



# USAWC MILITARY STUDIES PROGRAM PAPER

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STUDY **PROJECT** 

THE ROLE OF THE FOREIGN AREA OFFICER IN NATIONAL SECURITY POLICYMAKING IN THE 1980s

INDIVIDUAL STUDY PROJECT

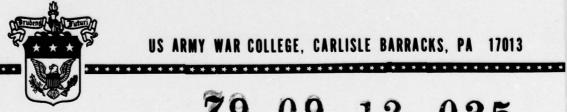
by

Lieutenant Colonel Verner N. Pike Military Police Corps



US Army War College Carlisle Barracks, Pennsylvania 18 May 1979

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# USAWC MILITARY STUDIES PROGRAM PAPER

THE ROLE OF THE FOREIGN AREA OFFICER IN NATIONAL SECURITY POLICYMAKING IN THE 1980s

INDIVIDUAL STUDY PROJECT

by

Lieutenant Colonel Verner N. Pike Military Police Corps

US Army War College Carlisle Barracks, Pennsylvania 17013 18 May 1979

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The Foreign Area Officer specialty is, today, a multi-faceted advanced entry OPMS career track, requiring complex and diverse training for full qual ification as a regional specialist. Are both functional and regional skills compatible and supportive of OPMS professional development objectives? The primary emphasis of the FAO specialty is regionally oriented with the objective of producing senior officers highly skilled and experienced in politicomilitary affairs. Increasing requirements for General Officers possessing these acquired skills provides a unique career opportunity for regional FAO specialists. The study concludes that several functional skills be deleted from identification with the FAO specialty; overseas training and language preparation be modified; graduate schooling continue to be emphasized and related directly to regional specialization; the FAO Course be terminated; and that selected General Officer positions be identified with the FAO regional specialty.

### PREFACE

This Individual Study Project was produced under the aegis of the US Army War College Department of National and International Security Studies. The scope and general methodology were suggested by the Department. This Research Paper is designed to assist Foreign Area Officer specialty managers in the refinement of professional development objectives and specialty policies with particular emphasis on the European region. The study was conducted without constraints of existing policy of any DOD agency or service. The author is deeply indebted to the guidance and support provided by Colonels James F. Cullen and Norman M. Smith, and by Mrs. Kay Preslar.

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#### INTRODUCTION

The purpose of this research paper is twofold: to review the process by which Foreign Area Officers (European specialists) are selected, trained, and utilized in national security policy making throughout the Allied, Joint, Unified and Component command structure; and to recommend development of force requirements for, and changes to current training and utilization policy of, the Foreign Area Officer specialty. The methodology employed in conducting the review and analysis, and in developing options to current Department of the Army policy regarding the specialty involved extensive research of current Army policy and regulatory documents, authorization and manpower documents, programs of instruction at several service schools which conduct FAO training, interviews with selected users and trainers of European specialists, and finally, interviews with European specialists performing FAO-related duties.

The study examines development of the FAO specialty through its designation as an advanced entry specialty under provisions of the Officer Personnel Management System (OPMS), analyzes the recommendations of the Chief of Staff-directed Review of Education and Training of Officers (RETO Study) regarding the FAO specialty, evaluates the basic training and utilization policies of the specialty (with especial focus

on the European specialist), analyzes skills identified with and related to the specialty, develops a rationale for identification and designation of selected General Officer positions as FAO-related through an examination of career development patterns and objectives, and finally, provides recommendations for intensive management of the specialty to insure that it keeps pace with a changing environ to better meet today's increasingly complex needs of the Army.

Study recommendations have impact on Department of the Army regarding evaluation of specialty policy and programs as they relate to professional development, specialty requirements by position and grade, graduate and overseas training programs, language training requirements by both area specialty and functional skill, and for the development of General Officer FAO-related positions within the Department of Defense military structure.

#### CHAPTER I

### EVOLUTION OF FAO SPECIALTY

The genesis of today's Foreign Area Officer (FAO) can be traced to World War II when selected officers were trained as linguists to operate in various regions of the world. Following World War II a formal program was developed, known as the Language and Area Training Program, to provide officers with high level staff potential with knowledge of language and areas to form sound intelligence estimates and provide command decisions. The initial program involved four years of training which included language school, graduate degree studies at a civilian university, and two years overseas in, or near, the region of specialization. In 1953 the program was redesignated the Foreign Area Specialist Training (FAST), continuing under the auspices of the Assistant Chief of Staff, Intelligence, DA, (ACSI) while adding languages and areas for study. During 1956 the FAST Program expanded beyond the, then, principal intelligence orientation and control to include functional interests of psychological warfare, the Attache system and civil affairs and military government, with the Deputy Chief of Staff for Military Operations, DA (DCSOPS) sharing responsibility for monitorship and review of the FAST Program with the ACSI. In 1963 the FAST Program was expanded further to specifically

designate positions requiring FAST qualification, in such assignments as advisor duty, special warfare operations, Department of the Army General and Special Staff, area studies instructors at service academies and schools, and within the national intelligence community.

In 1969 the FAST Program was marginally revised, and a complementary new program, the Military Assistance Officer Program (MAOP) established which focused on aspects of military advisory duty, stability operations, civic action and other military staff functions having social, political, economic and psychological impact. DA staff proponency for the MAOP was established as the DCSOPS. the 1970s then are two officer special career programs, both oriented internationally, one driven by intelligence requirements (FAST), the other by operational needs (MAOP), with both focusing on politicomilitary activities in a geographical region requiring extensive training to optimize utilization. Both programs sought to develop officers skilled in military matters and trained in the cultural and environmental aspects of a particular geographical area and its people, describing specialists as officers who possess a comprehensive, up-to-date knowledge of the language, military services, geography, history, economics, politics, culture and sociology of a specific foreign country or area required to make sound decisions and estimates concerning US military activities related to his area of specialization.

Through 1972, when the decision to merge the two programs was implemented, key and supporting positions throughout the Army were

identified and officers of top quality were nominated for, or formally applied for acceptance in, both special career programs. Selection criteria was stringent, training and education standards were rigid, with the inevitable result that validated positions were difficult to fill with fully trained program members. specialists were language qualified, others possessed graduate degrees in a related academic discipline, still others had completed in-country training in the region of specialization. Too often, personnel managers were not able to identify officers possessing all the prerequisites of the specialty to fill requirements. In other cases, officers had fulfilled all training requirements for the specialty only to find themselves "out of the mainstream", or too specialized to remain competitive for key positions of great responsibility, failing in selection for advancement or advanced military schooling. The decision to merge the FAST and MAOP programs was in recognition of changing Army requirements requiring a larger pool of available officers with politico-military expertise and training, predicated on the mutual similarities of both programs. The merger of these two programs was accomplished in early 1973 and designated the Foreign Area Officer (FAO) Program. Department of the Army monitorship was vested in the Office of the Deputy Chief of Staff for Operations (ODCSOPS), except for intelligence related position monitorship, overseas training and the Attache system which was vested in the OACSI. Army Regulation 614-142, published in

March 1973, identified worldwide FAO positions, established graduate education requirements, language skills, and overseas training opportunities. Additionally, the AR spelled out supporting criteria for specialized or functional training and identified academic disciplines related to the development of politico-military awareness for which FAO officers were encouraged to pursue. Designation as an area specialist followed completion of each phase of training and education and appropriate utilization in both command and staff positions. From 1973 to the transition of the FAO program as an OPMS advanced entry specialty, ODCSOPS was staffed to establish program policies, determine Army requirements, and to monitor selection and training of FAO-designated Application for membership was voluntary with acceptance determined by a selection board composed of representatives of ODCSOPS, OACSI, and MILPERCEN. The Army Education Requirements Board (AERB) validated all program position requirements submitted by major commands. Positions were recognized through grade of Colonel which provided clear opportunities for career progression in worldwide duties encompassing area expertise and broad politico-military experience.

With the implementation of OPMS the voluntary nature of the FAO program and, indeed, other special career programs (ORSA, Atomic Energy, R&D, etc) terminated as all Army officers were to participate in both a primary and alternate specialty with quality distribution to be spread among each of the OPMS specialties to meet Army requirements. The impact of ODCSOPS and OACSI monitorship of selection, training and utilization of

FAO officers lessened as the complexities of managing each OPMS specialty heightened. The FAO specialty transitioned from that of a selective, intensively managed, scarce resource, skill oriented career program, to one available to the entire officer corps identified principally by functional skills across a broad spectrum of field requirements. If the Army today and tomorrow retains a requirement to deal with and understand foreign military forces and systems, then a critique of the FAO specialty, designed to insure those needs are adequately addressed through the management of officers, is in order.

The refinement of the Officer Personnel Management System resulted in the publication of AR 611-101, Commissioned Officer Specialty Classification System. The FAO specialty is designated an advanced entry specialty normally awarded to Captains who have completed seven years of commissioned service and are qualified in their primary, or service arm, specialty. The Foreign Area Officer is defined as an officer possessing critical skills associated with a basic entry specialty, foreign area expertise, politico-military awareness, language proficiency when required (emphasis mine) and specialized skills relating to the conduct and analysis of military activities which have an economic, social, political, cultural, psychological impact. Foreign area officers serve as commanders, staff officers, attaches, advisors, plans and operations officers and service school and service academy instructors. Chart 1 identifies the special skill

identifiers (SSI) for the FAO specialty related to the functional areas of security assistance, psychological operations, attache, civil affairs, unconventional warfare, civil-military operations, and politico-military affairs, together with a compilation of position requirements for those skills for each SSI. Requirements were manually tabulated from The Army Authorization Document (TAAD) for the FAO specialty provided by ODCSOPS during February 1979 (Annex A).

Security Assistance (48A) positions include advisory duty in MAAGs and Missions, Unified Command and Department of the Army staff and as instructors at service schools. Psychological Operations Officer (48B) positions are predominantly within the 4th PSYOPS Group and the USAJFK Center for Military Assistance (USAJFKCENMA) at Fort Bragg, NC. Attache positions worldwide relate to US military representational functions and related security assistance and military liaison responsibilities at selected embassies. Nearly one half of the attache positions are Colonel requirements, and all attache positions are validated for advanced degrees and area specialty designation. Civil Affairs (48D) requirements are basically limited to one active Army battalion and the faculty of the USAJFKCENMA at Fort Bragg, and extensive Reserve Component (RC) positions. Unconventional Warfare (UW) requirements include positions within active Army Special Forces units, instructors at the USAJFKCENMA and several worldwide staff elements. Civil-Military Operations (48F) requirements are understated, often incorrectly identified as civil affairs (48D) positions. - Within the active Army structure all G5/S5 and civil-military

operations positions, properly coded 48F, would increase significantly the numbers of valid requirements. Nearly 40% of all FAO specialty skills are identified as Politico-Military Affairs (48G) encompassing regional staff functions at each level of the National Military Command authority. These positions require varying degrees of training and experience principally in grades Major through Colonel.

Regional skill identifiers (ASI) (Chart 2) identify positions requiring requisite skills and educational and training experience within specified geographical areas of the world. Completion of an advanced degree, overseas training or its equivalent, language proficiency when required, and attendance at the FAO Course at Fort Bragg qualify an individual for an ASI designation. Specialty managers attempt to merge ASI position requirements with qualified individuals in positions requiring more than functional skills, such as attaches and politico-military affairs officers. Chart 3 describes current training requirements for designation of an ASI. The RETO Study focused on the FAO training "cycle" and concluded that it is too lengthy, inflexible, and not focused on "modular" training designed to meet Army requirements. The current training program may tend to overshadow the more narrowly refined graduate degree and language training phases, while magnifying the difficult management task of providing in-country and FAO Course training and utilization in one "package" to each FAO. The challenge is to determine what is essential and when to complete it.

### CHAPTER I

### **FOOTNOTES**

- 1. Gerald S. Griffith, The FAO Pgm: The Efficacy
- 2. Ibid.
- 3. Ibid., p. 15.
- 4. Neil M. Hagerty, The US Army FAO Pgm, p. 19.
- 5. Ibid., p. 22.
- 6. The author was FAO Branch Chief, Security Assistance Division, International Affairs Directorate, ODCSOPS, May 1973 January 1974, staffed with three action officers.
- 7. FAO Consultant Board established by Chief of Staff Regulation 15-10, dated 26 March 1973.
- 8. US Department of the Army, Army Regulation 611-101, pp. 4-24 (hereafter referred to as "AR 611-101").

### CHAPTER II

#### FUNCTIONAL SKILL TRAINING

Security Assistance Officer (48A) positions require officers capable of focusing on military assessment of host nation capabilities, trends and needs, consistent with US foreign policy and national security interests. Senior level positions as MAAG/MILGP commanders, or high level staff positions may require extensive regional knowledge acquired through experience or prior assignment within the region, together with skills related to a primary specialty. Skill oriented training in security assistance is currently provided to fill these selective needs.

Psychological Operations Officer (48B) positions are limited to the 4th PSYOP Group, and selected instructor positions at the JFKCENMA, Fort Bragg, with less than 12 staff officer requirements (See Table 4) worldwide for SSI 48B. The limited number of psychological operations positions distributed regionally do not warrant continued separate identification as a sub-set of the FAO specialty. Skill identifier 5E, Psychological Operations Officer, arm immaterial, should replace the FAO SSI 48B with training in 5E, a prerequisite for assignment to those positions.

Nearly 95% of attache (48C) positions require field grade officers with extensive area expertise, language proficiency and qualification in primary branch. Functional training is provided through attendance at the Attache School in Washington, DC for those intelligence related skills associated with attache duty. Language training for attaches is acquired either to meet a requirement or through linguistic proficiency maintained in prior FAO utilization assignments. Table 5 illustrates the grade mix and education requirements for attache duty.

Civil affairs (48D) related skills are principally found in the Reserve components with active Army requirements limited to the 96th CA Battalion and USAJFKCENMA faculty positions (See Table 6).

Most active Army position requirements coded 48D more closely relate to civil-military operations functions of the G5/S5. Civil affairs skill training is provided at Fort Bragg to support assignment to positions within the 96th CA Battalion and the Reserve components. Skill identifier 5W, Civil Affairs Officer, arm immaterial, should replace the FAO SSI 48D with training in 5W a prerequisite for assignment to these positions.

Unconventional Warfare (48E) Officer positions require functional skills related to special forces and are combat arms related. Staff positions, other than within special forces units, are limited to senior officer positions at Unified Command and DA level. The RETO study recommended deletion of company grade officer positions from 48E and conversion to the combat arms. The current TAAD requirements

for 48E SSI (See Table 7) do not identify positions requiring politico-military training or specific area expertise. Army requirements for this specialty can be met through designation of all unconventional warfare positions with skill identifier 5G with appropriate combat arms training a prerequisite for assignment to these positions. Until, or unless valid FAO-related skill training and politico-military expertise are identified, the unconventional warfare specialty should focus on primary specialty skill training and be disassociated from the FAO advanced entry specialty.

Army-wide requirements for Civil-Military Operations Officers (48F) (See Chart 8), based upon an analysis of the current TAAD may be understated, resulting principally over confusion between the 48F description in AR 611-101 and that of the Civil Affairs Officer The role of the civil-military operations officer (CMO) in (48D). USAREUR, for example, focuses on planning, developing and coordinating US military operations and host nation support of those operations with both civilian German agencies and the Territorial Army. Civil affairs officers, on the other hand, plan, develop and coordinate US military activities directly relating to the functions of civil government in a theater of operations. The distinction is important as they relate to the role of the active Army in Europe. Functional skill training, of short duration, is currently available to meet civil-military operations requirements. For the European region, language training is mandatory at both USAREUR staff and major command level. Additionally, CMO

positions within USAREUR can be considered developmental for the FAO specialist by providing extensive in-country experience.

Requirements for politico-military training are difficult to quantify, yet represent nearly 40% of FAO positions (See Table 9). AR 611-101 identifies SSI 48G positions at the highest staff levels and commands within Department of Defense. Politico-military expertise encompassing regional assessments in the development of national military strategy are acquired skills based upon experience and development through a wide range of assignments. Foreign area officers acquire politico-military skills through development as service academy and school instructors, regional staff officers within Department of the Army and overseas MACOMs, assignment in geographic regions of their specialty as both commander and staff officer, military attache, advisor or liaison officer, exchange officer, or as a student at a foreign staff college. Training and education in politico-military affairs is an accumulative process combining both academic studies and regional military experience through assignments spanning an officers career. An officer's greatest contribution to national security policymaking as a foreign area officer culminates in duty at Department of Defense, Joint Chiefs of Staff, Allied and Unified Command, and Defense Attache level. The special qualifications for a Politico-Military Officer (48G) (Chart 9) reflect broad experience and demonstrated regional expertise and not training most commonly associated with

the functional skills described earlier. The Foreign Area Officer Course, currently prescribed for officers designated as an FAO specialist, is designed to provide instruction in security assistance, internal defense and development, civil-military operations, psychological operations, unconventional warfare operations, and politico-military activities throughout the conflict spectrum.

The current FAO Course is slightly over five months in duration and is required training for officers designated in the FAO specialty. The Program of Instruction (POI) (Annex B) totals 706 hours of academic instruction with 213 hours related directly to functional skill training for which other, short duration courses currently exist: security assistance (82 hours), civil-military operations (72 hours), unconventional warfare (12 hours), civil affairs (27 hours), and psychological operations (20 hours). Area studies and language training, both available from other military and civilian sources and phased within the broader FAO training cycle, do not appear to be directly supportive of the stated course objectives, nor do they appear to justify the continuation of a non-skill producing course in today's resource constrained training environment. Elimination of the FAO Course would reduce by six months the training cycle of the FAO specialty, thereby providing personnel managers more selectivity in utilization of FAOs by enabling them to focus on short, skill-oriented functional

training to meet requirements for security assistance, civil-military operations and attache FAO specialists.

Revision of the current FAO related specialty skills (SSI), with the rationale earlier discussed, eliminating from the FAO specialty psychological operations (48B), civil affairs (48D) and unconventional warfare operations (48E) functions, would reduce world-wide authorizations from 1100 to about 750 (Table 10). Modular training in these skills, together with continuation of existing short-course training for security assistance, civil-military operations and attache duty would obviate a need for the FAO Course, thereby eliminating one phase of FAO training, and providing specialty managers the opportunity to focus on professional development, education and utilization in politico-military affairs, intelligence related FAO skills, area expertise and civil-military operations. A proposed revision of functional skills related to the FAO specialty are these four:

- 48A Security Assistance Officer
- 48B Civil-Military Operations Officer
- 48C Attache
- 48D Politico-Military Affairs Officer

Functional training for these specialties would be limited to modular courses for security assistance, civil-military operations and attache duties. Language training would be provided for assignment to specific positions. Regional specialty training, to be discussed in the next chapter, would apply to selected positions throughout these specialties

with emphasis on the preparation and utilization of the politicomilitary affairs specialist.

The functional skills of psychological operations, unconventional warfare and civil affairs would be deleted from identification with the FAO specialty and would revert to combat arms material, or arms immaterial, coded thusly:

- 5E Psychological Operations Officer
- 5G Unconventional Warfare Officer
- 5W Civil Affairs Officer

# CHAPTER II

# FOOTNOTES

- 1. AR 611-101, pp. 4-25 and 4-26.
- 2. Review of position authorizations for USAREUR staff and Europe MACOMs contained in TAADs (Inclosure 1).
  - 3. AR 611-101, pp. 5-8.

#### CHAPTER III

#### REGIONAL SKILL TRAINING AND UTILIZATION

Whereas the FAO specialty skills discussed in Chapter II focused on functional training, the discussion in this chapter relates to the preparation and utilization of officers requiring in-depth knowledge, understanding and interaction with foreign military forces and systems as they relate to national military goals and strategy. The acquisition of FAO-related politico-military skills is generated through experience in regional military assessment and in individual countries on a worldwide basis; service in, or with, Allied military forces of a region; extensive study of a geographic region and the multi-faceted political, social, cultural, economic and psychological factors unique to the region affecting military strategy; and language proficiency when required. The FAO training cycle (Chart 3) encompasses these interrelated factors through establishment of graduate education, overseas training and language training phases. The discussion in this chapter focuses on the extensive and lengthy

training currently required for full qualification of an FAO as an "area specialist," without regard for functional training in those specific duty positions discussed in Chapter II.

A dichotomy exists between the current operational concept of the FAO training "package", professional development, "careerist" perceptions of FAOs, and the needs of the Army. As an operational concept, personnel managers attempt to train FAOs in progressive phases through graduate schooling, language training, overseas training and follow-on utilization. An illustrative example of "time out of the mainstream" for FAO trainees (from 6 to 8 years) is that prescribed for the Soviet specialist (ASI 4E):

- Language training at Defense Language Institute (DLI):
  1 year
- Graduate schooling at civilian university: 1 to 2 years
- Overseas training at US Army Russian Institute (USARI):
  2 years
- Utilization assignment overseas: 2 years

  (US Military Liaison Mission, Potsdam; Assistant

  Army Attache, Moscow; USEUCOM or USAREUR area analyst)

or

- Utilization assignment in CONUS: 3 years

(Defense Intelligence Agency or Army staff area analyst)

Regional training for a West European (4C) specialist follows a similar, though shorter time span (4 1/2 to 7 years):

- Graduate schooling at civilian university: 1 to 2 years
- Language training at DLI: 6 months to 1 year
- Overseas training in designated countries: 1 year
- Utilization assignment overseas: 2 to 3 years

Graduate degree validated positions for area studies and related academic disciplines exist in sufficient numbers to support current FAO training requirements (Annex A). These requirements are distributed through grades Captain to Colonel. Sixteen academic disciplines, in addition to area studies, are designated as FAO related. utilization should be encouraged to fully utilize graduate training received by selected individuals at Captain and Major level. Consideration should be given to assignment of FAO officers as instructors at service academies and schools. Specific positions at grades Captain and Major are designated for FAO within the academic Departments of Social Sciences, History, Earth, Space and Graphic Sciences, and Foreign Languages at the US Military Academy; Department of Strategic Studies, USA Command and General Staff College; Armed Forces Staff College, and the USAJFKCENMA; Assistant Army Attache positions for Major and Lieutenant Colonel are designated FAO; and regional staff officer positions within the Army Staff (ODSCOPS and OACSI) are FAO designated at Major and Lieutenant Colonel grade (Annex A). These positions meet both Army requirements for qualified regional analysts and a development "track" for FAO officers

in acquiring experience for later utilization in politico-military affairs. Consecutive language training and overseas training, required on a selective basis for designated positions, are not a bar to service in these positions. A Western European specialist may well serve in a troop assignment in US Army Europe in his primary specialty, or participate as an Exchange Officer in the region with Allied forces, thereby acquiring knowledge of the region and its military forces. In both examples, the FAO is serving in developmental positions, meeting Army requirements, and gaining regional area expertise and experience for later service to the Army as a regional analyst and military planner. In neither case is the FAO removed from the "mainstream" of professional development.

Opportunities for graduate education, FAO-related, need not be restricted to phased training. The Cooperative degree program which encompasses degree completion programs for individual officers is an adjunct of officer education which has particular relevance to the FAO specialty. Officers serving overseas can pursue and complete advanced degrees in academic disciplines related to the FAO specialty (international relations, history, political science, economics, etc.), while serving in branch-related assignments. Degree completion programs exist for officers assigned to ROTC duty enabling them to serve in positions as military instructors while completing advanced degrees in FAO-related academic disciplines. Opportunities exist for graduate education abroad, particularly in West Europe, prior to, or shortly after entry onto, active duty through various scholarship programs.

Highly motivated officers, desirous of serving in FAO-related assignments while at the same time remaining "competitive" through branchrelated assignments, have the opportunity of completing academic requirements through these programs. Additionally, Army staff colleges offer advanced degree completion programs as part of the academic programs within these institutions. Moreover, service schools such as the USA Command & General Staff College and the US Army War College offer elective programs keyed specifically to FAO-related politico-military and national strategy subjects. Intensive DA monitorship of these programs also assist the FAO in acquiring politico-military knowledge on a formal basis. As an example, during academic year 1973-74, at the USA Command & General Staff College, DA approved on a one-time basis, constructive credit for attendance at the FAO Course to students completing an approved elective curriculum at the college which included courses in regional area studies, security assistance, national strategy and military history. Those officers completing the program then went on to other phases of FAO training and utilization, including language training, graduate schooling, overseas assignment and FAO-designated positions at DA and major commands. Intensive personnel management of FAO-designees can insure that the many opportunities for graduate education required in the specialty are pursued on a case-by-case basis, without negative impact on the officer's career development through use of a rigid and inflexible training cycle.

The management of in-country training for the FAO specialty, particularly the European region, offers unique and varied opportunities for a wide variety of both training and utilization. European countries where FAO overseas training currently is conducted include France, Germany and Italy with the potential for sites in the United Kingdom and Spain. The present program in Germany consists of one year of travel and study operating from the US Embassy and the office of the Army Attache in Bonn, followed by a utilization assignment in West Europe. The two trainees presently in Bonn follow general guidance provided by DA OACSI and plan their activities around a self-generated master travel plan which includes visits with trade unions, German governmental agencies, the defense ministry, selected troop units and visits to other Western Europe countries. While the Army Attache in Bonn has no direct control, guidance, or supervision over the activities of the FAO trainees he is charged with providing their administrative support. would appear that overseas training in Germany, specifically, may well be more productive through assignment to one of several positions for which the Army has continuing requirements: duty as exchange officers in selected German Army units; attendance at the German Army Fuhrungsakamie (Command & General Staff College); or as TRADOC Liaison Officers to German Army service schools. each major command within US Army Europe has requirements for German speaking government relations and civil-military cooperation (CIMIC) officers in G5/S5 sections which are all validated FAO specialty

positions. Without clear cut guidance regarding the German incountry training program which would directly involve the supervision of the Army Attache, consideration should be given to refining such training to support valid Army requirements within USAREUR

5 as equivalent training. In other West European countries, where few if any Army forces are present, the current in-country training program remains a valuable training experience. Requirements for US Army officer students at the Italian Staff College and exchange officers with the British Army should be considered for FAO overseas training. Selected positions within MAAG Spain should be considered for FAO incountry training equivalence. Likewise, Assistant Army Attache positions in France, Austria and the United Kingdom provide valuable experience while meeting requirements for FAO-specialty utilization.

Soviet and East European in-country training is more difficult to manage with travel and utilization "fenced" to specific positions requiring area expertise and intelligence oriented functional training. The current program envisions two years of study in the Russian language at the US Army Russian Institute (USARI) in Garmisch, FRG, followed by a two-year utilization assignment at either the US Embassy in Moscow (as an assistant Army Attache), the US Military Liaison Missior in Berlin, or service in J2, USEUCOM or ODCSI, USAREUR. Officers completing the two-year training at the USARI may also complete requirements for a Master of Arts degree in International Relations from the University of Southern California which reduces, by one year, the graduate school

phase of FAO training; officers already possessing a graduate degree, however, are still required to complete the two-year USARI program, (Annex C), thereby lengthening their already extensive training period.

The problem of most immediate importance, as viewed by the USARI Commandant, is language qualification of student officers. Since the USARI course is conducted totally in the Russian language, and is offered to area specialist trainees of the Department of State, DIA, and other government agencies in addition to FAO students, language proficiency is mandated to successfully complete the course. Army officers graduating from the Defense Language Institute (DLI) at Monterrey, CA often are ill-prepared for use of the Russian language A myriad of reasons are provided for at the level required at USARI. this deficiency, but those most frequently expressed involve low aptitude or comprehension of a difficult language, or little motivation to succeed in language training since an officer, once selected for FAO Russian training, is in the training pipeline and will not, under normal circumstances, be removed from the training As a result, the USARI is constrained to provide tutorial lessons to deficient students thereby overtaxing an already small staff while at the same time restraining brighter linguists from proceeding at the expected pace of comprehension. Frequently. trainees leave the USARI with a bare minimum of language proficiency and are thrust into utilization assignments requiring extensive language usage for which they are not capable of

11 From interviews conducted with Russian area specialists and "users" of USARI graduates, language usage is essential only within DIA, attache duty at the US Embassy in Moscow and selected positions within the Office of the Joint Chiefs of Staff. Knowledge of the Russian language is important, but not crucial, to service at J2 USEUCOM. Likewise, knowledge of Russian, while important, is not vital to success at the US Military Liaison Mission in Berlin. These impressions do not mean to suggest that Russian language training is not important to these headquarters mentioned; rather, the degree to which spoken Russian, as opposed to reading and listening comprehension, is used on a daily basis. If Russian area specialist requirements can be identified as either requiring or desiring speaking fluency in Russian, then perhaps a refinement in language training requirements is in order. Familiarity with the Russian language is far different from complete fluency and would directly impact on structuring the phases of Russian area specialist training. Graduate education notwithstanding, utilization for Russian area specialists may well be accommodated at these designated locations, less DIA and Attache duty, through a modified USARI program of perhaps one year duration which would include language familiarization, or a shorter DLI sponsored Russian language training familiarization program, followed by a one-year training course in intensive Soviet Army doctrine and tactics at USARI, followed by utilization. The aim of

focus on Soviet military structure, doctrine and employment, coupled

this modification of the present Russian program is to intensively

with minimum essential language familiarity, followed by application of knowledge acquired to meet specific Army requirements. Reutilization for these officers, later in their career progression, may well require Russian language proficiency for which DLI language training would be appropriate. The cost effectiveness of the present training cycle of one year language training, two years at USARI, followed by two years utilization (for which language may not be vital) does not appear justified, particularly when language proficiency is viewed as highly perishable unless frequently and intensively used.

On the other hand, assuming that Russian language training is vital to most FAO-validated positions, then a restructuring of language training is imperative if these acquired skills are to be maximized, both during the USARI phase of training and follow-on utilization. During the initial 6-8 weeks resident language training at DLI all students should be expected to attain a standard level of proficiency. At the end of an initial phase of instruction, students should be administered a proficiency examination exacting high standards. Those students passing the examination would then continue instruction to completion and be required to attain a competency level insuring successful completion of follow-on training at USARI where spoken Russian is a daily requirement. These officers completing both DLI and USARI training phases would be awarded language proficiency pay with an annual revalidation requirement similar to that exacted for aviators. Those officers failing to meet minimum essential language requirements

after the initial instructional phase at DLI, would be returned to the manpower pool for reassignment without prejudice. Precedence for this form of personnel management exists at both the USA Infantry and Aviation Centers for Airborne, Ranger and Aviator trainees. The advantage to this type of training standard would be to remove marginal or sub-standard language aspirants from the training system without necessarily removing them from useful service as FAO designees. Additionally, the establishment of language proficiency pay would enhance professional excellence and motivation of career officers through attainment and maintenance of foreign language proficiency. Finally, quality control at DLI through early testing and removal of sub-par students will insure input of a highly motivated, linguistically proficient officer to USARI. The intensive management required for this training cannot be underestimated; however, if highly qualified, fully trained Russian area specialists are vital to the Army's mission, then intensive personnel management as once existed for the FAO and other special career programs during the early 1970's is warranted. General William Knowlton, US Military Representative to NATO, has remarked that foreign language capability is absolutely indispensable for successful service in the international environment. For the European specialist, prior service in Europe utilizing language skills should be a prerequisite for later, high level assignments within the NATO staff environment.

Completed FAO training for the European specialist, as currently prescribed, entails a minimum of four, and a maximum of seven and one-half years to complete. This chapter has attempted to provide alternatives to a highly structured and inflexible training "package", through introduction of alternatives to sequencing graduate education, coupling utilization and overseas training requirements, and modifying extensive language training to support both professional development and utilization, particularly for the Russian area specialist, by introducing quality controls on language preparation and use. Such modifications, if adopted, could shorten FAO European specialist overseas and language training to two years, coupled with same tour utilization, thereby minimizing personnel management requirements to train and utilize officers while concurrently insuring branch repetitive and FAO specialty-related assignments. The next chapter will discuss identification of General Officer positions related to the FAO specialty.

### CHAPTER III

### FOOTNOTES

- 1. AR 611-101, p. 5-7.
- 2. The author staffed to approval this DA ODCSOPS initiative awarding constructive credit to FAO, for attendance at the Fort Bragg FAO Course. Credit entries were completed in the personnel records of these officers completing the CGSC elective curriculum.
- 3. Interview with Colonel Jack Callaway, Army Attache, US Embassy, Bonn, FRG, 22 March 1979.
- 4. Interview with Colonel William Burns, TRADOC Liaison Officer to the German Army, 22 March 1979.
  - 5. Interview with Colonel Callaway and Colonel Burns.
- 6. Interview with Lieutenant Colonel Roland Lajoie, Commandant, USARI, 16 March 1979.
  - 7. USARI Program of Instruction, 1979, page 19.
  - 8. Interview with Lieutenant Colonel Lajoie.
  - 9. Interview with Lieutenant Colonel Lajoie.
  - 10. Interview with Lieutenant Colonel Lajoie.
  - 11. Interview with Lieutenant Colonel Lajoie.
- 12. Interviews with Colonel Don Stovall, Commander, USMLM Berlin; and Lieutenant Colonel Randy Greenwalt, USAWC Class of 1979, graduate of USARI, Russian area specialist, with prior service in USMLM Berlin, 27 April 1979.
- 13. Interview with Lieutenant Colonel James Wright, J2 USEUCOM, graduate of USARI, Russian area specialist, with prior service in DIA, 12 March 1979.
  - 14. Interview with Lieutenant Colonel Greenwalt.
  - 15. Interview with General William Knowlton, 21 March 1979.
- 16. Interview with Dr. Legere, Defense Advisor to US Mission NATO, 21 March 1979.

### CHAPTER IV

### GENERAL OFFICER FAO SPECIALTY POSITIONS

This paper has dealt thus far with current policies as they relate to the selection, training, development and utilization of Foreign Area Officers through the grade of Colonel, within the context of the Officer Personnel Management System (OPMS). The objectives of OPMS are to develop officers in the right numbers and with the right skills to satisfy Army requirements; to assign officers according to the Army's needs; and to improve the motivation, professionalism, and professional satisfaction of the officer corps through a disciplined dual specialty professional development system. Specialization has increased the complexity of Army jobs, and the greater length of time required to master the knowledge associated with such jobs, has required greater specialization to develop competence. Specialization has affected the ground commander as well as the technical specialist with the increasing complexities of the modern battlefield and the weapons systems of that environment. OPMS provides for the professional development of FAO specialists through the acquisition of area expertise, analytical skills, and strategic policy planning experience by successive assignments throughout the national military command structure.

Colonel level positions for regional analysts with extensive politico-military experience are designated at Department of Defense, NATO, Office of the Joint Chiefs of Staff, Unified Command and Service staff levels. The Foreign Area Officer is described as the Army's "Soldier-Statesman", sensitive to the development and execution of the nation's national interests, foreign policy objectives, and the interface with military strategy. The increasingly complex politico-military environment within which the "Soldier-Statesman" operates requires management and direction provided by the supervision and authority of the General Officer who likewise possesses these unique specialized skills, in addition to his traditional role of the combat leader.

Today's General Officer is faced with increasingly important management responsibilities in political and military spheres. The 1978 Secretary of Defense Report of General and Flag Officer Requirements emphasizes the role of senior officers outside traditional military structures:

One significant factor influencing total flag officer requirements is the growth....of the number needed to serve outside the military services....with the creation of Defense agencies and the Unified Command structure, the strengthening of the roles of the Office of the Secretary of Defense and the Organization of the Joint Chiefs of Staff, and the need for senior military representation on international staffs and bodies. . .

General Knowlton describes the NATO environment as the example where senior officers must possess the aptitude for working adroitly

in the international arena, possessing extensive knowledge of the region, its geography, the composition of their military forces and structure, and familiar with the cultural, political and social factors influencing their collective actions. The problem, as General Knowlton expresses it, is that, while FAO's are exceptionally dedicated, highly skilled, and unquestionably successful in the international arena, there are not enough places for them "at the top" to exploit fully their needed talents:

Those who get to the top do so for other reasons, yet it is FAO-related political military skills that are used in the senior level positions....the 'system' seems prejudiced against Attaches, yet their use in higher politico-military positions is vital to the United States and the Alliance.

The identification of General Officer requirements for which the FAO specialty offers a development and utilization track for OPMS-managed officers would appear to be supportive of the rationale discussed in the Secretary of Defense Report of General and Flag Officer Requirements to Congress:

Modern military forces require....service in the sensitive politico-military environment of Allied Staffs. These requirements for military management have dictated changes in the military rank structure, introducing the requirement for a new breed of top-level military manager, whose responsibilities lie in the technological-politico-military-economic sphere, in addition to the traditional role of a combat leader. The flag officer of today requires extensive knowledge, understanding, and worldwide experience of military force capabilities, operational factors, strategy and military administration and organization. 7

To provide a basis for the selection and utilization of officers in national security planning, the Army has designated on a worldwide basis, selected positions requiring strategic politico-military skills. These selected officers are designated Army Strategists possessing a wide variety of background and experience related to OPMS specialties such as Operations and Force Development, Research and Development, Atomic Energy, Operations Research and Systems Analysis, and Foreign Area. This informal Strategist program is a management tool providing for the selection and utilization of officers to sensitive, high level policy and planning staffs within the military establishment, providing the Army a vital resource base from which future General Officers will be immersed in the highly complex technological-politico-military-economic sphere referred to in the SECDEF Report quoted earlier. While the SECDEF Report does not specifically identify the Army FAO specialty when discussing these new and expanding requirements (the report broadly discusses requirements for all services), it does identify key elements within the OPMS specialty structure which focus on FAO skills: assessment of international aspects of national policy on a regional basis; US involvement in regional security arrangements; military assessment of regional geographical, political, cultural, social and psychological factors; and participation in development of mid and long range military strategy and attendant planning. Through grade of Colonel, the OPMS-managed FAO specialty is directly involved in, and related to, those necessary skills identified in the SECDEF Report related to

security assistance, the Defense Attache System, and politico-military affairs. These skill requirements identified in the SECDEF Report relate directly to General Officer positions both within and outside Department of the Army in the Office of the Secretary of Defense and Organization of the Joint Chiefs of Staff politico-military policy arena, the Unified Command structure, international military staffs, military advisory groups and the Attache system.

Within the Office of the Assistant Secretary of Defense for International Security Affairs (OASD/ISA) are four General Officer positions directly related to FAO regional specialties:

Director, Near East, Africa and South Asia Region
Director, East Asia and Pacific Region
Director, European and NATO Affairs Region
Director, Inter-American Region

Recognizing that the Army does not have a requirement to fill each of these Directorships simultaneously, the development of highly trained and qualified regional analysts and planners nevertheless, places the Army in the unique position of having a substantial resource base from which to select officers for these positions. Regional Directors manage and direct OSD regional analysts concerned with specific geographical regions of the world as they relate to US national security interests.

The Defense Intelligence Agency (DIA) is responsible for the control and direction of the Defense Attache System worldwide,

positions validated for FAO regional specialists. The capstone of professional development for these highly skilled professionals would be the identification of the position of Deputy Director for the Defense Attache System as FAO-related. The scope of attache duties is far broader than traditional intelligence-related activities, particularly in representational and security assistance matters. Additionally, the Directorate of Estimates within DIA is staffed with over 70 regional analysts. The position of Deputy Director for Estimates should be considered within the Agency as FAO-related, thereby providing a "track" for regional specialists to attainment of General Officer rank. As with the Office of the Secretary of Defense, these DIA positions are rotational between the military services; however, the requirement to provide Directors with extensive regional expertise is unique to the Army within the services, for it is the Army which operates a long standing, ongoing, highly visible regional analyst program -- the FAO program. Finally, the several General Officer Defense Attache positions, when Army-designated, provide the opportunity for skilled, experienced Foreign Area Officers to serve in their region of specialization, particularly in geographical regions where other US military force presence is minimal or nonexistent. In Latin America and the Middle East, the selection of a General Officer Defense Attache, highly skilled and experienced in regional affairs, can mean the difference between success and failure for the US in military relationships within the region.

Three General Officer positions within the Organization of the Joint Chiefs of Staff are related to the FAO specialty:

Chairman, Inter-American Defense Board (IADB)

Assistant Deputy Director for Politico-Military Affairs, J5 Assistant Deputy Director for International Negotiations, J5 The Chairman, IADB, is perhaps the most visual example of US military interest in, and commitment to, the Western Hemisphere. The IADB consists of military representatives of the US, Latin America and South America. US military involvement in the Western Hemisphere focuses principally on advisory groups and attaches within the region, rather than large scale presence of US forces. Latin American area specialists, through training and assignments within the region, provide the Army depth in experience and professional contacts with the military leadership of member states of the IADB. Prerequisites for the position of Chairman, IADB, may well include service as a MILGP Commander or Defense Attache (designated FAO positions at Colonel level) within the region, and previous experience as a Latin American regional action officer within the Army General Staff, or at US Southern Command (SOUTHCOM). Designation of the position of Chairman, IADB as FAO-related will enhance career potential for Latin American area specialists beyond Colonel level, and would be a demonstrative indicator of the military importance attached to the region for which these specialists are uniquely qualified. The two Assistant Deputy Directors, J5, require senior officers with broad experience in the international milieu, together with awareness of, and experience with, the interaction of political, military,

sociological, psychological and economic factors which affect military strategy and the development of plans and policies to support the strategy. Broad experience in politico-military and strategic planning, leading to General Officer selection for these critical positions, would represent significant career enhancement for Foreign Area Officers.

The following General Officer positions within the Unified

Command structure are related to both FAO-related security assistance

and politico-military skills:

Director, J4/J7, US European Command (USEUCOM)

Chief, Joint US Military Aid Group (JUSMAG) Greece

Chief, Joint US Military Mission for Aid to Turkey (JUSMMAT)

Chief, Joint US Military Assistance Advisory Group (JUSMAAG)

Korea

Chief, Joint US Military Advisory Group (JUSMAG) Philippines
These General Officer positions focus principally on the role of security
assistance as an instrument of national security policy. Army positions
within each of these organizations are designated FAO specialty (security
assistance officer), in addition to basic branch qualification.

Designation of these positions as FAO-related will enhance continued
interest by maximizing promotion potential through progressive assignments requiring extensive service in, and knowledge of, the regions and
participation in security assistance policy planning.

The position of Executive to the Supreme Allied Commander Europe (SACEUR) is directly related to Western Europe politico-military affairs for which the FAO specialty is supportive. In-depth knowledge of NATO

military forces and organization, experience in and aptitude for service with an international military staff, awareness of societal and political variables which interact within the region, and prior experience with US forces in Europe, are prerequisite factors which relate directly to skills possessed by Western European regional specialists. Designation of this position as FAO-related will enhance the promotion opportunity for dedicated and highly motivated regional specialists while at the same time broadening the base of selection by attracting top quality officers to Western Europe regional specialization as an alternate track to their primary skills.

Within Department of the Army are two General Officer positions directly related to the FAO specialty:

Director, Strategy, Plans and Policy Directorate, Office of the Deputy Chief of Staff for Operations and Plans (ODCSOPS)

Deputy Assistant Chief of Staff for Intelligence

The Director of Strategy, Plans and Policy, ODCSOPS, manages and

directs the activities of three internal offices requiring regional
specialists:

Politico-Military Division

Security Assistance Division

Strategic Plans and Policy Division

Regional specialists and security assistance officers of these divisions are directly engaged in Army matters relating to formulation of military

strategy which have an economic, social, political and geographic impact. The Director provides DA monitorship of the FAO specialty and actions are currently underway to provide dedicated staff support of this monitorship responsibility. Finally, the Director performs varied representational functions in the international arena which are regionally oriented:

Chairman and Army member of the Joint US Delegation, Inter-American Defense Board

Chairman and Army member, Joint US Section, Mexican-US Defense Commission

Army member, Canada-US Permanent Joint Board on Defense
The Deputy Director of Intelligence, OACSI, manages and directs the
activities of internal offices relating to foreign intelligence,
foreign liaison and the management of Army requirements for the
Defense Attache System. Additionally, in cooperation with ODCSOPS,
the OACSI administers the FAO specialty overseas training program.
Finally, the OACSI participates in policy formulation for those
aspects of the FAO specialty which are intelligence oriented.
Identification of the Deputy Director position as FAO-related will
enhance the promotion potential of regional analysts and provide an
incentive for high quality officers to seek regional specialization
in addition to primary branch skills.

This chapter has not attempted to restrict the identification of General Officer positions to the FAO specialty without regard for the many and varied qualifications unique to other career specialties. The SECDEF Report identifies a multitude of specific tasks required to be performed at the General Officer level:

Command and control of combat forces

Management of military training and education

Direction of administrative, logistic, intelligence and communication systems to support combat elements

Management of research, development and acquisition programs

Participation in politico-military affairs 8

It is to the last role identified above that this chapter has been devoted, the expanding need for General Officers to participate in politico-military affairs. If skill and experience are vital to success in the international military arena at the senior level, if extensive knowledge of geographical regions of the world contribute to improved participation by senior officers on international military staffs and boards, and if regional expertise is necessary for effective participation in the formulation of national military strategy, then FAO specialists may be uniquely qualified for these selected positions. Opportunities for advancement to General Officer level should be a visible incentive for FAO specialists who seek demanding positions of great responsibility. Clearly visible progression "to the top" will attract the high quality officer, while at the same time reinforcing his primary branch skills.

### CHAPT R IV

### FOOTNOTES

- 1. DA Pamphlet 600-3, p. 1-1.
- 2. Ibid.
- 3. Ibid., p. 28-1.
- 4. Secretary of Defense Report of General and Flag Officer Requirements, April 1978, p. 5.
- 5. Interview with General William Knowlton, US Military Representative to NATO, 21 March 1979.
  - 6. Ibid.
  - 7. SECDEF Report, p. 17.
  - 8. <u>Ibid.</u>, p. 12.

### CONCLUSIONS AND RECOMMENDATIONS

Refinement of long range FAO objectives and policy guidance are needed which emphasize development of regional area expertise, knowledge of foreign military forces, and sensitivity to political, economic, geographic and social factors as they affect US national security interests. The specialty is regionally oriented with primary importance on the acquisition of extensive knowledge of a particular geographic region or country, through education, overseas service, and language ability. Functional skill training in security assistance, attache and civil-military operations contribute directly to the acquisition of these skills through interaction with foreign governments and military forces. Functional training in psychological operations, civil affairs, and unconventional warfare operations are more narrowly focused and contribute only marginally to the development and utilization of regional analysts.

Security Assistance Officer (48A) (Chart 11) Functional Skill-Training and Utilization Skills relate directly to the FAO specialty
and provide the opportunity for training and utilization in sensitive
positions which contribute to the execution of US foreign policy and

attainment of national security objectives. The 118 authorized 48A positions are distributed throughout Advisory Groups, missions, the Unified Command structure, Defense, Joint and DA staff elements, and provide opportunities for language and regional specialization consistent with professional development objectives for the FAO specialty.

Psychological Operations Officer (48B) (Chart 4) skills are marginally related to the FAO specialty emphasis on regional area expertise, providing limited opportunity for application of psychological operations skills outside the 4th Psychological Operations Group and the USAJFKCENMA at Fort Bragg, NC. Ninety-two of the 115 (80%) 48B requirements are within the 4th Psyop Group. Nine 48B instructor positions are at the USAJFKCENMA. Only five requirements for this functional skill are outside CONUS. Additionally, none of the 4th Psyop Group positions are designated area specialists (ASI), although language skills for 48 of the 92 positions are documented. Twenty of the 92 positions within the Group are for lieutenants which represent 18% of total Army requirements for 48B (Lieutenant positions do not meet the criteria for designation as an OPMS advanced entry specialty.). Current and projected force requirements for psychological operations officers, focusing principally on functional rather than regional specialty skills, do not warrant continued identification as an FAO functional skill.

Military Attache (48C) (Chart 5) skills focus principally on regional area knowledge, language skills and politico-military aspects of the FAO specialty. Of the 139 authorized military attache positions,

all but seven are outside CONUS within specified geographical regions, and all are validated for area specialists (ASI). One half of all attache requirements are in grade of Colonel requiring officers with extensive regional expertise and language proficiency. Attache duty provides regional specialists maximum opportunity for service through grade of Colonel.

Civil Affairs Officer (45D) (Chart 6) skills relate principally to reserve component units engaged in military government and internal defense and development operations with active Army requirements limited to the 96th Civil Affairs Battalion and the USAJFKCENMA at Fort Bragg, NC. Nearly 90% of the 81 worldwide civil affairs requirements are at Fort Bragg in the 96th and staff of USAJFKCENMA. An analysis of the 48D requirements contained in the DA TAAD (Annex A) clearly indicates at least 25 of the 81 stated positions require special qualifications for civil-military operations (48F) and should be so identified. Such a refinement reduces the active Army 48D authorization to the 96th and supporting faculty at the USAJFKCENMA with no overseas authorizations, nor developmental utilization outside of Fort Bragg. Within the 96th Civil Affairs Battalion there are no requirements for area or language specialists, with no opportunity for application of civil affairs skills at higher level staff. Sixteen of the 43 positions within the 96th are for lieutenants which represent 30% of all active Army 48D requirements (Lieutenant positions do not meet the criteria for designation as an OPMS advanced entry specialty.). Current and

projected force requirements for civil affairs officers focusing principally on functional rather than regional specialty skills, do not warrant continued identification as an FAO functional skill.

Unconventional Warfare Officer (48E) (Chart 7) skills are combat arms related with little emphasis on FAO regional specialization and tasks related directly to politico-military affairs. One-hundred forty (80%) of the 178 worldwide 48E position requirements are within special forces troop units utilizing combat arms related skills. Sixteen additional instructor positions at USAJFKCENMA support training for special forces and UW skills. There are no area specialist positions validated in unconventional warfare operations. The recommendations of the RETO Study to convert all 48E positions to combat arms should be approved, as these positions do not appear to contribute to the primary emphasis of the FAO specialty in politico-military affairs and regional area specialization.

Civil-Military Operations Officer (48F) (Chart 8) skills are directly related to the FAO specialty and embrace direct interface between US forces and host nations in the conduct of military operations. Increased emphasis on this functional skill is warranted, especially in geographic regions where US forces are deployed. The DA TAAD (Annex A) incorrectly identifies G5/S5 worldwide positions as civil affairs, rather than civil-military operations. Conversion of these positions to code 48F will significantly increase worldwide requirements for civil-military operations officers, both in tactical

forces deployed abroad and in CONUS-based corps, divisions and separate brigades.

Political-Military Affairs Officer (48G) (Chart 9) skills are acquired through experience in a wide variety of positions are acquired through experience in a wide variety of positions are encompassing graduate civil schooling, regional knowledge, language training and application of primary branch skills. Nearly 50% of 48G positions are in grade Colonel and Lieutenant Colonel, requiring previous experience as a regional specialist. The principal emphasis in these positions is regional expertise and not functional skills associated with 48B, 48D and 48E. The emphasis within the FAO specialty should clearly relate to the training and development of area specialists to serve in these politico-military affairs positions at Defense, Joint, Allied, Unified Command and DA staff levels.

The Foreign Area Officer Course. The Foreign Area Officer Course duplicates functional skill training provided in modularized security assistance, psychological operations, civil affairs, unconventional warfare and civil-military operations courses currently offered. The FAO Course does not provide attache skill training. Area studies and language training, included in the FAO Course POI (Annex B), are provided principally through graduate degree programs, overseas training and utilization and language schooling. Continuation of the FAO Course as a prerequisite for FAO area specialist designation is not warranted, in view of opportunities for completing regional and functional skill training elsewhere. Deletion of the FAO Course would eliminate one permanent change of station in the FAO training and

provide specialty managers more flexibility in programming training and utilization. FAO trainees should be schooled to meet functional skill requirements for which the FAO Course does not prepare them.

Regional Skill and Language Training and Utilization. Current overseas training does not maximize opportunities to both provide FAO trainees in-country experience and support Army requirements within the region. The FAO training policies appear to lack flexibility and inhibit career progression by removing trainees for extended time periods from the Army "mainstream". Branch qualification and utilization in the grades of Major and Lieutenant Colonel remains a "must" factor for career officers to remain competitive in their primary specialty, and officers in the field perceive that entering upon a 4 to 7 year FAO training program will effectively remove them from competing with their peers for service school, promotion, and command selections. Intensive FAO specialty management, together with realistic and flexible training policies, can both provide for completed FAO preparation and utilization and meet Army requirements, while at the same time ensuring that officers remain branch competitive and satisfy career development objectives. In-country training for West European specialists should be restricted to those countries where US Army force presence is small or nonexistent, such as the United Kingdom, France, Italy, and Spain. Assignment of FAO specialists to duties as assistant attaches, exchange officers in branch-related foreign service schools, US liaison officers to

foreign armies, or as students at foreign service colleges, provide the opportunity for increasing the numbers of qualified West European specialists while at the same time meeting Army requirements to provide officers in these positions. The only prerequisite FAO training for these positions would be language training enroute to the assignments with a selected few requiring graduate training and functional skill training (i.e., attache or advisor).

The training sequence for East European/Soviet specialists needs revision to remain abreast of today's resource constrained environment. Determination of language proficiency levels for Soviet area specialists will drive follow-on regional studies and utilization. The two-year Russian studies course at the USARI should be reviewed to determine level of language fluency required for successful course completion which in turn should drive language competence levels at the Defense Language Institute for the Soviet language. If competency in the Russian language is the determining criteria, then levels of proficiency at selected phases of preparatory instruction at the DLI must be established, with provisions for returning deficient students to the training pipeline without prejudice, in a manner similar to that done at the US Army Aviation Center and US Army Infantry School for aviation, ranger, and airborne trainees.

More stringent proficiency standards at DLI, with attendant language proficiency pay incentives, will go far in providing qualified Russian linguists to the USARI for overseas training. The present USARI program of instruction provides for the award of a Master's degree in International Relations for officers successfully completing the

two-year program (Annex C). FAO trainees already possessing an advanced degree are, however, required to complete the same two-year program. Refinements in the USARI program should include provision for an accelerated course of one-year duration with intensive study in Soviet military strategy, doctrine and tactics, followed by utilization. Such refinements in the USARI program will shorten training time, provide for follow-on utilization, and insure that Soviet area specialists are, in fact, qualified linguists.

General Officer FAO Specialty Positions. Under the objectives of the Officer Personnel Management System, career development and promotion opportunities exist through grade of Colonel. The Secretary of Defense Report of General and Flag Officer Requirements points to the need for senior officers capable of serving on international military staffs and the expanding politico-military affairs environment. The FAO specialty provides a unique and highly selective resource base from which selected officers can serve in these demanding positions, offering a breadth of experience and knowledge of regional areas of the world which favorably impact on the development of US national security interests. Designation of selected General Officer positions requiring FAO-related skills will provide a visible career incentive to officers designated regional specialists, particularly in the functional areas of security assistance, attache and regional policy analysts. With US forces abroad focused principally in central Europe, the ability to articulate US national security interests in

various other world regions will lie with a small, select group of highly qualified, experienced, senior US officers, familiar with the region and able to effectively interface with foreign military forces and governments.

### Recommendations

- 1. The Office of the Deputy Chief of Staff for Operations and Plans, Department of the Army, retain proponency for the FAO specialty and be appropriately staffed with full time action officers to provide definitive specialty objectives and policies.

  DA staff proponency would include determination of force requirements, identification of specialty skills and development of training policies and guidelines, and monitorship of FAO supportive programs such as personnel exchange and overseas training programs.
- 2. Delete Psychological Operations, Civil Affairs, and Unconventional Warfare functional skills from the FAO specialty and place priority emphasis on the development of regional specialists as politico-military affairs officers and reflect these changes on the DA TAAD.
- 3. Retain the functional skills of security assistance, military attache, civil-military operations and politico-military affairs within the FAO specialty.
- 4. Eliminate the Foreign Area Officer Course as a prerequisite for area specialty designation and focus functional skill training solely to security assistance, attache, and civil-military operations.

- 5. Require initial language training for FAO specialists only to meet Army position requirements, rather than only to complete requirements for area specialist designation. Integrate language training throughout career development to prepare FAO specialists for specific duties requiring language fluency.
- 6. Encourage completion of graduate studies for FAO specialists in addition to the fully-funded program to provide more flexibility in assignments and specialty training, to insure that FAO specialists remain qualified in their primary specialty, and to increase the numbers of educationally qualified regional specialists.
- 7. Revise Russian language training for attendance at USARI by increasing aptitude levels; raising minimum proficiency standards through establishment of a "pass or fail" system at DLI which provides for attainment of R3/S3 fluency as a prerequisite for completion of the course and acceptance at USARI; consider establishment of language incentive pay to officers attaining and maintaining the R3/S3 fluency in designated, hard-skill languages.
- 8. Revise current two-year curriculum at USARI to allow FAO specialists already possessing advanced degree to complete intensive Russian area training in one year with primary emphasis on Soviet military strategy, doctrine and tactics.
- 9. Designate selected General Officer positions discussed in Chapter Four as FAO-related, thereby providing visible career promotion potential to the highest levels of service for regional specialists while at the same time providing an incentive for top quality officers to seek designation and utilization as a regional specialist.

## FUNCTIONAL SKILL IDENTIFIERS (SSI)

Identify primary skills required to perform principal duties of position, not people

48A - Security Assistance Officer ----- 118 positions

48B - Psychological Operations Officer ---- 115 positions

48C - Attache ----- 139 positions

48D - Civil Affairs Officer ------ 81 positions (25 positions to be redesignated 48F)

48E - Unconventional Warfare Officer ----- 178 positions

48F - Civil Military Operations Officer ---- 42 positions

48G - Politico-military Affairs Officer ---- 425 positions

The Army Authorization Document (TAAD) System currently identifies a total of 1100 positions for the FAO (48) Specialty

CHART 1

### REGIONAL SKILL IDENTIFIERS (ASI)

Require: Advanced degree (1 of 17 academic disciplines)
Language training

Overseas training or its equivalent Foreign Area Officer Course attendance

4A - Africa 4C - West Europe

4E - East Europe/USSR 4G - Middle East/N. Africa

4K - Latin America 4M - China

4N - Japan and Korea 4Q - South Asia

4R - Southeast Asia

### FAO TRAINING CYCLE (AR 611-101)

Phase III - Overseas Training -----1 year

Phase IV - FAO Course -------6 months

Phase V - FAO Utilization ----- to 3 years

Minimum training and utilization time: 5 years

Maximum training and utilization time: 7 years, 6 months

# 48B PSYCHOLOGICAL OPERATIONS OFFICER

operations planning, intelligence and audience analysis; propaganda development, production, and idssemination; and evaluation of effectiveness. Must have area and language ex-Must have a thorough knowledge of the communications process, the nature of attitude and behavior change, psychological operations doctrine and policy; techniques of psychological pertise appropriate for specific assignment.

OTHER	•	•	•	•	•	•
INSTR		8	2	4		6
STAFF		5	4	2		1
TIND	-	5	27	41	21	95
CONUS	-	1	31	94	21	110
OCONUS		2	7	-	•	2
AUTH	-	13	33	24	23	115
REQ	2	12	43	24	72	134
POSITIONS:	Colonel	LIC	MAJ	CPT	LT	TOTAL

CHART 4

48C ATTACHE

tions and advice to American military personnel visiting or stationed in country to which assigned, provides military advice to the chief of the diplomatic mission, and represents the Secretary of the Army and the Chief of Staff on Army matters. Collects and reports military information, maintains relations between the United States Department of the Army in the country concerned, provides necessary assistance, instruc-Army and Army officials of the country to which assigned, furthers the interests of the

AN ASI	$\infty$	9	9	-	•	28
EUROPEAN ASI	19	10	~	•	1	36
OTHER	•	•	1	1	•	•
INSTR	1	1	1	3(USMA)	1(USMA)	4
CCNUS	-	8	1	М	-	2
OCONUS	69	38	25			132
AUTH	20	04	25	м	-	139
REQ	20	04	27	7	-	142
POSITIONS:	Colonel	LTC	MAJ	GPT	H	TOTAL

48D CIVIL AFFAIRS OFFICER

Must know civil affairs doctrine, functions and procedures. Must be knowledgeable of US foreign policy and its relation to foreign governments. Must have area and language expertise appropriate for the specific assignment. Additional skill identifiers (ASI) are required for those officers assigned duty positions calling for Agricultural Officer, Cultural Affairs Officer, and Archivist.

OTHER	1	•	•	•		•
INSTR	1		~	~	•	4
STAFF	8	М	-		•	9
UNIT	1	33	15	~	16	2
CONUS	•	21	74	∞	16	59
OCONUS	~	51	4	-	•	55
AUTH	2	36	82	6	16	81/25*
REG	-	84	39	10	17	115 to SSI 48F
POSIFIONS:	Colonel	LTC	МАЈ	CPT	T.	TOTAL 115 8

CHART 6

## 48E UNCONVENTIONAL WARFARE OFFICER

or politically sensitive terrotory. Organize, develop, train, support, and employ indigenous resistance forces within denied areas during limited or general war; participate in internal defense and development activities conducted in support of US security assistance Must have ability to plan and conduct unconventional warfare operations in enemy controlled goals and objectives. Must have area and language expertise appropriate for specific assignment.

INSTR	-	2	5	7		16
STAFF	10	2	ΓV	•	•	22
TINU	8	15	51	43	28	140
CONUS	10	19	8	56	<b>6</b>	133
OCONUS	4	ľ	2	19	10	45
AUTH	14	77	29	45	88	178
REQ	14	54	92	22	58	192
POSITIONS:	Colonel	LTC	МАЈ	CPT	LT	TOTAL

60

# 48F CIVIL MILITARY OPERATIONS OFFICER

within an area of operations, identifying and isolating those aspects which are pertinent to military operations. Must have area and language expertise appropriate for specific Must have ability to plan and assist commander in directing and coordinating activities of the unit which have a political, economic, social, or psychological impact on military operations; plan, develop, and coordinate all aspects of the interface between assigned units and civilian agencies in the area of operations. Must have ability to analyze the political, economic, sociological, psychological, and cultural factors assignment.

INSTR	•	•		•		1
STAFF	1	4	4	W		5
TIM	4	19	4	~		53
CONUS	N	15	∞	~		28
OCONUS	α	∞	2	2		7
AUTH	4	23	10	72	No Requirements	42/25*
REQ	10	27	13	2	No Re	22
POSITIONS:	Colonel	LIC	МАЈ	CPT	LT	TOTAL

CHART 8

\*Convert from SSI 48D

# 48G POLITICO-MILITARY AFFAIRS OFFICER

ability to organize and direct activities of a major departmental unit. Must have area cipates in the development of DOD policy concerning US involvement in regional security cipates in the development of Joint Military Strategy for the midrange/longrange period and assists in the preparation of the fundamental strategic plans of the United States. Reviews, coordinates, and recommends policies, plans, and actions concerning politico-Must have a thorough knowledge of Army organization and procedures, and be competent As a military strategic planner, partiin the field of operations. Must demonstrate necessary administrative and executive the international aspects of national policy on a regional and country basis; partiworld-wide basis; directs the development of recommendations concerning DOD views on arrangements, US participation in bilateral and multilateral pacts, and situational military matters as applicable to regional areas and in individual countries on a and language expertise for appropriate assignment. developments of a politico-military nature.

INSTR	6	25	52	14	127
STAFF	96	8	117	4	258
LIND	•	•	•	•	
CONUS	55	26	139	74	327
OCONUS	10	14	30	4	28
AUTH	65	901	169	45	3%5
REQ	65	116	199	47	427
POSITIONS:	Colonel	LIC	MAJ	CPT	TOTAL

DA TAAD FAO SPECIALIY AUTHORIZATIONS

	X	A-B-C-D E-F-G											
INSTR	A-2/B-0/ C-0/D-0/ E-1/F-0/ G-9 (12)	6/3/0/0 2/0/25 (36)	3/2/0/2/ 11/2/52 (72)	0/4/3/2/ 2/0/41 (52)	0/0/1/0/ 0/0/0 (1)	11	6	4	†	16	2	127	173
STAFF	A-16/B-0/ C-70/D-2/ E-10/F-0/ G-56 (154)	30/5/40/3 7/4/81 (170)	4/4/25/1/ 5/4/117 (160)	1/2/0/0/ 0/3/4 (10)	0	15	11	135	9	22	11	258	464
UNIT	A-16/B-1/ C-0/D-0/E-3 F-4/G-0 (24)	14/5/0/33 15/19/0 (86)	21/27/0/15/ 4/4/25/1/ 51/4/0 5/4/117 (118) (160)	3/41/0/7/ 43/2/0 (98)	0/21/0/16/ 28/0/0 (65)	45	56	0	1/2	140	59	0	391
CONUS	A-13/B-1/ C-1/D-0/ E-10/F-2/ G-55 (82)	25/11/2/21 19/15/92 (185)	9/31/14/60/ 60/8/139 (261)	1/46/3/8/ 26/3/41 (128)	0/21/1/16/ 18/0/0 (56)	84	110	2	65	133	28	327	212
OCONUS	A-21/B-0/ C-69/D-2/ E-4/F-2/ G-10 (108)	25/2/38/15 5/8/14 (107)	19/2/25/4/ 7/2/30 (89)	3/1/0/1/ 19/2/4 (30)	0/0/0/0/ 10/0/0 (10)	20	5	132	22	54	14	85	346
AUTH	A-34/B-1/ C-70/D-2 E-14/F-4 G-65 (190)	50/13/40/36 25/2/38/15 24/23/106 5/8/14 (292) (107)	28/33/25/18 67/10/169 (350)	16/2/2/4/ 45/5/45 (158)	0/21/1/16/ 28/0/0 (66)	116	115	139	81/25*	178	*52/2 <del>1</del>	385	1056
REC	A-34/B-2/C-70 D-1/E-14 F-10/G-65 (196)	50/21/40/48/ 24/27/116 (326)	33/43/27/39/ 76/13/199 (430)	5/47/4/10/ 50/7/47 (165)	0/21/1/17/ 28 <b>/</b> 0/0 (67)	122	134	142	115	192	57	427	1189
	COL	LTC	MAJ	CPT	Ιπ	48A	48B	78t	₫8ħ	48E	48F	584	TOTAL

CHART 10

# 48A SECURITY ASSISTANCE OFFICER

Must have an understanding of US foreign policy, security assistance policy and programs, and advisory assistance. Must have a working knowledge of security assistance procedures for grant aid and foreign military sales. For oversea assignments, must be adaptable to indigenous environment and capable of performing in joint headquarters. Must have area and language expertise appropriate for specific assignment.

INSTR	~	9	W	•	5
STAFF	16	30	4	-	5
TIND	16	77	2	n	<b>*</b>
CONUS	13	25	6	-	84
OCONUS	27	25	19	ĸ	89
AUTH	茶	20	28	4	116
REQ	太	22	33	2	122
POSI'IIONS:	Colonel	LTC	MAJ	CPT	TOTAL

CHART 11

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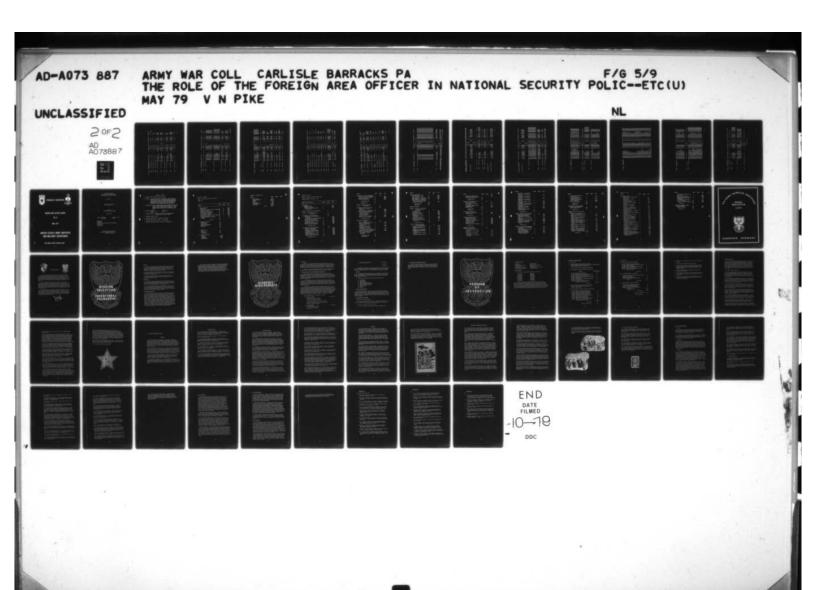
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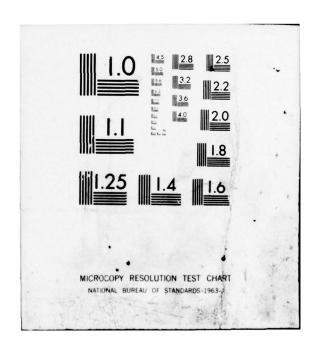
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SRC UIC 52002H WAUK.			54022H WBGU		MFJ1.			57004H WAA6		87	67004H WABI			77102H WASR				MOVXAA		M079AA





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UNIT DESCRIPTION USA ELE JUSMAGTHAI	USA ELM MAAG DOM R		USA ELE JUSMAG PHI		USA ELE MAAG IRAN		USA ELE MAAG PORTU		USA ELE JUSMAG SPA		USA ELE JUSMAG GRE		USA ELE MOROCCO US		US ELM USMTM SAUD		USA ELE USMM ZAIRE	
JIC M079AA	MOSTAA		M082AA		MOS SAA		M09FAA		M096AA		MO9JAA		M09LAA		M09MAA		MOSNAA	

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SRC	IC W0 9P AA	UNIT DESCRIPTION USA ELE USMM LIBI	ESCR	IPT	IN LI	- K	ARA 01	LINE 01	CHIEF TIT	20	88	M05	ASI 5L	LIC BR	REQ 1	AUT	CCNUM L	21	A STATION MONROVIA	
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	MINBAA	USA ELE SHAPE	00 9B	10	DEPUTY CHIEF 073	K 06	35848	9 4E	Ħ	_	1 JA0178 B	BE 55	SHAPE	
													PAGE 49	

JIC	UNIT DESCRIPTION USA ELE SHAPE	SHAPE	PARA 009F	LINE	DUTY II	5×	GR M 06 35	MOS A	ASI LIC	MIN	REQ AUT	CCNUM JA0178	10C BE 55	K STATION SHAPE	N N
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								OIC	TOTAL		-	-			
W113AA	USA ELM	MIL GRP BO	1 001	70	COMUSMILGP	0	11 90	11A00 4	4K LA		-	1 JA0278 B	<b>1</b>	LA PAZ	
								UIC	TOTAL		-	-			
WIITAA	USA ELM	MIL GRP CO	100	=	COMUSMILGP LA	~	05 48	48A00 4	4K LA	×	-	1 JA0178 C	cs	SAN JOSE	
								UIC	TOTAL		-				
WIZAAA	USA ELM	MIL GRP GU	1001	5	ARMY REP	¥	85 90	48A00	5		-	1 JA0378 G	19	GUATEMALA CITY	CITY
								UIC	TOTAL		-	-			
WIZCAA	USA ELM	MIL GRP NI	900	22	COMDR	**	06 48 05 48	48A00 4	** **			1 JA0178 H	22	MANAGUA	
								UIC	TOTAL		2	~			
HIZDAA	USA ELM	MIL GRP EL	550	050	COMUSMILGP ARMY SEC CH/ADV	**	06 48 05 48	48A00 4	4K LA			1 JA0178 P	ZZ	PANAMA	
								UIC	TOTAL		2	2			
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	M227AA	USAE USLOT	001	03	CHIEF USLOT MAT PROG OFF	**	900	48A00	48 FR	60			JA0178 TS JA0178 TS	v v	TUNIS
								UIC	TOTAL				2		
	M3GGAA	USA ELE JUSMAG-KOR	003	5	LIAISON 0	¥	05	48635	Z y		,	-	JA0278 KS	s	YONG SAN
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	WSKZAA	USA ELM HQ USREDCO 039A	039A	90	OP STF 0	×	50	48F00	5P 5G		7	-	JA0178 1	1FL	MACDILL
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	W37WAA	USA ELE NATL DEF U	042	9	MIL FAC	¥	90	48A00			-	-	JA0179 7	7DC	FT MCNAIR
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	W39TAA	USA ELE USEUCOM SC	0001	003	SEC ASST OFF ARMY AFFAIRS OFF CHIEF CHIEF	****	900	48A13 48A13 48A00 48A54	St JR				JA0278 JA0278 JA0278 JA0278	966 96 96	VAIHINGEN VAIHINGEN VAIHINGEN
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SRC JIC UNIT DESCRIPTION 54412H WATMAA 0008 ARMY HHQ			54412H MDCSAA 0019 HHC SPT				6AA SCH USA WAR		CONCEPTS		USA INTEL		FAA USA CINCPAC	
SRC JIC 54412H WATH			54412H MDCS				84 A A A A A A A A A A A A A A A A A A A		МЗМСАА		W31XAA		W32FAA	

CCNUM 10C ./K STATION STATION SF0179 PQ 80 T AMADOR SF0179 PQ YA80 FT PQ	PQ YA80 PQ YA80 PQ 92 30 PQ 80 30 PQ 90	SF0179 PQ YASO F SF0179 PQ YASO F SF0179 PQ 80 0 SF0179 PQ 80 F SF0179 PQ 80 F	SF0179 PQ YA80 F SF0179 PQ YA80 F SF0179 PQ 80 0 SF0179 PQ 80 F SF0179 PQ YA80 F A80 F	SF0179 PQ YA80 FS0179 PQ YA80 FS0179 PQ R0 B0 FS0179 PQ YA80 FS017	SF0179 PQ YA80 FS0179 PQ YA80 FS0179 PQ R0 R0 FS0179 PQ R0 R0 FS0179 PQ YA80 FS01	556179 PQ YA80 BS 10179 BS 10179 6CA BS 1	SF0179 PQ YA80 FT AMADOR SF0179 PQ YA80 FT BLISS TC0179 6CA PRESIDIO OF P
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## PROGRAM OF INSTRUCTION



### FOREIGN AREA OFFICER COURSE

7B-F3

**JUNE 1977** 

# UNITED STATES ARMY INSTITUTE FOR MILITARY ASSISTANCE

FORT BRAGG, NORTH CAROLINA 28307

# UNITED STATES ARMY INSTITUTE FOR MILITARY ASSISTANCE Fort Bragg, North Carolina 28307

June 1977

PROGRAM OF INSTRUCTION FOR

7B-F3
FOREIGN AREA OFFICER COURSE

MOS: None.

Length: Peacetime:

21 weeks, 1 day

Mobilization:

None

Approved by: Commander United States Training and Doctrine Command 9 April 1974 Revision Date 1 June 1977

> This POI supersedes the POI for the Foreign Area Officer Course dated 1 July 1975

#### SECTION I - PREFACE

A. Course: 7B-F3, Foreign Area Officer Course

B. Purpose: To qualify officers for assignments in the Foreign Area Officer Specialty and to provide knowledge of the objectives, concepts, doctrine, and resource management tools applicable to security assistance, internal defense and development, civil-military operations, and politicomilitary activities throughout the conflict spectrum.

C. Prerequisite: Must be a commissioned officer and member of the Active Army in grade of captain through colonel. Must be a member of the Foreign Area Officer Specialty. Final SECRET clearance investigation. Obligated service: None.

D. Length: Peacetime Mobilization None.

E. Training Location: US Army Institute for Military Assistance Fort Bragg, North Carolina 28307

F. MOS feeder pattern: None.

G. Ammunition requirements: No ammunition required.

H. Selected training recapitulation: Not applicable.

I. Standardization prefix digit 5 training: Not applicable.

SECTION II - Summary

COURSE: Foreign Area Officer Course, 7B-F3

HOURS: 849

A.	Academic Subjects				
	Introduction	6	Α	4A01	
	Analysis of the Operational Environment	241	В	4B01	
	Security Assistance	82	C	4C01	
	Protection From Terrorism	4	D E F	4D01	
	Intercultural Communications	16	E	4E01	
	Civil-Military Operations	72	F	4F01	
	Unconventional Warfare	12	G	4G01	
	Foreign Policy of Selected World Powers	37	Н	4H01	
	Guest Speaker Support	146	I	4101	
	Language Training and Independent				
	Research	90	J	4301	
	Subtotal	706			
В.	Nonacademic Subjects				
-	Inprocessing	24			
	Outprocessing	8			
	Physical Conditioning	50			
	Commandant's Time	20			
	Open Time	41			
		143			
C.	Recapitulation				
	Secret	169			
	Confidential	2			
	Unclassified	678			
D.	Type of Instruction				
	Lecture	2.00			
	Conference	223.05			
	Case Study	27.00			
	Demonstration	4.00			

#### SECTION II - Summary (Cont)

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SUBJECT	HOURS	ANNEX	PAGE
Guest Speaker Practical Exercise Seminar Film Television Self-Paced Study Nonacademic	72.00 207.50 152.50 7.30 7.65 3.00 143.00		
Total	849.00		

SECTION III - BODY

COURSE: Foreign Area Officer Course, 7B-F3

Academic Subjects: Peacetime: 706

ANNEX TITLES AND SUBJECTS	HOURS	ANNEX	PAGE
Introduction		A	
Commandant's Time	1		4A01
Academic Orientation	2		4A01 4A01
Foreign Area Officer Specialty Annex Total	2 3 6		4401
Analysis of the Operational Environment		В	
Subannex - Dimensions of National			
Development		B1	
Sub-subannex - Social Development Introduction to the Operational		Bla	
Environment	1		4801
Interdisciplinary Analysis of Change	3		4801
Personality and Social Change	3 4 4 4 3 2		4B02
Culture and Social Change	4		4802
Institutions and Social Change	4		4B03
The Law and Society	3		4B03 4B03
Research in Law and Society Man's Population Predicament	4		4B03 4B03
Sub-subannex Total	25		
Sub-subannex - Economic Development		ВЪ	
Principles of Economics	3	•	4B04
Economics of Development	3		4B04
Alternative Economic Systems	3		4B05
Contemporary Economic Problems	4		4B05
Monetary Policy	1		4B06
International Monetary Theory	2		4B06 4B06
Statistical Analysis Energy, Ecology, and Economics	3 3 4 1 2 4 2		4B07
Sub-subannex Total	22		

SUBJECT	HOURS	ANNEX	PAGE
Sub-subannex - Political Development Political Theory and Methodology Comparative Political Systems Political Development Political Bureaucracies	2 5 5 3	B1c	4807 4807 4808 4808
Sub-subannex Total	15		
Subannex Total	62		
Subannex - Dynamics of National Development		B2	
Sub-subannex - Conflict and Change Introduction to Internal		B2a	
Conflict Conflict Theory: An Overview Conflict Theory Operationalized Politico-Military Aspect of	2 3 3		4B09 4B09 4B09
Internal Conflict	3		4B10
External Involvement in Internal Conflict	1		4B10
Forms of Political Violence Internal Conflict Workshop	3 10		4B11 4B11
Sub-subannex Total	25		
Sub-subannex - Management of		DOL	
Change Conflict, Change and Planning	2 2	В2Ь	4B12
National Decisionmaking Resource Allocation and	2		4B12
Management	1		4B12
National Security Planning Management of National	2		4813
Development: Workshop	12		4B13
Practical Exercise: Analysis of the Operational Development	35		4813
Extemporaneous Writing Exercise Analysis of the Operational Environment: Written	4		4B14
Requirement	16		
Sub-Subannex Total	74		
Subannex Total	99		

SUB IECT	HOURS	ANNEV	DACE
SUBJECT	HOURS	ANNEX	PAGE
Subannex - Area Studies Area Orientation: Africa Area Orientation: Asia	70 70	В3	4B14 4B14
Area Orientation: Europe	70		4B15
Area Orientation: Latin America	70		4B15
Area Orientation: Middle East Area Orientation Oral Reports: Africa, Asia, Europe, Latin	70		4B15
America, Middle East	10		4B16
Subannex Total	80		
Annex Total	241		
Security Assistance		С	
Subannex - Dimensions of US Foreign Policy and Security			
Assistance		Cl	
US Foreign Policy	8		4C01
International Law I	8 2 2 3 2		4C01
International Law II	2		4C02
US Security Assistance	3		4C02
Peacekeeping	2		4C02
Organization For Security			
Assistance	2 3 2		4C02
US Assistance Agencies	3		4003
Strategy of Arms Control	2		4003
Security Assistance Research Requirement	20		4C03
Requirement			4003
Subannex Total	44		
Subannex - Security Assistance			
Resource Management		C2	
Security Assistance Planning	2 3		4C04
Foreign Military Sales	3		4C04
Foreign Military Sales Case	•		4004
Study	2		4004
Fundamentals of Programming Security Assistance Program	1		4C05
Execution	1		4C05
Security Assistance Logistics			4000
Program	2		4C05
Security Assistance Training	2 2		4C05

SUBJECT	HOURS	ANNEX	PAGE
Mobile Training Assistance Security Assistance Planning/	1		4C06
Programming Exercise	14_		
Subannex Total	30		
Subannex - Advisory Operations Role of the Advisor	2	C3	4007
Legal Aspects of Security Assistance	3		4007
Security Assistance Training			
Management Office MAAG Operations	2		4C07 4C07
Subannex Total	8		
Annex Total	82		
Protection From Terrorism Protection From Terrorism	3	.D	4D01
Hostage Behavior			4D01
Annex Total	4		
Intercultural Communications Communications Theory	,	E	4E01
Communications Process	2 2 2 3 2		4E01
Intercultural Communications	2		4E01
Sociological Factors	3		4E02
Educational Factors	2		4E02
Demographic Data			4E02
Attitude Formation and Change	4		4E02
Annex Total	16		
Civil-Military Operations		F	
Subannex - Civil Affairs		Fl	
Civil Affairs Concepts and			
Principles	2		4F01
Organization of Civil Affairs Units	1		4F01
Civil Affairs Intelligence			4503
Activities Civil Affairs in a Theater of			4F01
Operations	1		4F02

SUBJECT	HOURS	ANNEX	PAGE
Case Study of Civil Affairs Operations: Low-Intensity Conflict Case Study of Civil Affairs	4		<b>4</b> F02
Operations: Mid-Intensity Conflict Case Study of Civil Affairs	4		4F02
Operations: High-Intensity Conflict	4		4F02
Public Health Support to the Commander DP, Refugee, Evacuee Operations Public Safety Support to the Commander	1 3		4F03 4F03
	1		4F03
Concepts and Planning for Military Civil Action Domestic Action	2		4F03 4F03
Civil Defense and Disaster Relief Support			
Subannex Total	27		
Subannex - Psychological Operations PSYOP Doctrine and Concepts Propaganda Development	2 2	F2	4F05 4F05
Target Analysis and Campaign Control Themes Symbols and Bensylation	3		4F05
Themes, Symbols, and Persuasion Messages PSYOP Organization and Functions Evaluation of PSYOP Impact	1 3 1		4F05 4F06 4F06
Psychological Operations Seminar	8		4F06
Subannex Total	20		
Subannex - Civil-Military Operations Introduction to Civil-Military			4F07
Operations Legal Considerations of Civil-	2		4F07
Military Operations Analysis of US Presence	2 2		4F07 4F07
Civil-Military Operations Practical Exercise	10		4F07

SUBJECT	HOURS	ANNEX	PAGE
Civil-Military Operations G5/S5 Seminar Effects of Population on	2		4F08
Combat Operations	1		4F08
Civil-Military Operations <ul><li>Staff Procedures</li><li>CMO and the News Media</li></ul>	4 2		4F08 4F09
Subannex Total Annex Total	<u> 25</u> 72		
Unconventional Warfare Operations Special Forces Capabilities Gabriel Demonstration	8 4	G	4G01 4G01
Annex Total	12		
Foreign Policies of Selected World Powers		Н	
Foreign Policy of Selected World Powers: Introduction	2		4H01
Foreign Policy of Selected World Powers: UN Foreign Policy of Selected World	2		4H01
Powers: Soviet Union and Eastern Europe	3		4H01
Foreign Policy of Selected World			
Powers: Western Europe Foreign Policy of Selected World Powers: People's Republic	2		4H02
of China	2		4H02
Foreign Policy of Selected World Powers: Japan	2		4H02
Foreign Policy of Selected World Powers: OPEC	2		4H03
Foreign Policy of Selected World			4003
Powers: Sub-Saharan Africa Case Study: Non-US Assistance	2		4H03
Programs in Selected Countries			4H04
Annex Total	37		

#### SECTION III - BODY

SUBJECT	HOURS	ANNEX	PAGE
Guest Speaker Support		I	
The World Scene: Foreign Policy Perspective	3		4101
The World Scene: Security			4103
Perspective Conflict and Change: The	3		4101
Chinese Experience	3		4102
Conflict Theory: A Systematic Approach	3		4102
The Political Role of the	•		4102
Military in Non-Western	•		4102
Nations The Dynamics of Modernization:	3		4102
Theory versus Practice	3		4103
Development Planning: Lessons of Experience I	3		4103
Development Planning: Lessons of	,		
Experience II	3		4103
Defense and Development: Resource Competitors	3		4103
The Military Role: Providing			
Internal Security Urban Insurgency Movements -	3		4104
Nature and Countermeasures	3		4104
Strategic Arms Limitations	3		4104
Mutual and Balanced Force Reductions	3		4105
International Law in Foreign			
Policy Decisionmaking	3		4105
The National Security Council and US Foreign Policy	3		4105
Department of State and Security			
Assistance US Foreign Policy: Congressional	3		4105
Perspective	3		4106
National Security and the Media	3		4106
Department of Army and Security Assistance	3		4106
Department of the Air Force			
(Navy) and Security Assistance	3		4107
Commercial Foreign Military Sales Psychological Operations in	3		4107
Modern Conflict	3		4107

SUBJECT	HOURS	ANNEX	PAGE
Politico-Military Operations in the 1970's Food and Foreign Policy Foreign Purchaser's Perspective International Economics and Development Interdepartmental Agency Field Trip - Washington International Affairs Symposium	3 3 3 3 46 22		4107 4108 4108 4108 4108 4108 4109
Annex Total  Language and Independent Research	146	J	
Foreign Languages Independent Research	60 30		4J01 4J01
Annex Total	90		

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#### FOREWORD



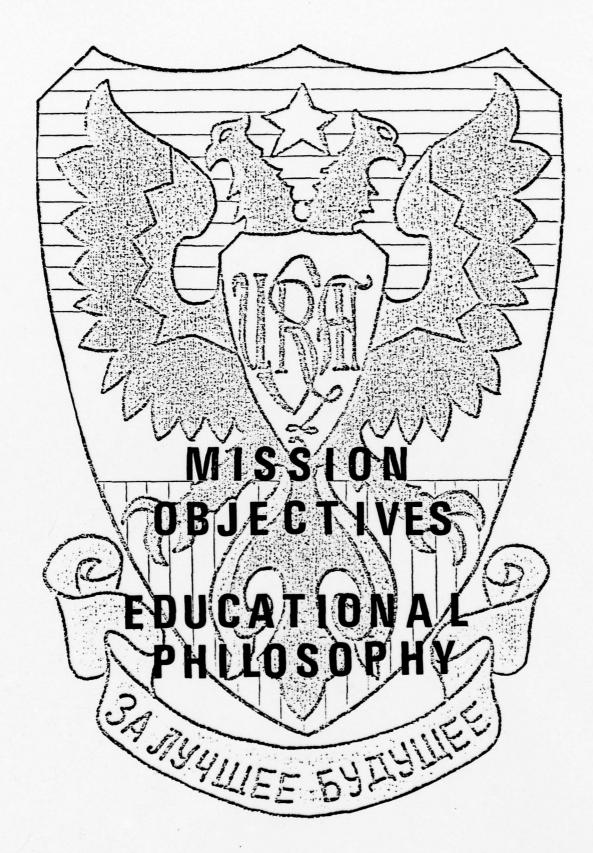
The U.S. Army Russian Institute located in Garmisch, Germany, is a truly unique educational experience. The two-year curriculum of advanced Russian language training, Soviet area studies, individual research program, outstanding guest speakers and repeated travel opportunities to the USSR and East Europe allows the student to gain an appreciation of the Soviet Union not otherwise obtainable in the West.

Since its inception in 1947 the Institute has trained over five hundred specialists representing all the military services, the Department of Defense, and the State Department. These graduates have served with distinction in Moscow, East Europe and Washington in positions requiring an in-depth understanding of the Communist World. Many through their continuing efforts have become acknowledged authorities on Soviet affairs.

As the Soviet Union continues to dominate the foreign policy and national defense planning of the United States, the need for specialists with exactly the type background and training provided by the US Army Russian Institute will continue to increase, providing graduates with opportunities for varied and challenging assignments throughout the spectrum of government service.

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Commanding



#### 1. MISSION

- a. Provide a two-year program of graduate-level studies primarily in the Russian language pertaining to the Armed Forces, political structure, ideology, economic system, history, literature, and sociological characteristics of the Soviet Union in support of the Department of Army Foreign Area Officer Program.
- b. Conduct courses of varying lengths in Soviet area studies and advanced Russian language for selected U.S. military and government personnel and allied officials.
- c. Support the INSCOM in-country language training program by providing a package of Russian language refresher courses for designated personnel in Europe.

#### 2. OBJECTIVES

- a. To develop a sufficient number of qualified officers to serve in Department of Defense and Department of the Army positions which require a detailed knowledge of foreign areas, language proficiency, and a politico-military awareness. (DA PAM 600-3)
- b. To produce competent Soviet area specialists proficient in the Russian language who fully understand the USSR and in particular its military establishment and who are capable of formulating sound politico-military estimates concerning the capabilites, limitations and potentials of the Soviet Union. (USARI)

#### 3. EDUCATIONAL PHILOSOPHY

a. The Institute program is conducted in a controlled environment with virtually all instruction and student activities conducted in the Russian language. Instruction combines classroom lectures, seminars, individual reports, advanced language training, individual reading, and research projects. Guest lecturers, recognized as experts in their fields, as well as films, television, magazines, newspapers and other literature of all types are extensively utilized. The Institute's program is supported by a 30,000 volume specialized library which is constantly being expanded by a vigorous acquisition program. Concerted effort is made to provide students with the experience of living and working in a Russian atmosphere during all phases of the program. This includes social and cultural activities parallel to the academic program, personal contact between students and instructors, and travel in the USSR and Eastern Europe.

b. The Institute program is designed to provide detailed guidance to students only during the first year. As the program develops, detailed guidance is gradually replaced by student initiative. Students are therefore encouraged during their second year to establish their own specific goals within the framework of the Institute's program. The Institute staff and faculty insures that student progress continues by establishing high standards and overall goals and programs, and monitoring student progress.



#### ADMISSION

- a. Students in the regular program are selected by their respective agencies. Army students are all officers who have at least a bachelor's degree, have completed their branch advanced course and one year of Russian language at DLI, and have been selected by MILPERCEN to undergo training as Russian Foreign Area Officers under the provisions of DA Pamphlet 600-3.
- b. Students in special programs are normally sent to the Institute TDY by their unit or agency with the approval of the Institute Commander.

#### 2. MASTERS OF ARTS IN INTERNATIONAL RELATIONS PROGRAM

- a. The Institute offers a cooperative master's degree program in coordination with the University of Southern California's (USC) School of International Relations. All courses are taught in Garmisch at the Institute in English. The Institute pays for tuition and fees for all Army students, but other students must make arrangements through their own agency for the costs of the program.
- b. The university courses are an integral part of the program of instruction. Army students without a related master's degree (see Ch 28, DA Pam 600-3) are required to complete all degree requirements. Army students already posessing an MA degree who elect not to become degree candidates are required to take three of the five courses and one of the two jointly sponsored field trips.
- c. Requirements for admission into the degree program are: (1) an acceptable grade point average as shown by transcripts from institutions previously attended, and (2) acceptable GRE Aptitude Test scores less than five years old. While the five year requirement can be waived depending on educational experience since taking the GRE, those prospective students who have never taken the GRE or whose scores are over 10 years old should consider taking the GRE before they arrive in Garmisch. The test is available in Germany, but not always at convenient times in the student's schedule.
  - d. The MA degree program is organized as follows:
    - (1) Five Core Courses

      Soviet Foreign Policy (IR570)

      International Communism (IR575)

      Military Strategy and Arms Control (IR531)

      Strategic and Defense Policy Analysis (IR631)

      Power and Diplomacy (IR502)
    - (2) Two Field Trips ---- 4 Credits
      East Germany/Poland (IR591)
      Balkan/Black Sea (IR591)

32 Credits

e. Students who satifactorily complete the above, as well as all USARI courses and pass USC written and oral comprehensive exams will be awarded an MA in international relations by the University of Southern California.

#### 3. GRADING

- a. Student performance in most courses is evaluated by the instructor based on a combination of classroom participation, written or oral examinations, and term papers. A few courses of short duration are evaluated on a credit/no credit basis.
  - b. Grades are given for course work on the following scale:
    - A Distinction
    - A- Outstanding
    - B+ Above Average
    - B Typical Graduate Quality
    - B- Below Average, not marginal
    - C Marginal Graduate Quality
    - U Unsatisfactory
    - CR Credit
    - NC No Credit

#### 4. STUDENT RESEARCH REPORT

Each two-year student is required to prepare an unclassified English-language research paper on a topic related to Russian/Soviet area studies. The paper must be an original research project of approximately 30-60 double spaced pages which is drawn primarily from Russian language sources. The paper will ideally investigate a military topic which has been suggested by DA or DOD agencies.

#### 5. COMPLETION OF THE PROGRAM

Requirements for graduation are:

- a. Attain minimum professional fluency in Russian as measured by the Defense Language Proficiency Test taken upon completion of the program.
  - b. Maintain a B average in all course work.
  - c. Write an acceptable research paper (two-year students only)

#### 6. RECOGNITION OF ACADEMIC EXCELLENCE

Each year, the Institute staff selects the honor graduate(s) based on final academic standings. In addition, students in the top 20% of each class are designated as being on the Commandant's list and receive special recognition on their academic evaluation reports.



#### 1. ACADEMIC HOLIDAYS

Labor Day Columbus Day Fall Recess (one week) Veterans Day Thanksgiving (two days) Winter Recess (one week) New Year's Day
President's Day
Spring Recess (one week)
Memorial Day
Summer Recess (three weeks)
Independence Day

#### 2. DAILY SCHEDULE

a. The daily schedule extends from 0800 to 1645 hours:

1st period	0800-0845
2nd period	0850-0935
3rd period	1005-1050
4th period	1055-1140
5th period	1310-1355
6th period	1400-1445
7th period	1510-1555
8th period	1600-1645

b. Normally classes are scheduled during the first six periods. Guest lectures and extracurricular activities are usually held during the other two periods. During weeks without holidays, Wednesday afternoons are kept open for administrative matters, athletics, and Army mandatory training subjects and Friday afternoons are free after 1500. Students in the junior year normally are in class 18-25 hours per week, seniors are in class 12-18 hours a week allowing more time for individual research.

#### 3. SUMMARY OF ACADEMIC SCHEDULE

- a. Junior Year
- (1) Summer Language Program (Jul-Sep, 11 weeks):
  Rus 500 Garmisch Intermediate Intensive Russian (GIIR), approximately 280 class hours, 15 credit hours.

SAS 501 Field Trip to Munich Research Facilities.

(2) Fall Semester (Oct-Jan, 12 weeks of instruction):

Course	Credit Hours
Eco 502 Geography of the USSR	2
Lit 501 Seminar on Soviet Literature I	1
Mil 501 Organization of the Soviet Armed Forces	1
Pol 504 Political History of Russia	2
Mil 504 Organization of the Soviet Ground Forces	1
Soc 501 Soviet Society	1
Mil 509 Introduction to Soviet Military Readings	3
IR 570/631 USC course	4
SAS 502 Field Trip to Moscow-Leningrad	2
Electives/Language Program	2
Sub total:	19

- (3) Inter-Semester Language Program (Jan, 3 weeks): Rus 501 Intensive Russian Reading 60 class hours, 3 credit hours.
- (4) Spring Semester (Feb-Jun, 17 weeks of instruction):

Lit 502	Seminar on Soviet Literature II	1
Mil 502	Service in the Soviet Armed Forces	1
Po1 501	Communist Doctrine and Ideology	2
Mil 505	Ground Force Tactics and Logistics	2
Mil 506	Armed Forces of the Warsaw Pact	1
Po1 502	Political History of the Soviet Union	3
Po1 503	Soviet Law and Government	2
IR 575	Comparative Communism (USC)	4
Mil 507	Soviet Small-Unit Ground Force Tactics	1
SAS 503	Field Trip to East Germany-Poland	2
	Electives/Language Program	4

Sub total: 23
Sub-total, Junior Year: 60

#### b. Senior Year

(1)	Summer Session (Jul-Sep, 12 weeks):	
7	Lit 503 Survey of Russian Literature IR 531 Military Strategy and Arms Control (USC) SAS 508 Directed Research I Mil 503 Soviet Military Doctrine and Strategy SAS 504 Field Trip to Balkans SAS 505 Field Trip to Soviet Black Sea Ports Language Training	1 4 2 2 2 2 1 4
	Sub-total:	16
(2)	Fall Semester (Oct-Jan, 12 weeks):	
	Mil 508 Development of Soviet Military Doctrine IR 570/631 USC Course SAS 509 Directed Research II Eco 501 Soviet Economic System (start) Electives	3 4 4 2 4
	Sub-total:	17
(3)	Spring Semester (Jan-Jun, 16 weeks):	
	Eco 501 Soviet Economic System (end) IR 502 Power and Diplomacy (USC) SAS 510 Directed Research Seminar SAS 506/7 Field Trip through the USSR Electives Language Training	2 4 4 2 4
	Sub-total:	20
	Sub-total, Senior Year:	53
	Total credit hours:	113

- (4) Graduation is normally held at the end of the first week in June.
- c. Modifications to the Program of Instruction.
- (1) Changes to the above list of required courses may be made by the Director of Instruction with the approval of the Commander, particularly as new military studies courses become available.
- (2) Non-Army students may substitute elective courses for military or USC courses.
- (3) Army students not enrolled in the USC degree program are required to take electives in lieu of the USC courses they do not take.
- (4) Students may take additional elective courses as an overload or in an audit status with the concurrence of the Director of Instruction.

#### 4. COURSE DESCRIPTIONS

a. The first digit of the Institute course number indicates the type of course: 100-499 are undergraduate courses, 500 are required graduate-level courses, 600 are electives. A particular elective is only conducted when student enrollment during preregistration each semester is sufficient. New elective courses can be designed to cover additional areas of interest if sufficient students request such a course at least six months in advance. Course credit hours approximate 12 hours of class for one credit hour.

#### b. Military Studies Department

- (1) Mil 501 Organization of the Soviet Armed Forces. A survey of the Soviet Armed Forces: composition of the Soviet Ministry of Defense and Soviet General Staff; the organization of the military departments and their functions; and the command organization of Soviet military forces from platoon to divisional level. One credit hour.
- (2) Mil 502 Service in the Soviet Armed Forces. An analysis of service in the Soviet Armed Forces to include: Soviet mobilization procedures, the induction period, pre-induction training, active duty conditions, service schools, service regulations, discipline, and military justice. One credit hour.
- (3) Mil 503 Soviet Military Doctrine and Strategy. An analysis of Soviet views on war; Soviet military science, strategic and doctrinal concepts, Soviet principles of war. The course includes seminars on the roles of the Soviet Armed Forces and on SALT and MBFR. Two credit hours.
- (4) Mil 504 Soviet Ground Forces Organization and Equipment. A comparative survey of U.S. and Soviet tactical organizations which addresses the basic characteristics of Soviet weapons and weapon systems. Research methodology and Soviet source material is also discussed. One credit hour.
- (5) Mil 505 Soviet Ground Force Tactics and Logistics. A study of Soviet views on the operations of large units and the various phases of combat; tactics of the combat arms; unit training; staff structure and functions; logistics and supply. Two credit hours.
- (6) Mil 506 Armed Forces of the Warsaw Pact. Lectures on the organization, command structure, strategy, as well as current capabilities and problems of the Warsaw Pact. One credit hour.
- (7) Mil 507 Soviet Small-Unit Ground Force Tactics. Introductory lectures on Soviet small unit organization, tactics, order formats, and map symbols followed by a series of practical exercises in small unit

tactics based on tactical problems discussed in <u>Voennyy Vestnik</u>. One credit hour.

- (8) Mil 508 Development of Soviet Military Doctrine. Soviet military power and thinking: historical background; permanent factors such as geography, strategic position, national heritage, and major wartime experiences; influence of Marxist and non-Marxist military writers. Selections from five current Soviet military writers are discussed in seminars. The course provides students with a background on the nature of Soviet military power from both practical and theoretical standpoints, and an understanding of the peculiar aspects of Soviet military terminology and thinking. Three credit hours.
- (9) Mil 509 Introduction to Soviet Military Readings. Combination of lectures, language sessions, and seminars designed to introduce the student to the basic elements of Soviet military doctrine and military science, and to increase his understanding of the style and vocabulary peculiar to Soviet military writing. Three credit hours.
- (10) Mil 601 Seminar on Russian Military History. A reading course designed to acquaint the students with military developments within Imperial Russia, emphasizing the 19th Century. Class work is devoted to discussion and analysis of the readings. One credit hour.
- (11) Mil 602 Seminar on Soviet Military History. A reading course designed to acquaint the students with military developments within the USSR 1917-1945. Class work is devoted to discussion and analysis of the readings. One credit hour.
- (12) Mil 603 The Eastern Front in World War II. An interdisciplinary course which ties together political and military developments on the Eastern Front with emphasis on the key operations and decisive strategy and tactical concepts of the Wehrmacht and Red Army as opposing forces. Two credit hours.
- (13) Mil 604 Soviet Military Law. Lecture seminars analyzing the organization and functions of the office of the military prosecutor, the military investigative apparatus, military courts and their jurisdiction, the draft laws, quotas, and local draft boards. Also includes brief survey of local civil defense structure. One credit hour.
- (14) Mil 605 Military Themes in Contemporary Soviet Literature. A seminar discussion and analysis of recent literary works which include descriptions of current life and conditions in the Soviet Armed Forces, training exercises, and various problems facing military leaders in the age of detente. Texts selected by the instructor are read at home and discussed in class. Students select significant excerpts for translation. Designed for advanced Russian language students. One credit hour.

- (15) Mil 606 Political-Military Relations in the USSR. A structural and functional analysis of the Soviet military establishment and its position and influence within Soviet society. A description of CPSU and Soviet government organizations responsible for control of the military, to include KGB organs, and an analysis of how they function; a description of the formal military command structure and an analysis of how it functions, to include its influence on political decision; an analysis of military influence in Soviet society to include its impact on the civilian economy, DOSAAF, and civil defense. Two credit hours.
- (16) Mil 607 Analysis of Soviet Military Media. Seminar discussions based on a survey of contemporary Soviet radio and television broadcasts on military topics. Two credit hours.
- (17) See also Rus 508, 509, 605 and 608.



#### c. Soviet Area Studies Department

#### Economics

- (1) Eco 501 Soviet Economic System. This course is designed to acquaint the student with the conceptual framework of modern macroeconomic theory and to apply these analytical techniques to the study of the Soviet economic system. The seminars will focus on domestic and international marketing, central planning, and problems of economic and political motives in overall Soviet policy formulation, with some emphasis on East-West trends of economic competition and cooperation. Four credit hours.
- (2) Eco 502 Geography of the USSR. A study of the physical geography and population of the USSR, including boundaries, climatic zones, topography, lakes, seas, principal cities and localities. The course uses relief, administrative and political maps of the Soviet Union. It concludes with a detailed and illustrative survey of the natural conditions of the principle geographic regions of the USSR. Two credit hours.
- (3) Eco 601 Soviet Economic Geography. Survey of the major economic regions of the USSR, the territorial organization of the economy, and the principle economic problems inherent in the geography and climatic conditions of the USSR. One credit hour.
- (4) Eco 602 Soviet Agriculture. A brief historical review of the development and modernization process in 20th Century Russian and Soviet agriculture followed by an analysis of contemporary socio-economic problems, organizational structure and doctrinal constraints. One credit hour.

#### Literature and Art

- (1) Lit 501 Seminar on Soviet Literature I. A survey course assessing the relevance of contemporary Soviet literature to Soviet society. Emphasis is on those social problems which are illuminated by the study of Soviet literature. One credit hour.
- (2) Lit 502 Seminar on Soviet Literature II. A continuation of Lit 501. One credit hour.
- (3) Lit 503 Survey of Russian Literature. Examines classics of Russian literature and traces the relationship between these works and contemporary Soviet Society. One credit hour.
- (4) Lit 601 Soviet Theater. A survey of contemporary Soviet theater, to include the study of the influence of pre-revolutionary Russian drama on contemporary Soviet society. One credit hour.
- (5) Lit 602 Soviet Art. A survey in lecture format of the development of icons, the rise of secular art, Russian abstract artists, and Socialist realism. One credit hour.
- (6) Lit 603 Seminar on Russian Literature. Survey in seminar format of pre-revolutionary Russian literature with emphasis on the works of Pushkin, Lermontov, Turgenev, Dostoevsky and Tolstoy. Two credit hours.
- (7) Lit 604 The Philosophy and Writings of Dostoevsky. Analysis and discussion of the major works of Dostoevsky, the mirovozrenie reflected in his works and the impact of his philosophy on subsequent intellectual thought within Russia and the Soviet Union. One credit hour.

## Political Science

- (1) Pol 501 Communist Doctrine and Ideology. Discussion and analysis of the basic political and economic tenets of Marxism-Leninism, the role of ideology within decisionmaking, as a legitimizing factor, and as a vehicle for modernization, with emphasis on contemporary ideological problems facing the Soviet regime. Two credit hours.
- (2) Pol 502 Political History of the Soviet Union. The course examines Soviet politics in comparative and historical perspective. Russian political-cultural traditions in relationship to the political structure of the Soviet system of government are analyzed. Special emphasis is placed on the role of the Communist Party of the Soviet Union, on its structural and recruitment patterns, the power struggle within its leadership, and its decision-making functions. Three credit hours.
- (3) Pol 503 Soviet Law and Government. Introduction to Soviet theory of law and government, analysis of the Soviet constitution, governmental structure, political rights and freedom as compared to West European and American jurisprudence. Two credit hours.
- (4) Pol 504 Political History of Russia. Survey of the political and diplomatic history of Imperial Russia during the 19th Century up to the Bolshevik Revolution, with an introduction that assesses the legacy of 18th Century Russia. Emphasis is given to the continuities and changes in the domestic and foreign policies of Imperial Russia. Russian expansionism and Russia's place in the European theater as well as its relations with its neighbors in Central Asia and the Far East are also assessed in depth. The course also addresses cultural and intellectual developments. Two credit hours.
- (5) Pol 601 The Soviet Union and the Middle East. The political history of the Middle East from the end of the first World War until present day with special reference to the Israeli-Arab conflict, the military conflicts in the area, and the influence of the Great Powers on the political struggle within the Arab World. Soviet involvement in the area is systematically analyzed. One credit hour.
- (6) Pol 602 Soviet-Chinese Relations. A survey of the historical development of relations between these two countries which have led to the situation which exists today. The course includes discussion of cultural, ethnic, political and military considerations in the relations of the two countries. Includes a discussion of Chinese military strategy. One credit hour.

- (7) Pol 603 The Khrushchev Era in Soviet Politics. An examination of the succession crisis after Stalin's death in the evolution and resolution of the power struggle within the Party's leadership against the background of the de-Stalinization process within Soviet society and in Soviet foreign relations. One credit hour.
- (8) Pol 604 Soviet Law. A review of Soviet legal principles which have impact on the daily lives of Soviet citizens. Includes discussion of administrative, civil, family, and criminal law. Two credit hours.
- (9) Pol 605 Soviet International Front Organizations. A survey of the various Soviet-sponsored or controlled mass organizations presently operating as instruments of Soviet foreign policy in the West and the Third World. One credit hour.
- (10) Pol 606 The German Democratic Republic. Survey of contemporary East German political, economic, social and military developments in lecture format. One credit hour.
- (11) Pol 607 The Polish People's Republic. Survey of contemporary Polish political, economic, social, and military developments in lecture format. One credit hour.
- (12) Pol 608 The Socialist Republic of Romania. Survey of contemporary Romanian political, economic, social, and military developments in lecture format. One credit hour.
- (13) Pol 609 Seminar on the History of the CPSU. Seminar discussion and analysis of special problems in the history and internal politics of the CPSU under Stalin. One credit hour.
- (14) Pol 610 The Soviet Union and Africa. The course is designed to survey Soviet penetration into the African continent, with special emphasis on the military and political implications of recent Soviet involvement in Angola, Somalia, Ethiopia, etc. The role of the Cubans as the Soviets' proxy is assessed, against the background of Sino-Soviet rivalry amongst developing nations. One credit hour.
- (15) Pol 611 Seminar on Contemporary Soviet Politics. Seminar-discussion of contemporary political problems and events in the USSR as reflected in the Soviet and Western press. One credit hour.
- (16) Pol 612 Soviet Foreign Policy. Survey in lecture format of the goals, methods, and instruments of Soviet foreign policy, and of Soviet post-war relations with Europe, the Third World, the PRC and the US. Concluding seminars review the significance of current Soviet policies. Two credit hours (Required for those students not enrolled in USC IR 570, Soviet Foreign Policy.)

# Sociology

- (1) Soc 501 Soviet Society. A survey of various aspects of Soviet society with the overall goal of assisting students in determining its distinguishing characteristics. Touches on social organization, structure, education, social services, the process of socialization, the society's goals and present direction. One credit hour.
- (2) Soc 601 Soviet Urban Life. A study of current living conditions in a major Soviet city. The course includes commentary on the present situation in terms of housing, employment, entertainment, transportation and other aspects of urban life that can be characterized as typical for a large Soviet city. One credit hour.
- (3) Soc 602 Seminar on Contemporary Social Problems in the USSR. A discussion of problems addressed in current articles of <u>Literary Gazette</u>, <u>Komsomolskaya Pravda</u>, and other Soviet periodicals. One credit hour.
- (4) Soc 603 Theories of Soviet Society. A reading course of the most recent scholarly literature concerning theories of the sociopolitical process and structure of Soviet society and its system of government. Special attention is also given to the evaluation of the various models with reference to other Communist regimes. One credit hour.
- (5) Soc 604 The Soviet System of Education. Seminar on objectives and problems of contemporary Soviet "upbringing" (vospitania) and formal education. Includes comparative analysis of American and Soviet systems with emphasis on recent changes in Soviet Law. One credit hour.
- (6) Soc 605 Soviet Family Life. Problems of contemporary family life in the USSR, with emphasis on the role of the family in society and the peculiarities of the composition of and internal relationships within the family unit. Includes a brief historical survey of Soviet state policy toward the family. One credit hour.
- (7) Soc 606 Religion in the USSR. Survey of contemporary religious groups in Soviet society with emphasis on their sociological role, status within society, and their struggle for existence. Soviet anti-religious campaigns and attempts at inculcating atheism are also addressed. One credit hour.
- (8) Soc 607 Seminar on Problems of Soviet Youth. Seminar on the current attitudes of Soviet youth, including the impact of Western ideas, Soviet dissidents and progressive intellectuals, and traditional Soviet methods of ideological indoctrination, especially the Komsomol. One credit hour.

- (9) Soc 608 Seminar on the Role of Women in Soviet Society. Seminar on the roles of women in the construction of a new Soviet society, to include their participation in the political system and the decision-making elite. One credit hour.
- (10) Soc 609 Seminar on Soviet Mass Media. Analysis of contemporary Soviet press, radio and television designed to acquaint the student with the organization, functions, and methods of the Soviet communications media and censorship; and to assist the student in analyzing the content of such Soviet sources as newspapers, journals, radio and Moscow television broadcasts. Two credit hours.



# Special Area Studies and Activities

- (1) SAS 501 Field Trip to Munich Research Facilities. One-day trip to Radio Free Europe, Radio Liberty, and other local institutions, designed to acquaint the students with their mission, organization, facilities, and research capabilities. Non-credit course.
- (2) SAS 502 Field Trip to Moscow-Leiningrad, USSR. One week TDY trip to the two major cities of the Soviet Union. Political, economic and military briefings are provided by the US Embassy and the Defense Attache Office normally hosts a reception to allow the students to meet with Soviet officials. Aside from these functions, students are grouped in pairs and organize their own activities in both cities. Advance briefings are provided by the Institute staff and an after-action report is required. Two credit hours.
- (3) SAS 503/IR 591 Field Trip to East Germany and Poland. Two-week trip to both of these Warsaw Pact member nations under joint sponsorship of the Institute and USC. The itinerary is arranged through a travel agency and normally includes visits to Berlin, Dresden, Posnan, Krakow, and Warsaw. Briefings are arranged at the USMLM to Potsdam and the US Embassy in Warsaw. Meetings with government, military, and academic officials are also programmed. Extensive pre-trip readings and Institute briefings and a post-trip research paper are required. Two credit hours.
- (4) SAS 504/IR 591 Field Trip to Balkans. Two-week trip to Yugoslavia, Romania, and Bulgaria under joint sponsorship of the Institute and USC. The itinerary is arranged through a travel agency and normally includes visits to Belgrade, Bucharest, Sofia, and Varna. Briefings and receptions are arranged by the US Embassies in each capital city. Meetings with government, military, and academic officials are also programmed. Extensive pre-trip readings and Institute briefings and a post-trip research paper are required. Two credit hours.
- (5) SAS 505 Field Trip to Soviet Black Sea Ports. One week on board a Soviet passenger ship, visiting Odessa, Yalta, Novorossiysk, Sochi, Sukhumi, and/or Batumi. The trip normally immediately follows SAS 601, which ends at Varna, Bulgaria. Post-trip after-action report required. One credit hour.
- (6) SAS 506 Field Trip through the USSR. Three week tour of several major cities and economic regions of the USSR. Based on an itinerary arranged by a travel agency. Extensive pre-trip readings and Institute briefings and a post-trip after-action report are required. Two credit hours.

- (7) SAS 507 Field Trip to Soviet Cities. Two-week TDY trip to Moscow, Leningrad, Kiev, and other cities with briefings at the US Embassy. Students are grouped in pairs and organize their own itinerary. Advance briefings are provided by the Institute staff and an after-action report is required. This trip is a substitute for SAS 506 and is only conducted when the longer trip cannot be arranged. Two credit hours.
- (8) SAS 508 Directed Research 1. Each student selects a research topic based on a list of suggested topics developed by the Institute staff and is assigned a faculty advisor to assist him and direct his research efforts. The student focuses on determining the scope of his paper, defining the problem, surveying the source materials, and developing a research design to be submitted to his advisor. Two credit hours.
- (9) SAS 509 Directed Research II. Continuation of SAS 508, with the student conducting the bulk of the research required for his paper and submitting an initial outline to his advisor. Four credit hours.
- (10) SAS 510 Directed Research Seminar. Continuation of SAS 509. The student completes his research paper of 30-60 pages, submits it to his faculty advisor and the Institute staff for evaluation and defends it during a seminar with his fellow students. Four credit hours.
- (11) SAS 511 Seminar Series on Soviet Area Studies. Series of two-hour lecture and discussion periods on various aspects of Soviet area studies presented by visiting professors, government officers, recent Soviet emigres, as well as Institute faculty and students as part of the USARI guest speaker program during the fall and spring semesters. Non-credit course.
- (12) SAS 512/IR 591 Soviet Affairs Symposium. Held annually in cooperation with USC, the symposium brings together various experts in the field of Soviet area studies and international relations to discuss and analyze an interdisciplinary approach to major contemporary issues impacting on US-Soviet relations, US or Soviet defense and foreign policy. Two credit hours only if taken as IR 591.
- (13) SAS 601 Soviet Culture. Series of field trips to local concerts, exhibitions and film presentations and other cultural programs presented at the Institute designed to acquaint the student with Russian and Soviet art, theater, films, and music. The program continues throughout the academic year. Non-credit course.
- (14) SAS 602 Soviet Drama. Performances of Soviet plays and dramatic sketches by the Russian Drama Club designed to acquaint the student with contemporary Soviet theater and to improve oral language skills. Two credit hours.

- (15) SAS 603 Russian Choir. Performances of songs designed to acquaint the student with Russian and Soviet music and to improve oral language skills. Non-credit course.
- (16) SAS 604 Russian Dancing. Performances of Soviet folk dances designed to acquaint the student with this art form. Non-credit course.





# d. University of Southern California

- (1) IR 502 Power and Diplomacy. Historical perceptions of the international system, both academic and diplomatic, emphasizing issues of adequacy and effectiveness in a changing world. Four credit hours.
- (2) IR 531 Seminar on Military Strategy and Arms Control. Modern strategic and arms control concepts, doctrines, and objectives. SALT: past, present, and future. Examination of US and Soviet strategic policies and programs, their evolution and basis. Four credit hours.
- (3) IR 570 Seminar in Soviet Foreign Policy. Research problems in political, economic, strategic/military and ideological issues. Four credit hours.
- (4) IR 575 Seminar in International Communism. Research problems in foreign and intrabloc relations of Communist states and parties; Communist strategy and tactics. Four credit hours.
- (5) IR 631 Strategic and Defense Policy Analysis. Advanced research and analysis of superpower strategic programs and alternatives; US defense budgeting, planning and programming; arms limitations. Comparative analytical techniques and calculations of strategic capabilities and forces. Four credit hours.



### 5. RUSSIAN LANGUAGE PROGRAM

### a. Goals

- (1) To develop in each student the ability to read, understand, and translate with the aid of a dictionary Russian language source materials which relate to Soviet military affairs, politics, economics, and the social sciences.
- (2) To develop in each student the ability to express his thoughts with ease in Russian and to understand spoken Russian with a level of comprehension that allows him to actively participate in non-technical conversations and discussions.

## b. Objectives

The objective of the USARI language program is to provide each student with the appropriate instruction and assistance which will allow him to attain the above goals. Once this has been achieved, the language program is designed to allow most students to maintain this level of proficiency, while offering selected individuals an enriched language environment which leads towards full professional fluency in aural comprehension, reading and oral expression as defined in AR 350-2.

### c. Methods

- (1) The Institute language program is designed as a three-track system, with each track differentiated by language proficiency. Track 1 is for advanced language students, those who have achieved the program goals and who are required to take only a minimum number of language courses to maintain their proficiency. Track 2 is for those students who have not yet achieved the program goals, but who are making satisfactory progress in the language. Track 3 is for those students who are having considerable difficulty mastering Russian. In consonance with the objectives, the program is designed to move students progressively toward Track 1.
- (2) Incoming students are tested, screened, and assigned to the three different levels of the summer language program, Garmisch Intermediate Intensive Russian (GIIR). All three groups use the same materials; however, the basic course is enriched for students in Track 1 in order to further develop their linguistic skills, while the pace of presentation is lessened for those in Track 3, allowing these students to complete the course during the fall semester. No formal language training is conducted during the fall, aside from the completion of GIIR, which is accomplished in lieu of the elective requirement.

- (3) In January of the junior year, all students are required to take Russian 501, Intensive Russian Reading, followed by another testing and screening process to allow students to change tracks.
- (4) In the spring semester, Track 1 students are exempt from language requirements, but may choose language electives. Track 2 students are required to take a four credit-hour 500-level course and Track 3 students a four credit-hour 400-level course in lieu of electives.
- (5) In the summer, all students are required to take four credit hours of language. Track 1 selects courses at the 600-level, Track 2 at the 500-level, and Track 3 at the 400-level. The most advanced Track 1 students also are given the opportunity to teach GIIR to the incoming junior class. At the end of the summer session, students are tested and screened for the third time and placed in the appropriate track.
- (6) In the fall semester of the senior year, Track 1 students are again exempt from language requirements, while Track 2 and 3 have a four credit-hour requirement in lieu of electives as in the previous spring.
- (7) In the final spring semester, all students have a four credithour language requirement, but materials for existing courses can be modified to accommodate known needs at the students' next assignment.
- (8) A final Defense Language Proficiency Test is administered just prior to graduation.

### d. Course Descriptions

- (1) Beginning Russian 101. An undergraduate beginning Russian language course designed for dependents with no prior knowledge of the language. Three credit hours.
- (2) Beginning Russian 102. Continuation of Rus 101. Three credit hours.
- (3) Rus 201 Basic Russian. Intermediate undergraduate level Russian designed for dependents who have completed Rus 102 or who have previously had one year of college Russian or its equivalent. Three credit hours.

- (4) Rus 202 Basic Russian. Continuation of Rus 201. Three credit hours.
- (5) Rus 401 Russian Review I. Individualized vocabulary-building exercises, reading and discussion designed for small groups of students. Four credit hours.
- (6) Rus 402 Russian Review II. Continuation of Rus 402. Four credit hours.
- (7) Rus 403 Russian Aural Comprehension. Self-paced language lab program designed to improve aural comprehension and pronunciation and vocabulary. Two credit hours.
- (8) Rus 500 Garmisch Intermediate Intensive Russian. An intensive review of Russian grammar with additional emphasis on aural comprehension, speaking skills, and reading and discussion in Russian of non-technical newspaper and magazine articles on various aspects of Soviet life. Approximately 280 class hours. 15 credit hours.
- (9) Rus 501 Intensive Russian Reading. Designed to enable the student to comprehend, without the use of a dictionary, Russian texts reflecting varied language styles and content. Includes a presentation of the essentials of Russian word formation as an aid to expanding the students' vocabulary and to improving reading skills with reduced reliance on a dictionary. Three credit hours.
- (10) Rus 502 Intermediate Thematic Reading and Discussion. Discussion of Russian language texts selected for their thematic content and to be read at home. Several themes are covered during the course which provide exposure to various linguistic styles and specialized vocabulary. Four credit hours.
- (11) Rus 503 Intermediate Russian Conversation. Structured conversation based on brief readings, dialogs, and cartoons designed to improve oral skills and increase active vocabulary. Up to four credit hours.
- (12) Rus 504 Intermediate Russian II. Integrated program of lab drills, texts with glossaries, and vocabulary-building exercises emphasizing verbs. 60 class hours. Four credit hours.
- (13) Rus 505 Intermediate Russian II. Continuation of Rus 504. 60 class hours. Four credit hours.
- (14) Rus 506 Intermediate Aural Comprehension. Self-paced series of aural comprehension drills with accompanying texts in the language lab. Two credit hours.

- (15) Rus 507 Intermediate Aural Comprehension. Continuation of Rus 506. Two credit hours.
- (16) Rus 508 Intermediate Military Readings. Small seminar discussions of contemporary Soviet military problems derived primarily from newspaper and journal articles. This course is designed to acquaint students with the content of such periodicals and to develop further their linguistic skills. Track 2 Military students are required to take this course. Four credit hours.
- (17) Rus 509 Intermediate Military Terminology. A self-paced language lab adaptation of the Defense Language Institute's Training Extension Course (TEC) for Interrogators designed to improve aural and reading comprehension of military subjects. Two credit hours.
- (18) Rus 601 Advanced Russian Reading. Small group seminar discussions of articles from contemporary Soviet periodicals with special attention to syntactic and morphological problems. Up to four credit hours.
- (19) Rus 602 Advanced Russian. Individualized instruction tailored to student needs based on projected assignments following graduation. Four credit hours.
- (20) Rus 603 Consecutive and Simultaneous Interpreting I. A series of classroom lectures and laboratory exercises in consecutive and simultaneous interpreting with emphasis on contemporary military and political terminology. 48 class hours. Two credit hours.
- (21) Rus 604 Consecutive and Simultaneous Interpreting II. Continuation of Rus 603. 48 class hours. Two credit hours.
- (22) Rus 605 Advanced Military Translation. This course enables the student using lexical aids to translate from the Russian into acceptable English Soviet military publications ranging in difficulty from standard narrative to semi-technical and highly colloquial style. Up to four credit hours.
- (23) Rus 606 Student Teaching. Tutoring individual fellow students under the supervision of a faculty member. Two credit hours.
- (24) Rus 607 Current Events. Seminar discussion of current world events in Russian under the direction of a faculty member. Designed to improve oral skills and increase active vocabulary. Up to four credit hours.

(25) Rus 608 Advanced Military Readings. Small seminar discussions of contemporary Soviet military textbooks, novels, regulations, and techical publications designed to provide a more detailed knowledge of military life, thought and problems and to continue to build the students military vocabulary. Up to four credit hours.

### 6. SPECIAL PROGRAMS

- Dependent Language Programs: Dependents of Institute staff, faculty and students are encouraged to study Russian while in Garmisch. Informal, non-credit courses may include beginning, intermediate, and advanced instruction with times and number of hours determined by a consensus of the students. Those dependents who have completed DLI or have an equivalent background in Russian are invited to participate in the regular program. Dependent students may also elect to take credit courses offered by the Institute at no charge, but these courses are formal, attendence and examinations are required, and participation is restricted to the appropriate language level as indicated in the course description. Dependents whose combined score on the DLPT is 90 or above may take 500-level language courses and most area courses, while those who score 110 or above may take any Institute course. Many civilian universities will accept up to 15 hours of transfer credit from the Institute.
- b. Garmisch Accelerated Russian Review. A 25-day intensive refresher course which systematically reviews basic Russian grammar and military vocabulary offered approximately five times a year for Russian linguist personnel assigned to US military units located in Europe. Selection of students is made by HQ, INSCOM.
- c. Service Academy Summer Program. Each summer the Institute conducts a special 3-week course in basic Russian language and area studies for highly qualified cadets and midshipmen from the United States Military, Naval, and Air Force Academies, and selected ROTC units. The objective of the Academy Summer Program is to broaden the capabilities and versatility of oustanding future regular officers of the three major services. The summer program has been officially incorporated into the academic program of the US Military Academy as a regular, recurring feature of its curriculum.
- d. Special Students. The Institute conducts specialized instruction to fill the training needs of many agencies, including the Department of State, International Communications Agency, Department of the Army, Department of Defense, Defense Attache System, US Army Reserve, the US Air Force, US Navy, and NATO. Special programs vary in length from several weeks to a year. Each special student, in consultation with the Director of Instruction, establishes a program based on courses out of the normal two-year program and individualized instruction which best utilize the time available to prepare the student for his future duties.

## 7. VISITING PROFESSORS

- a. Guest Lecture Program. Experts on Soviet affairs present many lectures during the year in connection with or to supplement courses, or in conjunction with the annual Soviet Affairs Symposium. An approximate balance is maintained between speakers from academia and government service. Officials from the American Embassy in Moscow including many graduates of the Institute are often invited to stop by in Garmisch to share their expertise with students and faculty. (See SAS 511 for course description)
- b. Soviet Affairs Symposium. Academic and governmental specialists are invited to render reports in conjunction with student-faculty colloquies. The reports are published annually in the form of a symposium anthology as a contribution to the broader understanding of current problems in Soviet studies. In 1978, after a series of eleven Institute Soviet Affairs Symposia, the first joint symposium in conjunction with USC was held in Garmisch. The symposium theme, "New Persepctives on Soviet Foreign and Defense Policy," was addressed by lecturers and panel discussants and attracted an audience of over 200 students of Soviet and international affairs. Joint symposia with USC are expected to continue to be part of the Institute program in the future. (See SAS 512 for course description)
- c. Special Courses. Occasionally, arrangements are made to have visiting specialists remain at the Institute long enough to present more than individual lectures. In such cases, short elective courses are presented which are intended to supplement the Institute's normal program.

### 8. TRAVEL PROGRAMS

- a. Institute student orientation travel to the Soviet Union and East Europe is considered a critical element of Soviet FAO training. It enables the Soviet FAO officer to witness first hand Soviet reality and to evaluate the socialist system through the application of personal experience and acquired language skills. These trips reinforce the student's confidence in his ability to effectively communicate in the Russian language and crystallize his conceptual framework. Without this experience FAO officers are forced to rely on secondary sources a situation which could lead to biased interpretations. Thorough readings and discussions are provided before each trip to insure maximum correlation between the travel and the academic program of instruction. Details on each trip are contained in Section 4.
- b. USC-sponsored field trips independent of the Institute program are conducted approximately five times per year, and are usually of three or four days duration. The field trips are normally to West European capitals where special conferences are organized with government, academic, political party, business, and military leaders. Institute students may participate in this program, but the number of available spaces is usually limited.

c. Temporary duty utilization assignments within Europe are frequently made available to students with high language ability. Duties normally include interpreting or translating.

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