-the-poop,” or lecture on the testable teaching points, a practice that saves them the trouble of careful reading and reflection. Faculty members should avoid enabling this cadet behavior, since it defeats the teacher’s developmental purpose and inhibits the student’s personal growth.

Standards of Expression

In written and oral exercises, a good instructor insists that it is the student’s duty to communicate, not the instructor’s to understand. This maxim expresses an attitudinal orientation that has to be operationalized with some care and discretion, but as a starting point in evaluation of student’s work it can pay great dividends. Of course we will look for meaning in even the most obscure writings and recitations. But we cannot inculcate the skills and attitudes needed for proper writing and speaking if we allow students to transfer their responsibilities to us, in the guise of intended meanings left unstated or awkwardly and confusingly expressed.

A Teaching Sequence

From at least two weeks before a course begins until the end of the academic year an instructor is immersed in a continuous cycle of determining lesson objectives, and planning, preparing, conducting, and reviewing instruction. In teaching any course in the Department, instructors should prepare and plan well in advance. It is difficult enough for cadets to integrate the various individual lessons, so instructors must guard against the tendency to fragment the course in their own minds by preparing lesson-by-lesson.

Planning ahead enables the instructor:

- To maintain perspective on the course.
- To assist cadets in integrating material.
- To provide continuity by highlighting certain themes of the course or of a group of lessons.
- To plan and organize instruction better by doing so for a group of related lessons.
- To teach the lessons better by making student assignments and arranging special teaching techniques, online aids, and news articles that support the lesson.
- To allow for lead times in such things as inviting guest lecturers or arranging trip sections.

In short, planning is essential to maintain a sense of direction and to exploit available resources fully—both of which are necessary for good teaching.

Determining objectives for each lesson, and organizing the presentation of subject matter, are the basic tasks of planning. For courses taught by several instructors, periodic lesson conferences arranged by the course director provide opportunities to identify and clarify course and lesson objectives and to discuss approaches to teaching each lesson.

With respect to planning and preparation, there is an important rule to remember: it is not possible to over-prepare a lesson by concentrating on background reading; however, it is possible to mal-prepare by improper allocation of available time between matters of substance and attention to teaching techniques. Be especially careful of PowerPoint. It can inadvertently become the centerpiece

of class as opposed to a springboard meaningful class *discussion*.

After deciding on a teaching technique, or combination of techniques, and after organizing the lesson in your mind, you should prepare a lesson plan. Your lesson plan can be a formal, step-by-step outline, or it can simply be a list of the topics or major questions to be addressed, arranged in some logical sequence. New instructors, especially, should strive at the outset to be rather formal about their lesson plans, although all should recognize that the lesson itself, when the plan is executed, may go in wholly unanticipated directions based on student reaction and participation. The plan should set aside time at the start for administrative announcements, for explanation of what the class is intended to achieve, how it relates to what has gone before and what is yet to come, and perhaps for student reaction to the reading assignment. You will find it helpful to retain these plans or outlines, as well as after-action assessments of student reaction, particular difficulties they encountered, techniques that worked well (or didn't work), and extra reading references or materials as applicable.

You must prepare your own classroom and the teaching aids and materials you will employ. This preparation should be arranged in advance to save time in class (for example, by having PowerPoint, video clips, or other displays readily available), and to make certain that nothing that should be available in class is overlooked.

Immediately after teaching the lesson for the first time you should take stock of the experience. Perhaps you will dig up an illustration or statistic on a point that troubled cadets. Perhaps you will send an email to your section with an article or an answer to a question that came up. Perhaps you will

modify your organization or approach to the lesson. Perhaps you will change to another teaching technique, or conclude that board work at an appropriate juncture is called for. Whatever your reaction, you should review your performance in the light of the objectives and adjust the plan accordingly. At the same time you should make notes on points learned and on your conclusion as to the optimum method of presentation, so that you can profit by your experience the next time, and so that you can share your observations with the course director and others teaching the course.

When you give a writ, grade it as quickly as possible to get an idea of student progress, as then hand it back as soon as practicable. Cadets appreciate the timely grading of their papers and it is important that they know their mistakes. Merely providing an approved solution in the classroom does not do the job.

Objectives, Coordination, and Organization

Course Objectives

Course objectives should be made explicit and should be understood fully by you and your students. The general nature and objectives of our courses can be found in the Redbook and in the USMA catalogue, but the more detailed specification of course goals and intermediate objectives is the responsibility of each course director and, finally, each instructor. Major course objectives should be described fully in the course syllabus given to every cadet.

Integration of Courses

It is the Department's policy to strive for close integration and coordination of courses both within the Department and with related

courses in other departments. This challenge has been approached successfully in a number of ways:

- By cross-referencing and by discussion questions in class, as well as in course notebooks.
- By emphasis in the classroom and readings on basic themes and methods common to many courses.
- By instructors' thorough familiarization with subjects taught in other departments. Frequent visits across departments are encouraged.
- By voluntary attendance at special guest lectures of other departments.
- By interchange of instructors between courses within the Department, semester-by-semester, and in individual lessons where subject matter and personal expertise permit.
- By visits of new instructors to lesson conferences and classes of other department courses.

Lesson Conference

Periodically during the term, core course directors will hold lesson conferences. These lesson conferences are designed to improve teaching by capitalizing upon the combined experience of the instructor group. They are not designed to freeze teaching into a common mold, or to eliminate instructor initiative. Lesson conferences do not simply rehash textual material, but concentrate on the exchange of ideas concerning subject matter references, techniques, and approaches for teaching the lesson. Besides assisting in preparation, lesson conferences serve to coordinate the efforts of the instructor group, integrate a group of lessons, and transmit experience from veterans to new instructors.

The lesson conference is most successful when all concerned come properly prepared to participate. This preparation requires

study and reflection upon the text assignment, writs, and notebook or the lessons to be discussed at the conference. The discussion of matters of substance, such as recent developments in theory or current problems which illustrate theory, is not precluded, but all such discussion is set in the context of developing and improving teaching techniques and setting lessons in perspective.

Instructor Notes

Instructor notes may be prepared for each lesson as a basis for discussion at the lesson conference. The course director may assign particular lessons to individual instructors for this purpose. These notes normally will list the key teaching points in the lesson to provide a common base line of coverage from which you can depart as your judgment warrants, or as particular classroom discussions dictate. The notes typically list lesson objectives and teaching techniques especially applicable to particular lessons, provide supplemental reading references, and relate previous and future course work to the lesson.

Assignments

All instructors must read the Dean's guidance on homework assignments, in DPOM 2-3, Classroom and Related Departmental Procedures as well as the Department's policy letter on the same document. These documents provide rules governing cadet work done outside the classroom, addressing issues such as permissible collaboration. Normally a syllabus of readings for each lesson is provided to cadets at the beginning of the semester. Major course requirements such as WPRs, term paper due dates, and case studies are identified well in advance to permit appropriate planning. Cadets are expected to do the assigned reading, and instructors should conduct the lesson on the assumption that they have done so.

All instructors hope, naturally, to get cadets to read more. Much can be accomplished in that direction through optional additional readings, research papers, and special study projects or presentations geared to energize and guide individual initiative and effort. Another option is the lengthier required reading, which raises the problem of making time available for the cadets to do it. A common approach substitutes occasional reading periods for class attendance, with discussion periods immediately following. Or, a single-lesson reading period might be followed by a regular lesson devoted to another aspect of a larger topic. These methods may be used to emphasize depth of coverage, or to expand breadth, but in either case their advantage lies in giving cadets adequate background to take full advantage of our small-section, seminar approach to classroom meetings.

The Mechanics of Teaching

Preparing the classroom for each lesson is the instructor's responsibility, and you should ensure that the physical setting for the class is satisfactory, and that any needed aids are available and in working order. At the end of class, you should restore the room to its initial state. You should clean the blackboards for the next occupant—or coordinate in advance if you need to retain blackboard space from lesson to lesson or section to section.

It is Department policy to post a brief outline of the main points of the lesson on the section room blackboard each day. An outline provides notes which cue you through a short lecture or discussion without tying you to a podium or necessitating the juggling of note cards, papers, or books. The board outline also serves as a convenient reference for

cadets, to suggest or remind them of questions, and to focus their attention on important points in the subject matter.

At the beginning of class you must take the attendance report from the Section Marcher. At the end, you must be sure to finish on time, so that the cadets can move on to their next meetings. Instructors should be prepared, additionally, to host visitors in their sections. If you have an additional desk in the room you can have cadets leave that space open near the door for visitors. There is no need to have an additional text, but you should have a “visitor’s folder” that includes a copy of the syllabus, your biography, and other information about the course. In some cases you will know beforehand about such visits, and the procedure and protocol for introducing visitors to the classroom can be worked out in advance. In other cases you will not—visits from the Dean, the Commandant, or the Superintendent, for instance, may well be unannounced. When such visits occur, as a general rule it is preferable ***not*** to interrupt the flow of the lesson. A

brief pause, if it seems necessary, to invite the visitor to come in and sit down is sufficient. To ease the transition into the classroom you might also invite participation in your discussion.

Conclusion

The ideas presented in this chapter, as noted at the outset, are intended only as general guidance. Each of us must make these concepts work for ourselves; we all must deal with the challenges as we see them. In the end, we will all see those challenges a little bit differently. As Gordon Craig observed after he had written down his “golden rules” for instructors:

To these might be added something said to me when I was a graduate student: “You’ll never get anywhere as a teacher unless you really like students.” But, then, that goes almost without saying.

7. TECHNIQUES OF TEACHING

“Any genuine teaching will result, if successful, in someone’s knowing how to bring about a better condition of things than existed earlier.”

—John Dewey

There are undoubtedly as many ways to teach a given lesson or topic as there are teachers. How you go about teaching is often determined by a variety of influences: the need to match techniques to material; your past educational experiences; your desire to involve students in a meaningful manner; and your aspiration to vary techniques to sustain interest within a particular group of cadets. The solution you derive will also be shaped—as it should be—by your personality and teaching style.

This chapter provides a variety of techniques and some suggestions that you might find helpful in devising approaches that reinforce your teaching style and natural strengths.

Incentivizing Lesson Preparation

One of the central challenges facing instructors is getting students to prepare for each lesson. A frequently heard observation from first-year instructors is that many cadets inadequately prepare for class. There are several contributing factors to this phenomenon. First, as noted in Chapter 6, cadets have numerous demands placed on their time. In addition to heavy academic loads each semester, cadets also have various military obligations, athletic activities, and other extra-curricular commitments. Second, instructors teaching core courses may find that some cadets perceive their courses as less important or less of a priority than other courses they are taking. This perception is undoubtedly linked to the third contributing factor, which is that cadets, when in a time-constrained environment, will often choose to complete immediate pay-off assignments, such as a graded problem set, over assignments such as pre-lesson reading.

Given these challenges, new instructors should give some thought to how they will incentivize their students to prepare for

class. Though certainly not exhaustive, there are several approaches discussed below.

- **Communicate High Expectations.** Through both verbal and non-verbal cues, create a climate of high expectations in your classroom. Expecting more out of cadets—and frequently communicating that expectation in the classroom—will become a self-fulfilling prophecy.
- **Pop Quizzes.** Some instructors find that the pop quiz, or reading quiz, is an effective way to incentivize cadet preparation for class.
- **Classroom Participation.** Some instructors incorporate a requirement for cadets to come to class with a summary of the day’s assigned reading. At the beginning of class, cadets are then randomly selected to summarize and/or critique the day’s reading.

Maintaining Perspective

Veteran instructors emphasize over and over again that it is vitally important to provide a

unifying perspective on the course as a whole. Imparting to students the unifying themes, integrating concepts, and threads of continuity that run through the course is an essential first step in helping your students tie the lessons together in an orderly way.

Several techniques can assist you in helping cadets to see the connections among lessons in a course. One of the most valuable is to allow a few minutes for summation at the end of each hour in order to enable students to synthesize key ideas developed thus far. You might want to call upon a cadet to summarize the lesson to see if the main points were grasped. This technique is an excellent feedback mechanism. Brief discussions of the high points of the next lesson can be also be useful in helping cadets to integrate the material and to focus their studies.

The day's lesson also can be set in perspective by requiring cadets to open their notebooks automatically to the course outline at the beginning of each hour; discussion of the lesson can then follow by relating it to previous lessons. In the broad outline a sense of continuity can be achieved by including the lesson title and a few points from the last lesson in separate blocks above and below the outline of the day.

Providing an overall perspective is a continuous task throughout the course, but its importance increases during the last few lessons. Instructors agree that review is important not only because repetition helps to drive home major points, but also because a course overview can help cadets to see the course as an integrated whole. It can also be useful to devote time at the end of each block to summation, review, and questions.

Choosing Methods of Instruction

Your choice of instructional methods, several of which are listed below, is governed partially by what the students already know and partially by the nature of the subject. Consider these methods as a toolbox from which you can choose as appropriate. Methods can be categorized into three basic approaches: discussion methods, application methods, and audiovisual methods.

The Discussion Method

Because discussion is a familiar and comfortable way to exchange ideas and reach conclusions, it is ideally suited for use in the classroom and applicable to most methods of instruction. You can use discussion as a means of promoting reflective thinking, generating and improving creative expression, and promoting effective collaboration. The fundamental premise of teaching through discussion is that it is more important to teach how to think than what to think, thus enabling cadets to operate comfortably in the realm of complex and ambiguous ideas.

Learning is often more effective when cadets ask questions relevant to a particular problem being examined and when cadets themselves attempt to answer the questions. When the discussion is going well, group interaction tends to be predominantly student-directed and the emotional and intellectual involvement of students is at a maximum. Your objective is to guide the substantive content of the discussion and to help the group use its creative potential.

In order for discussion to be effective as a teaching technique, instructors should consider how best to craft an environment in the classroom conducive to fruitful discussion. These considerations include the arrange-

ment of the desks in the classroom, your position within the classroom, and your responses to cadet contributions. To enable fruitful discussion, cadets should feel as though the classroom is a place to exchange ideas, not just receive information from the instructor. Above all, instructors should strive to create a “natural” learning environment where students encounter the skills and information they are striving to learn embedded in the questions driving the discussion.

Some additional techniques to encourage classroom discussion are listed below:

- Generate interest, perhaps by dramatizing the problem or startling the section; instructor enthusiasm is indispensable here.
- Set the climate of discussion by creating a friendly and warm atmosphere.
- Restate points in a clear, understandable way that can lead to further group effort, as well as periodically summarize so as to give concrete expression to progress being made.
- Show appreciation of things said.
- Stimulate the reticent into being participants and hold the excessively verbose in check.
- Provide knowledge or expert opinion to expand the factual understanding of cadets, enabling them to think meaningfully about certain problems.
- Encourage reflection before response. Don’t be too quick to answer your own question if no one immediately responds. Silence is an incredibly useful teaching tool.

Questioning

Questions are important in every teaching approach. Your skill in conducting a discussion depends to a great extent on your ability to apply the questioning technique. William

H. Burton, in *The Guidance of Learning Activities*, comments on the difficulty of mastering this technique:

The actual technique of questioning is one of the most difficult and, oddly enough, one of the most neglected problems in teaching. It remains a constant problem for many good teachers. Good questioning requires the ability, native or acquired, to think quickly and easily while facing a class, to shift and change as thought progresses, and to phrase questions in clear and unambiguous terms.

A lead-off question can open up the general area for discussion, whereas a follow-up question can guide discussion. Follow-up questions are also useful when you want a student to consider an idea more deeply or to explain something more thoroughly, or when you need to bring the discussion back to a point from which it strayed, or when you want to include a reticent student in the discussion.

To be effective, questions should be short, unambiguous, and linked to a desired learning outcome. It is considered a best practice to prepare your questions ahead of time, thus allowing your questions to be integrated into the lesson plan. Not only should you think about the content of your questions ahead of time, you should also give some thought to how you will deliver the question. There are four basic forms of delivering questions discussed below:

- **The Default.** The default method is to ask the question, pause briefly, and then call on someone by name. This delivery method gives all cadets in the class a moment to consider the question and formulate a possible response before someone is called upon.

- The Directed Question (aka the “cold call”). This method involves calling on a student by name, pausing, and then asking the question. The directed question may be effective in getting the attention of a particular student; however, the drawback is that the remaining students in the class may lose interest in the question.
- The Volunteer. This method involves asking the question, pausing, and waiting for a cadet to volunteer. This technique is especially effective when the question relates to conceptually challenging course material. You may find it awkward to wait for a response; however, research shows that waiting up to ten seconds before rephrasing the question is optimal.
- The Choir. Ask the question, pause briefly, and then prompt the entire class to answer in unison. This method is most effective when trying to reinforce a simple but important concept.

Discussion Techniques

Several specific techniques for guiding discussion are provided below.

The “Any Questions on the Lesson” Approach

By initiating a class period with an appeal for cadet questions, you can often strike an extemporaneous note that stimulates cadet comments and arouses interest. However, questions will sometimes touch on impertinent matters, in which case the reply should be limited. This “play it by ear” approach allows maximum flexibility in the development of the lesson. On the other hand, you

may use this time as a routine question period of limited duration preliminary to a more orderly development of the lesson. At some point in the course it is appropriate to take general questions on the course to date, as well as to pursue review questions.

Open Discussion

An instructor can refer cadet questions to another cadet in the section. This method, which is often effective, tends to initiate a discussion in which the instructor participates primarily as a monitor or arbiter while the cadets effectively reach out by themselves. Personal involvement of the student in this way tends to wet his or her appetite for further participation. You should try to get all cadets “committed,” but care must be taken that the discussion stays on course and not too many points are raised at one time. Particular attention must be paid to the means of transition from one point to the next; the intervention of the instructor with a transitional statement or new point can be an effective way to redirect discussion.

Raising Topics for Discussion

An instructor can introduce a question or a problem, perhaps keyed to a discussion question listed in the syllabus, and refer it to the section either by asking for volunteers, or addressing it to a specific cadet. This method tends to start a discussion tied primarily to the instructor. A good “starter” question will, at a minimum, have the merit of defining the problem or raising the issues for analysis. The use of quotations from a variety of sources—speeches of public figures, passages from a philosophical, literary, or political work, or even from cadet writing—has the merit of not only being interesting but also thought provoking in that the quotation must first of all be understood in relation to the lesson. An example might be

the juxtaposition of the following quotations, used to raise the issue of bureaucracy and government:

Yes, bureaucracy subverts democracy:

I believe it is time for us to declare our independence from governmental bureaucracies grown too large, too powerful, too costly, too remote, and yet too deeply involved in our day-to-day lives. Even though there are many things government must do for people, there are many more things that people would rather do for themselves.

-President Gerald R. Ford

No, bureaucracy does not subvert democracy:

The legislative programs of administrative agencies . . . tend to incorporate the objectives of private groups and to temper and to modify them in the public interest. Indeed, in many situations of policy parturition it seems that the bureaucracy is the only participant animated by a devotion to the common welfare.

-Professor V.O. Key, Jr.

Who is right, if either?

Reference to Personal Experience

Cadet interest is readily aroused if the subject matter can be tied in with the personal experience or knowledge of a cadet or an instructor. However, cadets usually react unfavorably to a personal experience that is not directly pertinent to the subject. Consider using other instructors with particularly relevant experience as guests to participate in discussions related to their area of expertise.

Reference to Current Events

Contemporary public issues and problems, or the news items of the day, often provide an excellent point of departure in practically all Department of Social Sciences courses. You may wish to make particular portions of the daily newspaper or selected websites a part of normal assignments in order to facilitate such discussion.

Reference to History

Calling upon student knowledge of history to develop the historical background of a modern issue not only deepens understanding but reinforces one of the basic appreciations that a social science curriculum endeavors to foster. Allusions to historical events and the drawing of analogies between past and present are among the most interesting ways of raising discussion. You should review the history core courses cadets have taken to get a better appreciation of points to which you might refer. Consider the age of your students each year and reflect on what they have experienced. You'll be amazed how their experiences differ from your own.

The Short Lecture

Often, an instructor will find it advisable to lecture for a few minutes on the lesson to introduce additional subject matter, integrate several past lessons, or show how the several standards of a complicated economic problem or method of analysis are interwoven. A good approach is to set the stage for a short lecture by getting the students personally involved, by allowing discussion to reach an impasse. At such junctures the attention of the student turns quite naturally to the instructor, who may then proceed to make certain points, not so much to provide

an answer, but to show the way to sensible conclusions.

Devil's Advocate

In this approach an instructor presents a plausible argument in support of a particular viewpoint, with the object of drawing cadets into taking issue with it. Usually, an extreme position is adopted or the case is deliberately overstated to provoke the student, but it is also possible to develop a provocative conclusion from premises and argument that the students have been led to accept. Taking a stand in this manner stimulates recall of data to refute the initial argument, produces an attack on the instructor's premises and conclusions, and develops a viewpoint contrary to the original one. By this method the other side of a question is raised for discussion in an endeavor to move to a more balanced view.

One must remain alert to exploit different student reactions. If cadets too readily accept your view, you could suddenly reverse your view and launch an attack on the "straw man" that they have been led to accept. Should some cadets support your new position when others attack it, your task becomes one of moderating the ensuing discussion.

This approach works very well in subject areas where cadets have fairly rigid, pronounced, or well-developed views. Early in the course such views may be directly challenged; later, when cadets feel that they have learned the "right" answers, the tables can be turned by challenging these answers from a position akin to their early beliefs, thereby forcing them to articulate their present views as well as to note the merit or weakness of their earlier ones.

Small Group Discussion

One way for instructors to encourage discussion is to divide the class into small groups. Some cadets will feel more comfortable contributing to a discussion in a group rather than the larger class. One technique, especially when discussing an issue or concept containing multiple positions, is to have each group grapple with different questions relating to the issue under examination. After a few minutes of discussion in the small group, you can reconvene the class and have each group discuss the salient points of its small group conversation. When considering this technique, you must always give thought to structure and timing, including how you will focus the groups and how long will you give them to discuss.

Application Methods

Most classes are centered on discussion approaches, but it is often important to have cadets do something in another format to keep their interest, emphasize the relevance of material, and help them internalize concepts. This observation is in keeping with existing scholarship noting the importance of experiential learning. Experiential learning theory conceives of student learning as a process, not simply a set of desirable outcomes. Therefore, according to David Kolb in *Experiential Learning*, learning is "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experiences." Moreover, experience must be followed by reflection in order to create new knowledge for the learner. Some of the Department's courses have implemented experiential learning opportunities on a course level. For example, the Introduction to American Politics course has conducted a congressional simulation exercise where cadets role-play as members of

Congress. Following a simulated legislative process, cadets are also asked to reflect upon their experience in the form of a brief essay. Application methods also work on a smaller scale, and the examples below might be considered for use in the classroom.

Cadet Presentation

A cadet can be assigned a topic, told to outline it on the board, and present a brief lecture to the class. Frequently it is worthwhile to have two or more cadets give presentations on the same subject from differing perspectives. A PowerPoint slide or board diagram that the cadet is required to explain or use in the presentation is an effective adjunct to this method of generating student participation.

Role Playing

Certain subjects lend themselves to simulated situations in which cadets defend one side or another of a given question as though they were actual protagonists; or participate in a particular activity, such as a policy-making body, as though they were actual participants. To be effective, cadets must be able to play the roles assigned with a reasonable degree of realism.

Role playing can occur either on an impromptu basis where no prior preparation is required or on a forewarned basis when students receive advance notice and prepare for their particular roles. The former method tends to demand more resourcefulness on the part of instructors and students. The impromptu technique may be especially useful when cadets have sufficient general knowledge and background to cope meaningfully with the issue. But where role playing demands special knowledge and preparation, advance notification and assignments are necessary. It might also prove useful to

assign particular roles early in the course. Such assignments should encourage familiarity with particular viewpoints, facilitating impromptu role playing. However, major disadvantages evolve out of prolonged identification with a narrow or limited range of information, to include the loss of spontaneity and resourcefulness that occurs when roles are assigned randomly.

Here are several suggestions that may assist in making the role playing technique successful:

- To break association with the routine method of classroom participation, rearrange desks according to the number of roles to be played to facilitate more face to face contact.
- Use desk signs to designate different roles.
- Carefully select who will play key roles. Do not, however, choose the same few cadets every time. At first try to select those who will be enthusiastic, resourceful, and able to express themselves. This example may encourage others to do as well when they are chosen for key roles.
- Prepare special briefing sheets for each group in the drama. These sheets should contain special instructions about general responses required and factual information that will assist in the development of meaningful responses. Occasionally, you might encourage group interest and argument by slipping some significant conflicting information into two or more roles.
- Try to avoid interrupting the drama unless discussion really deviates from the point. The ever-intruding instructor is an obvious and handy crutch.

Role playing can be overdone if used too frequently or if too much time is devoted to

it in class. Over reliance may lead to “slapstick” and wasted effort. When it appears that the useful purpose of role playing has been accomplished, you should “cut” the scene and either summarize what has occurred or open group discussion.

One comment about the structure of roles might be helpful. Role playing can use either the “inquisitor” or the “one-stand” technique. The latter is a drama where each person in a role makes a prepared contribution in turn. The drawback with this technique is that once each role has made its stand, the person can relax; participation and interest may wane. However, with the “inquisitor” technique this shortcoming is avoided. Each role, even though it may make some prepared contribution, must be continually alert for questioning by the “inquisitor” role. Accordingly, suspense and interest persist.

Debating

Most cadets are familiar with the rules of debate, and it is sometimes possible to stage an extemporaneous debate on some problem pertinent to the subject matter. Instructors have been successful in dividing the section into “sides” and allowing the debate to alternate between individuals on each “team.” A team captain is appointed who is responsible for that side’s opening statement and for recognizing members of the team. Care must be taken in formulating the resolution in precise terms and in such a way that neither side is given a distinct advantage. A 10-15 minute presentation period, in which each team confers in round table fashion to prepare its case, and during which the instructor may answer questions, is often an effective way to begin.

Debates can be planned in advance. Policy questions, framed in a way to highlight the conflict in both ends and means, generally

are suitable for handling in this way. During the debate you can act as a moderator and also take notes for your critique. This method also has been particularly effective when the debate has been arranged to pit different sections against one another.

Audiovisual Methods

Audiovisual methods may assist the student in learning. When you present an idea to students by means of words alone, students must picture in their minds what you are trying to communicate. Psychological research has demonstrated that most students learn more easily through the sense of sight than through any other sense. Try to capitalize on this principle by using visual aids whenever they will help cadets. If a description, concept, principle, or an object can be visualized, then you should try to get that visualization in your classroom.

It is important to remember that visual aids, especially PowerPoint, do not take the place of verbal explanation. However, if used judiciously, they can help to make an explanation clearer to your students.

Chalkboards or Dry Marker Boards

Instructors use a board outline to show the major points in the lesson and to assist in an orderly presentation (which may or may not be followed, depending on the way the class develops). A useful variation of the standard board outline is to fill it all or partly in as the lesson progresses through student discussion and instructor lecturing.

Here are some tips for using boards:

- Print legibly. Stay away from writing in script; it is difficult to read. Print in letters large enough for everyone in the section to read easily.

- Be neat. Neat board work is simply easier to read and follow, more attractive, and a better reflection on you. Neatness only takes a few seconds more, and the benefits of it are well worth the time. Always provide a title for diagrams and special graphs.
- Maintain voice contact. When writing on the board, you obviously have to look at what you are doing. Therefore, you must break eye contact. Talking while you write or draw maintains some contact with the class and avoids long silence that may cause student attention to waiver while you are working. It's not easy; you have to practice.
- Prepare involved work before class. Some board work is either very complex or requires a lot of time to put on the board. Instead of trying it during class, you should put it on the board before class when you can take your time and be neat. Then cover your work with a shade or some other object until you need it.

Maps

A map can be a valuable aid in many of our courses. This is especially the case when the geography of a problem is significant; you may be surprised at the extent to which a graphic depiction of the physical, cultural, or political characteristics of a state or a region of the world may aid understanding. Many terrific, open source maps are available online.

PowerPoint

If the chalk or dry erase board is the most widely used aid, then running close second are projected aids. All classrooms have a projector for laptops.

While PowerPoint can be helpful, avoid

overuse. Many cadets will seek to write down every word the instructor projects, sometimes at the expense of listening or engaging. Also, it can be problematic to project an approved solution after cadets complete board work. If cadets come to expect this pattern, they may engage less in trying to figure things out on their own.

Videos

Useful as a change of pace and cadet interest generator (if not overdone), film clips or other videos can enhance your teaching.

Making Instruction Interesting

A significant challenge faced by USMA instructors relates to the wide range of aptitudes and interests found in the typical cadet section. Advanced versions of the core courses afford some leveling, but in all elective courses and the non-advanced sections of core courses you will quickly perceive different levels of ability among your students. You may find yourself asking, "If I try to pitch the instruction to the better student, will I lose those who are less accomplished?" Alternatively, "If I keep the instruction at a rudimentary level, will the more gifted student become disenchanted?" Unfortunately, there are no easy answers.

Your goal—elusive at times, but achievable nonetheless—is to offer each student opportunities to reach for his or her highest level of academic capability. The key here will be your own enthusiasm and your ability to get cadets involved in each class. Again, we have no standard answers but here are some ideas to consider.

- Avoid Rehashing the Reading Assignment. Adopt a fresh approach to the subject matter that raises the essential points in a way that provokes discussion.

For example, in a class studying the determinants of demand, address the demand for pizza in the Corps of Cadets. What would make pizza sales go up?

- **Arouse Curiosity.** Be on the lookout for editorials, anecdotes, cartoons, case studies, quotations, and ideas of great philosophers, which have considerable value in gaining attention and provoking thought.
- **Achieve Variety.** To avoid monotony, a change of pace should be introduced in instruction whenever possible; e.g., vary teaching techniques, use teaching aids and so forth.
- **Use Humor.** When properly timed and employed, and when in good taste, humor can enliven a listless class and arouse those cadets who tend to doze or daydream. Humorous stories and anecdotes also may bring to life certain concepts, theories, or personalities that are part of the subject material.

The proper role of humor is as an aid to teaching. Its best uses are in illustration and attention getting. Never get in a situation where you ridicule a cadet, whether in a humorous vein or otherwise. Also, never ridicule our colleagues in another academic Department or the Brigade Tactical Department. Humor must be consistent with the value that we place on treating everyone with dignity and respect.

Common Classroom Problems

Cadet Intellectual Attitudes

Cadets often misunderstand the difference between fact and hypothesis. When cadets say “labor unions are powerful,” they often mean this observation as a fact, although the statement is merely a hypothesis or proposition to be proved, i.e., it must be supported with empirical evidence before it can be

taken as substantiated. Again, the test of observation in adducing evidence is sometimes neglected, as when cadets appeal to authority as proof, e.g., “Aristotle said that...”

Another misconception among many students is the notion that theory belongs to the physical sciences. There are several ways of dealing with this notion, but suffice it to say that while cadets should understand the differences between the natural and social sciences, they also should see that the role of theory is the same in both.

Other cadet intellectual attitudes that pose teaching problems include the quest for certainty, over-simplification, dogmatism, the use of slogans as a substitute for thought, and the belief that all problems are susceptible to solution by “doing something.”

Patterns of Participation

Cadets with considerable ability are sometimes reluctant to express themselves in class or to use their talents fully. Sometimes they lack confidence. You can draw these individuals out in class by redirecting questions at them and allowing them plenty of time to think. If you can help these cadets find their own voices, you have added valuable perspectives to class discussions.

Some cadets like to talk, but are inarticulate; they express themselves, but do not say anything. Fuzzy thinking and a general lack of comprehension is the main source of this difficulty, though inability to articulate what is understood also contributes. A good approach in this situation is to seek value in the cadet’s answer, and ask the cadet to refine their answer with a constructive follow-up question that builds on this value.

In no case should sarcasm be used to silence

a verbose cadet. The remedy lies in sharpening ideas. You will need to become practiced in the “critical art of rephrasing cadet questions,” so that by example you can assist a student to say what he or she means. Individual counseling after class, in private, with specific criticism and suggestions for improvement is also helpful.

Discussion may occasionally become an argument, or opinion may shift from an issue to personalities. Sometimes individuals so completely identify themselves with one side of an issue that they consider any criticism as a personal affront. To remedy this situation, you can divert discussion into the third person, or ask each participant in the controversy to restate points on which disagreement exists. This technique tends to focus attention on the issues and away from personalities.

To correct a cadet who talks about something only slightly related to the point at hand, the instructor should try to perceive the “drift” of thought or the linkage of meaning between separate comments and then convey the relationship to the group. Or the instructor may interrupt with a question such as this: “Now, how is your comment related to the points we are discussing? I don’t quite see the connection.”

Sometimes discussion may disintegrate when an instructor is unjustly abrupt with one cadet or completely ignores his or her contribution. This behavior tends to destroy confidence because cadets may feel that the instructor regards their remarks as unimportant. On the other hand, if cadet comments reflect an obvious misunderstanding, you have an obligation not to let an incorrect statement go unaddressed.

When talking, you must talk to the whole

group. You should search around constantly for reaction to what you are saying. A good deal of communication goes on at the non-verbal level, and besides, nothing tones up the general harmony of a group like direct eye contact.

Discussion ought to be as pleasant as well as a satisfying experience, and achieving this may require the instructor to be able to shift comfortably from the serious, intent pursuit of understanding to a bit of levity, and then back again.

The Center for Faculty Excellence (CFE)

The CFE is less a place than a service. Its mission is to provide support to USMA faculty members in their teaching mission. To accomplish this, the CFE regularly offers seminars and workshops on topics of interest to USMA faculty members and publishes a monthly newsletter to keep the conversation going about teaching and learning. It also coordinates the Master Teacher Program for USMA instructors who want a structured way to continue their development as teachers. The CFE also provides individual consultations with faculty members or Departments who request its services.

The Master Teacher Certificate Program is anchored in the belief that teaching and learning are inextricably linked—that faculty members are learners as well as teachers, and students are teachers as well as learners. Hence, the program is designed to be a learning experience for everyone involved.

An interdisciplinary, two-year experience, the mission of the Master Teacher Program is to develop the competencies and skills of USMA faculty members for the dramatically changing academic workplace of the

21st century. Through monthly sessions, review of classroom teaching, and reflective activities, the program provides participants with:

- A pedagogical framework that can serve as a basis for planning, implementing, and reflecting on their teaching and learning activities.
- A repertoire of skills that will allow participants to operate in a variety of different teaching situations.
- The ability to review and assess their teaching critically and revise it appropriately.
- Techniques for helping learners acquire important discipline-related skills and knowledge.

- The ability to assess students' learning throughout the program of instruction.

More information about the program is available at: <https://westpoint.edu/centers-and-research/center-for-teaching-excellence>

Conclusion

This chapter has provided a menu of techniques and some suggestions for you to consider. Regardless of the teaching methods you select, your techniques must be tailored to the course material, your students, and your own strengths.

8. EVALUATING LEARNING AND TEACHING: ASSESSMENT, TESTING, AND GRADING PERFORMANCE IN THE CLASSROOM

“One factor must be present if we are to realize success—an officer corps with the attributes of foresight and creative thought. Never before have the requirements of the military profession and the army career been as exacting as now. There is a place in the army for every talent—for the technician—for the scientist—for the scholar—yes, for the genius.”

- General Maxwell D. Taylor, 1955

The central task of the members of the Department of Social Sciences is to guide the professional development of cadets in general and their intellectual growth in particular. Thus, we constantly evaluate cadet performance and provide guidance on potential improvements. This process demands that we have an established standard of performance, that we know our students well enough to evaluate their performance against that standard, that we develop techniques for communicating evaluations to the student, and that we devise counseling and other motivational techniques to inspire cadets to improve their performance.

The Importance of Evaluation and Grading

Evaluation is an integral part of teaching. It is the basis for providing feedback on academic and professional progress. Periodically evaluations are translated into grades in the form of formal academic progress reports and academic transcripts.

Grades are important. They provide feedback and incentives for improved performance, and they constitute a formal record of achievement that will be the basis for future personnel actions, both at USMA and after graduation. An undergraduate transcript is among every individual's most important personal records. It opens or closes doors to graduate and professional schools, and it will be reviewed by prospective employers after retirement or departure from the service. If

you teach 60 cadets per term for six terms, you will make your mark on 360 transcripts. It is extremely important to the institution and to the individuals involved that those marks reflect a recognized standard of performance.

Standards of Performance

The standard that we set for cadets reflects the collective personal standards of the faculty in the Department. These standards are the result of our experiences, our educations, and the knowledge we have gained through teaching. Be careful about comparing cadets to the performance of your peers in graduate schools. Most of us return to the Academy with a “graduate school” standard of reference. It is not bad as a goal, but as an undergraduate standard of performance, it is too high.

There is often a lot of discussion in educational circles about a fixed standard or a curve. This debate often assumes the form of criterion-referenced grading versus population (norm) referenced grading. There is no debate on the issue in the Department of Social Sciences: we do not grade on the curve. We measure cadet mastery of a body of knowledge through careful design of course objectives, substantive material, and evaluation techniques. Averages below 67% should send a signal that performances do not meet the minimum standards. Our policy on major requirements and exams is that 67% is passing.

Know Your Students

Background Information

Cadets are a carefully selected student body. In a given class, approximately 70% of cadets will be from the top fifth of their high school class and their transcripts will reflect A- to A averages. The rest were B to B+ students. Average SAT scores are above 1250. Most cadets achieve at or above the 93rd percentile of college-bound students. In general, the high school performance of cadets is on par with candidates for other highly selective schools.

Know West Point's Milieu

The following story of Cadet Smith is not uncommon. Smith played high school football and baseball, and he captained the basketball team. He was a National Merit finalist and president of the student council. He entered college in the 95th percentile of college bound students. Yet, Smith ranks 700 in a class of 1,000 after three semesters at West Point. His grade point average is 2.25, reflecting a C+ average.

What is going on here? Is Smith unintelligent? You wouldn't think so. Is he lazy? Probably not. Smith's problem is that he entered West Point with a weak mathematics background relative to the average cadet. Consequently, given the heavy dose of math and sciences courses in the first two years of the USMA curriculum, Smith has to work hard to achieve a C.

Ah....but you know you can motivate him. You were a magnificent company commander and a dazzling graduate student. You know you can awaken this sleeping giant. Maybe, but consider Smith's dilemma. He is articulate, reads rapidly, and has a flair for the social sciences. But he is failing physics and chemistry. Consequently, he will devote the majority of his time and effort to those courses.

You need to work hard at understanding the cadet's environment. You should not be quick to accept cadet rationalizations for substandard performance. However, you should be cognizant of the fact that some cadets may adopt an "economy of force" approach to your course if they are struggling in another.

Science, Technology, Engineering, and Math (STEM)

The good news is that it is delightful to teach social sciences to students with exceptional mathematical aptitude and analytical skills. The bad news is that the pedagogy emphasized by engineering schools generally and West Point in particular stresses daily performance and exact solutions. After a year of this experience, some cadets dislike ambiguity and uncertainty. You could find them expressing this in comments such as: "There can't be two ways to analyze the Cuban missile crisis, let alone three"; or, "Monetarists and Keynesians don't disagree; one of them is wrong."

The STEM pedagogy also affects writing requirements. Because they perform math or engineering problems every day, cadets may struggle to set aside a week to think about topics for a paper or conduct related research for one of our courses. In addition, cadets are not generally familiar with your standards of research. If you do not take the time to explain your standards and outline correct procedures, do not expect good papers.

The Barracks

Learn about cadet life. There are almost unlimited demands on their time. These demands affect their decisions to study. Your graded exercises should reflect an awareness of their schedule. It is simply not smart to schedule a major graded requirement for Third Class cadets the day after Yearling Winter Weekend.

The best way to learn about your students is to talk to them. Volunteer for those activities that associate you with cadets in a number of different environments. Or, volunteer to serve as an Academic Officer-in-Charge (AOC).

Evaluating Cadet Performance

When we think about evaluating cadet performance, most immediately think of tests and other traditional in-class examinations. However, assessment is not synonymous with testing. There are many avenues outside standard examinations to evaluate and assess student learning. These include: peer and self-assessment, embedded classroom assessment, and Classroom Assessment Techniques, which are all discussed in detail in this section.

Student learning depends as much on your

tests and evaluation as it does on your teaching. What is measured is often what ends up being valued, so it is critical that your evaluations reflect what you want students to learn. Students study in ways that reflect their expectation of testing. Therefore, if they believe the exam will ask for recall of many facts, they will memorize details; if they believe the test will require application and problem solving, they will study in a more integrative way.

Planning Evaluations and Assessments

Assessment methods should be derived from course learning objectives and goals. Thus the first step in planning is to determine which type of assessment is appropriate for each course and learning objective. Next, instructors should strive to incorporate a variety of assessment and evaluation techniques in order to triangulate information about learning from multiple angles. One method of assessing the appropriateness and level of diversity in your approach is to create a chart that links assessment techniques to course goals.

The final consideration in the planning of course assessment is frequency. Research on motivation indicates that early success on graded events increases student confidence and motivation. This especially holds true when teaching core courses that serve as an introduction and overview to a new and unfamiliar discipline of study for many cadets. Consider creating graded and ungraded assessment (diagnostic writ) opportunities early in the course to provide students with feedback on their learning and to communicate the standard of performance for the course. This technique communicates expectations, reduces student test-taking anxiety and stress, and allows instructors to identify problems early. Ensure you allocate adequate time to

discuss the results and allow student feedback on test questions.

Grading and Written Feedback

For students and teachers, grades tend to serve three different functions. From a behavioral approach, grades sometimes function as a means of incentivizing and punishing students for learning or failing to learn course content. From an instrumental approach, grades can be the goal themselves or a means to another goal such as admission to graduate school or future employment. Unfortunately, these first two functions may tend to make it difficult for grading to fulfill its third, pedagogical function. This last function entails the provision of an expert assessment of a student's ability to demonstrate his or her knowledge in a given area, setting the stage for additional learning.

Early in the term, you may need to give your cadets feedback on:

- Their coursework
- Their facility with the English language
- Their analytical or mathematical skills

Use grades as a developmental as well as an evaluation tool by giving praise and encouragement as well as appropriate criticism. Make it clear that educated men and women are well grounded in the basics.

When engaged in grading or other forms of feedback on cadet performance, seek to convey the possibility and importance of improvement. Discuss the relationship between course material and concerns that are relevant to cadets. Determine cadets' professional interests, and help them to think about how their undergraduate educations—as well as graduate school down the road—may help them to reach their goals. Remind them of the value of a solid undergraduate transcript, or

at least one that demonstrates improvement. Individual attention and counseling tend to produce the most gratifying results.

Grade Distribution

There is no required distribution of grades. As you might expect, grades in a core courses tend to be somewhat different than those in an upper-level elective. In core courses, experience indicates that you can expect about 15% to get A's, 50% to receive A's and B's, and 5-10% to get D's and F's. Elective grades are usually somewhat higher, although elective course failures are not unknown.

Course Design and Grading Requirements

The weight of graded requirements should reflect what you think is important. If a paper or oral presentation is lightly weighted, there is little incentive for your students to devote an inordinate amount of effort to it. Be consistent. Most of us respond to what people do, not what they say. Make sure that your rhetoric matches your major course objectives. If you want to emphasize the Term End Exam or a research paper, give it a major share of the total course grade.

The Term End Exam should mirror the course. Term End Exams used to be called Written General Reviews. The latter name is more apt. The distribution of emphasis and the style of questioning should reflect the major course objectives and stress integration of the course material.

Equity is important. Many instructors cover up the names or use cadet numbers in lieu of names on exams and grade "in the blind" to personality and to past performance. Whether or not you use this technique, remember that you are only evaluating the recorded answers.

The material in all of our courses offers more than enough possibilities for different versions of tests. Make sure that each of your versions—and a different version is required if the test is given on different days—is comparable and challenging. The content of each version should differ by roughly 50%. Approach each test with a professional attitude. Set high administrative standards and complete the preparation early enough so that other instructors can conduct an administrative review. Grammar is important. Exams reflect our standards. Be attentive to detail and avoid last minute fixes.

Tests and Test Questions

In general, make sure that your questions fit the material. An essay on the five paragraph operations order might be fascinating, but it does not fit the material. As we have discussed earlier but here reemphasize as a major theme, make your exams developmental. Reinforce the main points. Exams full of trick questions and obscure facts defeat the purpose of both the test and the course.

Questions often fall into four types:

- Rote knowledge.
- Recognition and understanding.
- Simple application.
- Complex application.

In case it is useful, Mortimer Adler's discussion of truth and facts in his book, *Six Great Ideas*, will probably help to dissuade you from rote knowledge questions. A blend of the last three question types will probably provide the best results.

Research indicates that students study more efficiently for essay-based examinations than for multiple-choice based ones. Students spend time focusing on general concepts and interrelationships rather than specific details.

Essays also provide an opportunity for instructors to provide feedback on quality of analysis and critical thought, depth of understanding, ability to present ideas, and overall progress.

Design your exams to fit the time available. A fair exam is not one in which only half the students can complete the exam by the end of the period. With proper preparation, students should be able to complete your exam in 80% of the total time allotted.

Focus short answer questions on the material and less on analysis. Keep your questions simple. Use these to monitor reading comprehension by testing key definitions and concepts.

While essay questions are valuable, it is also easy to go wrong. The trick is to focus the question. For example, you might challenge the student to pick a point of view and defend it: "George Marshall said... What do you think?" Broad, general questions produce broad, unfocused answers—an outcome that does not advantage you or the cadet.

Case Studies and Extra Credit

Cadets often like case studies. Remember to comply with applicable guidance on compensatory class time and grading standards. If you use group case studies, include individual requirements to challenge the inevitable free riders. Reinforce your case studies by testing the material on subsequent exams.

Extra credit problems, papers, presentations, and book reports can also be useful tools. Be careful, however, in making ad hoc additions of extra credit requirements. Equity is important. Any extra credit program should be clearly defined when the course begins and must be open to everyone. If you are consid-

ering the addition of new extra credit opportunities in on section of an ongoing core course, talk your proposal over with the course director before you proceed.

Peer and Self-Assessment

We usually think about feedback and assessment as primarily teacher-driven functions. However, there are numerous benefits that derive from peer feedback and self-assessment that enhance student understanding of quality work and how to produce it. These benefits are particularly significant, given that the long-term goal of feedback should be to help students become independent of their teachers and assess their own work.

Directed peer reviews of student papers allow students to provide feedback in a student-centered discourse and a more accessible language. Seeing the work of others provides the added benefit of helping students to become more objective and critical about their own work. Students learn the criteria to assess their performance and apply those criteria before submitting an assignment. Instructors should provide evaluative criteria and a rubric to assist students in understanding the performance criteria and in assessing work against that performance standard.

One way to employ self-assessment techniques is to require students to reflect on comments from the instructor and describe how they will incorporate that feedback into the next assignment. Instructors can also integrate self-assessment on the front-end by requiring students to make an evaluative judgment when they submit a paper – e.g. “What did you do well? What section is the weakest? Give examples.”

Classroom Assessment Techniques

Classroom Assessment is a teaching approach designed to help teachers better understand what students are learning in the classroom and how well they are learning it. Classroom Assessment Techniques (CATs) are ungraded methods to obtain useful feedback on course design and instruction rather than assign grades. They are not intended to replace traditional methods of evaluation, but supplement assessment before and between examinations.

Too often, instructors assume students are learning what they are trying to teach them only to be faced with disappointing evidence to the contrary when they grade the first exam or term paper. Unfortunately, once the gap between expectation and performance is discovered, it could be too late to remedy the situation. CATs provide useful ways to monitor student learning via a continuous flow of mutually beneficial feedback.

Most experienced faculty members already have a repertoire of techniques to monitor learning. Many teachers use some variation of the Socratic method of directed questioning, careful monitoring of questions and comments, and observation of student body language to determine whether students have understood a particular concept. CATs offer a more systemic and formal approach to improve that feedback. There are many additional resources that outline specific CATs, here are a few popular techniques:

- **The Minute Paper.** The instructor ceases instruction a few minutes early and uses the remaining time to allow students to generate a written response to a variation on one of the following questions. “What was the most important thing you learned during class?” or “What important question remains unanswered?”

Students must recall what they learned, select significant information, and conduct a brief self-assessment.

- **The Muddiest Point.** The instructor simply asks students to write down a response to the following prompt at the end of class, “What was the muddiest point in _____?” This technique provides simple and immediate feedback regarding the most difficult concepts.
- **The One Sentence Summary.** The instructor challenges the students to answer the “who does what to whom, when, where, how, and why” questions about a given topic by synthesizing them into a single grammatical and informative summary sentence. This technique enables teachers to quickly determine how concisely and completely students can summarize the main point of complex readings and topics.
- **Concept Mapping.** The instructor directs students to draw a conceptual schema that links patterns of association around a give focal point (or set of focal points). By drawing connections among concepts, students are forced to scrutinize conceptual networks and instructors can assess the degree of “fit” between their own pattern of association and the student’s pattern.
- **Application Cards.** The instructor directs students to write about one real-world application for an important principle, theory, or procedure they just learned. This technique prompts cadets to connect newly acquired concepts with prior knowledge and see the possible relevance of what they are learning.

Implementation of CATs must be followed with clear and timely feedback. Be transparent with your students regarding both the purpose of the CAT and results.

Before using a specific CAT in the classroom

you should establish clear expectations and procedures. For example, prepare your own one sentence summary for the first week before asking your students to develop theirs. After implementing a CAT in class, it is important to close the feedback loop—share what you learned and what adjustments you will make. For example, an instructor might say, “Forty percent of you thought that X was the ‘muddiest’ point, and about a third of each mentioned Y or Z. Let’s review all three of those topics in that order.”

Embedded Classroom Assessment Using Personal Response Systems (PRS)

Technology has enhanced instructors’ ability to obtain and deliver immediate feedback on student learning in the classroom. PRS or “clickers” allow instructors to assess student progress in real time using individual student response-ware that can be integrated into instructional materials such as PowerPoint Presentations. The technology speeds up the feedback loop involving traditional pen-and-paper CATs by allowing instructors to ask questions and receive immediate feedback from students during class. Embedded questions can focus on student comprehension of key lesson objectives, misconception / pre-conception checks, identifying the muddiest point during the lesson, or allowing students to take control of their learning and vote for a particular topic of discussion.

Course Failures

Grades are important for all cadets. They are particularly important in the case of a failure. Because of the serious consequences of failure we make every effort to define required standards clearly and to ensure equity in our grading. Remember, in assigning an academic grade your only criterion is performance in the course. Potential for future service is evaluated separately in considering

that appropriate action be taken after a failure. It should not be considered in assigning grades.

Despite our accessibility and our willingness to assist struggling cadets, there will be instances when a cadet fails a course. In the event of a course failure, there is a prescribed series of actions that ensue. Suppose, for example, that Cadet Jones has failed a course. At the end of the term, the course director recommends that the cadet be declared a course failure. If that recommendation is approved by the program director and the Department Head, the case is forwarded to the Class Committee and then to the Academic Board for disposition.

In the event that any department or USCC recommends that a cadet be separated from USMA, the Class Committee and then the Academic Board will deliberate on the case. In the scenario above, ultimately the Academic Board will recommend to the Superintendent whether Cadet Jones will remain at USMA and, if so, under what conditions. The Academic Board can recommend a variety of courses of action—dismissal, summer school, or reenrollment in the course in a subsequent semester.

Regardless of whether Cadet Jones fails your course or a course in another discipline, those of us who have taught that cadet will submit a Gray Book Report. This important document is your vote on a cadet's future at West Point. With three or four such observations, the Head of the Department can make an informed judgment about how to vote when the cadet's case comes up for consideration. During the Gray Book process, it is incumbent upon all of us to evaluate our students not only on their mastery of the subject matter of the course, but also on bearing, duty concept, and potential as an officer.

Note that you may have taught a Third Class cadet who fails a course during First Class year, and therefore you may be required to recall your impressions. It is important to keep records of all the cadets that you teach. The brightest yearling that you ever taught might fail a physical education course as a firstie. Be kind and complete the Gray Book promptly. The task of compiling these reports is always accomplished under a compressed timeline near the end of the term; the cooperation of every faculty member is necessary to enabling the Department Head to weigh in on every cadet's future in a fully-informed manner.

Evaluating Teacher Performance

Teaching is our number one priority, so we must devote time and effort into continually assessing and improve our effectiveness in delivering high quality instruction to cadets.

Course End Feedback from student surveys should not be the primary method of evaluating teaching. Students have the greatest opportunity to observe teaching and are generally skilled at evaluating instructor-student rapport. They are also useful evaluators of course difficulty, work-load, grading practices, and self-assessment of their own learning. However students are not well equipped to judge the teachers' knowledge of the subject matter, appropriateness of course objectives, and effectiveness of assessment methods.

There is not a consensus on a set of standards that define "good teaching." There are a variety of principles that transcend different ways of being successful as a teacher which can be defined as promoting high quality learning in a high percentage of students. According to Dee Fink, teaching encompasses four fundamental tasks: knowledge of

subject matter, designing learning experiences, interacting with students, and managing course events. These categories are all relatively self-explanatory. In order to be a successful teacher, one must perform each fundamental task well, teach in a way that leads to high quality student learning, and work continuously at getting better over time.

There is not one best method to evaluate teaching. Therefore most institutions rely on a collective evaluation of teaching performance that consists of the following:

Student Feedback

Course End Feedback is a mandatory requirement for all students; course directors have the ability to tailor questions in AMS to specific learning outcomes for their course. However, instructors need not wait until the end of the course to obtain survey data from their students. Properly constructed mid-course AARs are often useful in making course corrections and obtaining feedback from students.

Peer Observation

Other faculty are valuable resources to evaluate knowledge and delivery of the subject matter, course design, and classroom management. It is useful to receive feedback from those inside and outside one's discipline for a variety of teaching perspectives. A useful structure will usually include:

- Pre-visit consultation. Both teachers should review the context of the session within the overall course, discuss lesson material, and identify specific areas of focus – are new techniques or methodologies being tried? Are there specific students of concern? Finally, both instructors should discuss whether or not the

observer will be a fly on the wall or an active participant.

- Class observation. Consider using one of the teaching observation forms available in the Department, but be sure to focus on holistic assessment of the above questions rather than checklists.
- Follow-up debriefing. The evaluator should provide feedback on what was observed, what was intended, and the probable outcome and impact on student learning. It is helpful to allow the instructor to begin with a self-assessment. The peer feedback should be as detailed and concrete as possible – i.e. “The two students in the back by the window slept through your entire class.” The overall goal should be to reinforce the teacher's good practices while offering suggestions to strengthen future teaching.

Self-evaluation

The capacity for reflection and self-evaluation are critically important for teachers. This process starts with the creation of a teaching philosophy that outlines one's beliefs about student learning, favored pedagogical approaches, and actions to achieve learning objectives. Periodically, teachers should assess the extent to which they believe those expectations are being realized.

Conclusion

Set the standard; know your students and the West Point milieu well enough to evaluate their performance; communicate your evaluation to the students; and inspire students to excel. The cadet's transcript and future at West Point are in your hands; grading is clearly a serious responsibility.

Make sure you blend your evaluation and incentive structure into the goals of your

course. Structure your exams to reinforce course objectives. Make sure each question is worth asking. Finally, as an overarching goal, make sure that your course and your performance have contributed to the professional development the cadets.

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9. WRITING: THE KEY TO EFFECTIVE TEACHING

“A scrupulous writer, in every sentence that he writes, will ask himself at least four questions, thus: 1. What am I trying to say? 2. What words will express it? 3. What image or idiom will make it clearer? 4. Is this image fresh enough to have an effect?”

-George Orwell, “Politics and the English Language,” 1946.

Overview

How can we best teach our course concepts to cadets? How can we best cultivate in cadets the intellectual skills of reading, thinking, and writing? One key aspect of the answer to both challenges lies in emphasizing writing in our teaching. We sharpen the effectiveness of our teaching by carefully integrating clearly focused writing requirements into our courses. Writing forces the cadet to carry the ball intellectually: to learn and to discriminate among ideas and facts, to take a stand, to reason independently, and to craft and support an argument. The cutting edge of good writing—and of learning—is independent reasoning. To write well, a cadet must think clearly, must focus the question, must sharpen the argument, and must support it with logical reasoning.

How do we promote good writing and, in the process, sharpen the intellectual vitality of our courses? Many obstacles impede this approach. Writing is as difficult as it is fruitful. Good writing is painfully hard work—requiring a concentrated mind, persistence, and patience. Good writing is time consuming—requiring brainstorming, analysis, craftsmanship, and repeated editing. Good writing is engaging, even consuming; therefore, writing is egoistic. As a result, we tend to write for ourselves and we resent others’ criticisms of our writing. How can we overcome these obstacles to the potent role of developing good writing as a key teaching vehicle (and as an objective in itself)?

The key to developing cadets’ intellectual skills is integration of writing into course design, analytical focus, cadet engagement, documentation, production skills, and evaluation and feedback. This chapter discusses the nature of each of these topics to help you figure out your approach to effective teaching in the Department of Social Sciences. Before we discuss these issues in detail, we need to consider the nature of our teaching and writing environment.

The Teaching Environment

Impediments to Reading, Thinking, and Writing

You will discover many barriers to your development of cadets as effective readers, thinkers, and writers. For example, cadets

typically are stronger in quantitative than in verbal skills. Approximately half the USMA academic curriculum focuses on math, science, and engineering. Although some academic departments, such as the Department of Mathematical Sciences, emphasize writing in their courses to some extent, cadet development in writing continues to be

nurtured principally by the Departments of English and Philosophy, History, Social Sciences, and Law.

Cadets can be inattentive and impatient in their writing. First, they write most often, in “mad-dash” fashion in time-constrained, in-class exams. Second, cadets perceive that different academic Departments (and their military chain of command) want qualitatively different writing. For example, cadets believe that the Department of English and Philosophy demands persuasive writing, the Department of History values descriptive writing, and the Department of Social Sciences emphasizes analytical writing.

Cadets often misunderstand that good writing is good writing, and that the good writer always works to persuade the reader of the credibility of his or her work through explicit focus, lucid analysis, and strong, concise prose. Too often, cadets miss the point that good writing is all about clear communication, whatever the specific nature of the requirement and the target audience.

Finally, because cadets are busy, they typically under-invest in writing. For instance, cadets generally procrastinate before undertaking the creative design of the structure of their papers, then hammer out a draft on the eve of the due date. Cadets spend too little time sculpting the ideas, reasoning, and choosing words in their initial draft, and submit their final paper at the last minute. A survey of cadets in SS307 International Relations revealed that, on average, cadets seriously engaged themselves in their paper only in the last three weeks of a 14-week research and writing milestone process. In fact, most cadets printed their final paper within a few hours of the submission deadline. Many cadets have adopted the motto “Due tomorrow = do tomorrow” or think that they can write a “Dean’s Hour Special”

immediately prior to class, and that this will generate a satisfactory product.

Aids to Reading, Thinking, and Writing

On the other hand, we have significant advantages that aid in our efforts to develop cadet reading, thinking, and writing skills. Those of us on the faculty are successful leaders and teachers who have attended superb universities. In that our primary duty is to teach and develop cadets in their reading, thinking, and writing skills, we enjoy unprecedented mission focus and freedom from distractions.

The quality of our cadets and the resource support we receive are unparalleled in the Army. Cadets are bright and want to do well in our courses.

Though cadets are hard-working, they are also terrifically pragmatic; correspondingly, they are impatient with ill-defined requirements and standards. Because they are personally over-achieving and operationally over-scheduled, they want you to show them a clear path to excellence. Showing your students a clear path to success does not mean, however, that you should give them the “approved solution.” You will be amazed at how cadets will work for you when they understand what you want from them, and when you have shown them how to get there. On the other hand, you will be dismayed at how cadets will turn you off when they perceive that your requirements and standards are unclear or inconsistent.

Writing in Our Courses Today

What writing do we typically require of cadets in our courses? Cadets write chiefly for grades. The purpose of these graded writing requirements ranges from “write for your

life” on timed events to research-based papers requiring thoughtful analysis. Specifically, cadets write for: (1) in-class quizzes or writs, (2) more comprehensive and analytical in-class exams (the WPR, Written Partial Review; or TEE, Term End Exam), (3) out-of-class short papers (book reports, book reviews, case studies, analytical “think pieces”; policy memoranda), (4) research designs, and (5) research term papers. The latter typically involve separate graded incremental efforts on outlines, research plans, bibliographies, and opening paragraphs.

Core courses tend to rely more on in-class graded writing requirements, plus a major paper. Toolbox courses, electives, and capstone courses usually require fewer in-class writing requirements and tend more toward a series of papers written outside of class.

The integration of writing into all our courses enables us to help cadets develop lifetime skills in reading, thinking, and writing. To this end, we must stretch them—make them work! How do we do it? What keys will help you engage cadets in good writing?

Keys to Effective Writing

“Vigorous writing is concise. A sentence should contain no unnecessary words, a paragraph no unnecessary sentences, for the same reason that a drawing should have no unnecessary lines and a machine no unnecessary parts.”

-William Strunk, Jr. and E.B. White, “Elements of Style,” 1979.

Course Design

Course design is crucially important. In addition to crafting course purpose and objectives, scope, readings, lectures, and the lesson schedule, the course director decides how to integrate writing requirements into the course. This creative process reflects guidance from program directors and other experienced professors, previous course-end reports, and the course director’s own intellectual perspective. The course director makes the fundamental decisions about the nature and roles of writing in the course during this design process.

We can improve our teaching by investing careful thought in how we use writing requirements to concentrate cadets’ intellectual efforts, and to develop their skills in the intellectual discipline of clear evaluation of an argument as the key to their good writing.

This is an area where we have room for improvement. In general, we tend to give greater thought in our course designs to ideas and readings than to the specific thrust of writing requirements as vehicles for forcing cadets to grapple creatively and rigorously with the substantive material we select.

Writing can be divided into what Elbow and Sorcinelli call *high stakes* and *low stakes* writing. High stakes writing assignments ask students to articulate what they are studying and to demonstrate that they understand the topic about which they are writing. This type of writing demands a mastery of subject material that may not be adequately assessed by short-answer or multiple choice exams or assignments.

Low stakes writing can also increase students’ learning and understanding, but is

usually more informal and can be accomplished as an in-class exercise (perhaps to summarize the previously assigned readings) or out-of-class homework (for example, a journal).

A major consideration in deciding on the specific nature of a particular writing requirement is the demand imposed on cadet time. Cadets are busy, and cannot fence large chunks of time for sustained research and writing. You must estimate carefully the time demands of your course. Compute the aggregate cost of your reading load, and trade that cost against the cost of the outside writing requirements you envision. Balance proportionally the cost of your writing requirements in total cadet time and the grade weight of these requirements. Think through whether and how you allocate compensatory class drops for writing. You want to be fair, and you want to be realistic. However, you want to avoid subsidizing last-minute paper preparation.

Analytical Focus

The most important key to good thinking and writing is analytical focus. This key involves two simple questions:

- What is your purpose?
- How do you advance your purpose?

These questions highlight a number of imperatives to good thinking and writing. First, the writer (not the reader) carries the burden of action. Effective writing follows the rule that “hard writing makes for easy reading.” Second, good writing requires a clear sense of purpose. What are you trying to do? What do you want to communicate? What message do you want to sell to the reader? Third, what must you do to persuade the reader of your purpose? No matter how vivid or interesting, good writing is

more than a bulletin board to which bits of thought and language are posted. Good writing is purposive. The good writer never loses sight of the task of selling that purpose, ruthlessly omitting interesting tidbits of fact or analysis that are insufficiently relevant to the task at hand.

We can easily translate these keys into our course writing requirements by (1) making explicit the purpose of the writing requirement, and (2) by holding cadets accountable. We must ensure cadets clearly understand our purpose—to include how it is embedded in the course.

Our Task —Define an Explicit Requirement

Make writing requirements explicit. What is the question? What do you want your cadets to do? Why? How does this requirement fit in the course? How are you constraining their topic selection? Where do they find guidelines on how to do this requirement? How do they assess their progress? Be precise. Cadets will work harder and develop further to the degree they have a clear conception of the requirement confronting them. This approach does not mean that we should present “cook book” problems, or avoid asking cadets to analyze ambiguous problems and the interesting questions that have no answer. Rather, we should be explicit about what you want them to do, whatever it is.

The following are examples of poorly constructed writing requirements:

Select any topic involving international affairs that you find interesting. Write an analysis of this topic. See me if you have questions, or want further guidance.

Your paper should be a case study involving the interaction of public organizations and/or political executives on some issue. The key is political interaction. Look hard for a good topic and look everywhere you can. You have a lot of latitude in choosing a topic. You must ensure your paper is analytical—you should compare or contrast your topic with the literature of political science, explain some facet of bureaucratic or organizational behavior, and suggest the implications of your conclusions.

The following are examples of properly constructed writing requirements:

Why did state A do... to state B?
Use one of the theories we have studied in this course to guide your explanation of this case.

Select a foreign policy decision from the menu below. Use at least one of the theories we have studied to guide your explanation of “Why did A do xxx?” Use your theoretical perspective to organize and guide your efforts: what is important, what questions do you ask, how do you sort out and interpret facts, how do you discover relationships, how do you reason in order to explain the policy decision? Support your assertions.

You will write two comparative politics papers. In the first paper, apply two different theories we have studied to analyze an important political variable in one country. In the second paper, apply (at least) one theory we have studied to compare a significant political variable in two different countries.

The key to this paper is analysis, not description. By analysis, we mean the use of political science theory to explain why your case turned out the way it did, why the actors behaved as they did, and what implications followed.

You may choose as your topic any post-1945 political or policy decision, question, or event within the purview of the American federal government. Your analysis paper presents an analytical perspective, describes the facts of the case as they are relevant to that analytical perspective, and evaluates the fit of those facts to the expectations of the analytical framework. Use this perspective to guide your focus and analysis of “the why?” and “the so what?” of your case.

Our Task—Hold Cadets Accountable

Effective writing starts with a clear sense of purpose. Your first challenge is to help each cadet identify a central question. This step is the most difficult and important one in writing. Although time-consuming, your investment during this front-end architectural stage is critical. You must walk each cadet over all the normal hurdles: course context, purpose, topic selection, scope, interest, resources, and feasibility. Second, you must help each cadet think through how they will research the topic and analyze the data. What methodological steps are necessary? What ideas or theories in the course will enable them to evaluate their central question? What materials are available for elaborating on these theories or for providing evidence highlighted by these theories?

Third, you must encourage cadets to remain disciplined in their focus. This task is impossible if they have no clear central questions, or if they have not thought them through sufficiently. Talk with cadets constantly as they struggle with their writing requirement. “What is your central question? Does this advance your analysis?” It is often appropriate for cadets to state their central questions at the outset of their papers.

Cadets’ Task—Clearly Define their Purpose and Focus on Achieving It

For a given requirement, focusing the scope, defining a purpose, and charting a methodological path to support this purpose are the most difficult and important tasks. Consistently force cadets to define and refine their central questions. “So what... what’s your point?” are as constructive as they are infuriating guides to disciplining analytically focused writing. Here are some useful suggestions for coaching cadets to sharpen the focus of their writing:

1. Write to make your paper easy to read and comprehend. Preview your writing in your introduction to answer the following questions.
 - What is the question?
 - Why is this question significant and interesting?
 - What is the answer?
 - What competing answers are rejected?
 - How is the answer supported?
 - How is this answer significant? What are its implications?
 - How is the paper organized to make this case?
2. State your central question explicitly at the very outset in the introduction (perhaps in the opening paragraph; usually on the first page). A taut opening paragraph answers many of the questions posed above. The

following passages are examples of how to make a potent argument:

John Mearsheimer: “The distribution and character of military power among states are the root causes of war and peace. The peace in Europe flowed from the bipolar distribution of military power on the Continent; the rough equality between the polar powers, and the nuclear arsenal of the superpowers. The prospect of major crises, even wars, in Europe is likely to increase dramatically now that the Cold War is receding into history.”

John Gaddis: “Containment was the product, not so much of what the Russians did, or of what happened elsewhere in the world, but of internal forces operating within the United States.”

3. Write the body of the paper with a ruthless eye to answering your central question. Every section, paragraph, sentence, and word should be focused on addressing the central question. Avoid distractions, no matter how interesting. Delete all ideas and words that do not directly advance your analysis. Each section and paragraph should fit into the larger context, and should maintain its own internal logic of (sub)argument, evidence, counter-arguments, conclusion, and transition.
4. Write to be “user-friendly.” Preview your answer to the paper’s central question in the introduction, and stake each paragraph to a main point that advances the argument. Close your argument in the conclusion. Re-state your argument, and assess its implications and significance. In this way, the reader can easily consume the paper by reading your introduction, the first sentence of each paragraph, and your conclusion.

5. Assist the reader by sign-posting the major elements of your argument with subtitles that themselves state a piece of the argument. For example, John Mearsheimer's provocative interpretation of post-Cold War European stability pulls the reader through his argument by using evocative subtitles such as "Back to the Future" and "the Cold War —Why We Will Miss It." Use graphics and data tables to punctuate your argument or to present evidence.

Cadet Engagement

Cadets write good papers to the degree you get them engaged—in terms of pure sweat, as well as intellectually—in your requirement. Just as the strongest cadets do not necessarily write the best papers, the weakest cadets do not write the weakest papers. The discriminator is personal investment. There is no substitute for pride, craftsmanship, and persistence in good writing. Thus the core courses typically lead cadets through a highly structured regime of milestone requirements that leads to submission of a final paper. For example, we require cadets to read, conduct directed library research, and participate in methodology labs in lab periods. In addition, cadets submit incremental pieces of their paper over the first twelve weeks of the term. In addition to requiring cadets to pull their writing work forward in the course, these milestones punctuate the point that the course readings and writing requirement are organic complements in the overall course.

It is amazing that, despite the milestone schedule, cadets backload their writing work. Although they satisfy the incremental requirements, cadets begin work in earnest, on average, only in the last three weeks of a 14-week process. For example, cadets have long perceived the research paper in SS307,

International Relations, as an intimidating minefield in the path of each cadet toward graduation. Yet this long and storied reputation apparently fails to override the cadet "just-in-time" management approach. Cadets typically write this paper in the last two weeks before submission.

Part of the burden to get cadets seriously engaged in their writing falls on you. You earn your money by coaching, counseling, and inspiring cadets to invest themselves in their writing. In addition to offering general writing tips in class, talk to cadets individually about their writing. Use e-mail to point out good materials or to critique their work. Spend the time to mark-up their writing with your feedback. Teach them to write iteratively. Return marked-up drafts, exams, or papers quickly. Give cadets useful feedback on what they did well and poorly. No one respects an instructor who delays returning graded papers, or who returns a paper with a grade, but no comments.

Being able to write well and communicate effectively is a necessary component of being an officer. Many cadets lack the broader context that faculty can provide. Each officer's ability to write can influence whether a valued subordinate receives the appropriate award or a promotion. Beyond these personnel examples, good writing informs and influences important decisions. The impact of writing well should matter to cadets as future officers.

Lastly, it is worth emphasizing to cadets that commanders depend on subordinates and staff officers to produce clearly written products, advice, and courses of action. Subordinates rely on clearly communicated orders, with focused intent and mission. Reminding your students of this goes back to one of the central questions in writing, i.e. *what is my purpose?*

Writing is a “forcing function”—it forces the student to say what he or she means. While comments in class may meander, writing will force a student to say exactly what they mean.

Documentation

Reinforce the importance and many values of documentation, including: to credit the ideas or words of others, to signpost excellent sources for the reader, and to add credence to claims and arguments. Hold up the standard references (their *Little, Brown Handbook* and the Dean’s *Documentation of Academic Work*) as well as guidelines unique to your course.

Cadets now have access to a variety of written and online tools that can assist them in citing their sources properly. Be explicit about your requirements. At the end of the day, cadets remain responsible for their own performance. However, you will want to know that you have done everything in your power to prevent any cadet documentation problems that could stem from a lack of clear course requirements or a failure to articulate expectations.

Evaluation and Feedback

Grading standards for written work, especially graded homework of various types, vary by course, the nature of the requirement, and the time allowed. In any case, demand hard work and set high standards. Give cadets feedback on the mechanics as well as the substance of their work. Cadets will adjust their writing standards to the level you demand.

It can be difficult to assign a “fair” grade to a writing assignment due to the inherent subjectivity in evaluating your students’

writing. For some, grading rubrics mitigate this problem by spelling out criteria the instructor deems important. However, if you find such a rubric helpful, be careful not to let a checklist swamp your holistic evaluation of each writing assignment.

While it is now common for some assignments to be submitted digitally, we must avoid the temptation to treat the paper as though we are editors, commenting on every individual grammatical or spelling mistake or even fixing errors. We must remain focused on the skill of addressing writing assignments from a “global perspective,” focusing only on those weaknesses that will bear the most fruit in terms of improvement.

Conclusion

Stretch cadets intellectually. Good writing is both our goal and our most effective means for enhancing our teaching effectiveness. Our goal is to develop in each cadet the ability to synthesize ideas and facts logically, make a cogent argument, and persuade a reader of the validity of the conclusions. Good writing is the natural product of skillful reading and thinking. By the same token, we teach our course concepts more effectively by requiring cadets to integrate and employ these ideas in well-designed writing requirements in our courses.

There are two keys to success on these counts. First, we must teach cadets to focus their work. What is their purpose? What must they do to sell this purpose to the reader? Second, we must inspire and cajole cadets to labor and sweat when they write. Good writing requires hard work in reading, thinking, and writing.

Effective writing provides the best tool for, as well as the best test of, effective teaching. We raise the quality of cadets’ reading,

thinking, and writing skills by emphasizing these two keys of analytical focus and hard work. The measure of successful teachers is the degree to which they stretch cadets intellectually. The path to such success lies in

integrating demanding writing requirements into our courses.

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10. RESEARCH AND COLLOQUIA

“The watchword which I have given the Army Staff is to get the most money for the Army and the most Army for the money.”

—General Maxwell D. Taylor, 1955

Overview

The primary mission of our faculty is to educate, train, and inspire cadets so that they will be prepared for progressive development throughout their careers as Army officers and during a lifetime of service to the country. Faculty research is an essential adjunct to the principal focus we place on teaching. We strive to meet our objective of providing first-rate instruction in the classroom in part through the encouragement of the growth of intellectual inquiry among faculty and cadets.

Faculty research plays an important role in supporting the academic program at West Point. There are a number of specific advantages that accrue to the faculty through a vigorous research program. A substantive research effort facilitates the continued development of the faculty. Such a program also lends greater prestige to the institution which, in turn, permits the recruitment of better students. An active program of both basic and applied research will provide greater visibility to the West Point faculty and enhance the perceptions of the quality of our teaching staff, both to external audiences and, perhaps more importantly, to ourselves.

Department Philosophy

Involvement in academic research and policy analysis by our faculty will keep us current on the latest developments in our disciplines and demonstrate the relevance of our subject matter to important public policy issues. Research also provides an opportunity to involve cadets in challenging, real-world problems and produces the excitement of active debate that is essential to a stimulating academic environment. Finally, research is a critical means through which faculty development occurs.

The academic reputation of any institution, including West Point, depends to some extent on the quality of the research conducted there, as evidenced in published works in scholarly, educational, and professional

journals, through presentations at academic and professional conferences, or by analysis and policy-development research performed for military and civilian agencies of the government. That academic reputation, in turn, influences the quality of individuals attracted to apply for admission to the Military Academy.

The Department feels strongly that a faculty committed to academic research and policy analysis will have a positive impact on the level of teaching and training of cadets. Our faculty members must seek to provide an intellectually exciting atmosphere in the classroom. This excitement can be achieved, in part, through a faculty engaged in professional activities and pursuing original inquiry. The teacher must be more than an in-

structor; he or she must be a disciplinary expert and recognized as such by the student. This perception can be enhanced by the instructor's maintenance of contact with his or her discipline outside of the classroom. Research enhances our ability to establish and maintain a classroom environment that is stimulating and conducive to creative work.

When possible, it is useful to involve cadets in faculty research projects. Research projects provide students the opportunity to pursue independent academic investigation under the supervision of a professional in the field. Through the direction of cadets in research programs or the involvement of the students in the instructor's own research, we hope to instill the qualities of critical judgment, creative imagination, and competence in handling unique situations that a cadet might not gain from routine classroom instruction.

West Point is an undergraduate teaching institution, and we must not lose sight of our primary objective—educating, training, and inspiring cadets. We do not strive to become a major research center, where faculty become so involved in their personal research that it detracts from their teaching and reduces their availability to the students. Our research effort is designed to supplement our fundamental priorities while supporting scholarly inquiry and policy analysis in the disciplines of economics and political science.

Department Priorities

The disciplinary interests of the Department of Social Sciences are the primary motivation for academic research, but we will afford the greatest possible freedom of maneuver to our faculty in their pursuit of individual research topics. The content of our courses, our unique relationship with various

agencies of the Department of Defense, and our extensive contacts with current and former government officials provide the Department of Social Sciences with obvious opportunities for pursuing research in the field of national security policy. Indeed, the Department has a long tradition of important contributions in this area.

The time and resources we have to commit to research are limited, and it is important that our efforts be coordinated to ensure that those resources are used as effectively as possible. Our rotating faculty naturally is concerned primarily with teaching; consequently, it can be difficult to surmount the time, financial, and administrative hurdles involved in the initiation of a major research project. Sometimes these hurdles can be overcome by embarking in collective efforts. There are a number of opportunities where contributions can be made as an integral member of ongoing research programs. Of course, we also encourage individual research projects that enable the completion of doctoral degrees, contribute to intellectual growth, or support the development of public policy.

Financial Support for Faculty Research

Faculty members are encouraged to apply for funding through the Department for attendance at seminars, workshops, and training courses when such participation benefits their teaching mission or research efforts. This funding must be handled in accordance with the Dean's Policy and Operating Memorandum (DPOM) 5-2. Prior to soliciting or accepting any institutional grant or gift, faculty members should carefully review this memorandum and consult with their program director. The Department's Research Director is another important resource.

The Office of the Dean has established procedures through which faculty may request funding assistance to support research. Each spring and fall the Dean's Academic Research Division solicits proposals for research funds. Other funding opportunities are available both at USMA and outside the Academy. Faculty members are encouraged to see the Research Director in the department to discuss their research needs

Liaison with Academic Institutions, Research Institutes, and Government Agencies

The pedagogic breadth of the Department of Social Sciences is unusual; our Department represents the equivalent of at least two Departments in many civilian colleges and universities. We encourage our faculty to maintain close contacts with their professional colleagues in the academic world, not only through research activities but by the establishment of scholarly interchanges. Interested faculty are encouraged to attend learned society meetings and conferences in order to keep abreast of the latest developments and to broaden our contacts with the civilian academic community.

We also maintain close liaison with a number of agencies of the federal government. The Department of Social Sciences has a

tradition of both analytical and personnel support to agencies of the Department of the Army, the Department of Defense, the Department of State, and the Council of Economic Advisors, as well as both houses of the Congress. The establishment of close ties with these agencies enables our faculty to stay abreast of contemporary developments in our professional endeavors. The Department frequently places officers on temporary assignment with these agencies in the summer, and subsequent tours of duty are facilitated through this liaison.

Conclusion

Research is an important aspect of our efforts to provide an effective, open, exciting teaching and learning environment. Of course, each member of the Department must balance his or her teaching responsibilities with an appropriate mix of administrative, extracurricular, and research activities. No two members of the Department will strike exactly the same balance across the range of their endeavors during their tours. For those who wish to pursue a research project or agenda, however, the Department will provide support (scholarly, advisory, financial, and moral) to the greatest extent possible.

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11. ACTIVITIES, CONFERENCES, AND CENTERS

Since its founding two centuries ago, the Military Academy has accomplished its mission by developing cadets in four critical areas: intellectual, physical, military, and moral-ethical—a four-year process called the “West Point Experience.”

Overview

Extracurricular activities reinforce our teaching efforts. They promote cadet understanding and interest in domestic and international political and economic affairs. They hone cadet analytical skills, enable cadets to compare their educational experiences here with those of their contemporaries elsewhere, and encourage cadets to build friendships beyond the Military Academy. Competitive and educational trips also expose the cadets to senior leaders in government, academia, business, labor, and the media.

Cadet Activities

Advanced Individual Academic Development (AIAD) Opportunities

The cadet summer intern program has been sponsored by the Department of Social Sciences since 1967. Starting as an informal, unfunded program largely run by friends of the Department, it has evolved into a regular activity which now uses funds from Academy, private, government, and other sources.

The purpose of this program is to place cadets in various government and service-oriented agencies for three to eight week periods in the summer. During this time, cadets are normally assigned a project that they can complete during the period of the internship. This represents a significant opportunity for talented and motivated cadets to apply their academic training to real world issues. The program exposes cadets to a wider milieu of thought and practice than available at USMA. The intellectual and social exposure to bright, ambitious professionals is a broadening experience that better prepares cadets for their careers as military officers.

In addition, the Department of Social Sciences sponsors this program in the belief that this summer program is an invaluable contributor to healthy civil-military relations. The program provides an opportunity for greater mutual understanding of roles in inter-agency operations.

All cadets are eligible for Department AIADs. Cadets majoring in the Department of Social Sciences are given placement precedence over other cadets. The Department manages its AIAD programs in areas that support the American politics, international relations, comparative politics, and economics majors, but a cadet majoring in any program can request any AIAD.

The AIAD program seeks to accomplish four goals:

- Contribute to military professional development by placing cadets in broadening positions requiring flexibility, intellectual prowess, and leadership skills.
- Provide a “hands-on” work experience that reinforces classroom instruction.
- Enable cadets to enhance the quality of classroom discussion.

- Inspire cadets to complete a capstone research project in the Social Sciences.

Participants have held a variety of jobs over the past 35 years, broadly categorized into three areas—political science or government, international relations, and economics. Recently, the Combating Terrorism Center (CTC) and the Conflict and Human Security Studies Program (CHSS) have dramatically improved and expanded the AIAD opportunities we are able to offer cadets. (See next section for a more detailed discussion of these entities.)

The positions that are available in all areas have multiplied over time, due largely to the reputation of the program and the continuing support of friends of the Department of Social Sciences. The sponsoring agencies gain energetic and enthusiastic summer assistance on specific programs and in return they inspire intense individual development in cadets.

Debate

Cadets compete in intercollegiate debate throughout the academic year. The emphasis is on education in the techniques of political analysis and persuasive speaking; competition provides the test of the cadets' ideas and a showcase for their skills. Faculty participating in the program as coaches gain several important benefits. First, debate provides an opportunity to engage cadets in the kind of sustained intellectual relationship that is seldom achieved in the classroom. The cadets work one-on-one with their coaches, and the intellectual exchange is intense and rewarding. Second, by traveling with the team and meeting highly dedicated educators from civilian universities, faculty can gain valuable perspectives on classroom techniques as well as insights on persuasive oral communications.

Finally, the personal rewards of coaching a cadet debate team from novice standing to national competition are tremendous. Few educational activities combine the short and long-term benefits of coaching debate.

The annual USMA Debate Tournament is an important aspect of the team's activities. The cadets organize and manage the tournament each October, hosting top students from across the United States for a weekend of competition. Every other year, the Debate Team also hosts a debate between West Point and the Royal Military College of Canada. Each of these events provides cadets with opportunities to plan and execute complex operations while also emphasizing the Military Academy's commitment to academic excellence.

The team's competitive schedule includes more than 20 tournaments at schools from Massachusetts to California. Hard work and determination are the watchwords of the cadets on the team. Although the season makes extraordinary demands upon cadets—our best debaters will spend 10-12 hours per week on debate activities from early September to mid-April—the benefits are significant.

Model United Nations

One of the many ways the Academy tries to bring academics and application together is the Model United Nations (MUN) program. Following in the spirit in which the UN was founded, the MUN brings delegations from colleges and universities together in intercollegiate simulations that stress the need for constructive, open dialogue among all participants as the key to addressing the complex problems facing the international community. Through an emphasis on interna-

tional consensus, team members gain an appreciation for the difficulty of balancing national interests with the need for multilateral solutions.

Delegation members act as their countries' ambassadors and political leadership, working to debate international politics and write and pass resolutions. They have a chance to apply their learning about international relations to specific issues, and they learn more about other country's politics. The process of preparing to represent foreign viewpoints forces the cadets to critically evaluate their own perspective.

Success at Model UN depends not only on critical thinking skills and knowledge of world politics, but also an ability to negotiate, speak before large audiences, and understand diverse people and opinions. At any Model UN conference, cadets interact with thousands of students from civilian universities throughout the world, making a difference in the civil-military relations of the world's next generation of leaders.

West Point Model UN selects its members through a competitive process. More than 200 people apply to join the club each year. The average Model UN experience of each member is 3.5 years. Leaders of the organization each have as many as 9 years experience as delegates, secretariat, and committee staff. Members of the Model UN club have also earned distinction as Truman and Marshall Scholars, Class Presidents, Judo champions, and Debate title holders in the United States and Kazakhstan.

The Investment Club

The Investment Club has four major activities, which include: sponsoring guest speakers; managing an investment fund; organizing trips, and holding monthly meetings.

The club's guest speaker program addresses a range of investment topics. This program draws on investment counselors and brokers who have extensive experience in considering and recommending investment opportunities. Recent topics have included selecting a broker, the use of Value Line Investment Service, the fundamentals of fixed income securities, and the operations of money market funds.

The Investment Club permits interested cadets to invest and decide jointly which securities their "fund" will buy. A cadet can purchase from one to ten shares at \$25.00 per share each year; at the end of the year the fund's capital and all gains and losses are distributed to shareholders. This club enables cadets to learn the fundamentals of investing through direct experience.

The club also organizes one trip each semester to the New York City Financial District. Cadets visit the New York Federal Reserve Bank, the Commodities Exchange, the New York Stock Exchange, and several brokerage houses. Cadets are briefed on exchange activities, the operation of the banking system, and the procedures of brokerage firms.

Finally, the club holds monthly meetings to permit cadet and faculty discussions of financial and investment matters. These discussions include research techniques on a variety of investment vehicles, the state of various sectors of the economy, and specific opportunities. The club emphasizes thorough research, logical thinking, and discipline in investment activities.

Domestic Affairs Forum

The Domestic Affairs Forum is an academic club sponsored by the Department of Social Sciences which conducts three major trips a

year—to Boston, New York, and Washington, D.C. The Forum also conducts other activities such as guest lectures and an Election Night event in November. Membership is open to cadets of all four classes, regardless of major or field of study, who are interested in American politics. The Forum also sponsors the attendance of West Point's undergraduate Fellow to the Center for the Study of the Presidency and other selected cadets at the Center's semiannual conferences around the country.

International Affairs Forum

The International Affairs Forum provides cadets with additional opportunities to engage with leading scholars and practitioners that visit West Point to share their insights on global issues, and to participate in special trip sections, like the annual visit to the U.S. Mission to the United Nations.

Administration

The role of cadets and faculty varies in each of our activities. In all of them, a faculty representative is ultimately responsible for appropriate execution; however, our aim is to involve cadets wherever feasible in organizing, planning, and implementing each trip and home event. Cadet involvement in all activities should be significant, whether organizing the annual West Point Debate Tournament or planning the Domestic Affairs Forum trips to New York City and Washington, D.C.

The rules that govern these activities are found in a number of places. USCC Regulation 28-1 on extracurricular activities provides specific guidelines for trips and home events. For all activities, established operating procedures are maintained in the form of constitutions, year-end planning letters prepared each spring, standardized operating

routes for conferences, and extensive files that detail procedures for all events.

Budgets for all extracurricular activities are supervised by either the Directorate of Cadet Activities (DCA) or the Department's Resource Team. Each activity director, or an assistant, monitors expenditures. Funding for activities is provided from a range of sources, to include both appropriated and non-appropriated funds. Where cadets and officers are attending competitive events or conferences, TDY funds usually are available. For voluntary trips where cadets are visiting dignitaries, cadets may have to pay their expenses and some transportation costs.

Conferences

SCUSA

The Student Conference on United States Affairs (SCUSA) is one of the largest and most visible extracurricular activities run by the Department, and one of USMA's most important outreach events. Each fall, the conference brings together approximately 250 undergraduate and 50 senior participants from throughout the nation and the world.

The conference is built around student round tables that have either a regional or a topical focus. Round-table participants conduct policy analysis in focused areas of interest and produce policy recommendations in a final report. Senior participants come from government, the media, and academia.

The conference is planned and executed by the Department of Social Sciences with the help of a substantial cadet staff. Department personnel supervise all conference activities and develop the conference theme and its conceptual framework. Faculty members

recommend cadet SCUSA participants based on classroom performance and assist cadets as they refine their positions and polish their academic skills.

SCUSA is an opportunity for members of the Department from every academic program to become intensely involved in an extracurricular activity that promotes intellectual development. SCUSA not only serves the purpose of educating cadets, but it also educates visiting delegates and senior participants on the quality of the students and the academic program at West Point.

The Department also sponsors cadet participation in student conferences at other colleges and universities. Each student conference has a specific theme, usually related to some significant international issue. Cadets routinely attend conferences at the Air Force and Naval Academies, Texas A&M, and the National Defense Academy of Japan. Cadet preparation for these conferences involves intense study of issues related to the conference theme and, in some cases, preparation and presentation of a paper. Department members often serve as round table moderators at these conferences.

Senior Conference

The Department of Social Sciences, on behalf of the Superintendent of the United States Military Academy, has convened the Senior Conference every year since 1963, with the sole exceptions of 1969 and 2013. The conference provides a forum for distinguished representatives—from government, academia, the think-tank community, the media, business, the joint military services, and the international community—to discuss topics of national security importance in an informal, “not for attribution” setting.

The Conference serves two primary purposes: 1) facilitate a vigorous and candid exchange of ideas among policymakers and experts; and 2) help the Academy accomplish its mission.

West Point provides the ideal and fitting setting as the oldest, continuously occupied military installation in the United States; a key strategic outpost throughout the American Revolution; and since 1802, the home of the Military Academy.

Additional Operating Elements within the Department of Social Sciences

The Combating Terrorism Center (CTC)

An internationally-recognized center for terrorism studies, the Combating Terrorism Center at West Point educates, advises, and conducts research to equip present and future leaders with the intellectual tools necessary to understand the challenges of terrorism.

The Center consists of three components: a Fellows Program; a Research Program for Scholars, Faculty and Cadets; and an Outreach Program. Together they comprise a synergistic education and research model that have a significant impact on understanding, teaching, and analyzing terrorism and counterterrorism issues.

The Senior Fellows Program provides unparalleled subject matter expertise and expands the Center’s educational value to students. The Center is equally dedicated to supporting emerging experts and has developed opportunities specifically targeting young scholars through the Fellows Program.

The Center's Research Program is uniquely positioned to build bridges between policy makers and academics. Through its pioneering research efforts, the Center is dedicated to advancing focused solutions for recognizing and combating terrorist threats.

Finally, through its Outreach Program the Center collaborates with numerous federal, state and local agencies including the Department of Defense, Special Operations Command, Federal Bureau of Investigation, the Fire Department of New York City, and private enterprise.

Office of Economic and Manpower Analysis (OEMA)

The Office of Economic and Manpower Analysis (OEMA) is an office of the Army staff located at West Point and charged with the mission of helping senior leaders create the Army of tomorrow. It was established in 1982 by LTG Thurman (Army G1) and LTG Scott (West Point Superintendent). OEMA retains a separate identity and receives direct taskings from the Pentagon. The Center's personnel teach, publish, and provide economic and manpower analysis to senior Army leaders.

The motivation behind locating OEMA at West Point was to enable it to leverage the expertise of the Social Sciences faculty and provide independent analysis. Through its academic foundation, OEMA consults civilian academics for peer review and research collaboration. OEMA is acknowledged as conducting one of the first studies that established a linkage between ability and performance in a 1986 paper entitled, "Are Smart Tankers Better?—AFQT and Military Productivity." This paper is the foundation for quality metrics used to man the all-volunteer force. When General Thurman became the VCSA, he continued to rely on

OEMA for economic and manpower analysis, expanding its role to support the Army Staff. In 2009, the Secretary of the Army reaffirmed the role that OEMA plays in helping senior leaders create the Army of tomorrow.

Conflict and Human Security Studies (CHSS)

The Conflict and Human Security Studies (CHSS) program provides both faculty and cadets opportunities to increase their understanding of the roots of conflict using a human security perspective that sheds light on the comprehensive nature of security. The program places cadets with non-governmental organizations during the summer months to live and work with local populations across the globe. The main focus of the program is to increase participants' cross cultural competence and prepare them for future Army missions. CHSS provides present and future leaders with the intellectual and experiential tools necessary to operate in complex and culturally diverse security environments.

Graduate Scholarship Programs

Members of the Department traditionally have assisted in the identification and development of selected cadets as they compete for a number of nationally-recognized graduate scholarships and fellowships. A complete description of the process involved for each scholarship can be found in the Dean's Policy and Operating Memorandum (DPOM) 2-11 and by visiting the USMA Scholarships page. What follows is a description of the main scholarship programs in which selected cadets are allowed to compete.

The Rhodes Scholarship. This scholarship provides for two to three years of study at Oxford University in England.

The Hertz Foundation Fellowship. This fellowship provides for up to five years of study leading to a Ph.D. in the Applied Sciences at selected universities.

The National Science Foundation Graduate Fellowship. This fellowship provides for three years of study leading to a master's or doctoral degree in the mathematical, physical, biological, engineering, or social sciences, or in the history and philosophy of sciences.

The Marshall Scholarship. This scholarship provides for at least two years of study leading to a master's or equivalent degree at a university in the United Kingdom. There are no restrictions on the field of study chosen.

East-West Center Fellowship. This program provides for two years of graduate study leading to a master's degree at the East-West Center of the University of Hawaii. Specific programs of study focus on culture and communications, resource systems, population, and environmental policy in the Asia-Pacific region.

Truman Scholarship. Awarded during a cadet's Second Class year, this scholarship provides a \$3,000 grant to support undergraduate academic endeavors and two years of graduate study leading to a master's degree at any accredited university in the world. Studies should prepare the candidate for public service; i.e., careers in the military, government, public administration, public health, international relations and diplomacy, social services, education and human resource development, or conservation and environmental protection.

Gates-Cambridge Scholarship. This scholarship provides for 1-3 years of study at Cambridge University leading to a master's degree.

Mitchell Scholarship. This scholarship provides for one year of study at any university in Ireland or Northern Ireland leading to a master's degree.

Rotary Scholarship. This scholarship provides for two years of study at any university, in any country that has a Rotary club. It leads to a master's degree and is awarded periodically as funding permits.

Conclusion

The variety of extracurricular activities sponsored by the Department provides another dimension to our teaching and to our research efforts. Faculty members find experiences with extracurricular activities fruitful for classroom discussions, intellectually stimulating, valuable opportunities to mentor cadets beyond the classroom, and even occasionally to be tremendous opportunities for personal and professional growth.

About this Book

The first edition of this book appeared in 1968 with the modest purposes of outlining useful teaching techniques and describing administrative arrangements within the Department. In 1983 a second edition appeared, completely reorganized and rewritten, but with the same objective as its predecessor in providing the benefit of experience of officers who have committed themselves, during the course of their tour of duty in the Department of Social Sciences, to improving that which we are tasked to do—teach the social sciences successfully to cadets at the United States Military Academy. The demand for the second edition, both at West Point and at other institutions, quickly exceeded the supply and a third edition was added in 1985.

A fourth edition was written in 1993, taking into account the changes in teaching, curriculum, and the environment at the end of the Cold War in which West Point graduates serve in the Army. In 1996, the Department conducted the 50th year anniversary conference to review and update the curriculum, approach, and teaching methods to ensure that the Department provides the most effective instruction for cadets. In 1999, the Academy published *Educating Army Leaders in the 21st Century* as the pamphlet that provides operational level guidance for academic Departments to achieve West Point's academic outcome goals. A fifth edition was subsequently written in 2001 to keep up with a quickly changing curriculum, an updated Academy mission, and various organizational changes within the Department itself. Subsequent editions reflect gradual changes in the Department's structure and activities, as well as changes at the USMA level. This edition incorporates West Point Leader Development System goals and Academic Program goals approved in 2013, as well as an introduction to the curriculum changes implemented beginning in 2015.

The Seal of the Department of Social Sciences



Background: The seal of the Department of Social Sciences dates back to October 3, 1973 and is authorized under Section 701, Title 18, U.S. Code.

Description: In the center of the seal is the helmet of Pallas Athene in front of a sheathed Greek sword, both of which are superimposed on a silver globe. Just above the globe sits a lighted Greek lamp. Touching the lamp and extending continuously to the right is a branch of laurel; touching the lamp and extending continuously to the left is a branch of oak. Superimposed upon the crossing of branches at the bottom is an open scroll with gold roller rods. Moreover, each branch is grasped in the middle by hands. At the top of the seal lies the Latin motto “*Humani Nihil Alienum*” and at the bottom, the name of the organization—Department of Social Sciences. The entire seal is set upon a disk of gray with alternating bands of gold.

Symbolism: The central element consists of the helmet of Pallas Athene, which has for centuries been the symbol of wisdom and learning, over a Greek sword, the symbol of the military profession. The two together typify the military and educational functions of the Academy and are also the center of the USMA Crest; as a part of the Department’s seal they symbolize our unwavering commitment to supporting the mission of the Military Academy. The silver globe represents the Department’s broad, indeed global, curricular focus. The open scroll at the bottom signifies one’s dedication to presenting certain mysteries “appointed for revelation in one’s time,” and the gold roller bars from which the scroll is unfurled represents the importance of those mysteries. The Greek lamp at the top represents the lamp of knowledge and understanding of the complex world. The two branches pointed upward connect the revelation of knowledge from the scroll to the wisdom and understanding of the lamp. The laurel branch on the left symbolizes both peace and triumph (realities of our profession) while the oak branch on the right symbolizes great strength. That the branches are each grasped by hands symbolizes the commitment of department members to each—to peace, strength, and, when necessary, triumph. The motto, “*Humani Nihil Alienum*,” translated means, “nothing concerning humanity is alien to me.” Finally, the color gray represents the cadets—those whom we are charged to educate, train, and inspire—and the interspersed gold aptly symbolizes “generosity” or “kindness” and “elevation of the mind.”