

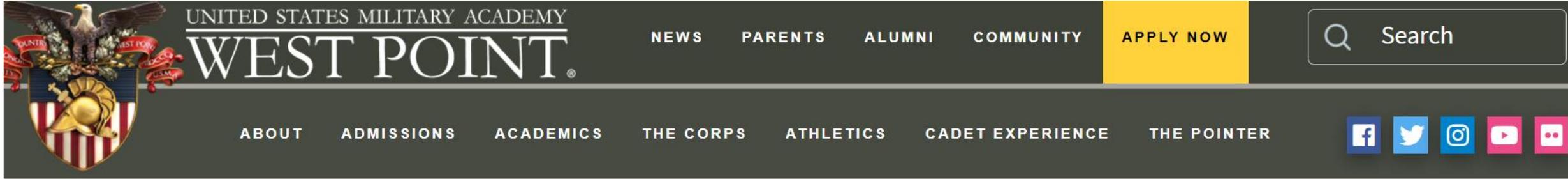
# U.S. Military Academy: Contemporary and Historical Information Resources

FDLP Academy  
February 4, 2021

Professor Bert Chapman  
Purdue University Libraries and School of Information Studies



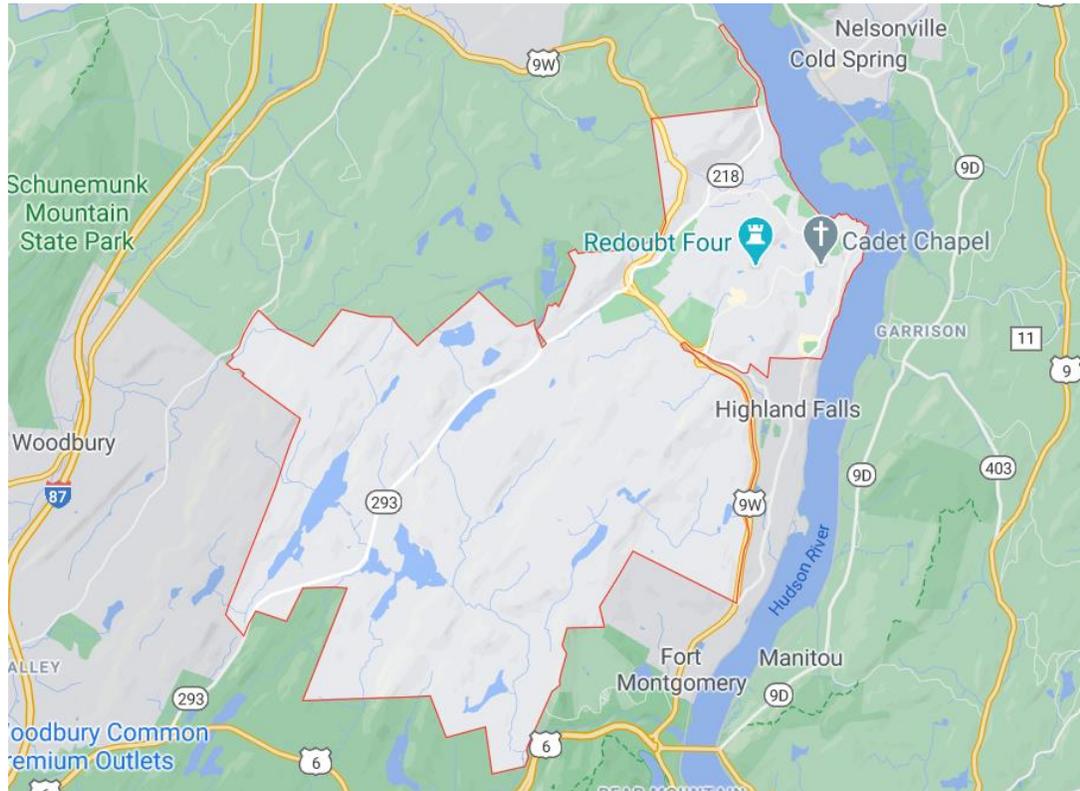
U.S. Military Academy [www.westpoint.edu/](http://www.westpoint.edu/)



Letter to the USMA Community Regarding Honor  
Important COVID-19 Vaccine Information

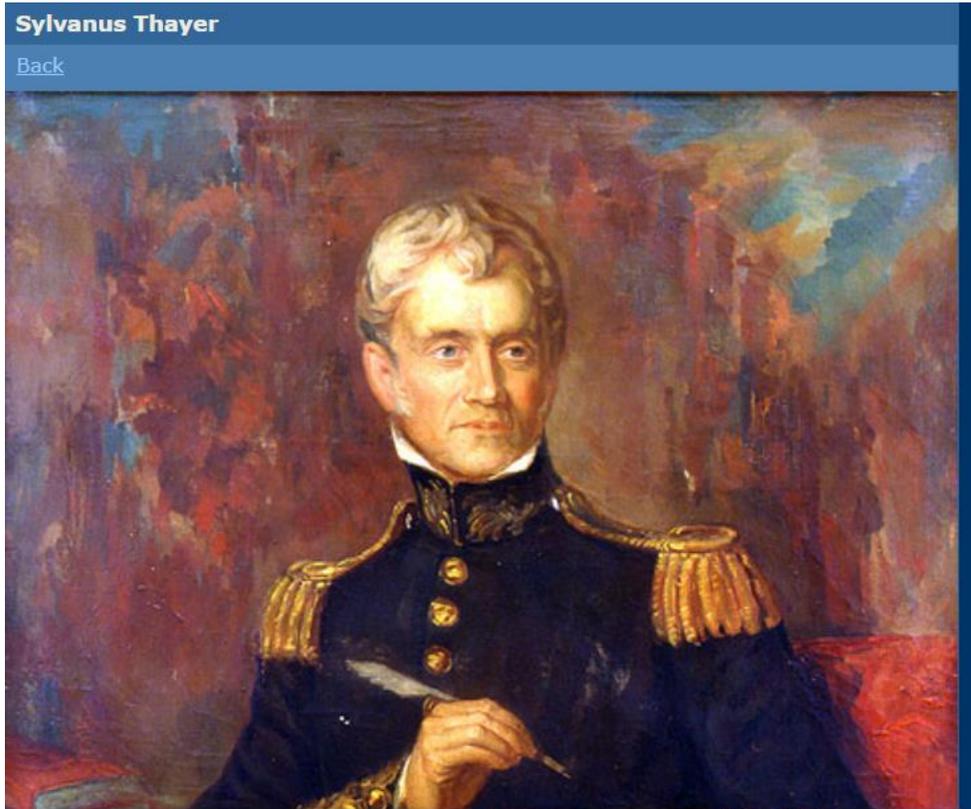


# Background Information-Located at West Point, NY



- Seeks to educate, train, and inspire Corps of Cadets so each graduate is a commissioned leader of character committed to Duty, Honor, and Country, and prepared for a career as a United States Army officer.
- Importance dates back to Revolutionary War when George Washington transferred headquarters to this strategically important location in 1779.
- 1802-President Thomas Jefferson signs legislation establishing U.S. Military Academy.
- Sylvanus Thayer (1785-1872) served as Superintendent from 1817-1833. Upgraded academic standards, instilled military discipline, and emphasized honorable conduct. He made civil engineering the foundation of USMA curriculum.

# Sylvanus Thayer



- After the war, (1812) Thayer embarked on a two-year inspection tour of European military schools and installations, returning in 1817 to become superintendent at West Point. The educational and administrative reforms he initiated during his sixteen-year tenure created a preeminent school of engineering, making him remembered ever after as “the father of the Military Academy.”
- Thayer resigned as superintendent in 1833 but remained an army engineer, working on harbor improvements in New England. He retired in 1863 with the rank of brigadier general. In 1867 this lifelong bachelor endowed the Thayer School of Engineering at Dartmouth College and designed the new school’s curriculum.

# Background Information

- USMA graduates largely responsible for constructing early US railway lines, bridges, and roads.
- Graduates such as Ulysses Grant, Robert E. Lee, Stonewall Jackson, and William T. Sherman set high military leadership standards in domestic and foreign wars.
- Post civil war development of other national technical schools saw curriculum broaden to other areas. Development of Army post-graduate Command and Staff colleges saw West Point become first step in continuing Army education.
- During World War I, USMA graduates distinguished themselves on the battlefield. Superintendent Douglas MacArthur sought to strengthen athleticism of cadets.
- Academy graduates such as Dwight D. Eisenhower, George Patton et. al. Provided leadership during WWII. After World War II curriculum revisions included understanding other cultures and rapid science/technology developments.
- 1964 President Johnson signs legislation expanding enrollment from 2,529 to 4,417.
- 1976-Enrollment opened to women. 62 women graduated in 1980. Humanities majors have increased.

# Admissions Requirements

- Fill out candidate questionnaire in mid-January of your high school junior year.
- Be at least 17 and not older than 22 of July 1 of the year you enter.
- Be U.S. citizen, unmarried, not pregnant, and not legally responsible for child support.
- Contact volunteer academy admission support volunteers in your area.

 **Field Force Representative found**

Enter your Zip 5:  -  [Find zip+4](#)

Name: Mr. JAY L WIGNALL  
Email: JJWIG@SBCGLOBAL.NET

# Admission Requirements

- Step 3. Attend the Summer Leaders Experience
- The Summer Leaders Experience (SLE) is an optional, week long, immersive experience in all four pillars of development at West Point. You'll experience academic seminars, military training, physical fitness, and character development at the world's preeminent leader development institution. SLE is not a requirement for admission to West Point, but we do encourage you to apply for the program so you can be sure that West Point is the place for you.
- (The application portal is open for high school juniors between January 15 and March 15.)
- Apply for nomination by contacting your U.S. Congressional Representative or State's U.S. Senators. Vice-President may also make nominations.
- Apply in Spring of junior year of high school.
- Additional nomination options are if you are the child of a veteran, Medal of Honor recipient, or enrolled in a Reserve Officer Training Corps (ROTC) program.
- What are the academic requirements?

# Admission Requirements

- To qualify academically at West Point you should have an above average high school or college academic record. A complete transcript of your academic achievement will be evaluated to determine your qualification. You should perform well on the ACT, Inc. Assessment Program Test (ACT) or the SAT Reasoning Test. These tests demonstrate an indication of your potential for academic success during your first year in college.
- To prepare yourself for the academic curriculum at West Point, you should complete four years of English with a strong emphasis on composition, grammar, literature and speech; four years of college preparatory mathematics, to include algebra, geometry, intermediate algebra, and trigonometry as a minimum; two years of a foreign language; two years of a laboratory science such as chemistry and physics, and one year of U.S. history, including courses in geography, government and economics. If your school includes a course in pre-calculus and calculus in its curriculum, and a basic computing course, these courses will be helpful in preparing you for your first year at West Point

# First page of Service Academy nomination 8 page questionnaire from Rep. Jim Baird (R-IN) 4<sup>th</sup> congressional district

## CONGRESSMAN JIM BAIRD REPRESENTING INDIANA'S FOURTH CONGRESSIONAL DISTRICT

### Nomination Procedures

Members of the United States Congress are asked each year to make military academy nominations. I am pleased to receive applications from students in Indiana's Fourth Congressional District for nominations to one of the U.S. service academies: the U.S. Air Force Academy; the U.S. Naval Academy; the U.S. Merchant Marine Academy; and the U.S. Military Academy. These are, without a doubt, some of the finest schools in our nation.

To be considered for a nomination, applicants must be legal residents of the Fourth Congressional District of Indiana. I will accept applications from candidates who will graduate from high school in 2020, or from those who have already graduated. To apply for a nomination, the following eligibility requirements must be met by each applicant as of July 1 of the year of admission to the service academy:

- Must be a U.S. citizen and a legal resident of the Fourth Congressional District of Indiana
- Must be unmarried, not pregnant, and have no legal obligations to support children or other dependents
- Must be at least 17 years of age, but not yet 23 years of age

Service academies decide which nominees to accept.

Candidates notified of their admission status in February of senior year of high school

Appointment offers generally sent out in May of applicants senior year of high school.

# ACADEMICS

2020



MAJORS & MINORS

DEPARTMENTS

The curriculum at West Point is carefully designed to meet the needs of the Army for "officer-leaders of character to serve the Army and the Nation."

American Politics  
→

Applied Statistics &  
Data Science  
→

Chemical  
Engineering  
→

Chemistry  
→

Civil Engineering  
→

Computer Science  
→

Cyber Science  
→

Defense and  
Strategic Studies  
→

Economics  
→

Electrical  
Engineering  
→

Engineering  
Management  
→

Engineering  
Psychology  
→

English  
→

Environmental  
Engineering  
→

Environmental  
Science  
→

Foreign Area Studies  
→

Foreign Languages  
→

Geography  
→

Geospatial  
Information Science  
→

History  
→



- Introduction
- Part 1 - The Academic Program
- Part 2 - Disciplinary Offerings
- Part 3 - Course Catalog
- Part 4 - Majors and Minors
- Part 5 - Curriculum
- Redbook Print Versions
- Redbook Settings
- Appendix

# United States Military Academy

West Point, New York



## Academic Program

Curriculum and Course Descriptions

## CE403 (Version: 2019 2) COURSE DETAILS

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
CE403	STRUCTURAL ANALYSIS	2019	2	Civil and Mechanical Engineering	3.0 (BS=0.0, ET=3.0, MA=0.0)

### SCOPE

This course addresses the analysis of basic structural forms such as beams, trusses, and frames, which are found in bridges and buildings. Classical deflection techniques such as direct integration and virtual work; and indeterminate analysis techniques such as the force method and displacement method (specifically direct stiffness) are used to determine forces and deflections in elastic structures. Structural analysis computer programs are introduced and directly applied in the solution of graded analysis.

**LESSONS:** 37 @ 55 min (2.310 Att/wk) **LABS:** 3 @ 55 min

### SPECIAL REQUIREMENTS:

One half-day field trip. Compensatory time provided.

## CE403 COURSE REQUISITES

TYPE	COURSE	EFF YEAR	EFF TERM	TRACK	RED BOOK FLG
PREREQUISITE	<a href="#">CE364</a>	2006	1	1	Y
	<a href="#">MC364</a>	2012	1	2	Y

## EV303 COURSE DETAILS

2 Version(s) of this Course

### EV303 (Version: 2020 1) COURSE DETAILS

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
EV303	FOUNDATIONS IN GEOGRAPHY	2020	1	Geography and Environmental Engineering	3.0 (BS=0.0, ET=0.0, MA=0.0)

#### SCOPE

This course presents the basic concepts, theories and methods of inquiry in the discipline of geography as foundation for advanced study in Human/Regional Geography; Environmental Geography; or Geospatial Information Science. The course includes models and concepts from the many sub-disciplinary (systematic) areas of geography to include cultural, historical, economic, urban, political and military geography. The application of concepts to real-world issues is emphasized. Research skills and techniques used by professional geographers are presented. Cadets use these approaches to spatially analyze and map the distribution of human and environmental phenomena. Several short papers will be assigned.

**LESSONS:** 30 @ 75 min (2.000 Att/wk) **LABS:** 0 @ 0 min

#### SPECIAL REQUIREMENTS:

Requires Department Head approval for all cadets not selecting a FOS/MAJ in the Department of Geography & Environmental Engineering.

## HI302X (Version: 2021 1) COURSE DETAILS

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
HI302X	HISTORY OF THE MILITARY ART	2021	1	History	3.0 (BS=0.0, ET=0.0, MA=0.0)

### SCOPE

This two term, upperclass core course traces the evolution of the art of war from the hundred years war through the Napoleonic era to the American civil war and the wars of the twentieth century. Emphasis is placed on the changing nature of warfare as nations adjust to social, political, economic and technological developments. Analysis focuses on causation, the interrelationship of events as warfare evolved over the ages, operational and logistical aspects of military history, and the role of society in warfare.

**LESSONS:** 30 @ 75 min (2.000 Att/wk) **LABS:** 0 @ 0 min

### SPECIAL REQUIREMENTS:

None

## HI302X COURSE REQUISITES

TYPE	COURSE	EFF YEAR	EFF TERM	TRACK	RED BOOK FLG
PRE REQUISITE	<a href="#">HI101</a>	2020	1	1	Y

## HI337 COURSE DETAILS

4 Version(s) of this Course

### HI337 (Version: 2021 2) COURSE DETAILS

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
HI337	CHINA: EMPIRE, REPUBLIC, & MAO	2021	2	History	3.0 (BS=0.0, ET=0.0, MA=0.0)

#### SCOPE

This course traces the history of China from its emergence as the dominant culture in East Asia in the 10th century to the present. It examines how the legacies of the Tang empire in China played out in the multi-state system that endured from 960 to the Mongol conquest, and then were reclaimed in the form of the Late Imperial state under the Ming and "foreign" Manchu rule. It considers the search for a "new China" under the Republic, which was established following the collapse of the Late Imperial state, and how that search fared during a time of competing warlords and the rise of nationalism. It shows why Mao came to represent a new utopian vision and how that vision tragically failed. Finally, the course explores how the search for "new China" and historical legitimacy continues today both on the mainland and in the continuation of the Republic in Taiwan.

**LESSONS:** 30 @ 75 min (2.000 Att/wk) **LABS:** 0 @ 0 min

#### SPECIAL REQUIREMENTS:

A 1500-word research paper.

### HI337 COURSE REQUISITES

TYPE	COURSE	EFF YEAR	EFF TERM	TRACK	RED BOOK FLG
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PREF. REQUISITE

## DS345 COURSE DETAILS

3 Version(s) of this Course

### DS345 (Version: 2020 1) COURSE DETAILS

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
DS345	MILITARY INNOVATION	2020	1	Military Instruction	3.0 (BS=0.0, ET=0.0, MA=0.0)

#### SCOPE

This interdisciplinary course examines the subject of military innovation from a theoretical, strategic, historical, and policy oriented perspective. DS 345 addresses several key questions: Why do militaries innovate? How does this process of innovation occur? Why do attempts at military innovation succeed or fail? To answer these questions, this course introduces the innovation concept and ties innovation to the levels of war. It provides the historical narrative to military innovation, while emphasizing the contemporary operating environment by exploring the possibility of a recent Revolution in Military Affairs through emerging technologies and the international security environment.

**LESSONS:** 30 @ 75 min (2.000 Att/wk) **LABS:** 0 @ 0 min

#### SPECIAL REQUIREMENTS:

An analytical paper and class presentation on a cadet-selected recent or future operational concept.

## SS372 COURSE DETAILS

6 Version(s) of this Course

### SS372 (Version: 2020 1) COURSE DETAILS (ARCHIVED)

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
SS372	POLITICS OF CHINA	2020	1	Social Sciences	3.0 (BS=0.0, ET=0.0, MA=0.0)

#### SCOPE

Lecture/seminar course designed to introduce the cadets to the politics of China. In particular, cadets will study the domestic politics of China beginning with the rise of the Chinese Communist movement. China's unique culture and the Mao years are examined as well as their impact on the past and emerging political system. Recent reforms and their implications for political, social, economic and military structures and processes will be examined as well as the tensions that have evolved. External developments such as Hong Kong's reversion to China, developments in Taiwan, changes in Central Asia, as well as China's emergence as a regional and world power will be considered. What are the different approaches to analyzing Chinese politics? What factors determine state legitimacy and influence internal choices? How does China's domestic situation influence its external relations?

**LESSONS:** 30 @ 75 min (2.000 Att/wk) **LABS:** 0 @ 0 min

#### SPECIAL REQUIREMENTS:

3,000-word study of Chinese domestic issue, with graded bibliography and outline; two group presentations; compensatory time provided.

## NE355 COURSE DETAILS

### 5 Version(s) of this Course

#### NE355 (Version: 2019 2) COURSE DETAILS

COURSE	TITLE	EFF YEAR	EFF TERM	DEPARTMENT	CREDIT HOURS
NE355	NUCLEAR REACTOR ENGINEERING	2019	2	Physics and Nuclear Engineering	3.5 (BS=0.0, ET=3.5, MA=0.0)

#### SCOPE

This course focuses on nuclear reactor systems, the release of nuclear energy in the reactor core, and its removal as heat for producing electric power. Specific topics emphasize reactor kinetics, heterogeneous reactors, control rods and shim, reactor poisons, heat transfer, and alternative energy systems. The fundamentals of transport theory and the solution to the transport equation using Monte Carlo N-Particle (MCNPX) transport code are introduced. The laboratory component includes a student-designed lab.

**LESSONS:** 30 @ 75 min (2.000 Att/wk) **LABS:** 8 @ 120 min

#### SPECIAL REQUIREMENTS:

One paper and a student-designed lab project.

#### NE355 COURSE REQUISITES

TYPE	COURSE	EFF YEAR	EFF TERM	TRACK	RED BOOK FLG
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PRE REQUISITE

# U.S. Military Academy Library Depository

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### Hours

Tuesday, January 12, 2021

[Next Day](#)

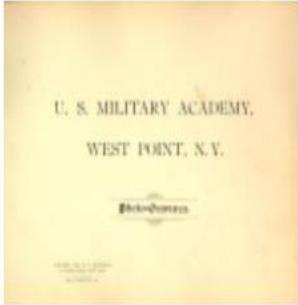
USMA Library - Jefferson Hall	07:00 – 16:30
Archives and Special Collections	By Appointment
Online Chat Services	07:00 – 16:30

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### Upcoming Events

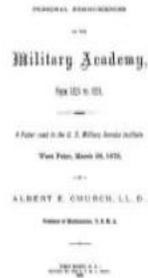
- [DENTAC Charrette](#)  
08:00 - 16:15 Tuesday, January 12, 2021
- [DENTAC Charrette](#)  
08:00 - 16:15 Wednesday, January 13, 2021
- [DENTAC Charrette](#)  
08:00 - 16:15 Thursday, January 14, 2021

# USMA Library Digital Collections



## Adolph Wittemann - U.S. Military Academy

U.S. Military Academy, West Point, N.Y.: photo-gravures The Wittemann Brothers, Adolph (1845-1938) and Herman L. Wittemann founded the Albertype Company in 1890. In operation until 1952, the Albertype Company produced over twenty-...



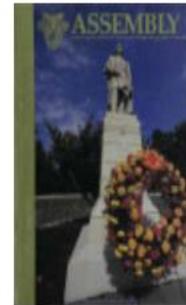
## Albert E. Church - Personal Reminiscences

Albert E. Church - Personal Reminiscences Personal reminiscences of the Military Academy from 1824 to 1831 : a paper read to the U.S. Military Service Institute, West Point, March 28, 1878



## Annual Report of the Superintendent

Annual reports made by the Superintendent of the United States Military Academy and West Point.



## Assembly (West Point, N.Y.)

ASSEMBLY Magazine - ASSEMBLY is the former alumni magazine for West Point graduates. It is being replaced by West Point magazine.



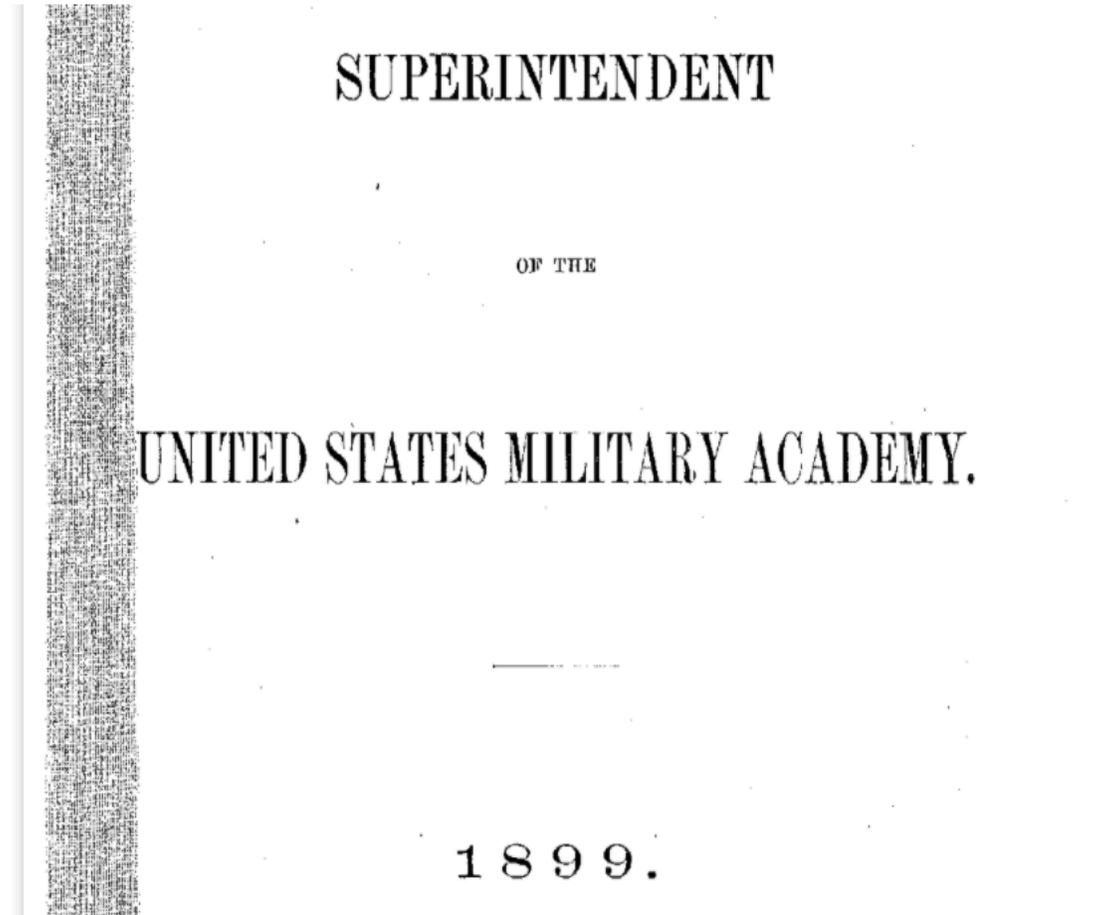
## Cadet Letters



## cadet\_letters\_simple

Describe your collection for visitors to your site.

# 1899 Annual Report of the Superintendent



SIR: I have the honor to submit the following report for the Military Academy for the year ending September 1, 1899:

Under my appointment as superintendent United States Military Academy, I assumed my duties here September 19, 1898, and, with the exception of a leave of absence from August 1 to August 21, 1899, was continuously employed therewith throughout the year.

#### PERSONNEL.

The number of officers and instructors on duty at West Point September 1, 1899, was: Seven professors, 1 associate professor, 51 commissioned officers, 1 chaplain, 1 sword master, 1 teacher of music; a total of 62. (See roster marked "A.") The number September 1, 1898, was 55, several of the officers detailed for duty at the Academy not having joined by that date. During the year 7 officers were relieved owing to the expiration of the period for which they were detailed for duty, and 27 were relieved, due to the exigencies of the service following the war with Spain. Their places have been filled by the detail of other officers, all of whom had reported by the beginning of the academic year, save two who have been temporarily detained owing to the necessities of the service.

Prof. Edgar W. Bass was retired from active service, on his own request, on the 7th of October last, after more than twenty years' service as professor of mathematics, in which capacity he had always labored with signal success and conspicuous ability for the best interests of the cadets and of the Academy. He was succeeded by Prof. Wright P. Edgerton, the associate professor of mathematics, whose vacancy was filled by the appointment of Lieut. Charles P. Echols, of the Corps of Engineers, as associate professor of mathematics.

#### THE CORPS OF CADETS.

The present academic year opens with 357 cadets on the rolls of the Academy, the largest number ever belonging to it at one time. Of the number, three are foreigners, one each from Costa Rica, Venezuela, and San Salvador, who are receiving instruction at their own expense under special authority of Congress. The number of cadets September 1, 1898, was 325, including one foreigner.

WEST POINT, NEW YORK.

SUPERINTENDENT.

Col. A. L. MILLS, United States Army.

MILITARY STAFF.

First Lieut. WILLIAM C. RIVERS, First Cavalry, adjutant of the Military Academy and of the post; recruiting officer; commanding band and detachment of field music.

First Lieut. MALVERN-HILL BARNUM, Tenth Cavalry, quartermaster of the Military Academy and of the post; disbursing officer; commissary and treasurer; in charge of post exchange.

Maj. CHARLES B. HALL, Second Infantry, treasurer of the Military Academy, and quartermaster and commissary of cadets.

Maj. JOHN M. BANISTER, surgeon, U. S. A., surgeon.

First Lieut. FRANKLIN M. KEMP, assistant surgeon, U. S. A.

ACADEMIC STAFF.

Professors whose service at the Academy as professors exceeds ten years have the pay and allowances of colonel, and all other professors the pay and allowances of lieutenant-colonel.

DEPARTMENT OF TACTICS.

Lieut. Col. Otto L. Hein, captain, First Cavalry, commandant of cadets and instructor of tactics (June 15, 1897).

Capt. George H. Sands, Sixth Cavalry, senior instructor of cavalry tactics.

Capt. Granger Adams, Seventh Artillery, senior instructor of artillery tactics.

First Lieut. Edmund M. Blake, Fourth Artillery, assistant instructor of tactics, commanding company of cadets.

First Lieut. Edward Anderson, Seventh Cavalry, assistant instructor of tactics, commanding company of cadets.

First Lieut. William Lassiter, First Artillery, assistant instructor of tactics, commanding company of cadets.

First Lieut. Julian R. Lindsey, Tenth Cavalry, senior instructor of infantry tactics, commanding company of cadets.

DEPARTMENT OF CIVIL AND MILITARY ENGINEERING.

Gustav J. Fiebeger, professor (May 4, 1896).

First Lieut. Jay J. Morrow, Corps of Engineers, assistant professor.

First Lieut. James P. Jerve, Corps of Engineers; First Lieut. Edwin R. Stuart, Corps of Engineers, instructors.

*Statement No. 1.*

	Disbursements.	Receipts.
1. Assistant treasurer .....	\$171,160.86	\$166,696.04
2. Athletic association .....	1,089.39	1,074.25
3. Balances paid .....	15,291.11	15,214.16
4. Barber .....	526.20	526.20
5. Cadet cash .....	13,397.76	13,364.26
6. Hospital .....	2,690.23	2,690.23
7. Cadet laundry .....	10,115.04	10,555.38
8. Cadet store .....	77,739.93	73,782.19
9. Cadet mess .....	59,376.87	58,444.76
10. Confectioner .....	124.00	124.00
11. Corps of cadets .....	190,248.83	189,646.51
12. Damages, ordnance .....	21.80	21.80
13. Dancing .....	517.00	517.00
14. Dentist .....	828.00	828.00
15. Deposits .....	19,391.95	19,196.45
16. Dialectic society .....	811.88	319.00
17. Equipment fund .....	13,624.00	12,782.00
18. Expressage .....	33.30	33.30
19. Gas fund .....	1,140.50	1,145.30
20. Hops and german .....	2,025.69	2,116.86
21. Miscellaneous fund .....	32.49	21.41
22. Miscellaneous items .....	989.75	759.65
23. Oath .....	36.05	36.05
24. Paymaster .....	158,807.51	171,210.05
25. Periodicals .....	84.60	77.20
26. Photographer .....	159.50	159.50
27. Policing barracks, etc .....	5,525.69	5,525.69
28. Young Men's Christian Association .....	406.82	429.00

# Class Album 1902



*Adam J. Casad.  
Kansas.*

# Class Ring 1984



# TROY B. OVERTON 1984

Cullum No. 41461-1984 | December 7, 2016 | Died in San Jose, CA

Interred at California Central Coast Veterans Cemetery, Seaside, CA



*Troy Bentley Overton* was born in Kokomo, IN on January 15, 1962 to Jack and Shirley Overton. A precocious child, Troy had limitless curiosity, a thirst for adventure, and a keen, dry sense of humor that became his hallmark. Troy sought out challenges and displayed a passion for excellence, but he had an uncommon humility that tempered any ambition. Troy's accomplishments at Marion High School are chapters in the quintessential all-American success story: National Honor Society student, multisport athlete (leader on the football, wrestling, and track teams, earning eight varsity letters), class vice president, Eagle Scout, and active church member. He was universally respected within the Marion community.

Troy's successes led to West Point, where he earned the admiration and friendship of all who knew him. As a cadet, he shined in his academic, athletic, and military endeavors. But what made Troy truly exceptional were his character and kindness—he was that rare individual who neither uttered harsh words about others nor had them uttered about him. While Troy was a quiet leader, he was anything but dour. Troy's fellow I-1 "Good Dudes" often smiled and laughed at his many wry, though never cruel, observations and quips. Unsurprisingly, Troy had a huge heart, consistently helping others while expecting nothing in return. It is hard to imagine a finer cadet or person.

After West Point, Troy went to flight school as an Aviation officer. He finished in the top five percent of his class and was a Commandant's List Graduate. He first served as an aeroscout section leader in the 7th Cavalry Regiment, 2nd Infantry Division. Next, from 1986 to 1990, Troy was with the 307th Attack Helicopter Battalion, 7th Infantry Division, which included deployment to Panama before Operation Just Cause. Most of Troy's pilot time was in the AH-1 Cobra. Troy left active duty in 1990 and transitioned to the Army Reserve.

In 1990, Troy entered the Santa Clara University School of Law and graduated in 1993. Unlike most attorneys, Troy had two concurrent legal careers: civilian and military. The first started in the San Jose City Attorney's Office, followed by several years in private practice. Troy returned to public service as a tort defense litigator, initially at Cal Trans Legal and later at the Office of the Attorney General of California in San Francisco. Troy safeguarded Californians' interests until his 2016 retirement. Among Troy's many accolades was the individual Award for Excellence for his trial work, presented by then Attorney General Jerry Brown.

Troy was a gifted trial attorney—jurors instinctively trusted him. His co-counsel invariably sought for Troy to close at trial, realizing that it was optimal for jurors to hear directly from him right before deliberations. Even opposing parties recognized Troy's decency. Once, after an adverse verdict in a wrongful death lawsuit, the deceased's disappointed son shook Troy's hand and thanked him for being respectful during the hard-fought case. Troy was ever the ethical-yet-effective advocate.

Troy's other legal career was in the Army Reserve. His first JAG assignment was with the 6045th Garrison Support Unit. In 2003, Troy was the sole JAG to mobilize with the unit for a 12-month deployment to Fort Leonard Wood, MO. From 2005 to 2008, Troy was with the staff judge advocate for the Defense Language Institute and the Presidio of Monterey. Thereafter Troy was the deputy commander for the 75th Legal Support Organization. In 2011, Troy led 15

Feb. 8, 1856 Letter from Cadet Samuel Benjamin to his father

West Point, N.Y. Feb 8<sup>th</sup> 1856  
[1856]

My Dear Father,

another week has fled swiftly past with its usual train of boing, trials, blessings &c. I received your letter and am very much obliged, I am glad that the children are getting better, and am very sorry that Mother is not so well. I hope however that she will soon get better again. I wrote to Sidde, a day or two ago, and told her of one or two little incidents, which have served to vary the common run, of our mechanical life. We have had and are having quite a thaw, it has rained & melted

obliged to get excused from all study for a week, on  
account of his eyes, growing weak. My eyes are in as  
good order as they ever ~~and~~ were, and I do not antici-  
pate the least trouble from them. I had my old pair  
of pants washed, and it quite renovated them. I  
shall shell three or four dollars this settlement. I must  
now close this scrawl. I am afraid that you will not be  
able to read it. Give my love to dearest Mother and the  
children, and a large measure for yourself. Adieu, with best  
wishes, from your

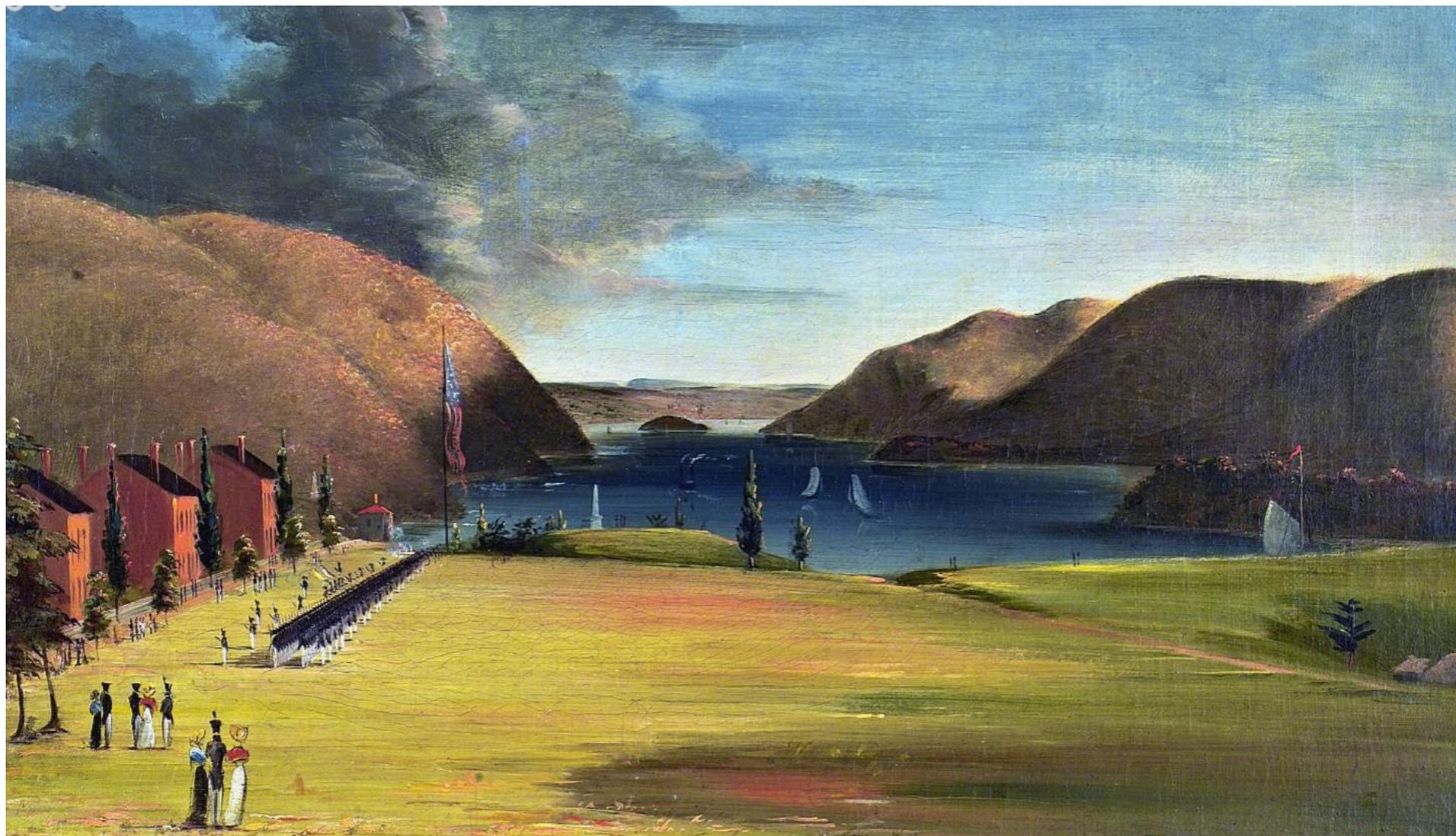
affectionate son

Samuel N. Benjamin,

# West Point Art Collections-1795 view of Hudson River area before USMA established



# Parade Ground Looking North 1827



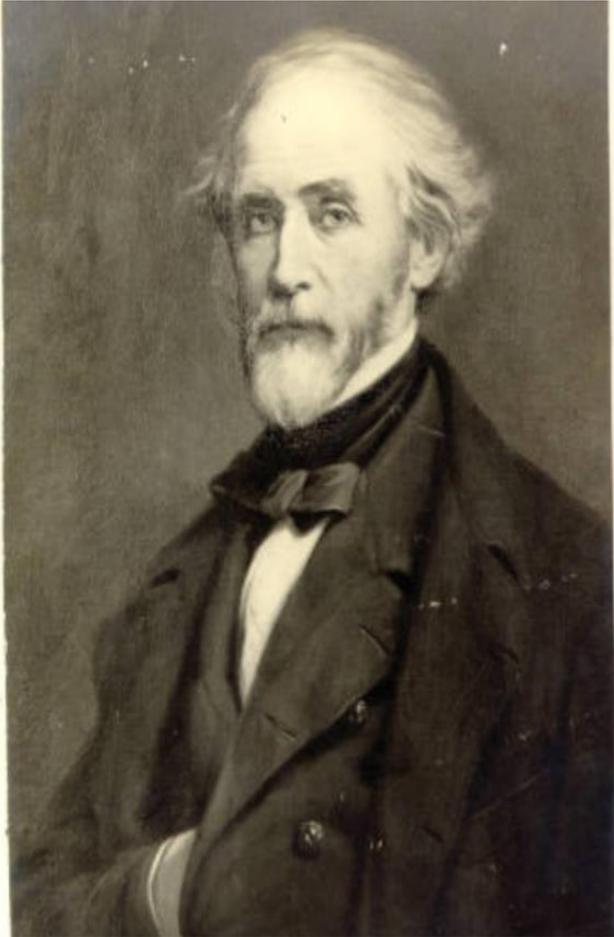
# View of Hudson River Narrows from Fort Putnam-1850



Winfield Scott (1786-1866)-Served as General from 1814-1861-unsuccessful Whig presidential candidate



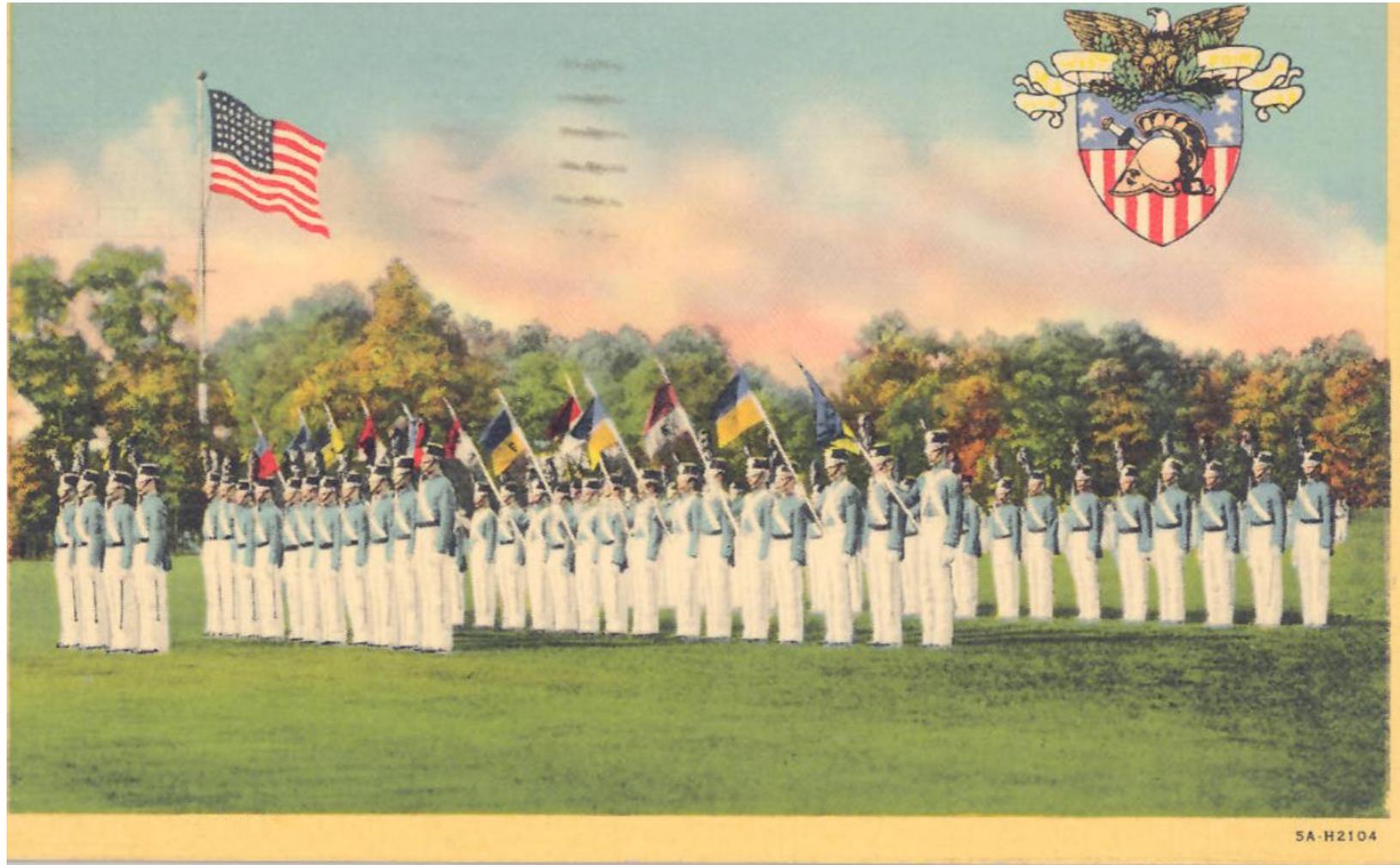
Photo of Dennis Hart Mahan(1802-1871)(left) by William Stockbridge (?-1933) (right) Mahan was Professor of Engineering from 1824-1871, wrote highly influential publications, and was father of naval historian and theorist Alfred Thayer Mahan (1840-1914)



# West Point Postcards-1930 Aerial View



# Cadets in Formation 1941



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- [Spanish American War](#)
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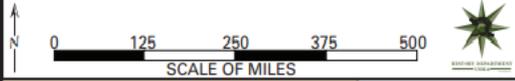
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- [The Battle of Germantown, 4 October 1777](#)
- [The Battle of Fort Montgomery, 5-6 October 1777](#)
- [The Battle of Fort Montgomery, The British Attack, Dusk, 6 October 1777](#)



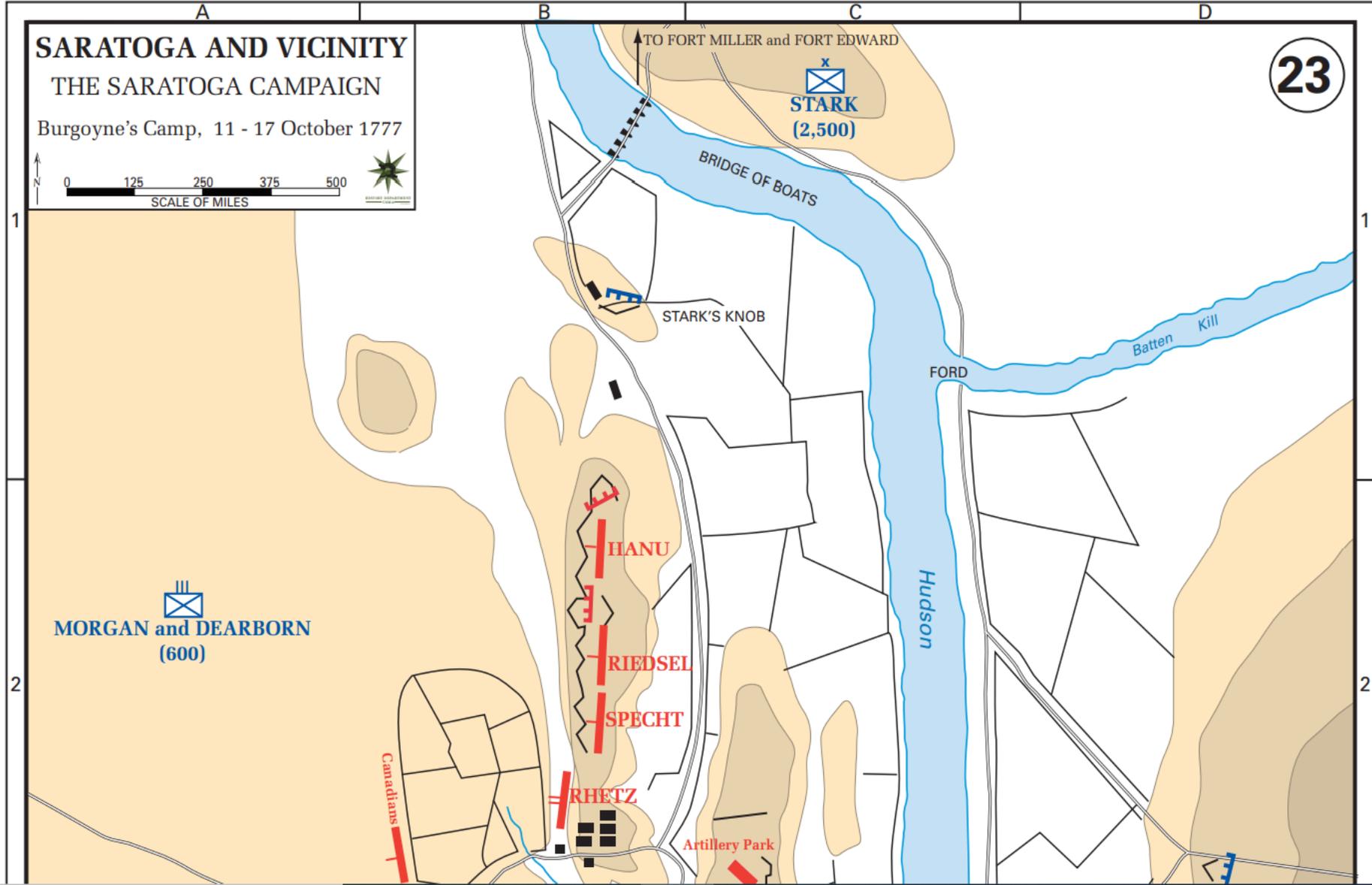
# SARATOGA AND VICINITY

## THE SARATOGA CAMPAIGN

Burgoyne's Camp, 11 - 17 October 1777



23





## The American Civil War

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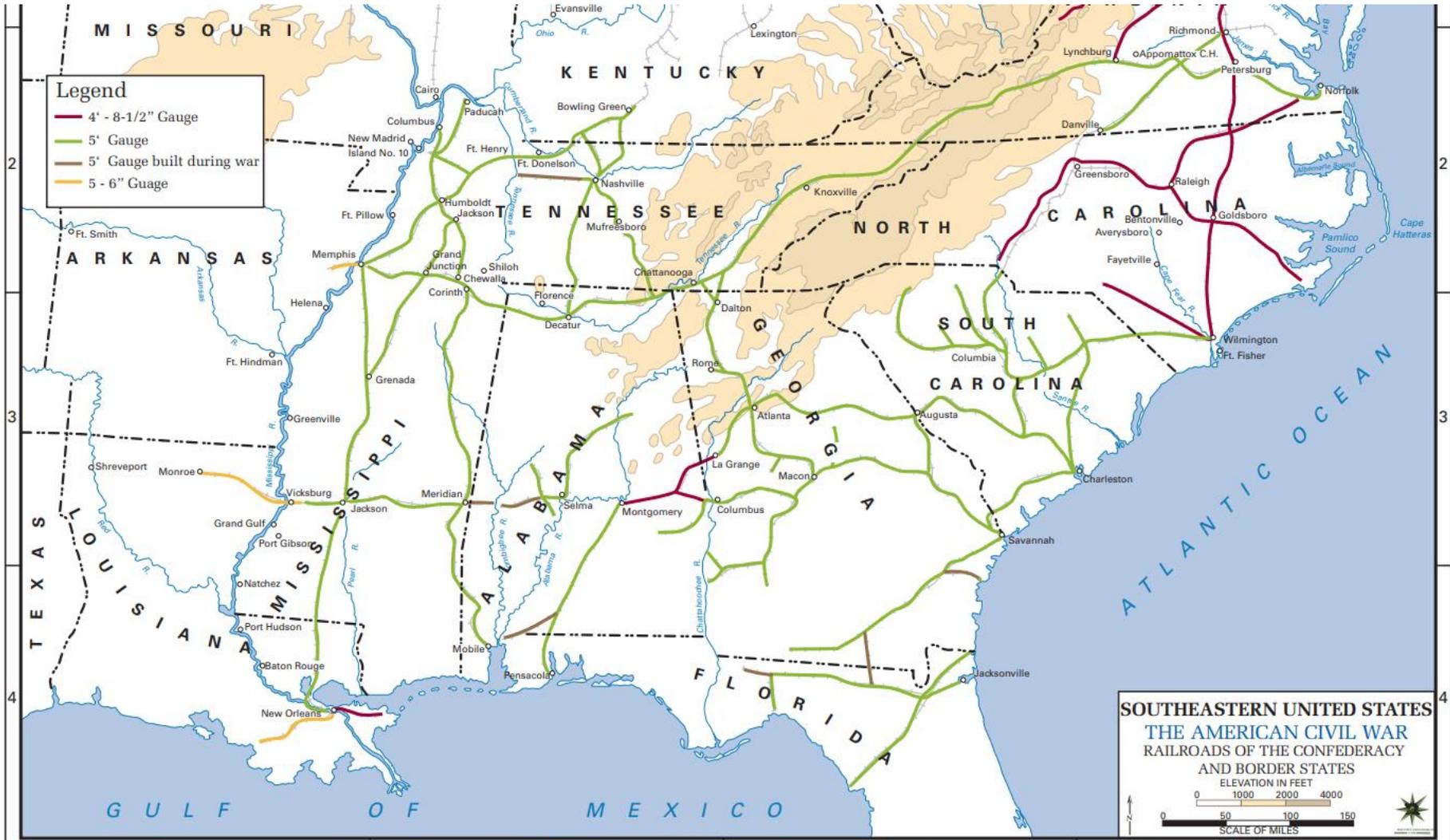
### Symbology for the Civil War

- [The American Civil War Description of Symbols](#)
- [Principal Campaigns of the War](#)
- [Rail Roads of the Confederacy](#)

### First Bull Run Campaign

### Gettysburg Campaign

- [Situation 1 June 1863](#)
- [Virginia and Maryland, 1863 - 19 June - 28 June](#)
- [Movements Since 19 June 1863](#)
- [Stuart's Movement's Since 25 June 1863](#)
- [Gettysburg and Vicinity, 1000 - 1430, 1 July 1863](#)



MISSOURI

KENTUCKY

**Legend**

- 4' - 8-1/2" Gauge
- 5' Gauge
- 5' Gauge built during war
- 5 - 6" Gauge

2

ARKANSAS

TENNESSEE

NORTH CAROLINA

3

TEXAS  
LOUISIANA

MISSISSIPPI

ALABAMA

GEORGIA

SOUTH CAROLINA

4

GULF OF MEXICO

**SOUTHEASTERN UNITED STATES  
THE AMERICAN CIVIL WAR  
RAILROADS OF THE CONFEDERACY  
AND BORDER STATES**

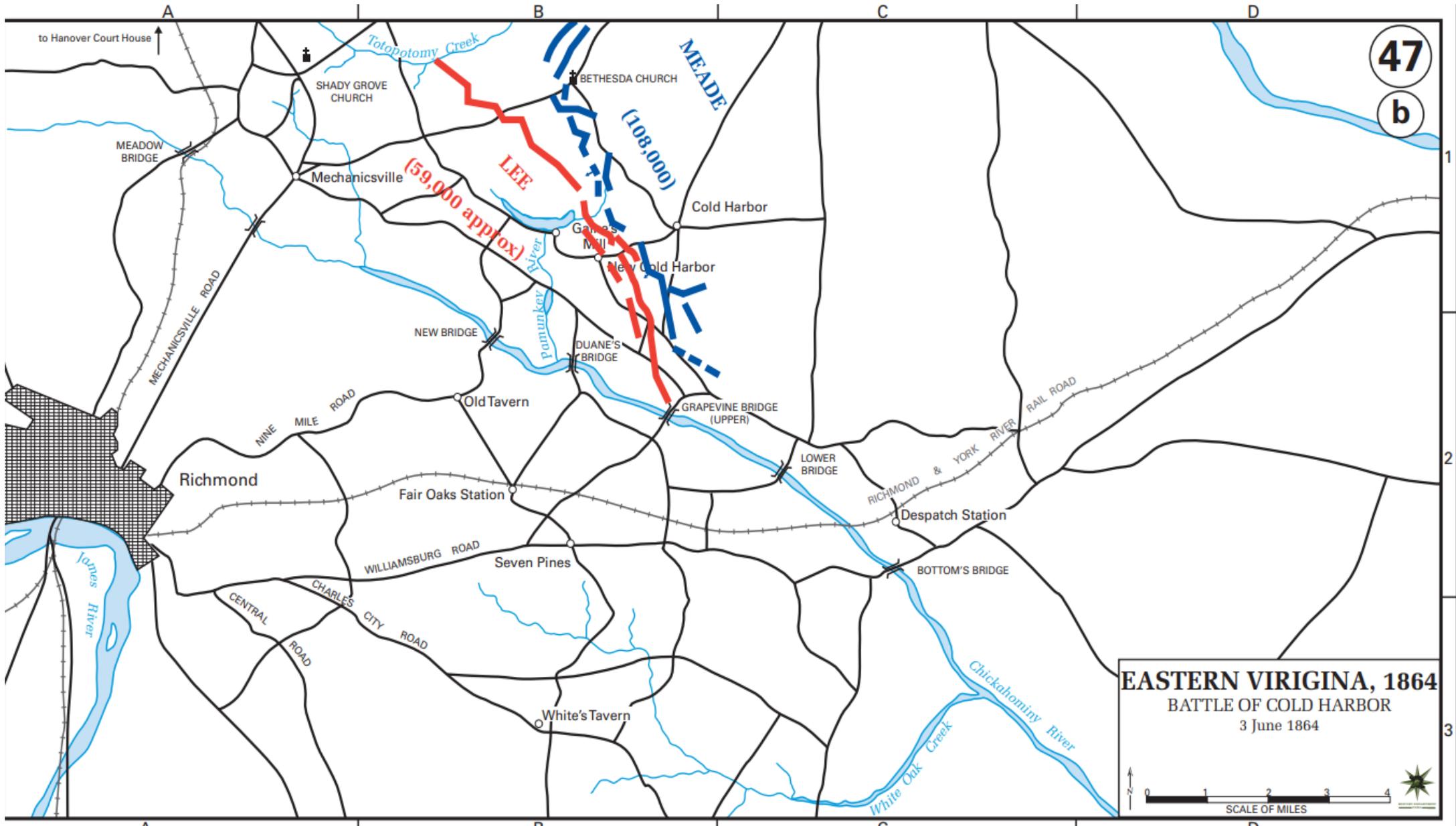
ELEVATION IN FEET  
0 1000 2000 4000

SCALE OF MILES  
0 50 100 150

2

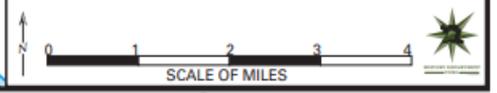
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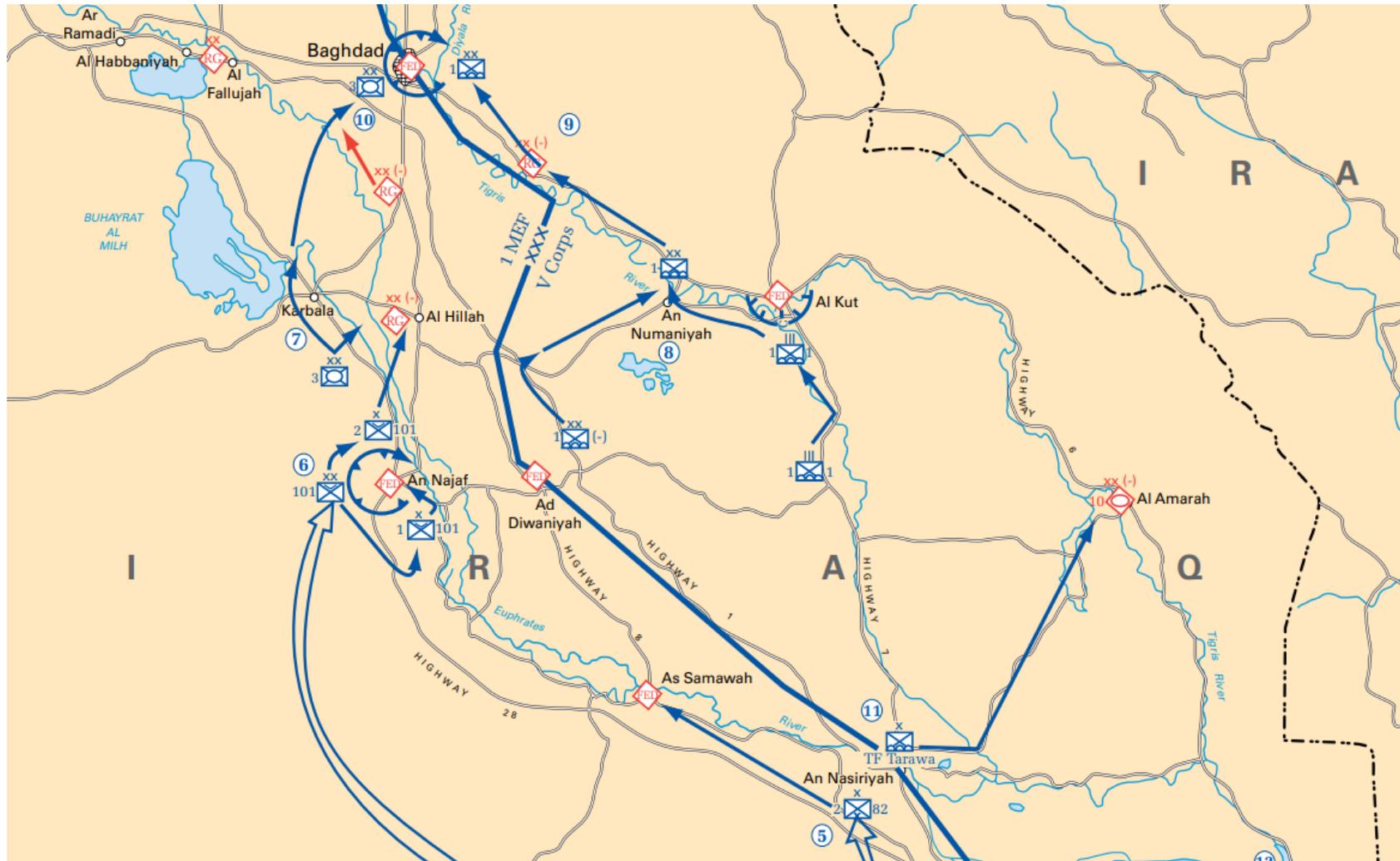


47  
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**EASTERN VIRIGINA, 1864**  
 BATTLE OF COLD HARBOR  
 3 June 1864



# Southern Iraq-Isolation of Baghdad (March 29-April 7, 2003)



# USMA Research Centers

- Army Cyber Institute
- Combating Terrorism Center
- Center for Data Analysis & Statistics
- Center for Holocaust & Genocide Studies
- Center for the Study of Civil Military Operations
- Modern War Institute
- Office of Economic & Manpower Analysis
- Robotics Research Center
- West Point Center for the Rule of Law
- West Point Simulation Center

Combating Terrorism Center [www.ctc.usma.edu/](http://www.ctc.usma.edu/)  
Established after 9/11 terrorist attacks.

## About

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 and counterterrorism.

# Militant Imagery Project

The use of propaganda and imagery by terrorist groups has long been an understudied dimension of the broader field of political violence. This project explores the use of imagery and visual themes by militant groups, focusing largely on jihadist media production. Jihadist organizations and individuals inspired by their message are prolific producers and distributors of visual propaganda, and their efforts have expanded exponentially online. However, these images frequently utilize themes which can be inscrutable to those not familiar with the sub-culture. It is our hope that this project will provide academics, practitioners, and students with a basic contextual understanding of the ideas these images convey before they turn to the larger questions of why they are employed, how they work, and what responses they may elicit.

The First Edition of this project was completed in 2006. The second phase (2010-2013) included indexing the project's initial images, expanding and incorporating new images, and putting all of the images online in a searchable format. Particular attention was given to groups who use images to further financial, material, and ideological support for violence. The imagery dataset provides not just a textual analysis, but also full translation, if texts are part of the image, and a search engine for those interested in specific visual motifs. While by no means an exhaustive list, we feel it provides a sample of the most influential and prominent images and themes. We hope it will serve as a useful tool for practitioners, academics and the general public. Contingent upon funding and interest, we hope to update the dataset to highlight visual themes of additional militant groups in the future.



# Abu Mus'ab al-Zarqawi & American Flag

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The image portrays Abu Mus'ab al-Zarqawi, the former head of al-Qa`ida in Iraq, shooting the American flag, cutting out the caption: “al-mawt lakum” (“death to you [pl.]”). The halo around the figure’s body, along with the other visual elements in the image, remind the viewer of the importance of martyrdom through the death of Zarqawi himself.

The American flag, or parts thereof (such as the stars and stripes), are widely used in jihadi propaganda to evoke negative sentiments towards U.S. foreign policy and military campaigns. The stars and stripes are also used to color other symbols in an image, thereby linking the symbols to U.S. foreign policy, politics and military intervention in the Muslim world.

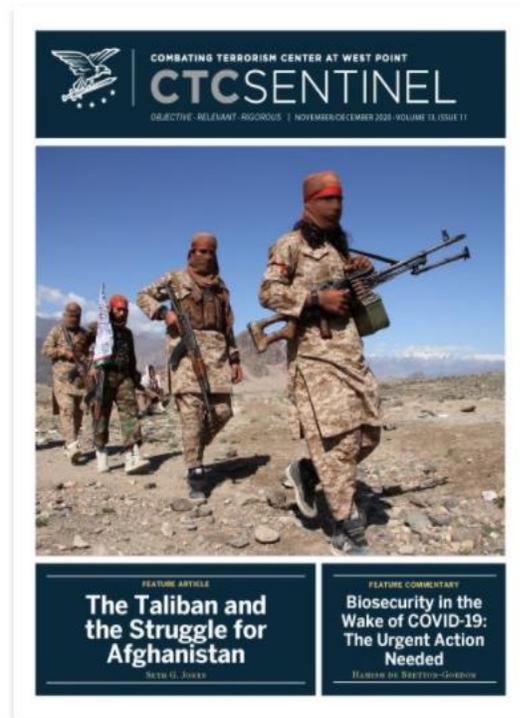
# CTC Sentinel

The CTC Sentinel is a monthly, independent publication that leverages the Center's network of scholars and practitioners to understand and confront contemporary terrorism threats.

# Current Issue

NOVEMBER/DECEMBER 2020

[VIEW](#)



## In This Issue

### [Afghanistan's Future Emirate? The Taliban and the Struggle for Afghanistan](#)

Seth G. Jones

### [Biosecurity in the Wake of COVID-19: The Urgent Action Needed](#)

Hamish de Bretton-Gordon

### [Outlasting the Caliphate: The Evolution of the Islamic State Threat in Africa](#)

Jason Warner, Ryan O'Farrell, Héni Nsaibia, Ryan Cummings

# Biosecurity in the Wake of COVID-19: The Urgent Action Needed

By Hamish de Bretton-Gordon

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For years, the United States and many other countries have neglected biosecurity because policymakers have underestimated both the potential impact and likelihood of biological threats. COVID-19 has had a devastating effect on the planet and could be followed by outbreaks of even more dangerous viral diseases. Meanwhile, advances in synthetic biology are transforming the potential threat posed by engineered pathogens, creating growing concern over biological attacks and bioterror. Given the scale of the threat, biosecurity needs to be a top priority moving forward. Not only do efforts need to be stepped up to try to prevent the next pandemic (natural or engineered), but resilience needs to be built by developing early warning systems, the capacity to track outbreaks, and medical countermeasures, including “next generation” vaccines. Ideally, efforts need to be globally coordinated, but if this is not possible, a ‘coalition of the willing’ led by the United States needs to step up. Given the current pandemic has resulted in an epidemic of mis- and dis-information and given public behavior is key in controlling the spread of viruses, winning public acceptance for public health measures will be imperative to tackling biological emergencies in the future.

---

rity priority. For years, biosecurity has been the poor relation of the ‘other’ securities for one simple reason: policymakers and analysts failed to grasp just how devastating a highly transmissible new virus in a highly interconnected world could be, and viewed a devastating global pandemic or catastrophic bioterror attack as very unlikely.

This article first describes how the COVID-19 pandemic has upended such assumptions, requiring policymakers to rethink both the *potential impact* and *likelihood* of the most concerning biological threats (bio threats). Based on this author’s decades of experience confronting CBRN threats,<sup>c</sup> it then makes a series of observations on the approach now needed to counter biological threats.

Some have seen this crisis as a one-in-a-100-year event. But, as this article will outline, this is both naïve and risks creating complacency. Unless countries around the world develop a comprehensive biosecurity strategy and coordinate their efforts, pandemics (either natural or engineered) could devastate the planet every decade.

## The New Bio Threat Horizon

### *The Need to Rethink Potential Impact*

Policymakers around the world did not grasp just how large the impact of a bio threat could be. Beyond the enormous human and economic impact, the current pandemic has exposed the weakness, lack of preparedness, and poor responsiveness of healthcare systems of even highly developed countries like the United States and the United Kingdom. And the virus has inflicted carnage, even though SARS-CoV-2 (the virus that causes COVID-19) is not espe-

“The risk of a future destructive biological attack or another global pandemic should no longer be seen as low.”

Deep-dive, long-form products that provide empirical and/or contextual insights into complex terrorism issues.

DECEMBER 30, 2020

**Rising in the East: The Evolution of the Islamic State in the Philippines**

Amira Jadoon, Nakissa Jahanbani, Charmaine Willis

SEPTEMBER 24, 2020

**The Terrorist Lists: An Examination of the U.S. Government's Counterterrorism Designations Efforts**

Seth Loertscher, Daniel Milton, Bryan Price, Cynthia Loertscher

OCTOBER 15, 2020

**Desert Drift, Declining Deadlines: Understanding the Evolution of AQIM's Suicide Bombings**

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**Rising in the East: A Regional Overview of the Islamic State's Operations in Southeast Asia**

Amira Jadoon, Nakissa Jahanbani, Charmaine Willis

# THE TERRORIST LISTS

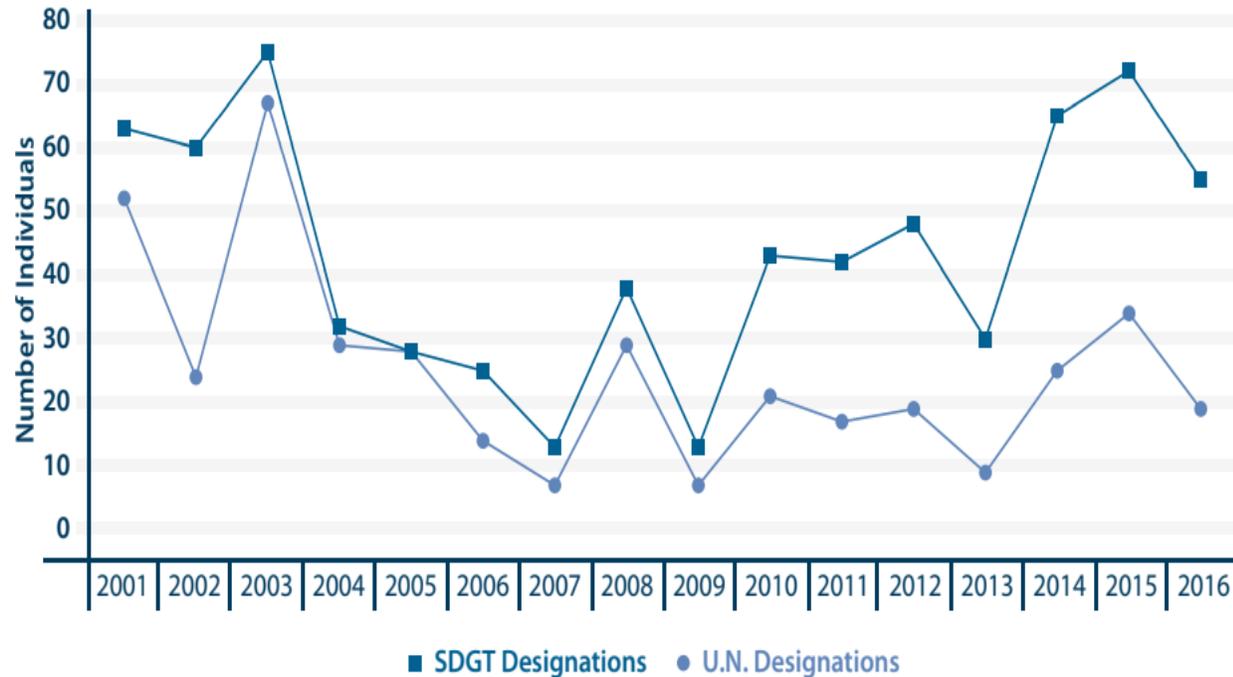
AN EXAMINATION OF THE U.S. GOVERNMENT'S  
COUNTERTERRORISM DESIGNATION EFFORTS

Seth Loertscher, Daniel Milton, Bryan Price,  
and Cynthia Loertscher | September 2020

# TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	VII
CHAPTER 1: THE U.S. GOVERNMENT'S EFFORTS TO DESIGNATE TERRORISTS.....	1
CHAPTER 2: THE FOREIGN TERRORIST ORGANIZATION (FTO) LIST.....	5
INTRODUCTION.....	5
DESIGNATING GROUPS: BACKGROUND OF THE U.S. STATE DEPARTMENT'S FTO LIST.....	5
FTO DESIGNATION PROCESS.....	6
EVALUATING THE IMPACT OF THE FTO LIST.....	9
FTO LISTINGS AND DELISTINGS OVER TIME.....	12
OPERATIONAL ACTIVITY OF FTOs BEFORE AND AFTER DESIGNATION.....	14
ATTACKS AGAINST AMERICANS BY FTOs BEFORE AND AFTER DESIGNATION.....	17
GEOGRAPHIC SPREAD OF FTO ATTACKS BEFORE AND AFTER DESIGNATION.....	18
FTO USE OF SUICIDE ATTACKS BEFORE AND AFTER DESIGNATION.....	20
FTO DESIGNATIONS FROM AN INTERNATIONAL- AND INDIVIDUAL-LEVEL PERSPECTIVE.....	21
CONCLUSION.....	23

*Figure 8: U.N. Listings of SDGT Designees (2001-2016)*



Beyond the mutual listing of individuals, the timing of U.S. and U.N. designations is also an important aspect to consider. To be as effective as possible, U.S. and U.N. designations should occur as closely as possible from a timing perspective to prevent either a U.S. or U.N. designation from alerting a des-

## **Bringing It All Together**

Are counterterrorism sanctions effective? There is no easy answer to this question. As has been discussed throughout this report, there is no single metric or set of metrics that have been agreed upon or articulated in policy documents for what an effective sanctions regime against terrorist groups or individuals would look like. Consequently, the authors attempted in this report to collect a wide array of data to look at the impact of sanctions from as many angles as possible. Despite these efforts, however, a conclusive result is still evasive. This report has shown anecdotal instances where designations have impacted groups and individual behavior, but overall there has not been a systemic and consistent result. The authors are left with the conclusion that while sanctions alone can have limited impacts, they are certainly not a silver bullet for the problem of terrorism. This finding should not be disappointing or a reason to cease or reduce sanctions-related activities. As with any other counterterrorism tool, it is critical that sanctions are utilized within an integrated counterterrorism approach that incorporates a variety of diplomatic, military, intelligence, and law enforcement tools.

More specifically, in Chapter 2, the authors examined the impact that being listed as an FTO had on several aspects of a group's operations. In the end, the result was that there did not appear to be many tangible indicators that being designated altered a group's behavior. For example, there was no clear drop in attacks or fatalities after a group's designation as an FTO, nor did it seem to impact a group's decisions to attack Americans or employ suicide bombing. At the same time, however, there is some evidence to support the idea that an FTO designation may check a group's upward trajectory and that its impacts may be felt more over the long-term. The discussion in this chapter did point out two important impacts of the FTO designation. The first is as a springboard for international cooperation, which Phillips' 2019 study showed to be an important part of the overall sanctions effort. The other was that the FTO designation itself could be leveraged by the U.S. government (through the FBI and

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## MISSION

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# Analyzing the Russian Way of War

Evidence from the 2008 Conflict with Georgia



Lionel Beehner  
Liam Collins  
Steve Ferenzi

A Contemporary Battlefield Assessment  
by the Modern War Institute

<b>Acknowledgments</b> .....	1
<b>Executive Summary</b> .....	3
<b>Introduction</b> .....	9
<b>Chapter I – History of Bad Blood</b> .....	13
Rose-Colored Glasses.....	16
<b>Chapter II – Russian Grand Strategy in Context of the 2008 Russia-Georgia War</b> .....	21
Russia’s Ends.....	22
Russia’s Means.....	23
Russia’s Ways.....	25
<i>Pragmatic Accommodation, 2000–2003</i> .....	26
<i>Soft Balancing, 2003–7</i> .....	27
<i>Hybrid Balancing, 2007–17</i> .....	28
“Hybrid Warfare” Explained.....	30
<b>Chapter III – The Five-Day War</b> .....	35
Invasion.....	38
<i>Day 1—August 7, 2008: A Ground Invasion</i> .....	38
<i>Day 2—August 8, 2008: The Battle of Tskhinvali</i> .....	41
<i>Day 3—August 9, 2008: The Second Battle of Tskhinvali</i> .....	43
The Western Front.....	44
<i>Day 4—August 10: A Disorderly Retreat</i> .....	45
<i>Day 5—August 11: The Battle for Gori</i> .....	46
Military Lessons Learned from the 2008 War.....	49
<i>Russia</i> .....	49
<i>Georgia</i> .....	54
<b>Chapter IV – Russia’s Use of Cyberattacks and Psychological Warfare in Georgia</b> .....	59
Bits and Bytes.....	60
A Tool for Psychological and Information Warfare.....	65
<b>Chapter V – Lessons from Georgia and Ukraine</b> .....	69
The Situation in Ukraine.....	70

some of the hackers behind the exploits used during the Russia-Georgia conflict were very adept, a large number constituted a less skilled group of script kiddies who engaged through prefabricated tools on forums such as StopGeorgia.ru.<sup>163</sup> This both encourages civilian support and safeguards the state against reprisal due to plausible deniability.

Cyber operations against Georgia allowed the time and space for Russian politicians to establish the Russian narrative of events, squarely pinning responsibility for the conflict on a belligerent Georgia. Moreover, their claims that Georgia was engaged in acts of genocide prompted the OSCE, Human Rights Watch, and others to initiate investigations, all of which damaged the initial credibility and communicative capacity of the Georgian state.<sup>164</sup> Some acts attributed by Russia to

operations without the constant gaze of the international community.

The cyberattacks against Georgia and their ability to slow the narrative of the Georgian government fit well within Russia's later-defined 2010 military doctrine for warfare, described as "the integrated utilization of military force and forces and resources of a nonmilitary character."<sup>166</sup> It is also in line with the Russian concept of *informatsionnaya voyna* ("information war") and, as previously mentioned, the writings of General Valery Gerasimov.<sup>167</sup> Although the 2008 war predated his 2013 essay, at its core he writes, "The very 'rules of war' have changed. The role of nonmilitary means of achieving political and strategic goals has grown, and, in many cases, they have exceeded the power of force of weapons in their effectiveness."<sup>168</sup>

# THE TIGER AND THE DRAGON

India as a Counterbalance to China in the Indo-Pacific



## The Tiger and the Dragon: India as a Counterbalance to China in the Indo-Pacific

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To the extent that China has both actively and passively challenged international norms and sovereignty claims in its neighborhood, it represents one of the most real and persistent challenges to the status quo in the region. As the most recent US National Security Strategy enunciates, the Pacific Rim is not the only area of importance within Asia; rather, the strategy encompasses the entire Indo-Pacific region. The areas linking the Pacific Ocean to the Indian Ocean—including the South China Sea, Malacca Straits, and Andaman and Nicobar Islands—are of vital strategic importance to all the major regional players, as more than a quarter of all global trade and energy transportation passes through these waterways. The United States, China, and India are all beholden to each other to the extent that each exerts a distinct influence over these routes. For this reason, China's effective annexation of parts on the South China Sea is particularly dangerous. The United States cannot respond to this type of threat unilaterally; and beyond Japan and South Korea, US willingness to come to the defense of its other Asian allies is viewed as questionable. In many ways, India represents a natural counterbalance in a region where China's strength, leadership, and boldness are increasing. While US strategy does not preclude the peaceful rise of China, the South China Sea sets a dangerous precedent, and cooperation with India may provide an opportunity to discourage this type of behavior in the future. This report provides an analysis of the spaces in which the United States may find success working with India to counterbalance China's challenge to the status quo—as well as an assessment of the potential hurdles in attempts to do so—both in general and through an examination of specific lessons from the South China Sea.

### Background

While US national security policy has only recently shifted toward the Indo-Pacific perspective, China has implemented a Two Ocean Strategy (双海战略) since 2005 and, by virtue of its geography, is naturally tied to

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## The Tiger and the Dragon: India as a Counterbalance to China in the Indo-Pacific

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- **Defense:** Work with India and the other states within South and Southeast Asia to create an internationally recognized maritime code of conduct for the Indian Ocean. This should be done as early as possible. China's ability to unilaterally assert its will in the South China Sea demonstrated the importance of establishing a strong and clear, multilateral code of conduct for the Indian Ocean before any issues arise (rather than waiting and responding). Such an agreement in the Indian Ocean would be more effective than in the South China Sea because of India's economic and military weight and because China has less leverage over many of the actors involved.
- **Economics:** Support Indian-led initiatives for regional connectivity. China's BRI is quickly winning over the hearts and pocketbooks of much of developing Asia. While Delhi has also made numerous plans to increase infrastructure investment across Asia, it lacks the resources to follow through with these plans. US funding and logistical support can help turn these Indian aspirations into a viable alternative to Chinese loans for some parts of the continent.
- **Diplomacy:** In light of the importance of Pakistan in the fight against Afghan militants, as well as concerns over Russian access to US military technology, the United States will need to accept that sharing equipment and technology will not be the primary vehicle for strengthening India's ability to counterbalance China. That said, any distance the United States can create from Pakistan (particularly by reducing arms sales) will go a long way to increase American political capital with Indian decision makers. Efforts should focus on cooperation with India in areas of mutual benefit and shared values such as counterpiracy, counterterrorism, maritime domain awareness, and humanitarian assistance and disaster relief.

## MWI PODCAST



### MWI PODCAST: SECURITY IN THE HIGH LATITUDES

John Amble | 01.06.21

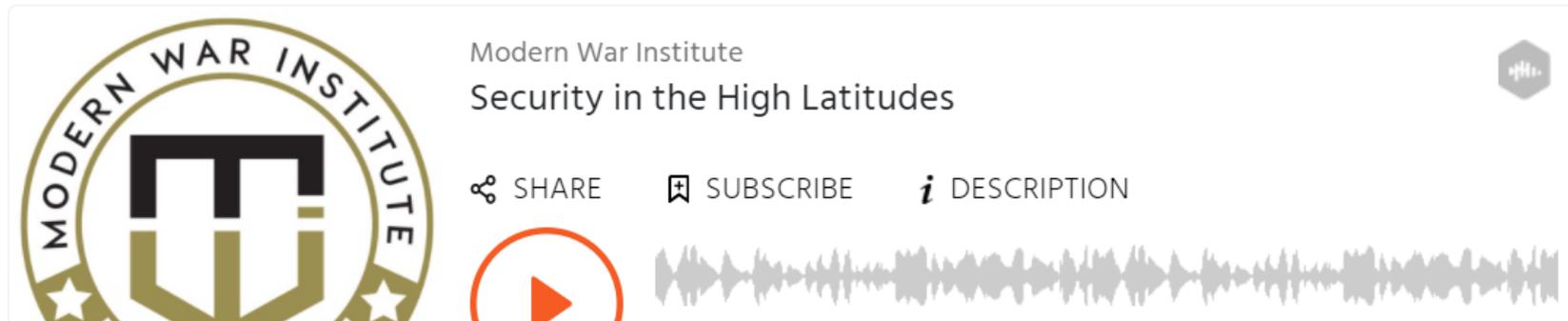
In this episode of the MWI Podcast, John Amble is joined by Dr. Liz Buchanan and Dr. Ryan Burke....

[READ MORE](#)

In this episode of the *MWI Podcast*, John Amble is joined by Dr. Liz Buchanan and Dr. Ryan Burke. They are both Modern War Institute fellows, and they are also the directors of a new initiative launched this week that MWI is hosting—Project 6633—that will serve as a platform for discussion, debate, and analysis on Arctic and Antarctic security.

In an era of renewed great power competition, what are the risks of that competition migrating to the Arctic region and Antarctica? What has kept the regions insulated from such competition in the past? What are various states' key interests in the polar regions? How should we conceptualize issues of security and geopolitics in both areas? Ryan and Liz discuss these questions and more in this episode. They also share their expectations for Project 6633, the types of the discussion it will host, and the impact they aim for it to have.

Listen to the full conversation below, or find it on [Apple Podcasts](#), [Stitcher](#), [Spotify](#), [TuneIn](#), or your favorite podcast app. While you're there, be sure to subscribe.



Modern War Institute  
Security in the High Latitudes

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# MWI PODCAST: THE BRAIN AND THE BATTLEFIELD

John Amble | 11.12.20



In this episode of the Modern War Institute podcast, MWI editorial director John Amble speaks to Dr. James Giordano. Dr. Giordano is a professor at Georgetown University, where he is the chief of the Neuroethics Studies Program and leads the Sub-program in Military Medical Ethics of the Pellegrino Center for Clinical Bioethics.

In a fascinating conversation, Dr. Giordano discusses the rapid pace of advancement in neuroscience and neurotechnology—and what that advancement means for the future of war. “The brain,” he says, in many ways represents “the new battlescape of the twenty-first century.” But if this is the case, it also presents a host of new ethical challenges that will need to be addressed.

Listen to the full episode below, or find it on [Apple Podcasts](#), [Stitcher](#), [Spotify](#), [TuneIn](#), or your favorite podcast app. While you’re there, be sure to subscribe. And if you’re enjoying the *MWI Podcast*, please take a moment to give it a rating or leave a review.

Note: this episode was originally recorded and released in 2017.

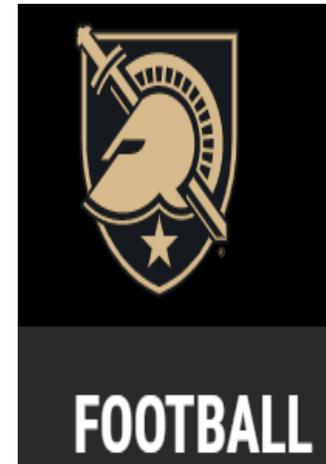
A screenshot of a podcast player interface. On the left is the Modern War Institute logo, a circular emblem with a stylized 'M' and 'I' and the text 'MODERN WAR INSTITUTE'. To the right of the logo, the text reads 'Modern War Institute' and 'The Brain and the Battlefield'. Below this are three icons: a share icon with the word 'SHARE', a subscribe icon with the word 'SUBSCRIBE', and an information icon with the word 'DESCRIPTION'. At the bottom, there is a play button icon and a grey audio waveform representing the podcast episode.

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The Brain and the Battlefield

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Athletics: West Point has intramural and competitive sports teams competing in NCAA

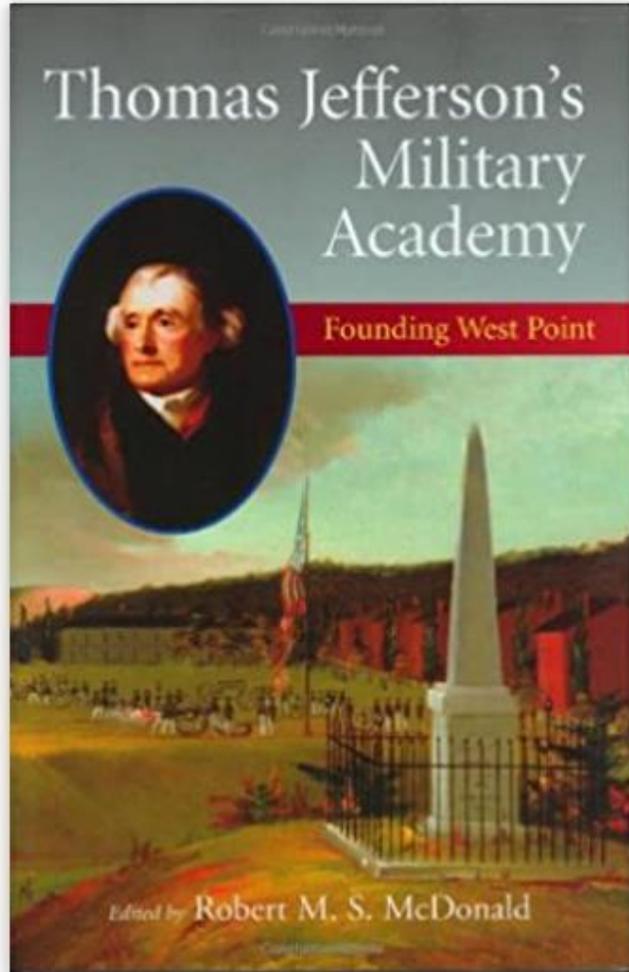
- Competitive Sports Outcomes
- To develop warrior athletes of character and build teams of significance.
- Competitive Sports Vision
- To become the premier sports education program in America for teaching character through sport and winning the right way
- Played college football since 1890!.
- Competes with Naval and Air Force academy for annual Commander-in-Chief trophy.



# West Point Football & Other Sports Impact

- 23 Cadet players inducted into College Football Hall of Fame.
- President Dwight Eisenhower and General Omar Bradley were on 1912 football team.
- Doc Blanchard won 1945 Heisman Trophy.
- Glenn Davis won 1946 Heisman Trophy.
- Pete Dawkins won 1958 Heisman Trophy
- Not affiliated with any conference.
- 2020 football team went 9-3 narrowly losing to West Virginia in Liberty Bowl.
- Basketball:
  - Bob Knight head coach 1965-1971-record 102-50-later Indiana University Basketball Coach
  - Duke University's Mike Krzyzewski head coach 1975-1980-record 73-59 (1969 West Point graduate)

# Additional Reading



- Robert M.S. McDonald, ed.
- University of Virginia Press, 2004.
- ISBN-13 : 978-08139-2298-0
- 272 pages

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- Learn how USMA units are contributing to debate on emerging military and national security topics in land power and other national security policymaking arenas.

Questions?

