

TYPVS ORBIS TERRARVM

US ARMY CADET COMMAND

CULTURAL UNDERSTANDING &
LANGUAGE PROFICIENCY

C U L P

PROGRAMS, POLICIES AND INITIATIVES

USACC DCS G3 CULP DIVISION
FORT KNOX, KY

T E R R A A V S T R A L I S N O N D V M C O G N I T A

QVID EI POTEST VIDERI MAGNUM IN REBUS HUMANIS, CUI AETERNITAS
OMNIS. TOTIVSQUE MVNDI NOTA SIT MAGNITVDO. CICERO:



AGENDA

- 1. Army Policy and Doctrine**
- 2. US Army Cadet Command Strategy**
- 3. Organization and CG's Desired Outcomes**
- 4. Part I: Returns on Investment**
- 5. Part II: USACC Culture and Language Immersion OCONUS Internships Programs – Template**
- 6. Part III: Cadet Program Of Instruction – POI**
- 7. Part IV: Culture and Language Immersion Internships Snapshots**
- 8. Part V - Student Projects**
- 9. Part VI: 2010 and Beyond**
- 10. Discussion**





Policy – Move the Army toward Cultural Understanding and Foreign Language Competence

- **Commander-in-Chief President Obama**, "...in the 21st century, military strength will be measured not only by the weapons our troops carry, but by the languages they speak and the cultures that they understand."¹
- **Army Leader Development Strategy** . The Army wants it's military to be, "Culturally astute and able to use this awareness and understanding in conducting operations." As junior officers, "They will gain an increasingly more sophisticated understanding of geo-politics, culture, language, and information operations and in the process, recognize and manage the strategic impact that they and their units can have."²
- **Army Culture and Foreign Language Strategy**. "The strategy's end state is to build and sustain an Army with the right blend of culture and foreign language capabilities to facilitate full spectrum operations."³

¹REMARKS BY THE PRESIDENT AT THE VETERANS OF FOREIGN WARS CONVENTION

Phoenix Convention Center, Phoenix, Arizona, August 17, 2009

² A Leader Development Strategy for a 21st Century Army, 01 November 2009

³ Army Culture and Foreign Language Strategy, 1 December 2009





USACC CULTURE AND LANGUAGE STRATEGY

US Army Cadet Command will build a comprehensive system of complimentary programs and incentives working to produce the intended outcome of Commissioning Officers who possess the right blend of language and cultural skills required in support of global operations in the state of persistent warfare expected in the 21st Century. The “right blend” will be determined by objectives outlined in this document and in the Army Culture and Foreign Language Strategy.¹

¹Cadet Command Pamphlet 145-3-2, 14 August 2009





USACC DCS G3 - CULTURE AND LANGUAGE DIVISION

Two Branches



On-Campus Culture and Language Programs

(On-Campus Programs)

- Critical Language Incentive Pay - CLIP
 - Up to \$3000 a year to take approved foreign languages or associated cultural studies for academic credit.
- National Security Education Program – Project Global Officer Grants partnership
 - Summer Language Hubs
- Study Abroad
 - Up to \$6000 travel for Cadets to study abroad in any non-English speaking country

CG's Desired Outcome, "75% of all SROTC Cadets complete two semesters of the same foreign language."

CONUS & OCONUS Culture and Language Immersion Internship Programs

- FY2010 objective... 500 SROTC Cadets deploy OCONUS for culture and language immersion.
 - Active Duty (For Professional Development Training) AD-PDT up to 45 days.
 - Integrate into USARPAC & USARAF Security Cooperation Strategy
 - Continue WHINSEC (40 Cadets)
 - Continue FMSO (24 Cadets)
 - Continue USMA partnership

CG's Desired Outcome, "50% of all SROTC Cadets experience OCONUS culture and language immersion."





Part I: What is the Return on Investment, (ROI), for both the Army and the Cadet?

- **Cadet ROI:**

- Participate in real-world projects and missions.
- Receive Leadership Assessment in at least one Squad Leader position. (Combines Army Culture and foreign Language Strategy, (ACFLS), and FM 6-22 (Leadership) objectives.)
- Measured pre- and post-deployment language and cultural awareness/understanding skills. (DLI on-line pre and post-tests).
- Immersion in a foreign culture while accomplishing assigned missions; these experiences are real work, not tours.
- Experiential learning on Army pre-deployment, deployment, and post-deployment requirements and activities. (SRP)





Cadre ROI:

- Cadre Leaders who accompany Cadets are also immersed in a foreign culture, with additional experience in cultural awareness/understanding skills.
- Across the board our cadre leaders gain not only from the culture and language immersion but also from the experience of planning and implementing an OCONUS deployment and leading a platoon of Cadets on a real-world mission.





ARCOMs' Return on Investment:

- Melded with AOR Security Cooperation Engagement Strategy. Cadet Platoons deploy in support of on-going operations.
- Coordinated efforts provided man-power to Army, NGO, and other agencies in the conduct of AOR projects, (manpower/expertise/academic enrichment).
- Army Commands potentially gain 2LTs with expertise, or at least familiarity with culture, language, and operations in key countries within their AOR.





The Army Return on Investment:

- Note: Only during the BOLC-A Pre-commissioning phase are Cadets free for an extended period of time (up to 4 years), to pursue cultural understanding and language competence. Once on active duty competing factors relegate CULP to a lower priority for most soldiers.
- Our efforts directly support the ALDS and ACFLS objectives for officer foreign language and cultural awareness competency.
 - Our 2LTs have cultural awareness/understanding built-in, even if they do not go to the country/region they studied.
- “Seed corn” planted; Army may not get direct country-specific benefit for years.





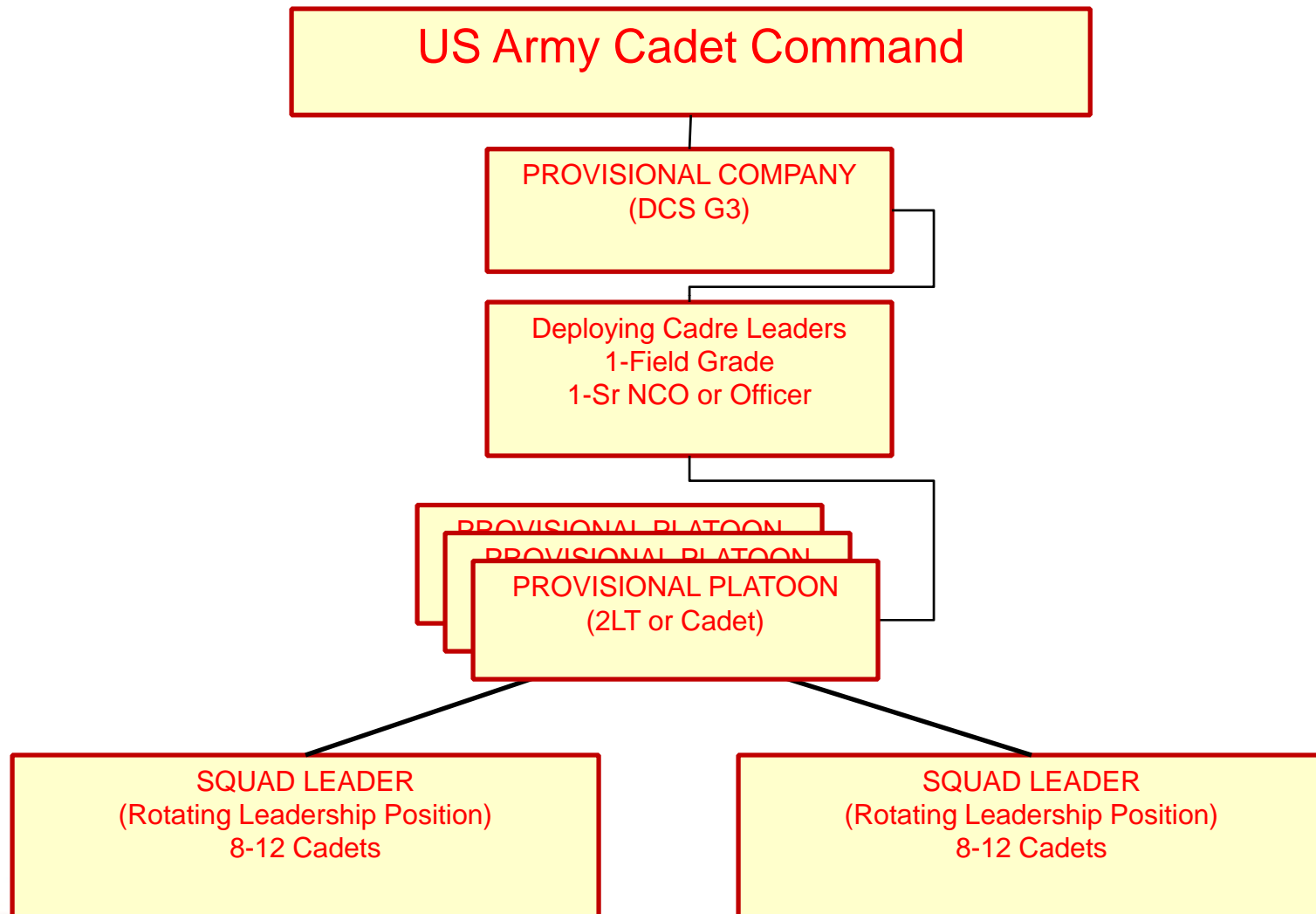
Part II: USACC Culture and Language Immersion OCONUS Internships Programs - Template

- During deployments of the past two years Cadre Leaders and Cadet Command developed Cadet training templates along three distinct but interrelated objectives:
 - Culture and Language Immersion (ACFLS),
 - Leadership Attributes, and,
 - Core Leader Competencies, Academic Enrichment.
- The template structure developed as a result of pilot programs is a traditional Infantry Platoon format task organized for the project or mission in the host country.
 - Two squads of 12 Cadets each facilitated by a field grade officer and a senior NCO. (see next slide).





Template - Culture and Language Immersion Internship Task Organization for Deployments





Part III: Cadet Program Of Instruction - POI

- **Pre-Deployment Requirements:**
 - Complete all requirements for Application for Internship including:
 - Written Essay
 - Cultural Awareness and Language Competency Pre-Tests
 - Completion of all Pre-deployment Training and Certifications: (SERE-B, ISOPREP, AT LEVEL I, Human Rights , AOR Specific Training, Immunizations
 - Complete the Peace Corps Cross-Cultural Workbook.
- **During Deployment**
 - Develop a hard copy product for oral presentation and Cadre Leader evaluation during pre-deployment staging.
 - Rotate through Platoon Leadership positions with Cadre Leader Evaluation (LDAC CER)
- **After Deployment**
 - Conduct Self-Evaluation based on FM 6-22 Appendix A.
 - Complete Cultural Awareness and Language Competency Post-Tests





Typical OCONUS Culture and Language Immersion Missions

- The following slides provides photo highlights, Cadre and Cadet comments, and examples of Cadet work and projects from previous deployments.
- US Army Cadet Command is working toward partnerships with other agencies is to capitalize on their expertise and integrate Cadet squads and platoons into planned or recurring projects in the AOR.
 - Security Cooperation Events
 - MEDCOM Humanitarian Opns
 - Mil-mil training events
 - Annual named operations
 - USACE projects





Part IV: Culture and Language Immersion Internships Snapshots





Cadets working in Hospice and Orphanage in Panama - 2009



sur451





HIGHLIGHTS: A VISIT TO THE PANAMANIAN NATIONAL POLICE ACADEMY





Part V - Student Projects

- Deployed Cadets not only have a mission but in most cases must develop and present written and oral academic products.
- The following pages show an example of oral presentation, “Malaria in Senegal” presented by Cadets Bashor and Larsen as part of their Country Study after their experiences in garbage collection in Senegal.



**Cadet Bethany Bashor
on a mission in Senegal**





Example of Cadet Presentations (1/2)

Malaria in Senegal:
The Consequence of Poor Sanitation
(A CADET PRESENTATION)



Olivier Asselin for The New York Times

CDT Bashor & Larsen
Foreign Military Studies Office
Fort Leavenworth, Kansas

UNCLASSIFIED//FOR OFFICIAL USE ONLY

18

AGENDA


- (U) Introduction
- (U) Understanding Malaria
- (U) The Sanitation Dilemma
- (U) Population Perception
- (U) Current Initiatives
- (U) Conclusion & Audience Questions

UNCLASSIFIED//FOR OFFICIAL USE ONLY

20

Understanding Malaria

- (U) **Origin of Malaria**
 - (U) Mosquito-borne virus
 - (U) Exclusively found in the Anopheles species
- (U) **Stages**
 - (U) Initial Incubation
 - Lasting 7-30 days
 - (U) Type 1: Uncomplicated
 - Three stages: Cold(1), Hot(2), & Sweat(3)
 - (U) Type 2: Severe
 - Symptoms Include: Cognitive abnormalities, severe anemia, & cardiovascular collapses




UNCLASSIFIED//FOR OFFICIAL USE ONLY

21

Understanding Malaria Cont.

- (U) **Prevalence**
 - (U) Over 300-500 million cases of Malaria and 1 million deaths occur annually
- (U) **Geographical Concentration**
 - (U) Majority of cases occur in Sub-Saharan Africa
 - (U) 100% of Senegalese population at endemic risk
- (U) **Common Victims**
 - (U) Children (under age 5) & Pregnant Women



UNCLASSIFIED//FOR OFFICIAL USE ONLY

22





Example of Cadet Presentations (2/2)



The Sanitation Dilemma



- **(U) Lack of Public Sanitation Systems**
 - (U) Donkey Cart Services collect trash for small fee
 - Unaffordable for the average citizen
 - Sometimes following fee collection waste eventually dumped on street anyway
 - Generally sells collected waste as building supplies
- **(U) Lax Attitude Toward Littering**
 - (U) littering is both accepted and practiced by the general population

"I've never met another person who has been offended at the idea of throwing a plastic bag out the car window, or dropping a candy wrapper right where you opened it."
-Kari Nelson, Peace Corps Volunteer

(U//FOUO) Analyst Comment: As a foreigner visiting Senegal it was clear there is a severe shortage of publically designated waste zones.

UNCLASSIFIED//FOR OFFICIAL USE ONLY

24



The Sanitation Dilemma Cont.



- **(U) Poorly built Infrastructures**
 - (U) Too much sand used in cement mix resulting in weak building blocks
- **(U) Garbage Utilized as Improvised Building Material**
 - (U) Citizens will pay for garbage to patch holes in their homes
 - (U) Used to prevent in-house flooding
- **(U) Garbage Results in Stagnant Water**
 - (U) rain is easily trapped in trash creating prime mosquito breeding grounds



Bethany Bashor

(U//FOUO) Analyst Comment: Construction of cement blocks was a common sight. Holes were prominent in almost all infrastructures.

UNCLASSIFIED//FOR OFFICIAL USE ONLY

25



Population Perception



- **(U) General Consensus**
 - (U) People understand garbage as a building supply is not the best option.
- **(U) Limited Options**
 - (U) The choice is between illness and death
 - (U) Citizens feel trapped with no other provided alternatives

"It's a problem of money. The people who live here don't have the means for sand or rubble, so they are obliged to call the cart-drivers for filler. It's for our children's sake. Better to have illnesses than death,"

-Zale Fall, a Senegalese Citizen

UNCLASSIFIED//FOR OFFICIAL USE ONLY

26



Current Initiatives



- **(U) Local Projects**
 - (U) St. Louis Clean-up
 - "Setset-al" days, or Sanitation Days
 - Happen only a few times annually
 - Tactic not generally suited for large cities
- **(U) International Assistance**
 - (U) President's Malaria Initiative (PMI)
 - 5 year program supplying \$1.2 billion to the 15 countries most affected by Malaria
 - Supplied \$15.7 million in 2009 to Senegal alone



UNCLASSIFIED//FOR OFFICIAL USE ONLY

27



19



ARMY STRONG.™



India SROTC/USMA Cadet Partnership



PLACEMENTS

Education: Six cadets participated in projects in the education sector. They worked with children aged two to fourteen as they taught daycare to seventh grade. Additionally, they conducted outreach lectures to eighth, ninth, and tenth grade students on topics relating to American history, culture and politics.



Cadets Jay Kubler, Judith Li, Jonathan Liggitt, and Tonya Walton taught the younger students the alphabet, numbers, and nursery rhymes. They bonded with them and shared elements of "Americanism" while themselves learning what it means to be an Indian. They worked in facilities with few resources or teachers. Judith, pictured in the center above, transformed a daycare with barren and graffiti ridden walls to an immaculate mural full of trees and chalkboards.



Cadets Ian Lenny and Jacquie O'Connor worked with students in first through seventh grade. They primarily taught English and Math, but also assisted with science and social studies lessons as well. Both were impressed with the children's discipline and desire to learn, remarking that a morning ceremony full of drills that concluded with the singing of the Indian National Anthem placed students in the right mindset to learn.

PLACEMENTS

Social Empowerment (Women's Outreach): Cadet Shelly Schneider educated approximately 50 women in areas of health, hygiene and general female issues.



Working with a translator, Shelly had informal discussions with women of all ages. Ladies from the village would ask questions and seek answers to problems that troubled them on a daily basis. The level of engagement and trust these women showed Shelly inspired her ... a nursing student, she learned about the challenges that women in India face and how to create educational programs to help overcome them.

Medical: Cadet Kareem (Nick) Dockery conducted medical evaluations for children ages one to thirteen. After receiving training from a local doctor about the prevalent issues that children faced in the area, he travelled with another volunteer and an interpreter to neighboring villages, conducting over 80 free health screenings during the three weeks.



Though they were unable to prescribe any medication or treatment during the evaluations, Nick and his colleague created an information sheet to record the symptoms and referred any ailing children to the appropriate physician to help save costs and time for the families.



India SROTC/USMA Cadet Partnership



CULTURAL PROGRAMS

During weekday afternoons, cadets participated in cultural events that introduced them to the history, culture, political system, and people of the region.



Cadets participating in activities relating to the region's religions, arts, sports, and daily activities. Not pictured are their first exposure to an Indian monsoon, waking up at the foothills of the Himalayas, language training, and weekly discussions with local experts on topics such as Indian politics, security, customs, and modernization.

WEEKEND IMMERSIONS

During weekends, cadets conducted immersion trips to bring India's past 3000+ years to life.



Cadets spent the Fourth of July being amazed by the Indian-Pakistan border ceremony at Wagah. Only seeing the Monument of Love seemed to compare with that evening. Additionally, they walked where Gandhi last walked and experienced the reality of Indian village life. Also pictured are images of the region's arts, food, and religions that the cadets experienced during the weekends.



India SROTC/USMA Cadet Partnership



In Their Own Words

"Not only has my personal outlook on Indian life changed, but the way I view Western civilization has changed too."
(Nick Dockery)

"The most important lesson learned on this trip is that the unfamiliar is not equivalent to the irrational—and perhaps this is the most important piece of knowledge I will carry with me ... as an Army officer..." (Judith Li)

"We are somewhat spoiled in America and that sense of entitlement can lead us to a feeling of superiority. Working with people who support a family off of a fraction of what I make as a cadet brings to light the truth that human dignity and happiness is not determined by a salary." (Jacquie O'Connor)

"The most significant memory of my volunteer placement was recognizing that people from impoverished communities, such as Palampur, India, may not be able to financially provide for certain physical assets of life (running water, electricity, air conditioning, etc.), but they are successful in life due to their persistent concern for the development of relationships with individuals based on irreplaceable qualities, especially hospitality and friendship." (Jonathan Liggitt)

"The trip allowed me to experience firsthand how cultural differences enable people to view the same situation in a different manner." (Ian Lenny)

"Also, the entire trip was training on how to deal with people — people you're working with, and with people you may need to work with in the future. It was about establishing contacts and relationships despite cultural barriers." (Shelly Schneider)

Cadet Shelly Schneider, Marquette University

"What do you think about when you hear the term India?" This is the question we were asked during our orientation. The answers included: poverty, colors, IT, art and dance. We experienced this, and so much more! There is no better way to gather understanding about something than to experience it first hand, which is exactly what we did. We did not just go to India and watch the people and the culture, we lived it. We ate the food, we played the sports, we walked where they walked and some of us even learned a little bit of Hindi. This trip was an eye-opener for me in that I now understand what kind of preparations I should take before embarking on another trip like it, or perhaps a deployment to another country. By preparation I mean that it is imperative that one educates oneself about the current issues, culture, and history so as to not go into the country blindly expecting to be treated with tolerance and/or kindness. Being prepared led to a much richer educational experience. I learned so much about the women in India. I have garnered a completely new perspective on their lives. These women were not oppressed, they were not forced into marriage, they were not unhappy in the least. I learned that these women are strong, they enjoy being wives and mothers, and they are so willing and ready to be educated. They are curious and intelligent and they are the backbones of the Indian culture. Being in India was an incredible experience. I am truly blessed to have been chosen to be a part of this opportunity.

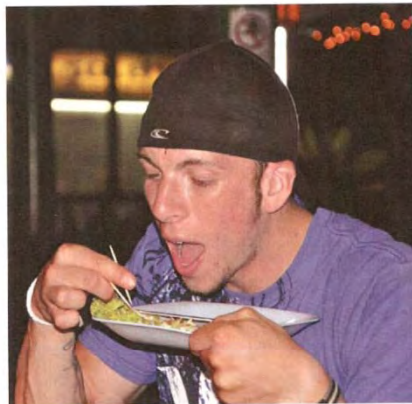




Volunteer Snapshot: Gary Gorrell, Texas A&M

“Our trip to Thailand was a great opportunity for me to understand how other cultures differ from our own. Rather than being a vacation where you just relax and enjoy the scenery, I experienced Thai culture first hand from the big cities all the way to the rural mountain villages.

The work days at the schools gave me the chance to see how the school system works and how its different from our own. Even though I was there as a teacher, I did a lot of learning as well. Teaching English to students and teachers gave me the opportunity to learn Thai allowing me to have an even greater cultural experience.”



Understanding and Helping Thailand...

...One Smile at a Time



Thailand and its warm hearted people as told through the experiences of one group whose bonds with the Bang Sue community generously allowed it to help and understand each other

June 19 to July 14, 2009





Part VI: 2010 and Beyond





(Planned) FY 2010 US Army Cadet Command Culture and Language Immersion OCONUS Squad & Platoon Deployments



COUNTRY	TYPE	SPONSOR	IN-COUNTRY DATES
SLOVAKIA	MIL2MIL	CC	PLANNING- 11 JUNE - 4 JUL
MOROCCO	MIL2MIL	CC	PLANNING-3 MAY - 1 JUNE
ENGINEER SUPPORT	ENGINEER SPT	USACE	PLANNING-12 JUL-7 AUG
PACOM AOR - MED SUPPORT	MED SPT	PACOM	PLANNING- 12 JUL-7 AUG
CHINA HISTORY ABROAD	LANGUAGE	OLE MISS	PLANNING-21 JUN-15 AUG
ANROIT SENEGAL	NGOHUM	CC	PLANNING
CHINA	NGOHUM	CCS	15MAY-5JUN10
TANZANIA	NGOHUM	CCS	22MAY-12JUN10
GHANA	NGOHUM	CCS	15MAY-5JUN10
THAILAND	NGOHUM	CCS	3JUL-24JUL10
RUSSIA	NGOHUM	CCS	20JUN-12JUL10
INDONESIA	NGOHUM	USARPAC	12JUL - 3 AUG
BOTSVANA	NGOHUM	NGB	PLANNING 1 JUL - 24 JUL
RUSSIA	LANGUAGE	TBD-MIST	PLANNING 26 MAY - 17 JUNE
TAIVAN	LANGUAGE	NGCSU	14DEC-28DEC99
TAJKISTAN	LANGUAGE	TBD-ASU	PLANNING 1 JUN 21 JUN
INDIA	LANGUAGE	NCSU	19DEC08-9JAN10
MOROCCO	LANGUAGE	TBD-YMI	PLANNING 23 MAY - 14 JUNE
JAPAN	LANGUAGE	TBD-VI	PLANNING-3 JUL - 2 AUG
CHINA	LANG/ARMY	FMSO	1JUN-30JUN10
EGYPT	LANG/ARMY	FMSO	1JUN-30JUN10
SENAGAL	LANG/ARMY	FMSO	1JUN-30JUN10
US-VHINSEC-FT BENNING, GA	DOM REP	DOM REP	12JUL - 24AUG(APPROX)
US-VHINSEC-FT BENNING, GA	COLUMBIAN	COLUMBIA	1JUN-15JUL
HONG KONG	AIPEE	USMA	9 JUL - 31 JUL
REPUBLIC	AIPEE	USMA	7 JUL - 29 JUL
(DHARMSALA)	NGOHUM	USMA	27 JUN - 18 JUL 10
(AYACUCHO)	NGOHUM	USMA	3 JUL - 24 JUL 10
(TRANG)	NGOHUM	USMA	3 JUL - 24 JUL 10
CHINA (XIAN)	NGOHUM	USMA	26 JUN - 17 JUL 10
RUSSIA (YARASLAY)	NGOHUM	USMA	30 MAY - 20 JUN 10
COSTA RICA (SAN CARLOS)	NGOHUM	USMA	20 MAY - 20 JUN 10
TANZANIA (BAGAMOYO)	NGOHUM	USMA	19 JUN - 10 JUL 10
ISRAEL	COLLEGE	USMA	7 JUL - 10 AUG
(CAMBODIA)	GLOBAL	USMA	24 MAY - 17 JUN
GREECE	SPECTRUM	USMA	4 JUL - 29 JUL
IFES	IFES	USMA	16 MAY - 1 JUNE
BALTICS	ISP	USMA	16 MAY - 1 JUNE
TANZANIA STAFF RIDE	HISTORY DEPT	USMA	6 JUL - 16 JUL
EUROPE STAFF RIDE	HISTORY DEPT	USMA	23 MAY - 4 JUN
ENGINEER STAFF RIDE	ENGINEER DEPT	USMA	TBD



**USMA/USACC
Joint Deployments**



**Humanitarian
(Cadet Cmd)**



**Academic
(Language)**



**Academic
(Army Course)**



Mil-to-Mil



Plans for the Future

- US Army Cadet Command continues searching for **service opportunities** for Cadets.
 - **Building partnerships** with Government and NGO agencies in support of humanitarian projects in the AOR.
 - Working to incorporate culture and foreign language immersion into **real-world missions** associated with Cadet academic pursuits.
 - **Synergy** – Doing more with less. By integrating SROTC Cadet OCONUS deployments into on-going projects and operations, we couple an increased return on investment for the Army with reduced expenditure.
 - Shared planning
 - Fewer deployments for site surveys
 - Possible shared expenses





Questions, Comments, Discussion





US Army Cadet Command, DCS G-3 – CULP POCs



GROUP E-MAIL: CULP@usacc.army.mil

(502) 624-5404/5451/5411

DSN: 464 FAX: (502) 624-7687

HQs, USACC, DCS, G-3

ATTN: Cultural Language Division

BLDG 1003, RM 104, 192nd Tank Battalion RD.

Fort Knox, KY 40121

Websites:

CULP: <https://www.us.army.mil/suite/page/575354>

CULP CONUS/OCONUS CADET INTERNSHIP SECURE ON-LINE APPLICATION:

<https://www.formrouter.net/forms@USACC/InternshipAp2.pdf>

BLACKBOARD:

<https://rotc.blackboard.com/webapps/portal/frameset.jsp>

