



MILITARY PROGRAM



CHAPTER 6



**Brigadier General
Theodore D. Martin**

Commandant of Cadets

Cadets discover that at West Point they must make that “extra effort,” budget their time wisely, and establish a clear sense of priorities. In the tradition of West Point, cadets become aware of and learn to fulfill their responsibilities to the Soldiers they will eventually lead. The military training program is dedicated to inspiring and

preparing cadets to lead this nation’s sons and daughters in the defense of freedom.

Professional Education and Training

Future officer-leaders must master fundamental military concepts and skills, and understand tactics and doctrine. They must understand and commit themselves to the demanding code of ethics of the American professional Soldier.

Each cadet receives instruction in the fundamentals of small-unit tactics and leadership through the study of military science and leadership. Physical education and an extensive intramural program (discussed in Chapter 7) ready the cadet for the physical demands of service life and the combat environment. Four summers of field training give each cadet repeated opportunities for the practical application of principles learned, while sustaining the high level of fitness demanded of the Army officer.

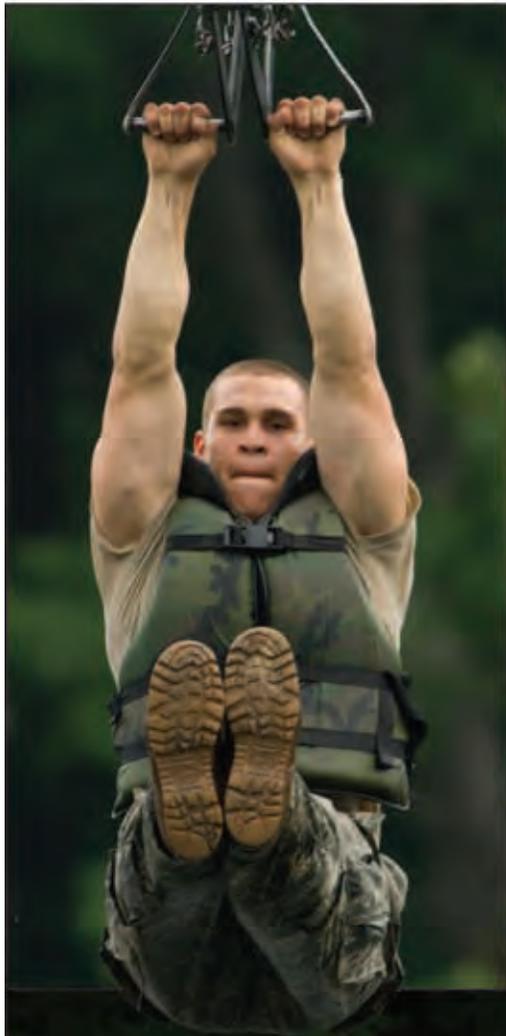
Classroom instruction and practical experience in the field are combined to

Organization

The Office of the Commandant of Cadets oversees all aspects of the military training and development of the corps within the context of the Military Program. This program provides a dynamic four-year sequential and integrated developmental process to teach, train, and inculcate the fundamental military knowledge, skills, and abilities expected of an Army officer.

The Office of the Commandant is organized with a supporting staff and separate departments to execute the Military Program. The United States Corps of Cadets (USCC) staff provides administrative, logistic, and training management in support of the Corps of Cadets. The Department of Military Instruction (DMI), discussed in the following section, provides formal Military Science education and organizes the majority of military training. The Brigade Tactical Department oversees the daily activities of the cadets.





develop in each cadet the basic leadership expertise critical to the Profession of Arms. A strong sense of duty and responsibility is especially valued. In addition to self-discipline, each cadet learns to exercise good judgment, even when thinking and reacting under mental and physical stress and the demands of time. The cadet's high standards, manner, bearing, and appearance are but the visible signs of a deep pride in the profession. Like The Long Gray Line of graduates before them, West Point cadets share a sense of dedication to "Duty, Honor, Country."

Fourth Class Year

During their first day at West Point, the men and women of the incoming class make a rapid transition not only from civilians to cadets, but from civilians to Soldiers. They discover that they are expected to produce phenomenal results in a single afternoon, and they discover that they can do it. Beginning with this particularly challenging first day, new cadets start the intensely rigorous six-week Cadet Basic Training Program (CBT) designed to teach them to be both Soldiers and cadets. They learn to answer to "new cadet" and to make every response with the traditional military courtesies. They





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significant event in my life. It has provided for me exactly what I came here for: discipline, personal pride and confidence, and a high sense of duty." Another reason for this type of training is that officers can perform with greater perspective and understanding if they have at one time experienced the life of the Army recruit. Equally important, new cadets sharing a rigorous experience form strong friendships and team spirit that remain with them for the rest of their lives.

In mid-August, the end of this initial training period, new cadets are formally accepted into the corps. These new members of the United States Corps of Cadets have a well-deserved sense of confidence and pride, which comes with the knowledge that they have successfully completed a long, physically and emotionally demanding period of their lives. During the Acceptance Day parade ceremony, each new member of the Fourth Class, traditionally called a "plebe," is assigned to one of the 36 companies that make up the corps.

Military instruction during the rest of the Fourth Class year introduces cadets to the military profession, focusing on the Army Values, the professional qualities of an officer, and the military branches of the Army. It also provides detailed instruction on map reading and small-unit tactics. The academy also stresses physical development, a trend that continues throughout a cadet's life and during service in the Army.

learn to wear the cadet uniforms, to prepare their rooms for exacting inspections and to participate in parades.

Many hours of tough physical exercise prepare them for the long foot marches, rappelling, rifle marksmanship, and tactical maneuvers that are part of their field training in the basic skills of the individual Soldier. Like all new Soldiers everywhere, new cadets learn to respond quickly and accurately to their commanders under conditions of mental and physical stress. The primary purpose of the new cadets' experiences during these six weeks was expressed very well by a cadet who stated that the training was "... the most





Third Class Year

After a short leave, Third Class cadets (known traditionally as “Yearlings”) report to West Point’s Camp Buckner for seven weeks of military field training. The emphasis in Cadet Field Training (CFT) is on the close, combined fight, both light and mechanized. Extensive training on infantry operations, artillery firing, weapons training, Army aviation, military engineering, and land navigation makes up most of this training experience. Additionally, one week is spent at Fort Knox, Ky., for familiarization with armor, cavalry, mechanized infantry, self-propelled field artillery, and combat engineer operations.

The training during these seven weeks is designed to be physically and mentally demanding and to push the cadets to new personal heights. The cadets are challenged to give everything they have and then are challenged to give more.

Members of the Third Class emerge from the summer inspired about their future profession and role as commissioned officers. They have a better appreciation for leadership in stressful conditions; for mental and physical toughness and endurance; for the skills necessary to fight and win our nation’s wars.

Second Class Year

During the Second Class summer, cadets further develop their leadership skills by serving as noncommissioned officers within the Corps at Cadet Basic Training and Cadet Field Training, and participating in Military Development School (MDS) in schools such as Airborne, Air Assault, Sapper Leader’s Course, and Combat Diver. Other cadets receive leadership experience in actual Army units worldwide. Cadets participating in Cadet Troop Leader Training (CTLT) gain first-hand experience in leading real Soldiers. Cadets are also introduced to the unique bond shared among Soldiers and military families, as well as among the commissioned and noncommissioned officer corps.

In all of the above programs, cadets practice many of the skills learned at the academy and gain invaluable appreciation for the challenges faced by Soldiers and leaders in the active Army. Most cadets treasure these experiences as the most memorable of their four years at the academy as they make a new commitment to serve our nation.



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First Class Year

With the arrival of the long-awaited First Class year come more privileges and latitude, and much greater responsibility. During the summer before starting this final academic year, one-quarter of the First Class serves in cadet officer positions, leading the training of the Third Class cadets at Camp Buckner and the new cadets during Cadet Basic Training. The remainder of the First Class participates in the CTLT and MDS programs mentioned above, if they did not do so the previous year. With four years of intensive military

training experience, First Class cadets are selected to fill leadership positions from commander (known as the “first captain”) of the 4,000-member corps, to leaders of 30-member platoons, and staff positions that involve management of all the activities of the Corps of Cadets. The opportunities for planning, organizing, and leading are almost limitless.

The culmination of the military training programs occurs on graduation day as the cadets shed “Cadet Gray” for their Army uniforms, and join a time-honored officer

corps. Cadets confirm their commitment by taking the commissioning oath and swearing to protect and defend the Constitution, and to faithfully and selflessly lead American Soldiers.





The Brigade Tactical Department is responsible for the daily operations and control of the Corps of Cadets. The department is led by the brigade tactical officer, and is organized into four regiments, each commanded by a regimental tactical officer. Each regiment is organized into nine cadet companies (A through I), with each cadet company commanded by the company tactical officer, and assigned a company tactical noncommissioned officer.



BRIGADE TACTICAL DEPARTMENT



Mission

The mission of the Brigade Tactical Department is to develop and train cadets, through integration of West Point programs, to be leaders of character, committed to Duty, Honor, Country, and inspired for careers as U.S. Army officers and a lifetime of selfless service to the nation.

The members of the department accomplish this mission in diverse ways. Tactical officers and tactical noncommissioned officers (company TAC teams) are the integrators of West Point's developmental programs. They oversee each cadet's individual development in the

academic, military, physical, and moral-ethical dimensions. The TAC teams train the cadets with a continual focus on leader development. The tactical officer is the legal commander of each cadet company and is responsible for the establishment and maintenance of a climate that fosters individual and unit excellence in all program areas.

Role

The role of the TAC Team is very diverse – mentor, counselor, leader, motivator, trainer, evaluator, commander, role model, administrator, and teacher. Tactical officers and tactical noncommissioned officers

are chosen from the Army based on their demonstrated abilities and potential in all of these areas. All company TACs have been successful company commanders during their Army careers. The NCOs have all been successful platoon sergeants, drill sergeants or first sergeants. Their combined abilities, experiences, and training inspire and motivate cadets in preparation for their Army careers.

TAC teams interact daily with cadets across the developmental spectrum. They are in the company area when cadets wake in the morning and attend all formations with





the cadets. TAC teams regularly teach numerous leadership and professional development classes. They attend drill and ceremonies practice, military training, and intramural sporting events with their companies. They perform these same duties during the summer training period during Cadet Basic Training or Cadet Field Training. Additionally, many tactical officers and tactical noncommissioned officers are assistant coaches, officer representatives, or officers-in-charge of cadet corps squad teams and cadet sports clubs and activities.

TAC Teams regularly interact with cadets' professors, mentors, coaches, staff, faculty, and parents. Tactical officers and tactical NCOs are the point of contact for any questions or concerns about cadets.

USCC Chaplains

A large and enthusiastic group of cadets participate in and lead the numerous activities offered in the four West Point chapels. Whether it is acting as a religious education teacher, singing in one of the cadet choirs, or serving as an usher or acolyte, cadets find opportunities to nurture their own spiritual lives as well as provide inspiration for the West Point Community.

Protestant and Eastern Orthodox services are offered each Sunday in the Cadet Chapel. Catholic masses are celebrated daily at Holy Trinity Chapel, and Jewish cadets attend service each Friday at the Jewish Chapel. Muslim worship is also offered each Friday at the Cadet Interfaith Center. The Old Cadet Chapel serves as the meeting place on Sunday for Lutheran cadets. Other denominational groups meeting each week include Southern Baptists, Episcopalians, Church of Christ, and Church of Jesus Christ of Latter Day Saints.

“Leadership and learning are indispensable to each other.”

John F. Kennedy

“Attitude reflects Leadership.”

Author Unknown





BRIGADE TACTICAL DEPARTMENT



Chaplains are quick to lend a sympathetic ear to the cadet who seeks individual guidance or counsel about personal and family problems or who simply wants to talk. The chaplains' offices in Washington Hall, hub of the cadet living area, make this kind of personal counseling readily available.

Religious groups such as the Officers Christian Fellowship and the Navigators are also active at West Point. The Fellowship of Christian Athletes meets weekly, where coaches and professional athletes are among the speakers. Company Bible studies and fellowship groups are also available throughout the week to all cadets.

Retreats are popular activities. Each cadet is authorized one religious retreat each semester. It may be a ski retreat with the Fellowship of Christian Athletes, the always-popular Plebe Retreat, a Teens Encounter Christ (TEC), or Vida Nueva

(New Life) weekend that helps keep the cadet active in the spiritual community.

West Point's religious activities are as varied and as appealing as the cadets who participate in them. They provide a vital link with congregations and parishes back home as well as giving spiritual vitality during cadet life at West Point.





“The ultimate test
of what truth
means is the
conduct it dictates
or inspires.”

William James

The mission of the Department of Military Instruction is to train, educate, and inspire the Corps of Cadets in the essence of warfighting and the Profession of Arms over the 47-month West Point Experience in order to develop competent future Army officers.

The academic year instruction and the summer training program complement and supplement each other in a logical and progressive sequence to achieve a smooth transition from civilian status, through four cadet years, to commissioning as a second lieutenant.



Through a robust and wide-ranging program of visits, guest lecturers, conferences, and exchanges, the Military Program at the academy continues to incorporate the latest changes in doctrine, strategy, and tactics resulting from the ongoing Army Transformation. The Military Training Program, Military Science classes, and Defense and Strategic Studies within the Military Program continue to provide the foundation upon which the graduate will be able to begin a career as a commissioned officer with confidence, competence, and dedication to service.

Cadet Basic Training, also called “Beast Barracks”, is the beginning of the Military Training Program and the start of the 47-month West Point Experience. The mission of Cadet Basic Training (CBT) is to train, instruct, and develop new cadets in order to transition them from civilians to Soldiers and to build a foundation to develop leaders of character strongly committed to military service. CBT is an eight-week program of instruction that instills in cadets the principles of discipline, personal pride, confidence, and a sense of duty. New cadets are challenged physically with a rigorous physical training program that includes a series of challenging foot marches, obstacle courses, and combat-focused physical training. They are trained in a variety of skills including rifle marksmanship, mountaineering and 75-foot rappels, land navigation, and hand-to-hand combat. CBT ends with the DMI Challenge, a two-day training event that challenges new cadets to demonstrate their proficiency in select tasks trained during the summer. The new cadets finish their CBT experience with a 14-mile foot march – the “Marchback” – back to West Point, where they are welcomed by the rest of the Corps of Cadets.

All cadets complete the four-week **Cadet Field Training** (CFT) during their second summer at West Point. The purpose of CFT is to train Third Class cadets in advanced individual skills, small unit tactics, and leadership in order to create competent, confident junior leaders for the Army and to introduce cadets to the essence of our Army – winning the close ground fight. CFT also provides a powerful leadership experience that develops the leader skills and abilities of participating First and Second Class cadets. Of the numerous training events in which cadets participate during CFT, two of the key events are a block of Urban Combat Operations and a 48-hour Field Training Exercise (FTX). Urban Combat Operations training

introduces cadets to the rigors of fighting an enemy entrenched in a complex environment of streets, structures, and civilians. Cadets are trained in the tactics, techniques, and procedures used to defeat enemy combatants based on current trends from Contingency Operations Overseas. Near the end of the CFT experience, cadets participate in a 48-hour FTX that reinforces all the training received during CFT. This event challenges them both physically and mentally to make tactical decisions in stressful, complex, and ever-changing realistic situations. Cadets participating in this training

must demonstrate the fortitude expected of an Army officer to lead and inspire Soldiers to accomplish any assigned mission, regardless of the conditions.

Cadet Leader Development Training (CLDT) is an intensive three-week training program for rising First Class cadets executed during their fourth and final summer at West Point. CLDT focuses on the Army’s Troop Leading Procedures and





leadership development during a 19-day tactical field training exercise. The training is modeled from the contemporary operating environment and lessons learned from units conducting combat operations in support of the Global War on Terror. Cadets conduct air assault operations, cordon and search, search and attack, mounted patrolling operations, platoon attack, and attack in an urban environment, and they conduct operations from a company combat outpost against an insurgent group hostile to host nation security forces. They gain an appreciation for cultural awareness through their interaction with Arabic-speaking role-players who replicate sheiks, imams, and other village/tribal leaders.

Core Military Science Courses

The Core Military Science (MS) curriculum is a critical component of the Military Program at the United States Military Academy that provides cadets the knowledge and skills necessary for continued cadet development and success as an Army officer. The curriculum allows cadets to study the Army profession during the academic year as a continuum of the Cadet Summer Training programs. This core program is taught by instructors from the Department of Military Instruction and

is incorporated into the cadets' first three years. Each academic year builds upon the previous year's instruction so that each cadet matures in his or her Military Science knowledge and ability to think and communicate militarily.

MS100 Introduction to Warfighting

Second Term—Fourth Class cadets.

SCOPE: This course provides cadets with the foundation of military and tactical knowledge necessary for future field training and development in subsequent Military Science courses. Cadets learn fundamental Army unit organizations, capabilities, and missions, as well as an understanding of the roles of noncommissioned officers and officers. Cadets gain an understanding of the principles of war, troop leading procedures, the orders process, and capabilities and effects of squad-level weapon systems. The course emphasizes tactical planning and communication of plans using common operational terms and graphics in order to build tactical problem-solving skills at the small-unit level. Cadets who have successfully completed MS100, will understand their roles as Soldiers and will have demonstrated the ability to function effectively as members of a squad.

Objectives:

- Demonstrate an understanding of Army units at the company level and lower; know their composition, capabilities, and employment, and the roles of officers and noncommissioned officers within the Army's structure.
- Demonstrate an understanding of U.S. Army weapon systems, employment criteria, and effects on the enemy at the squad level (M249, M240, MK19, M203, M2). Additionally, cadets will demonstrate an understanding of the capabilities of foreign weapons (AK47, RPK, RPG, DSHK, DRAGONUV).
- Demonstrate the ability to apply the principles of war to tactical situations.
- Develop an understanding of tactical mission planning and communication of a plan at the squad and platoon levels, using the appropriate operational terms and graphics in order to build tactical problem-solving skills at the small-unit level.
- Through the application of the fundamentals of offensive and defensive operations, demonstrate the ability to framework a tactical problem and formulate a course of action.

1.5 Credit Hours



MS200 Fundamentals of Army Operations

First Term—Prerequisites: MS100 and Third Class cadet standing.

SCOPE: This course introduces cadets to the small-unit leader's role in the Army by developing the critical-thinking and problem-solving skills necessary for adaptive leaders in administrative, training, and tactical environments. Fundamentals of Army Operations builds upon the knowledge and experience cadets gain in MS100 and summer training. It explores Army leadership, troop-leading procedures, and small-unit operations in order to develop and hone decision-making skills. Throughout the course, cadets demonstrate their knowledge through a series of tactical decision exercises. Cadets who successfully complete MS200 possess fundamental tactical-planning and decision-making skills that prepare them for more challenging training in the field and in future military science courses.

Objectives:

- Demonstrate the ability to make tactical decisions under pressure with limited information and limited time.
- Identify and understand tactical mission tasks and purposes, and how to nest units' tasks and purposes.
- Effectively analyze terrain, weather, and enemy capabilities and examine how each affects military operations.
- Identify the principles behind small-unit tactics and apply them to mission planning.
- Describe and apply the troop-leading procedures, examine tactical mission planning, and effectively communicate that plan.

1.5 Credit Hours

MS300 Platoon Operations

Either Term—Prerequisites: MS100 and MS200 and Third Class cadet standing.

SCOPE: This course builds upon basic tactical planning and decision-making skills taught during MS200. MS300 further develops the cadet's knowledge of doctrinal and warfighting principles, general professional knowledge, and troop-leading procedures (TLPs) in order to instill an aggressive and flexible combined arms mentality. Cadets are challenged to apply knowledge, skills, and common sense to solve complex situations that require critical thinking and creative problem-solving skills. Instruction in the fundamentals of Army operations emphasizes both offensive and defensive tactics. Additionally, cadets are expected to demonstrate mental agility and an increased understanding of the TLPs through nearly daily execution of tactical decision-making exercises. In addition to tactics, cadets continue their general instruction in the various Army systems, procedures, and functions that are important aspects of officership. Finally, cadets examine the small-unit leader's role in ensuring that the moral and ethical decision-making process is integrated into all operations.

Objectives:

- Demonstrate the ability to make tactical decisions under pressure with limited information and limited time.
- Demonstrate an understanding of the fundamental principles that underlie Army doctrine and small-unit tactics and the ability to apply them to mission planning.
- Demonstrate the ability to effectively communicate a tactical course of action both verbally and visually.
- Demonstrate an understanding of how to apply troop-leading procedures to planning a tactical operation as a platoon leader.

1.5 Credit Hours

Defense and Strategic Studies Major (formerly Military Art and Science)

The Defense and Strategic Studies major is an interdisciplinary military studies curriculum that goes well beyond the academy's core Military Science education. The DSS major is offered through the Department of Military Instruction and is an excellent choice for cadets who wish to undertake a serious academic study of the Profession of Arms. These elective courses may be chosen from a wide interdisciplinary menu that includes advanced military science, history, social science, geography, law, and foreign language courses. Each course within the DSS major is weighted 3 credit hours in support of the academic program score. No credit is provided toward the military program score. Required courses and electives are listed below.

Required Courses

MS310 Tactics

Prerequisite: None.

SCOPE: This course introduces the cadet to tactics, the employment of units in combat, and military decision-making at multiple levels of command. MS310 presents the course material in three blocks of instruction: Block I, the Fundamentals of Tactics, focuses on the evolution of the art and science of tactics, as well as the doctrine governing U.S. Army tactics. Block II explores the various tactical environments of conventional units conducting conventional operations. Block III explores the tactical environments of conventional units confronted with irregular warfare (IW) environments. This block also highlights the



emerging importance and associated complexities of conventional units involved in Foreign Internal Defense (FID), also known as Military Transition Teams (MTTs).

3 Credit Hours

MS470 Military Strategy

Prerequisite: None.

SCOPE: This course provides an overview of how national security strategy is translated into effective military strategy. The course addresses three central issues: (1) the appropriate ends of military strategy, (2) the ways we use our military capabilities to achieve national objectives, and (3) the means applied to achieved desired strategic

end states. The first part of the course focuses on strategic fundamentals to include enduring theoretical approaches to strategy and basic strategic principles. Next, we apply knowledge from the first part of the course to assess strategy through the detailed examination of historical case studies. Finally, we examine current U.S. strategic systems and how national-level strategy is synthesized into effective theater-level military strategy. This includes examination of the roles and responsibilities of the various combatant commands, the examination of regional strategic issues and how our military addresses those issues, as well as the limitations of military force in the 21st century security environment.

3 Credit Hours

Elective Courses

MS345 Army Transformation

Prerequisite: None.

SCOPE: This interdisciplinary course examines the subject of military innovation or transformation from a theoretical, historical, and policy-oriented perspective. Using the U.S. Army as the primary object of inquiry, the course addresses several key questions: Why do militaries innovate? How does this process of innovation occur? Why do attempts at military innovation succeed or fail? The first course block introduces competing theoretical explanations that provide a framework for understanding military innovation at the systemic, state, and organizational levels of analysis. Block two of the course examines several historical cases of U.S. Army transformation in the 20th century and their effect on the U.S. Army today. The final course block analyzes the U.S. Army's current attempts at transformation. This block explores the possibility of a recent revolution in military affairs and considers the dilemmas of future U.S. Army transformation given emerging technology, current operational requirements, and the international security environment.

3 Credit Hours

MS350 Military Communication

Prerequisite: None.

SCOPE: MS350 is a communication course grounded in application of sound communication techniques relevant to the tactical and strategic levels of war as well as communication techniques applicable for the proper delivery and reception of messages in a professional organization. Cadets learn to better communicate from the battlefield to the boardroom and beyond by conducting at least five presentations, press interviews for print, and battlefield communication exercises.

3 Credit Hours

MS360 Special Operations and Low-Intensity Conflict

Prerequisite: First and Second Class cadets only.

SCOPE: This course is subdivided into two sub-courses: The first sub-course examines the class of military operations commonly referred to as "Low-Intensity Conflict" (LIC). It explores the nature and dynamics of LIC, with particular attention paid to the differences between LIC and conventional mid- to high-intensity conflict. Specifically, cadets examine insurgency and counterinsurgency, international terrorism, and peacekeeping operations, as well as strategy and tactics appropriate for each. The second





sub-course examines Special Operations Forces (SOF). The sub-course explores the unique methods of special operators and the close relationship between SOF and LIC. Cadets will examine how U.S. Special Operations Forces are organized, how special operations in general succeed, and why SOF are particularly well-suited to LIC. Several subject-matter expert guest speakers are integrated into the instruction throughout the course.

3 Credit Hours

MS385 Sustaining the Force

Prerequisite: None.

SCOPE: This course introduces cadets to the principles of logistics and the critical factors that affect sustaining military operations. The first block focuses on the principles of logistics and characteristics of logistical support, identifying the fundamentals of logistical planning of both tactical missions and expeditionary operations. The second block focuses on sustaining combat operations at the tactical level of war, applying the principles of logistics to military operations from the perspective of both mounted and dismounted junior leaders. The third block of instruction focuses on case studies, examining operations in which logistics led to success or failure on the battlefield. The cadet will leave the class with an understanding of the fundamentals of logistical planning and an understanding of the challenges of sustaining units in combat. Students will be equipped to conduct doctrinal analysis of the logistical planning and execution of past military operations and to identify

the aspects of sustainment that contributed to victory or defeat.

3 Credit Hours

MS455 Comparative Military Systems

Prerequisite: None. **Special requirements:**

Research paper and oral presentation.

SCOPE: The course objective is to analyze the defense policies of various countries and the outcomes of those defense policies in the form of national security and military objectives, military doctrine, force structure, and capabilities. Countries studied include actual and potential coalition partners or adversaries. Cadets examine the political, economic, and social influences on each military establishment. Additionally, the course looks at the cultural influences on the development and implementation of the defense policies assessing the effects on missions, structure, roles, and capabilities of the military. Cadets develop their own framework of analysis to critically evaluate the defense policies and cultures of other countries, and will be able to clearly articulate that analysis through written and oral means. Guest speakers include liaison officers and foreign area officers to provide insight into the specific military establishments of those countries studied.

NOTE: This course is also included in majors offered by the departments of Social Science, Geography, Foreign Languages, and Environmental Engineering, and, to a lesser degree, in the Military History major.

3 Credit Hours

MS460 Counterinsurgency

Prerequisite: None.

SCOPE: This course exists in order that cadets will 1) demonstrate a theoretical and pragmatic understanding of insurgencies, to include their temperaments, composition, strategies, employment, and irregular battlefield operating systems; 2) demonstrate a theoretical and pragmatic understanding of counterinsurgency operations and the interrelationships between the environment, operations, enemies, and strategies; 3) demonstrate a command of historical U.S. counterinsurgency doctrinal concepts, how they relate to theory and strategy, where they are inadequate, and where they are beneficial; 4) demonstrate sound analysis and application of key course concepts using historical case studies; and 5) improve oral and written communication skills. This course begins broadly and then narrows in order to integrate theory and strategy with tactics and practicality. The first sub-course introduces the insurgency, an understanding of which is essential to leading, organizing, and implementing successful operations against it. In the second sub-course, students examine counterinsurgency operations from theoretical, strategic, operational, tactical, and practical perspectives. The final sub-course presents three historical case studies intended to engage each student's learning with both analysis and application through oral and written means.

3 Credit Hours



and leadership, as well as the linkage of strategic, operational, and tactical objectives in historical and current military operations. Cadets apply the fundamentals learned through previous instruction in strategy, logistics, intelligence, tactics, and irregular warfare to historical campaigns as well as current military operations. Books and selected readings will expose cadets to commanders with different leadership styles, providing them the basis for discussion and encouraging individual study of command and leadership. Cadets will also begin or continue to gain greater insight into their own personal philosophies of command and leadership. Topics may vary each year in accordance with cadet interest and faculty expertise.

MS489 Advanced Military Studies in Defense and Strategic Studies

Prerequisite: Approval of DMI director; open only to First Class cadets.

The course provides an environment that is conducive to independent effort in a subject area of special interest to the cadet. Original research or specialized study can be accomplished in any topic within Defense and Strategic Studies. The course is conducted in three phases: First, the cadet and the individual advisor from the Defense and Strategic Studies faculty reach agreement on a subject area of research, and research methods are studied under the direction of the faculty member. Research may involve field trips and personal

interviews with experts in the area of study. In the second phase, the cadet engages in independent research and prepares a draft analytical paper or report detailing the findings. During this period, frequent consultation with the faculty advisor occurs regarding the progress in the project. In the third phase, the cadet presents and defends the findings before a faculty committee.

3 Credit Hours

MS498 Colloquium in Military Affairs

Prerequisite: Approval from the Director of DSS.

SCOPE: The colloquium uses seminar discussions to analyze and debate issues of command

3 Credit Hours





THE WILLIAM E. SIMON CENTER

FOR THE PROFESSIONAL MILITARY ETHIC



The center leads programs that assist each cadet in synthesizing experiences and inspiring personal ownership of a self-identity as a future officer. It supervises the Honor and Respect committees and develops and executes outreach initiatives to the Army and to civilian colleges/universities. It sponsors research, writing, and teaching about the Professional Military Ethic.

The William E. Simon Center for the Professional Military Ethic (SCPME) in the United States Corps of Cadets traces its origins to the very early 1900s and the traditions that guided cadet life informally with the Corps of Cadets for the first hundred years of the academy's existence. In 1922, Academy Superintendent General Douglas MacArthur established the Cadet Honor Committee and formalized the Honor Code: "A cadet will not lie, cheat, or steal, or tolerate those who do." Following a 1976 cheating scandal, the academy adopted recommendations from a commission led by former Apollo 8 astronaut and academy graduate Colonel (Ret.) Frank Borman. The superintendent established commissioned officer oversight of the Cadet Honor Committee with appointment of a Special Assistant to the Commandant for Honor Matters. In 1992, the Respect for Others Program became the second bedrock value espoused by the academy. The Commandant of Cadets established a Cadet Respect Committee responsible for cadet human relations issues, with officer oversight provided by a Special Assistant to the Commandant for Respect. In 1998, the Commandant established the Center for the Professional Military Ethic (CPME) with the support of both the Army and the academy's leadership and the generous financial support of numerous individual and corporate donors.

The Center for the Professional Military Ethic was charged with bringing a new cohesiveness to the moral-ethical training of cadets. While the Cadet Honor Code and the motto, "Duty, Honor, Country," provide the underpinnings of cadets' moral ethos, the academy leadership established the center to deepen cadets' understanding of the Professional Military Ethic and better coordinate the ethical development programs across the academy curriculum. The center also has been charged to serve as the academy focal point for developing a professional concept of "Officership" within the Corps of Cadets.

In November 2000, the Center for the Professional Military Ethic was formally dedicated to the memory of former Secretary of the Treasury, business leader, adventurer, and philanthropist William E. Simon. The Simon Center for the Professional Military Ethic is a visible and daily reminder to cadets of their commitment to integrity and ethical behavior, located in the newly renovated First Division Barracks in the heart of the cadet area at West Point.

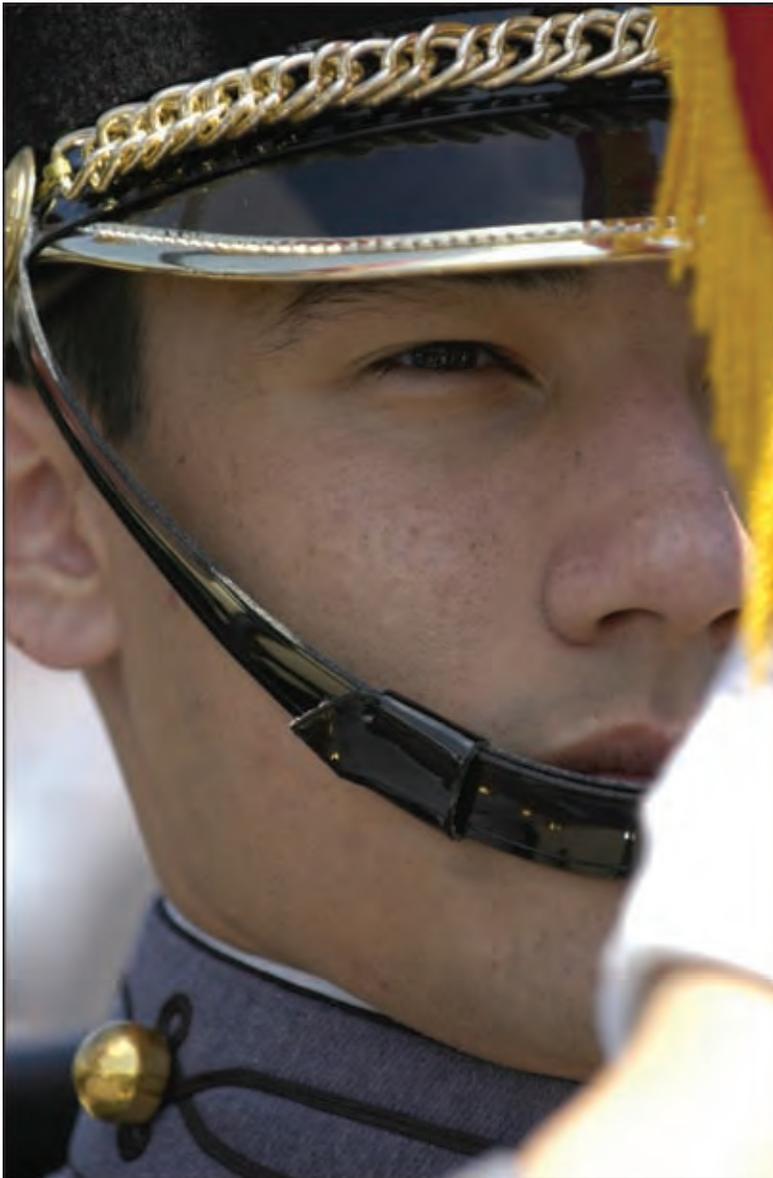
The Simon Center of the Professional Military Ethic has benefited significantly from the generous donations of many West Point graduates and classes that have funded programs within the center. For example, the William E. Simon Foundation Endowment Funds sponsor the majority of the ethics programs, conferences, and events for SCPME. The Visiting Scholar and the Battle Command Conference is sponsored by the West Point Class of 1966 in conjunction with the Bradley Foundation and the Norman R. Augustine Endowment. The West Point Class of 1970 sponsors the annual National Conference on Ethics in America (NCEA), which focuses on character, leadership, and integrity in college, the professional world, and beyond; the annual conference attracts more than 180 students and 40 faculty members from 80 different colleges and universities, including all the U.S. service academies. The West Point Classes of 1939 and 1941 support the fall and winter Professional Military Ethic Education (PME2) Conferences each year, where cadets and faculty unite and plan for the upcoming Character Education Curriculum for cadets. The Class of 1957 dedicated the Honor Plaza, which showcases the history of the Cadet Honor Code in a very impressive and inspiring public area. The Nininger Hall Historic Museum rooms were sponsored by the West Point Classes of 1930, 1939, 1951, and 1960, and Nininger Hall upkeep is sponsored by the West Point Class of 1941. The West Point Class of 1969 is currently raising reunion year funds to support the funding of the Professor of Officership position.

The Simon Center for the Professional Military Ethic:

The mission of the Simon Center for the Professional Military Ethic is to supervise the Honor / Respect Programs and develop, coordinate, and integrate curriculum and other activities within West Point on the Professional Military Ethic to promote an understanding of Officership and the development of a professional self-concept within all graduates.
The Simon Center:

- Develops, coordinates, assesses, and integrates West Point programs that contribute to the development of a professional self-concept in cadets through Professional Military Ethic Education.
- Supervises Cadet Honor and Respect Programs.
- Serves as the Army Center of Excellence for the study of Officership and Continuing Education in the Professional Military Ethic.
- Conducts outreach to expose external organizations to the West Point character-development programs.
- Assists the United States Corps of Cadets (USCC) major subordinate commands in the education and training of military and civilian faculty and staff on equal opportunity-related issues.
- Conducts research of the Professional Military Ethic, including review of current content and the development and integration of new resources and programs, in order to ensure a comprehensive education for leaders.

The Simon Center is organized around four principal programs: The Honor Program, the Respect Program, the Center for Officership, and the Professional Military Ethics Education (PME2) program.



HONOR AND RESPECT PROGRAMS OF EXCELLENCE

“He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.”

Major General John M. Schofield

The Honor Program

“Duty, Honor, Country. Those three hallowed words reverently dictate what you ought to be, what you can be, what you will be. They are your rallying points.”

General Douglas MacArthur spoke these words to the Corps of Cadets May 12, 1962, in his farewell address to West Point. The Cadet Honor Program is the very core of the United States Military Academy. It develops a cadet’s character through a 47-month experience. The program’s foundation is the Cadet Honor Code, which states “A cadet will not lie, cheat, steal, or tolerate those who do.”

The honor code is administered by the Cadet Honor Committee. Its members are elected by their peers and appointed for two years. They are responsible for

the education of the standards and requirements of the honor code, its system and procedures.

The Respect Program

“Not all leader issues are respect issues, but all respect issues are leader issues.”

For generations the United States Military Academy has advocated respect for others as an integral part of leadership and inherent to the ethos of the professional military officer. The ability to educate, train, and inspire leaders of character is linked to the academy’s commitment to ensuring a positive command climate, eliminating discrimination, and fostering an atmosphere in which cadets can learn and develop equally without prejudice. In order to ensure a healthy command climate and focus more succinctly on character

development, West Point maintains the Respect Program. The intent of the program is to engender a professional attitude that encompasses every aspect of cadet life and that is essential for effective leadership in the Army.

The United States Army and the United States Military Academy will not tolerate violations of equal opportunity (prejudicial and discriminatory behavior or unfair treatment based on race, religion, national origin, color, or gender). One function of the Respect Program is to bring awareness to and educate cadets on equal opportunity issues. The program fosters cadets’ understanding of and commitment to the fundamental principle that each individual intrinsically has infinite dignity and worth.



THE CENTER OF EXCELLENCE FOR OFFICERSHIP

AND THE PROFESSIONAL MILITARY ETHIC



The Visiting Scholar Program

The Visiting Scholar program is integral to the operation of the Center and its programs. Currently the position is held by Gen. (Ret.) Frederick M. Franks. The visiting scholar advises the director on the program of instruction designed to develop a self-concept of the Professional Military Ethic within the Corps of Cadets. He also assists the Army, other services, and appropriate national institutions on leadership doctrine and education relating to the Profession of Arms and scholastic integrity. The visiting scholar is also directly responsible for course design and instruction of the MS497 Battle Command course, which is a First Class elective designed to integrate all elements of a cadet's development focused on command in battle.

The Professional Military Ethics Education (PME²) Program

The purpose of Professional Military Ethic Education is to provide cadet facilitated instruction focused on reinforcing the Cadet Leadership Development System outcome goals. PME² is designed to reinforce current academy programs, assist in developing the self-concept of officership, and instill the ethos of the American Military Profession. The curriculum is a mixture of small group discussion, online scenarios, reflective reading and writing assignments and guest lectures. The PME² program is flexible and designed to complement cadet education in three fundamentally important areas in the development of leaders of character: values education, officership, and leader skill development.

The Department of Physical Education develops warrior leaders of character who are physically and mentally tough by engaging cadets in activities that promote and enhance the warrior ethos and lifelong physical and functional fitness. The physical program helps future leaders develop motor skills, self-confidence, respect for fair play, and a commitment to maintaining individual and unit physical fitness. The Department of Physical Education develops leaders of character through a coordinated, challenging, and safe physical education and fitness experience.

