

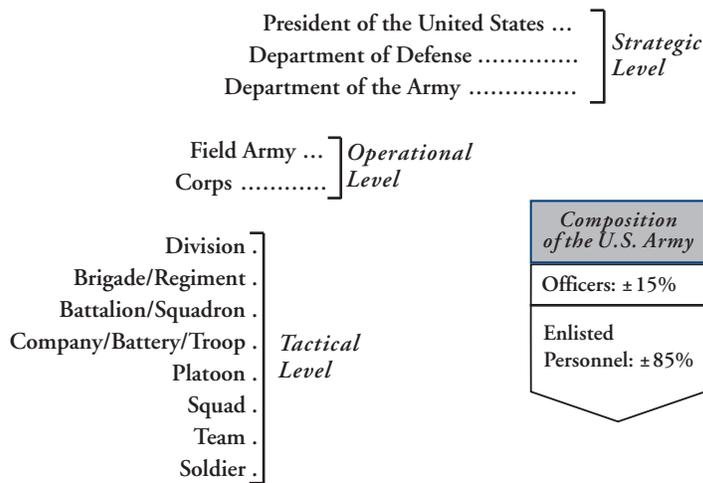
# History & the U.S. Army

The study of history brings insight to the nature, conduct, and prevention of war as well as the ways to peace. It helps confront the meaning of life and death, of military service, of suffering, and of courage. History instructs us as to what endures, what changes and clarifies the role of the military in U.S. society.

How historians' knowledge and skills are applied to further the mission of the U.S. Army are in no way "academic". Whether solving problems, confronting complex issues, solidifying morale, or simply searching for truth, the diligent study and application of history in the line of duty enhances personal awareness, judgment, and perspectives.

*History & The U. S. Army* offers the student of history a roadmap, outlining career options in today's military. Key Army occupational specialties are summarized, noting their connection with the study of history. Some positions apply historians' skills and knowledge in the course of duties. Others directly involve either teaching or practicing history. Throughout, historical "habits of the mind" are emphasized.

### MILITARY CHAIN OF COMMAND



The mission of the Serenus Press is to promote the study and use of history and the liberal arts, demonstrating their application in nonacademic settings. We also encourage employers in all sectors of the economy to provide insight on how to strengthen education that connects good scholarship with professional success. To this end we publish Road Map Publications, freely downloadable material for educational distribution.

Serenus publications have many applications. They help students choose a college major, reinforce reasons for diligent study, and provide concrete career options. They also aid college administrators in recruiting high school students, and show parents as well as teachers the value of their children's liberal arts education. To date, our material has been used in nearly half the colleges throughout the United States, as well as numerous schools, historical associations, and libraries.

While many of our publications deal with history, we believe that history — rigorous history — can not be written, studied, or applied, without due regard to other core subjects: English, science, mathematics, and geography. Nor can mastery be achieved of English, science, mathematics, or geography without an attentive focus on history.

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# APPLYING HISTORIANS' KNOWLEDGE & SKILLS TO FURTHER THE MISSION OF THE U.S. ARMY

## STRATEGY & TACTICS

Military strategy is the process whereby political goals are translated into militarily achievable objectives. Tactics are the means by which such strategy is carried out.

As the consequences of military action are global, strategic planning requires a firm grasp of international as well as national military science, law, politics, economics, science and technology, psychology, and social history. Viewed with historical perspective, effective strategy binds together such distinct and, at times, conflicting elements.

Like historians, successful military strategists and tacticians rely on an accurate recollection of past events and a mastery of analytic skills. They must transform raw data to useful information. They face ambiguous, unstable events about which too few – or perhaps too many – facts are known. But while strategists deal with history from the top down, tacticians deal with it from the bottom up.

Tacticians at all levels of military command must solve life and death problems with dispatch. There is no time for research on the battlefield: if past alternatives and precedents are to support judgment, history must be recalled instinctively. Further, only factual, detailed knowledge of the past can counter false analogies. The ability to instantly “connect the dots” of incongruent evidence is the result of a mind trained in historians’ vision and historians’ skills.

## MAKING POLICY

Policy for the U.S. Army flows from the three branches of government: executive, legislative, and judicial. In each sphere, knowledge of historical precedent is central for those who frame military policy. Consequently, those who make policy must have a command of the history of the Constitution of the United States and the establishment of the legal framework upon which our government rests.

Policymakers also require a firm grasp of the role of the military in U.S. history, of the separation of powers between executive, legislative, and judicial branches of government, national security issues, the function of state governments in military preparedness, citizens’ and

interest groups’ rights and obligations. Precedent matters, and mining precedent when establishing policy requires a command of history and historical methods.

That “lessons of history” are commonly used to justify policy decisions makes a command of accurate historical knowledge essential to avoid traps set by false analogy. Close and careful examination of assumptions, the ability to recognize trends, to apply standards of logic and reason to interpretations of past action all are part of the historian’s training. The ability to ask direct, pertinent questions is as important when examining the possible effect of policy decisions as it is in historical investigations. Knowledge of history connects the policymaker to the human element, to an understanding that actions taken because of policy decisions have human consequences and that policy-making is, like history, a combination of science and art.

## INTELLIGENCE

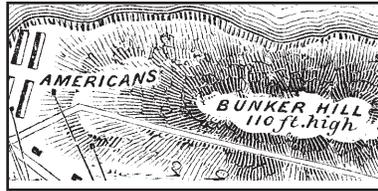
Military decisions depend upon accurate, relevant, well-timed intelligence. The process of acquiring, consolidating, evaluating, producing, and disseminating this information closely follows the methodology of historical research.

Strategic intelligence, used at national and Army levels, probes overall military, political, economic, technological, and sociological factors. It produces estimates and threat analyses, focusing on foreign nations’ intentions, military capabilities, and other geopolitical factors. Operational intelligence assesses specific areas of conflict, supporting military operations and providing a linked strategic and tactical intelligence. Tactical intelligence provides information relating to the enemy’s strength and disposition on the battlefield. Intelligence areas are divided into four disciplines and two multidisciplinary functions:

- Human Intelligence deals with enemy interrogations and debriefings, as well as preparing and editing intelligence information reports. Activities may be carried out in English as well as in foreign languages. Positions include: HUMINT Officers, Human Intelligence Collectors, Counterintelligence / Human Intelligence Senior Sergeants.

- Imagery Intelligence is gathered by surveillance and reconnaissance operations from optical, photographic, and electronic images acquired from land, air, and space. Positions include: Imagery Intelligence Officers, Imagery Analysts, Imagery Ground Station Operators.

- Measurement and Signature Intelligence measures and identifies objects or events by means of technical instruments such as radar, lasers, and other electronic, impulse, or optical sensors. Positions include: Communications Signal Collections and Processing Specialists, Ground Surveillance Systems Operators, Non-Communications Interceptors/Analysts.



- Signals Intelligence concerns information from computers, radios, TVs, and other electronic transmission sources, protecting against and disrupting hostile action towards computers and other electronic equipment. Positions include: Signals Intelligence/Electronic Warfare Officers, Signals Intelligence Analysts, Electronic Intelligence Interceptors.

- Counterintelligence operations investigate enemy intelligence activities, intercepting their collection, analysis, and production to eliminate or limit their effectiveness. Positions include: Counterintelligence Officers, Counterintelligence Agents, Counterintelligence/Human Intelligence Senior Sergeants.

- Technical Intelligence identifies, analyzes, and counters hostile technical advantages while maintaining friendly technological superiority. It is supported by a broad range of career fields including intelligence, civil affairs, chemical, engineering, and ordnance personnel.

### CIVILIAN INTELLIGENCE SPECIALISTS

Civilian Intelligence Specialists collect, analyze, compile, and process raw data acquired from a variety of sources, develop analytic computer programs, and provide technical services affecting national security. They also advise commanders of U.S. intelligence and security agencies on policies, provide liaison with foreign intelligence and security agencies, and support elements of U.S. embassies and their counterparts.

Specialists must have command of the history and language of the countries or regions they are assigned to and be experts in efficient research methods.

### PSYCHOLOGICAL OPERATIONS & CIVIL AFFAIRS

Psychological Operations are concerned with favorably influencing viewpoints and behavior towards U.S. objectives. Personnel analyze national, cultural, historical, political, social, and economic groups and exploit psychological susceptibilities and vulnerabilities. To plan and produce successful psychological operations requires substantial historical knowledge of targeted nations, groups, or individuals. Positions (many in the U.S. Army Reserve) include Psychological Operations Officers and Specialists.

Civil Affairs Operations aim to foster positive relations between foreign civil authorities and U.S. forces. Civil Affairs duties include the assessment of political, economic, social, cultural, historical, and psychological aspects of foreign civil and military organizations. Civil Affairs personnel offer advice to and liaison with foreign civil and military personnel, fostering positive working relationships with U.S. military and civilian authorities. An effective Civil Affairs operation requires knowledge of U.S. political, economic, and military history, and international relations, as well as the history of foreign governments and economic systems. Positions (many in the U.S. Army Reserve) include Civil Affairs Officers and Specialists.

### OTHER SUPPORT

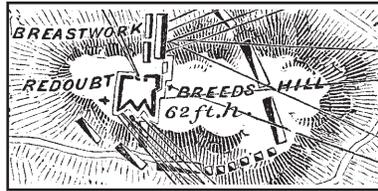
Studying history provides a broad platform on which to build or enhance careers in the Regular Army, the Army Reserves, or as civilian employees of the U.S. Army. Such opportunities include:

- Education Services Officers and Specialists: A traditional base for teaching careers, a history education also prepares students to analyze connections in a variety of disciplines, a critical tool for counseling Army personnel on educational opportunities and requirements.
- Corps of Engineers, Medical Corps: Preparation of environmental and health and safety reviews require an historian's research and communications skills and ability to place evidence in historical perspective, connecting cause with effects.

- Lawyers, Paralegals, Legal Specialists, Criminal Investigators, and Special Agents (Judge Advocate General's Corps): Research skills learned in the study of history are central for work in law and law enforcement fields. Other essential skills learned in the study of history include the ability to locate, document, and analyze evidence, to determine significance, and to prepare chronologies.

- Management Analysts: Financial management requires the historian's abilities to research and analyze, to evaluate qualitative as well as quantitative material, and to manage information and records.

- Information Management Specialists: Well-trained historians are quintessential information managers. Historical methodology deals directly with determining information needs, establishing systems for capturing, storing, sorting, and analyzing data, and reporting on results.



Public Affairs Officers and Specialists conduct research, assess risks, and implement public affairs campaigns to broadcast the Army's messages. Focusing on issues central to national security, they analyze state and federal laws and regulations that concern the Army and negotiate passage of critical U.S. legislation affecting the military. They also produce news releases and informational displays, promote effective community relations, and facilitate media access to Army operations.

Abroad, Public Affairs personnel advise field commanders on public relations and conduct liaison with foreign media and government agencies. Specialists' positions include writers, editors, journalists, photographers, videographers, TV cameramen.

Positions include: Public Affairs Officers, Public Affairs Specialists, Legislative Affairs Specialists.

Legislative Affairs Specialists are responsible for legislative and congressional affairs and related activities. They advise senior military personnel on congressional affairs, prepare opening statements and responses to questions for congressional hearings, and draft correspondence. Additionally, they identify and maintain contact with key legislators.

### FOREIGN AFFAIRS OFFICERS

Foreign Affairs Officers apply international political-military expertise to strengthen U.S. interests abroad. Foreign Affairs Officers serve as military attachés, as well as security or intelligence officers. They conduct and analyze military activities having economic, social, cultural, psychological, or political impact. Foreign Affairs Officers also act as instructors and liaison officers, training future military leaders at home and abroad.

Foreign Affairs Officers require comprehensive historical knowledge, language skills, and political insight on countries to which they are assigned in addition to a command of U.S. foreign relations with that country.

### PUBLIC & POLITICAL AFFAIRS

Public, political, and legislative affairs personnel promote confidence in the Army and its ability to carry out its mission. Their work requires a command of U.S. history, a thorough understanding of the constitutional role of the U.S. military and its relations to civil life, and a familiarity with the history of targeted foreign nations and their governments.

### PRIDE, MORALE, & COHESION

Shared awareness of past lineage, traditions, and action in battle stimulate unit pride, morale, and cohesion. Developing such perception depends on historical knowledge of individuals and the specific formations with which they served.

Unit ceremonies, carried out at established intervals, sustain the institutional memory needed to reinforce esprit de corps, discipline, and common culture of military life.

## TEACHING & PRACTICING HISTORY TO FURTHER THE MISSION OF THE U.S. ARMY

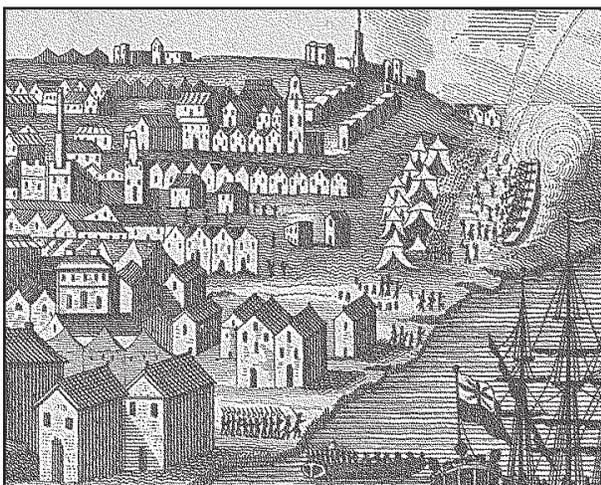
### TEACHING HISTORY IN THE U.S. ARMY

History is taught in a number of U.S. Army settings including various organizations under U.S. Army Training and Doctrine Command. These include the Command and General Staff College and the Combat Studies Institute, the U.S. Army War College, and the U.S. Military Academy as well as other private and public military academies and schools.

History teachers educate cadets, officers, and enlisted personnel in military history, American history, world history, military leadership, and methods of critical thinking. They formulate the history curriculum, reviewing both primary and secondary material for classroom instruction to develop or revise course material. They present lectures, as well as design and conduct research projects in the general field of military history.

Senior teachers guide faculty development and advise junior faculty on teaching matters. They also represent their department at outside meetings.

Positions include: Professors, Associate Professors, Assistant Professors, Instructors.



### U.S. ARMY CIVILIAN CONTRACTORS

Historians preserve and promote institutional memory and knowledge of Army heritage. They research, collect, analyze, write, edit, review, and produce historical works on Army operations, policies, technology, and other aspects of Army history. They identify historically significant documentation for retention, reply to official and public requests for historical information, and advise on program requirements.

- Cultural Resource Management Specialists protect, preserve, and manage historic property. They locate, evaluate, and survey historic resources, prepare budgets and cost estimates, and create inventories and finding aids. They also formulate, monitor, and assure completion of plans for historical restoration and preservation of sites and buildings, assuring compliance with local, state, and federal policies and procedures. In the course of this work, they must estimate the social, economic, and environmental impact as well as costs and benefits of plans and take steps to mitigate adverse effects of proposed activities. They may also be charged with coordinating efforts with their State Historic Preservation Office.
- Oral History Specialists plan, implement, and administer oral history programs. They identify and evaluate potential interviewees, conduct and record interviews, and transcribe, edit, and index their transcriptions and tapes.

Other specialties include: Architectural Historians, Policy Historians, Archeological Historians.

## PRACTICING HISTORY IN THE U.S. ARMY

Practicing history is a broad term covering such academically defined fields as history proper (American history, military history), public and applied history, museum studies, and library and archival sciences.

Historians prepare historical works used for Army policy-making and education in military history. They participate in the collection, use, and preservation of historical records and source material and produce and recommend historical works and studies in various media. Historians also supervise and participate in historical programs and oversee Army history, heraldry, and other historical property.

Museum Curators manage the planning, development, finance, and maintenance of museum collections. They authenticate, verify, describe, and publicize their collections, prepare exhibitions, and conduct museum education programs through courses, seminars, websites, and public presentations. Curators also carry out specialized research and represent museums at scholarly and public conferences.

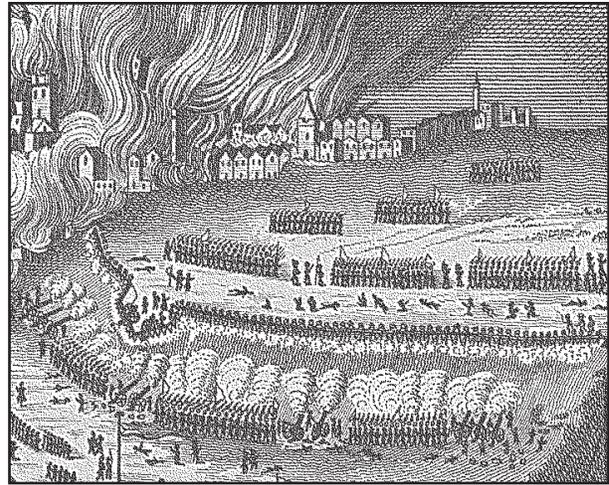
Conservators engage in historical research to determine age, authenticity, and significance of museum holdings. They also restore, document, and assure the preservation of items under their control.

Librarians plan, organize, and direct the development of their institutions' holdings. They organize and index written and electronic works, design and maintain finding aids, and provide instruction in use of catalogs and other electronic resources including the Internet. Librarians also develop user education and outreach programs, supervise, train, and evaluate staff, and provide guidance on translation and interpretation of foreign language holdings.

Reference Librarians provide reference services to the public, interpreting their information needs and implementing improvements in services. They support access to electronic and paper-based reference services, review and update standards, and assure usability and access to sources. Certain Reference Librarians must master specialized areas in science, technology, humanities, and social sciences, as well as foreign languages.

Archivists manage archival collections of records and documents. They search for, appraise, acquire, arrange, describe, restore, and preserve archival material in all media. They also assure collection security and develop education programs, exhibitions, finding aids, and digitalization programs. In addition, archivists assist researchers, train colleagues, and maintain contact with potential donors of material.

Records Analysts provide technical support for records collections, appraising, establishing retention schedules, and disposing of unnecessary holdings. They prepare documents for filing, scan, index, and provide quality control of imaged documents, and respond to public inquiries.



## DOCUMENTATION & HISTORY IN THE U.S. ARMY

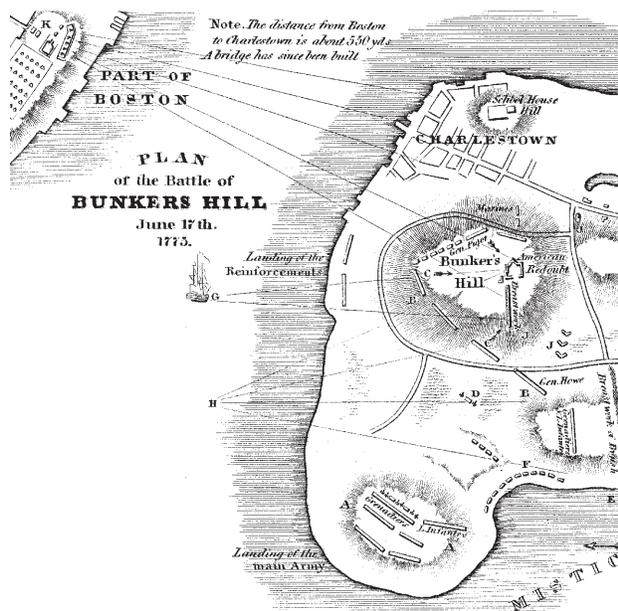
The documents produced during the course of a military operation draw on the skills of a trained historian for they require accurate observation of relevant facts, strict attention to detail, thoughtful analysis, and clear, precise exposition. Like historians, soldiers writing these documents must ask and answer “how”, “what”, “when”, “why”, “where”, and “how much”. The four stages defining the progress of this work appear below.

### PLAN

*Military operation:* Define the mission, establish objectives, priorities, and responsibilities. *Historical research:* Review and plan the steps needed to complete your project.

**Strategic planning documents** explain how an overall operation’s objectives will be met. Produced in various lengths and formats, they detail goals, policies to be followed, and procedures to implement the goals.

**Tactical planning documents** explain how a mission’s specific objectives will be met. Produced in various lengths and formats, they detail goals, policies to be followed, and procedures to implement the goals.



### OBSERVE & COLLECT

*Military operation:* Execute the plan, deploying manpower and resources. *Historical research:* The study of history trains the student to bring clarity to multiple topics and contexts, to overcome too much or too little information, to gather the best, appropriate facts available, and to appraise, verify, and confirm evidence.

**Briefings** summarize pertinent facts about events and are frequently oral as well as written.

**Intelligence journals** describe events surrounding intelligence operations. They may contain details such as messages received and transmitted and action taken.

**Logs** provide a full record of events during a given period of time and focus on specific duties. Varieties include battlewatch logs, daily logs, duty logs, observation logs, post logs, official duty logs, and watch logs.

**Oral history interviews** record the experience of individuals and come in various forms:

- (1) Biographical interviews detail an individual’s life or career.
- (2) Subject interviews cover specific topics as viewed by one or more individuals.
- (3) Exit interviews focus on an individual’s assignments.
- (4) After-action interviews concentrate on specific military engagements.

**Operational journals** list significant events during a given period of time, usually 24 hours. Included may be items such as messages, reports received and transmitted, and accounts of action taken. They are used to complete logs.

**Operations orders** are written, oral, or signed instructions from a superior to a subordinate individual or units detailing what, when, how, and where action should be taken.

**Message traffic** may be transcribed in documentary form, in whole or in part.

**Situation /status reports** provide details of what has happened or how progress is being made in the vicinity of a particular unit or operation.

**Submission reports** summarize the activities and accomplishments of individual offices within a given command. They include names of key personnel, dates of incumbency, information on budgets, salaries, training, use and/or introduction of new equipment, and any technological changes.

*Military operation:* Organize your resources and begin processing them. *Historical research:* The study of history trains to bring clarity to multiple topics and contexts, to gather the best, appropriate facts available, to deal with too much or too little information, and to appraise, verify, and confirm evidence.

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**After-action reports/reviews** describe what happened during an operation. Using statistics and illustrations, they probe to find out why events happened, identify significant trends, evaluate performance, and provide conclusions and recommendations.

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**Force structure support reports** give historical information on the Army's organization. Written by the U.S. Army Center of Military History, they are used to prepare Lineage and Honors Certificates certifying Army units' entitlement to decorations.

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**Historical casebooks** provide in-depth narrative studies of operations, events, problems, or issues. Often treated chronologically, these studies identify, analyze, and bring historical perspective to the underlying lessons.

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**Command reports** describe and briefly analyze the significant combat and contingency operations. Historical information is generally included.

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**Staff rides** explain how to visit an historic battlefield for educational purposes. They detail the path to be followed over the actual terrain, review the strategy, tactics, and psychology of men in battle, and include facts about logistics, communications, armaments, troop disposition, and quality of leaders.

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**Battle damage assessments** give timely details on harm done to military personnel, materiel, and targets during a given conflict. Based on reports sent directly from the field, they are generally written by intelligence personnel.

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**Annual historical summaries** are records of historically significant events prepared by an officer or designated civil servant who is not an historian. Their content is generally the same as annual command histories, without some analytic elements.

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**Annual command histories** record, analyze, and evaluate in narrative form historically significant events taking place in a given command during the past year. Written by a trained Army or qualified civilian historian, they draw on staff meetings, formal and informal interviews, letters, general communications, press reports, and other published and unpublished sources.

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**Lessons learned** reports analyze actions, engagements, and various other significant events. Produced by staff historians, archivists, records managers, librarians, and security specialists in a variety of media, lessons learned produce a critique of an engagement's successes and failures that can be applied to future operations.

*Military operation:* Produce your report and disseminate it. *Historical research:* Express yourself. State clearly, strongly, grammatically, unambiguously, comprehensively. Be able to tell a story effectively.

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**Academic military histories** are scholarly works written primarily by and for academic audiences.

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**Independent research reports** provide views and analyses of events by individuals who are not directly in the chain of command, generally by nonprofit organizations such as "think tanks" contracted by the U.S. Army.

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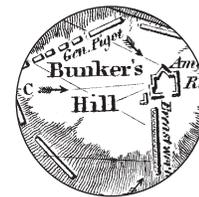
**Official military histories** reflect military issues and their interplay with diplomatic, political, social, economic, and intellectual concerns in peace and war. Written by both Army and civilian historians and published by the U.S. government, they range from single-issue monographs to multi-volume works.

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**Popular military histories** are written for the general public by individuals who may or may not themselves be professional scholars.

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**Documents produced during each phase become source material for future projects.**



## U.S. ARMY BRANCHES/OFFICES

Branches and offices of the U.S. Army where the teaching and/or practice of history is emphasized:

### Military Heritage Foundation

- » Army Heritage and Education Center

### U.S. Army Center for Army Lessons Learned

- » Information Systems Division
- » Lessons Learned Division
  - Actual Operations Branch
  - Combat Training Center Branch
- » Research Division

### U.S. Army Command and General Staff College

- » Combat Studies Institute
- » Military History Education Program
- » Military History Instructional Support Team
- » Research & Publications Section
- » Staff Ride Section

### U.S. Army Corps of Engineers (and most major commands)

- » Offices of History
  - U.S. Army Defense Information School, Ft. Meade, MD
  - U.S. Army Director of Environmental Programs
  - U.S. Army Environmental Center
  - U.S. Army Europe Military History Office
  - U.S. Army Foreign Military Studies Office

- U.S. Army Institute of Heraldry
- U.S. Army Materiel Command Historical Office
- U.S. Army Medical Department Center, History Section
- U.S. Army Training and Doctrine Command
  - » Command History Program (includes 23 Army museums)

### U.S. Army War College

- » Strategic Studies Institute
- » U.S. Army Military History Institute

### U.S. Center of Military History

- » Field Programs and Historical Services Division
- » Histories Division
- » Museum Division
- » Production Services Division

### U.S. Department of the Army Historical Advisory Committee

### U.S. Military Academy

- » History Department

### *Also*

- U.S. Army Reserve Officer Training Corps
- U.S. Army Junior Reserve Officer Training Corps
- U.S. Army Base Primary and Secondary Schools
- U.S. Army Post Libraries

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