



Military History Instructors' Course



**TSP 155-H-1972/3.0:
Integrate the Basic
Knowledge of Military
History into Your Education
as a Future Officer**

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and

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Military History Instructors' Course



Agenda:

- A. Policy—Slides 3-7**
- B. Intent—Slide 8**
- C. Course outline—Slides 9-16**
- D. Resources—Slides 17-21**
- E. Principles of Joint Ops.—Slide 22**
- F. Questions or Comments?—Slide 23**



Military History Instructors' Course



TRADOC Regulation 350-13: Military History and Heritage Education Program (MHHEP)*

3-2. Program Objectives: “In pre-commissioning and pre-appointment instruction, to know and understand the **relationship of the military to American society**; and the **value of military history and heritage to the professional officer.**”

*22 February 2018



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TRADOC Regulation 350-13: Military History and Heritage Education Program (MHHEP)

3-3. Pre-commissioning/pre-appointment Course Standards:

“**Requirements** for history and heritage instruction in the Basic Officer Leader Course (BOLC) A pre-commissioning/pre-appointment **are set** by the two training support products for TRADOC common core tasks **155-COM-1971 (2 hours of programmed and scheduled instruction)** and **155-COM-1972 (45 hours of programmed and scheduled instruction).**”



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TRADOC Regulation 350-13: Military History and Heritage Education Program (MHHEP)

a. ROTC. “Based on common core requirements and prior to commissioning, **Army ROTC Cadets will complete/pass** a one-semester/quarter/term undergraduate-level survey course in U.S. military history and heritage, **covering at least the material from 1607 to the present.** If the host institution’s Department of History does not offer such a course, Professors of Military Science **will conduct 45 classroom contact hours** of the same subject matter taught by designated cadre members who first have attended the Military History and Heritage Instructors’ Course (MHHIC) conducted semiannually by AUP/CSI. For cadre members, MHHIC attendance must precede teaching the survey course, and holding an undergraduate and/or a graduate degree in History is not a substitute for attending the MHHIC.”



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TRADOC Regulation 350-13: Military History and Heritage Education Program (MHHEP)

(1) “The required college-level military history and heritage course should...”

- “...develop students’ awareness of the **relationship of the U.S. military establishment to American society.**”
- “...develop their interest both in the **evolution of war and strategy** and in the **progression of military professionalism...**”
- “...give them an awareness of the **history and purpose of joint operations...**”
- “...discuss the **role of history and heritage in understanding their profession...**”
- “...encourage the **viewing of U.S. military history from both joint and combined perspectives.**”



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TRADOC Regulation 350-13: Military History and Heritage Education Program (MHHEP)

- (2) “Cadets will define and describe the **12 principles of war and operations.**”
- (3) “Cadets will conduct a **battle analysis.**”
- (4) “Professors of Military Science will conduct and Cadets will participate in a **staff ride or battlefield tour**, discussing the strategic and operational context of the battle but focusing on the tactical level. The staff ride is separate and distinct from classroom instruction.”



Military History Instructors' Course



Baseline Standard

Leader Development

Profession of Arms

Critical Thinking/
Analysis

Context for Service
in the Army Profession

Decision-making

Survey Course

Human Dimension

Military Art
& Science

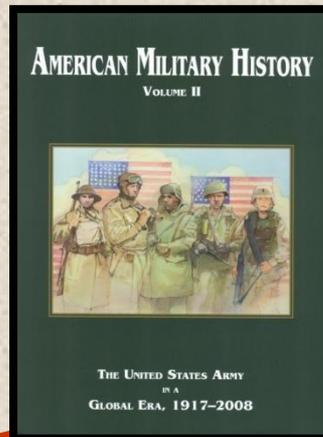
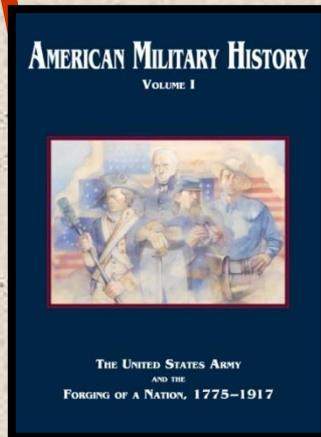


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The New Baseline Standard (I&II)

1. Read all of Volume 1 and the first two chapters of Volume 2 of the CMH textbook; pass the mid-term objective/short-answer exam.



2. Read the rest of Volume 2, including the revised Chapter 14 and the new Chapter 15; pass the final objective/short-answer exam.



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The New Baseline Standard (III)

3. Per the Study Guide, read the U.S. Constitution (including Amendments); write a 1-2 page Information Paper identifying and describing 4 of the 18 designated primary military clauses in the Constitution/Amendments and how they relate to civil-military relations.



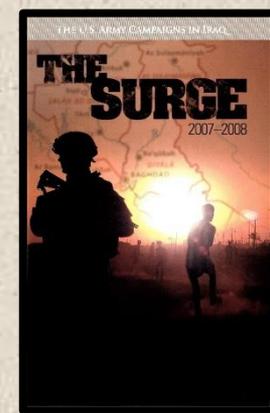
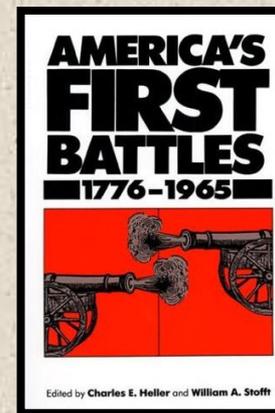
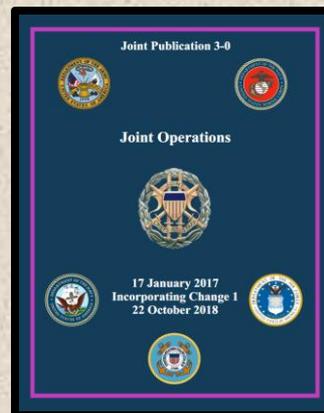


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The New Baseline Standard (IV)

4. Per the Study Guide, read Roy K. Flint's "Task Force Smith" (1950) LSCO-oriented chapter in *America's First Battles* OR Nicholas J. Schlosser's CMH *Surge* (2007-2008) COIN-oriented pamphlet; write a 2-3 page Information Paper identifying and describing how the chosen case study reflects any 6 of the 12 Principles of Joint Operations.



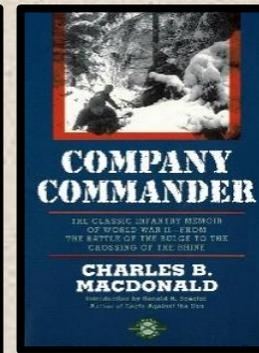
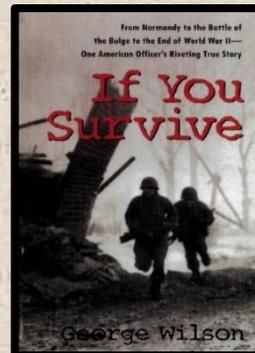
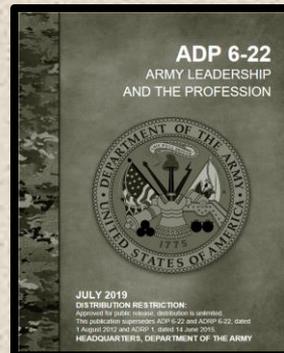


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The New Baseline Standard (V)

5. Per the Study Guide, read George D. Wilson's *If You Survive* OR Charles B. MacDonald's *Company Commander* LSCO-oriented small-unit leader combat memoir; write an 8-10 page Book Review and Analysis using two of three Leadership Attributes and two of three Leadership Competencies from ADP 6-22 *Army Leadership and the Profession* (July 2019).





Military History Instructors' Course



College Course Outline: 45 One-Hour Lessons

U.S. Military History Survey:

Lessons 1-18—Course Intro through Interwar

Lesson 19—Midterm Survey Exam

Lessons 20-41—World War II through GWOT/post-GWOT

(includes nine two-hour lessons)

Lesson 42—Final Survey Exam



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College Course Evaluation

Both Midterm and Final Survey Exams:

--60 objective questions; **choose** at least 30 (at least 1 from each chapter)

--6 short-answer questions; **choose** at least 3 (NTE 3-4 paragraphs of NLT 3 sentences each)



Military History Instructors' Course



College Course Outline: 45 One-Hour Lessons

Reading, Critical/Creative Thinking, and Writing:

Lesson 43—Review U.S. Constitution IP writing assignment.

Lesson 44—Review Flint (LSCO) IP or Schlosser (COIN) IP writing assignment.

Lessons 45—Review Wilson or MacDonald (both LSCO) Book Review and Analysis writing assignment.



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College Course Summarized

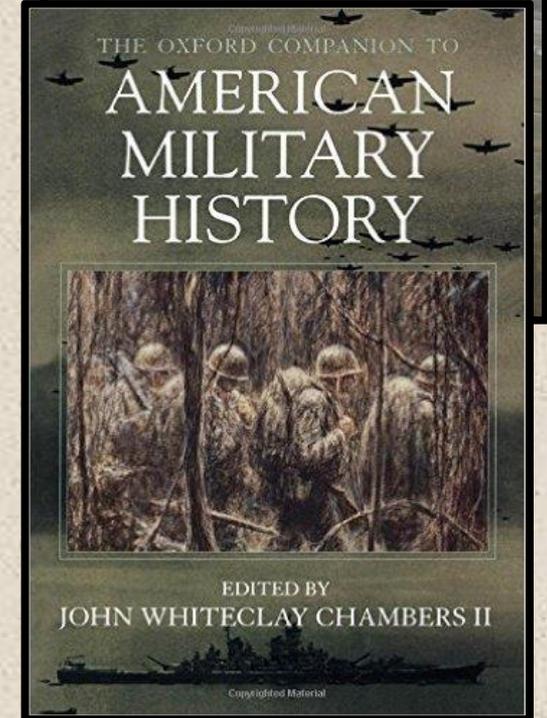
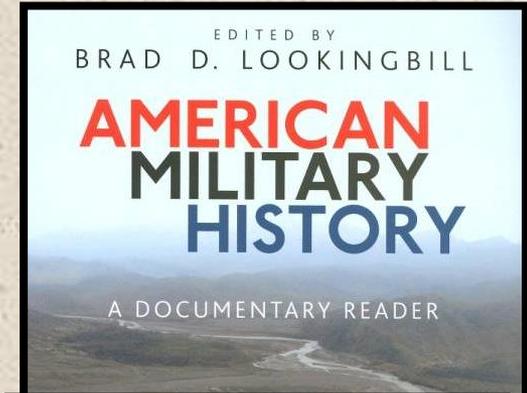
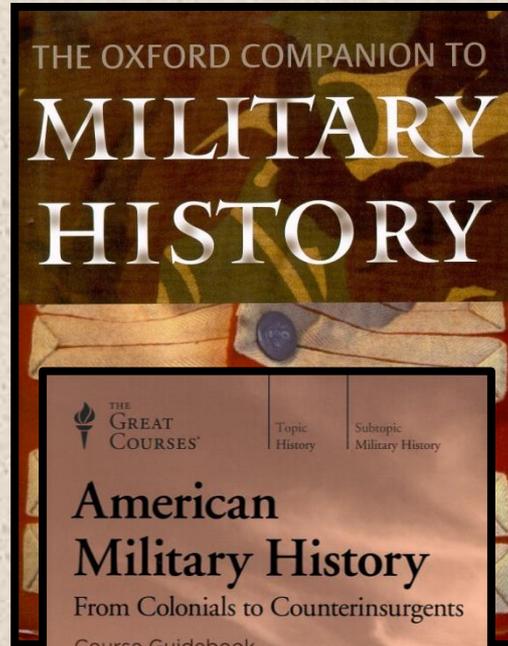
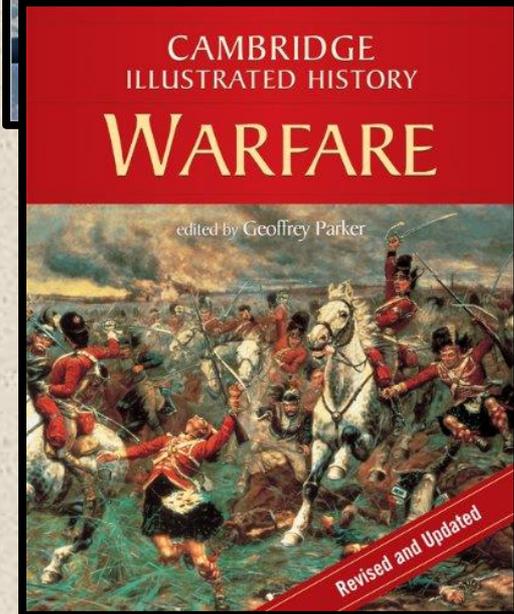
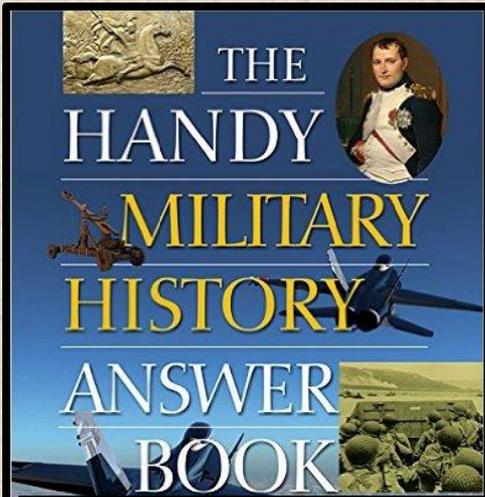
- **TSP/Baseline Curricular Standard:**
 - **The **WHOLE** of the American experience, 1607-Present**
 - **TWO exams (objective/subjective)**
 - **1-2 page U.S. Constitution IP**
 - **2-3 page LSCO (Korean War) or COIN (OIF Surge) Case Study IP**
 - **8-10 page LSCO (World War II small-unit combat leader memoir) Book Review and Analysis**
 - **Is intended for sophomore-to-senior level of implementation.**



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Reference Works

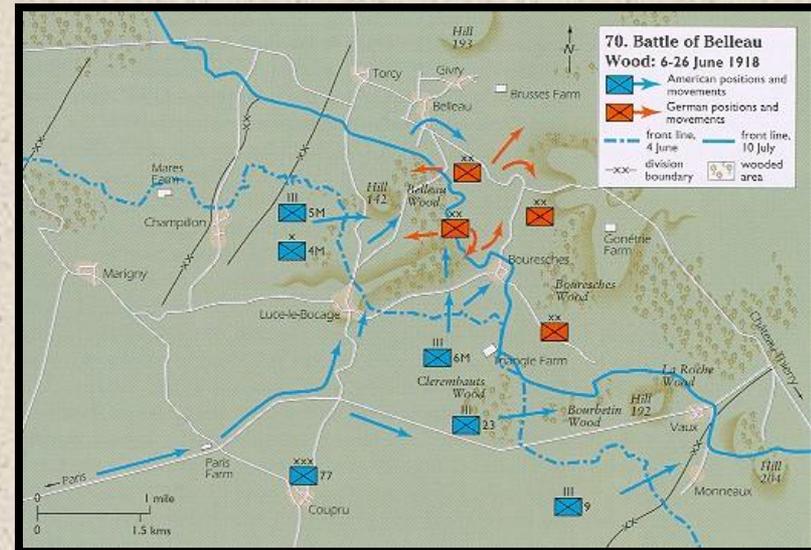
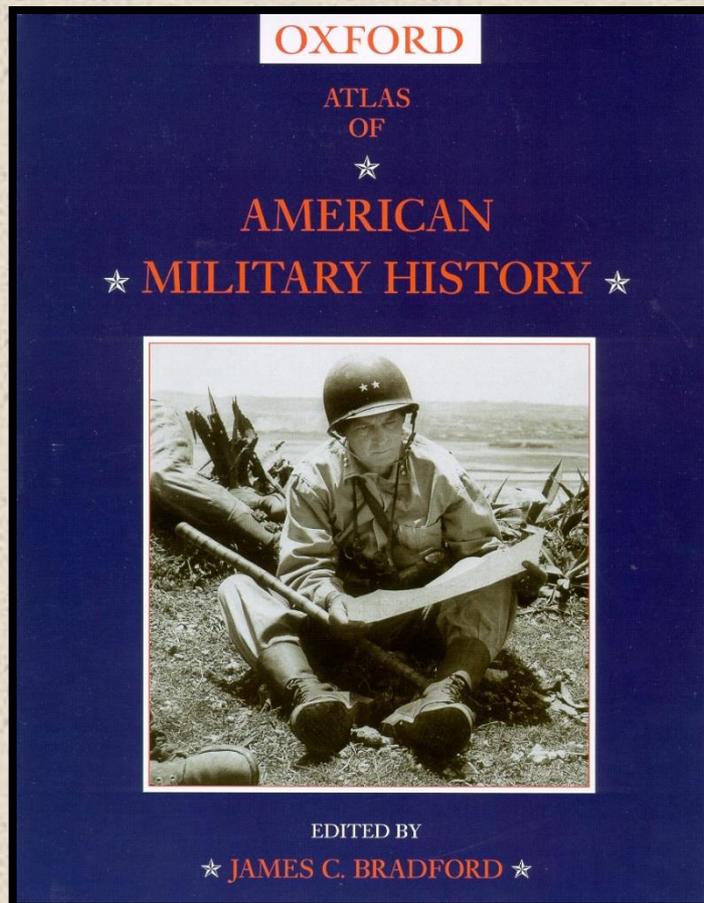




Military History Instructors' Course



Maps



- Full color maps mostly on one page and easy to scan.
- Accompanying text, photos, and other illustrations.



Military History Instructors' Course



More Maps from the Dept of History, USMA

[[http://www.westpoint.edu/history/SitePages/Our Atlases.aspx](http://www.westpoint.edu/history/SitePages/Our%20Atlases.aspx)]

The screenshot displays the USMA Department of History website. The top navigation bar includes 'ADMISSIONS', 'ACADEMICS', and 'MILITARY'. A search bar is present. The main content area features a list of historical battles and campaigns, such as 'The Battle of Chickamauga, Situation at Dawn, 19 September 1863' and 'The Road to Atlanta'. A detailed map of Northwestern Georgia, 1864, is shown, illustrating the 'BATTLE OF KENESAW MOUNTAIN' on June 27, 1864. The map includes geographical features like 'BRUSH MOUNTAIN', 'LOST MOUNTAIN', and 'Kenesaw Mountain', and labels for various military units and locations such as 'McPHERSON', 'THOMAS', 'SCHOFFIELD', 'STONEMAN', 'WHEELER', 'LORING', 'HARDER', 'HOOD', and 'JACKSON'. A scale of miles is provided at the bottom of the map.

- Full color maps.
- Many downloadable as PDFs.

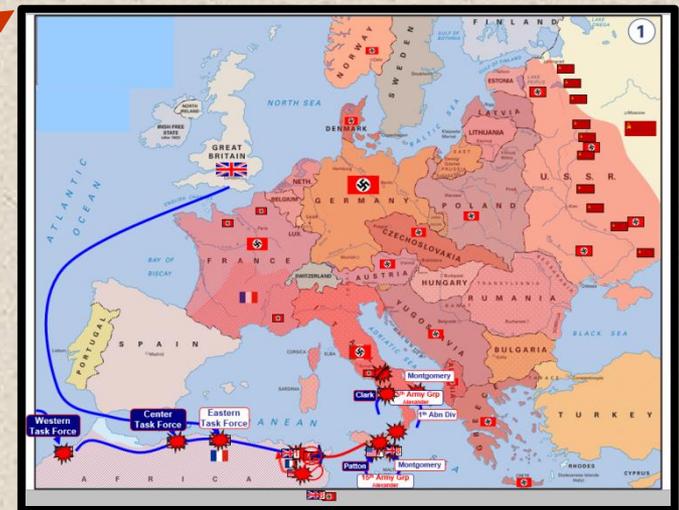
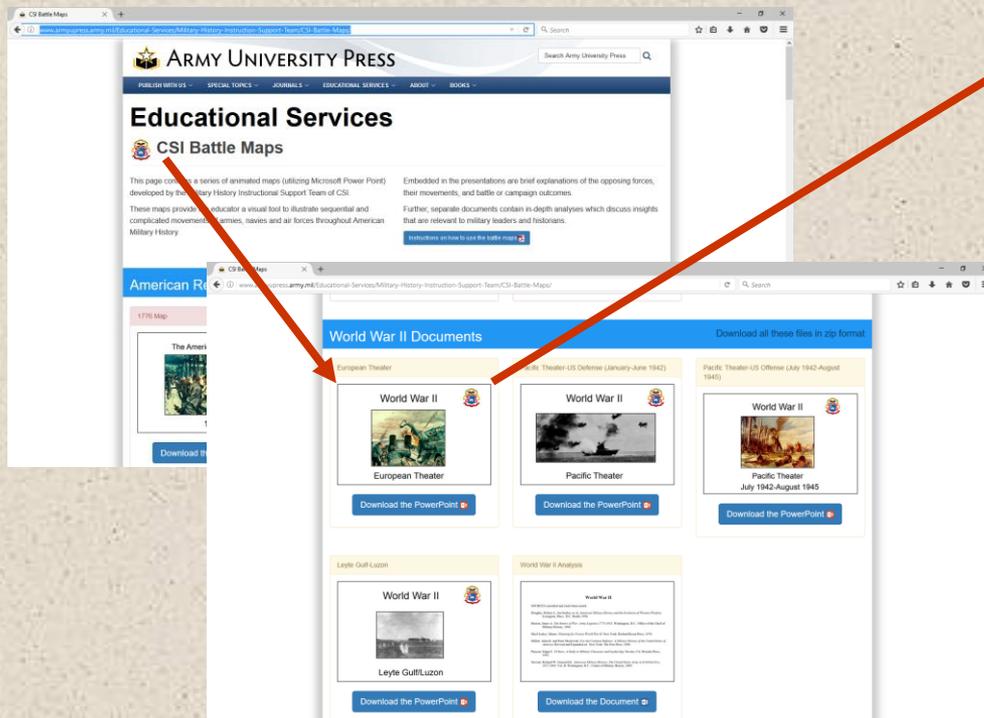


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Yet More Maps from the Combat Studies Institute

[<http://www.armyupress.army.mil/Educational-Services/Military-History-Instruction-Support-Team/CSI-Battle-Maps/>]



- Full color, animated maps.
- Downloadable as PPTs.
- Also Basic Battle Analysis.



Military History Instructors' Course



The screenshot shows a Windows File Explorer window with the address bar set to `C:\Users\britt.mccarley\Desktop\MHHEP Curriculum\MHIC\Virtual MHIC`. The ribbon includes tabs for Clipboard, Organize, New, Open, and Select. The main pane displays a list of files:

Name	Date modified	Type	Size
Howard--Use and Abuse of Military Hist...	3/22/2018 6:02 PM	Adobe Acrobat D...	588 KB
Murray State Syllabus HIS333sylsp18 (00...	4/12/2018 11:42 A...	Microsoft Word 97...	61 KB
Schedule2005.docx	12/22/2014 3:15 PM	Microsoft Word D...	23 KB
Speller--Use and Abuse of History by the...	3/22/2018 6:05 PM	Adobe Acrobat D...	83 KB
Syllabus2005.docx	12/22/2014 3:11 PM	Microsoft Word D...	74 KB
TSPWalkThru-Virtual.pdf	8/18/2020 5:39 PM	Adobe Acrobat D...	2,931 KB
TSPWalkThru-Virtual.pptx	8/18/2020 5:38 PM	Microsoft PowerPo...	9,695 KB

7 items

What you get from me:

1. This PowerPoint presentation and a PDF version of it
2. Two sample course syllabuses
3. Two articles on the use and abuse of military history



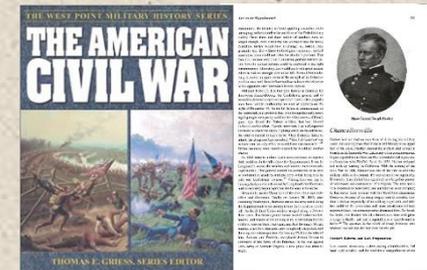
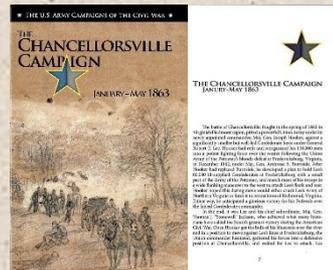
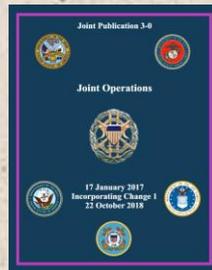
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The 12 Principles of Joint Operations

...which consists of the traditional 9 Principles of War and the GWOT-era 3 Principles of Joint Operations:

- Historical example is 1863 Chancellorsville (VA) Campaign.
- Read/review CMH and USMA Chancellorsville materials; historical Mission Order example; and USMA, CMH, and online maps.
- Learn the principles through historical examples.
- Reinforce the principles by completing FRAGORD exercise using Mission Orders.





Questions?
Comments?

Chief of Section, 1st Minnesota Light Artillery

17th U.S. Army Corps, Army of the Tennessee, June 1864