



# **Guest Lecturer's Guide to the Military**

## ***Cultural Property Protection Training for ROTC: Tips for Creating and Delivering Your Guest Lecture***

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### **GENERAL BACKGROUND.**

#### What is the guest lecture initiative, and what are its goals?

The subject matter expert (SME) guest lecture initiative is part of a larger program managed by the Combatant Command Cultural Heritage Action Group (CCHAG) that introduces ROTC students to the basics of cultural property protection in military operations: legal and regulatory drivers, key cultural heritage concepts, strategic implications of protecting/failing to protect cultural property, and case studies from actual military operations. One approach is to formally integrate this material into existing ROTC curricula. CCHAG has already had some success with U.S. Army Cadet Command, which is

currently adding a section on CPP legal and regulatory requirements into its standard “Law of Armed Conflict” ROTC class.

As a complement to this military science approach, we are proposing the SME lecture, a 50-minute briefing that addresses all the above material and more. There are several advantages to having an SME present the material in a single block. First, CPP concepts can be covered in more depth, in a mutually reinforcing context, and with an opportunity for questions. More importantly, these lectures encourage understanding and appreciation between the academic and military communities through person-to-person interactions. They also encourage networking: you can choose to offer yourself as a point of contact for these young future officers, someone whom they could contact throughout the remainder of their military careers should they encounter a cultural property-related challenge.

CCHAG will gladly make arrangements with local ROTC programs on your behalf. We will also provide you with a 30-minute primer (slides and script) that covers all of the core foundational concepts regarding CPP in a military context. The remaining 20 minutes will consist of your own material about your area of expertise, and a Q&A session. Tips for building your portion of the lecture are provided below.

### What is ROTC?

The Reserve Officer Training Corps (ROTC) is a university-based program through which college students are trained and, upon graduation, commissioned as officers in the U.S. military. The program’s primary mission is to train and develop professional and competent leaders. Around 30% of active duty officers and 22% of reserve officers in the Department of Defense were commissioned through ROTC in 2010. The Army, Navy, and Air Force each have their own ROTC program and manage it separately from the other branches, with no unified curriculum or chain of command. The Marine Corps, although a distinct military branch, falls under the Department of the Navy, and likewise Marine-option ROTC students fall under Naval ROTC. Joint educational or training activities between the different ROTC branches are not common.

ROTC students take a normal college course load each semester, but with an additional military science class, physical training sessions, a lab practicum, and field exercises.

### What should I expect from ROTC instructors/faculty?

The ROTC instructors and support staff are called the *cadre*, and consist of currently serving and/or recently discharged military officers and enlisted personnel. All of the officers will have at least an undergraduate degree, and likely all of the enlisted personnel will have a college degree or college-level coursework. It is unlikely (though possible) that any of them studied fields related to history, archaeology, anthropology, CRM, or CPP. The Air Force and Navy provide heavy incentives for their officers to study technical and engineering fields in college. The Army is a bit less restrictive. In any case, few cadre will be familiar with the academic culture of your field of expertise.

You can expect the cadre to be courteous and understanding of the fact that you may not know much about the military. They are likely enjoying their time on campus, and the chance to engage more closely in a professional capacity with the civilian world.

For tips on how to address cadre members, see “Addressing Military Personnel” below.

### What should I expect from ROTC students?

ROTC students, in most ways, are no different from other college students with respect to their interests, behavior, and general college lifestyle. However, ROTC is very effective at indoctrinating these future officers into military culture, and takes up an increasing amount of their time. Since you will be giving your lecture in an ROTC context, you should not be surprised if the lecture room has a military atmosphere. For example, you can expect ROTC students on average to be more courteous and attentive and perhaps a bit more formal than a typical student audience. You should feel free to engage with them in whatever manner is most comfortable for your personal teaching style. The students may be in uniform (depending on which ROTC branch you are dealing with), but when all is said and done, they are still college students.

For information on speaking with cadets, see “Addressing Military Personnel” below.

## **TIPS FOR PREPARING YOUR LECTURE**

### General guidance.

ROTC is entry-level training for these future officers, and this CPP training is likewise an introduction to basic concepts. The primary purpose is to present critical CPP concepts to cadets and midshipmen in a way that 'normalizes' CPP in a military context. The lecture primer we provide distills CPP into military concepts such as Force Protection and Law of War, establishing the idea that CPP is not a purely academic concern, but a routine and relevant aspect of a professional military officer's duties and responsibilities. Having already linked CPP fundamentals to military concerns, the primer allows you as guest lecturer to pursue your own topic(s) with more freedom.

For your part of the lecture, then, we encourage you to use the full range of relevant academic concepts and language, since one objective of the SME lecture is to facilitate mutual understanding between the military and academics in fields related to cultural heritage and cultural property. That being said, your lecture will be most effective if you can find a way to bridge your material with some of the military concerns covered in the primer. Conveying the intrinsic value and interest of cultural heritage and material culture is important, but your audience must also understand how what you are saying matters in a military operational context.

Examples of talking points that bridge these objectives might be:

- \* The importance of antiquity as a component of national pride. In this age of increasingly nationalism, that's essential. Related concepts include identity formation, and/or the effects of violence and war on cultural heritage in your area of expertise.

- \* Understanding the threat of looters, who sell antiquities, guns, drugs, and often women and children to make money. Looters are not charming rogues who live on the Riviera!

- \* Looting removes objects from their context, thus destroying history. The importance of context has to be stressed. It's a concept that we take for granted, but it's new to them. One guest lecturer has demonstrated the importance of context by highlighting the new discoveries at Gobeklipepe, which have given us a radically new sense of the origins of the Neolithic, and since those discoveries have been associated with the Garden of Eden, it always captures their attention.

- \* Different types of materials require different types of preservation, and mudbrick in particular, which military personnel have actually encountered in the Middle East.

\* How to determine if you're building on an ancient site: the importance of survey and observation of changes in soil color. Some of your audience may end up leading military engineering units, which build or expand bases and outposts overseas; others may command combat units that dig defensive positions or temporary bad-down sites.

### Presentation considerations.

Here are some tips and lessons learned from an archaeologist who has given several cultural heritage presentations to military personnel:

- \* Thank them for their interest in preserving cultural heritage in your first sentence, and echo the same sentiment in your last sentence.
- \* Focus on concepts of cultural heritage preservation, not the history of habitation in specific countries.
- \* Show as many maps and timelines as possible, and include dates on all slides. Do not assume that your audience will be as familiar with times and places as you are.
- \* Make it relevant for them. If Alexander the Great had the same problem that you know your audience may face, let them know that.
- \* Emphasize the connections between ancient and modern. They need to see that although technology has changed in the last few millennia, the world hasn't.
- \* If you have practical knowledge of conservation, you should emphasize what to do/not to do if one encounters a museum or library that has sustained damage.
- \* You should emphasize your own archaeological experience in the field. The audiences love that.
- \* Be careful about religion: some members of the audience think the world was created in 4004 BC, and if you talk about something that dates to the 9th millennium BC, they're going to ask you about it, and you have to answer without indicating disrespect for their beliefs.

## **LECTURE DAY: MAKING A GOOD IMPRESSION ON A MILITARY AUDIENCE.**

### General.

Be on time! Punctuality is deeply ingrained in military culture, and you may lose credibility if you are late for your talk.

We recommend that you dress conservatively. Your standard teaching attire is probably fine. Like punctuality, a sharp appearance and attention to detail are deeply ingrained in military culture, and you may lose credibility or seem “unprofessional” if you appear disheveled.

Etiquette and protocol are important, although ROTC cadre will almost certainly not expect you to know military customs and courtesies. But a couple of basics will go a long way in building credibility by demonstrating your interest in proper etiquette:

First, avoid confusing the branches of service. Make sure that you use the primer slides for the appropriate branch: if you are briefing Naval ROTC, make sure you use the Naval ROTC version of the lecture primer and not the Army version, etc.

Second, do your best to properly address the students and cadre you will be speaking with according to their rank. It is perfectly fine to ask cadre members what they wish to be called, but you would make a great impression if you learn the ranks and forms of address ahead of time. These are covered in the next section.

### Addressing military personnel

**Speaking to ROTC students.** Army and Air Force ROTC students are called *cadets*. Naval ROTC students are called *midshipmen*. Marine ROTC students are formally enrolled in Naval ROTC, and are also called *midshipmen* (formally they are Marine-option midshipmen). This being said, do not conflate the Marines and the Navy! Marines take a special pride in “The Corps,” and are imbued early on with a sense of being a distinct and elite fighting force.

You would properly address an Air Force or Army cadet as “Cadet Jones” or just “Cadet,” and a Naval or Marine-option midshipman as “Midshipman Smith” or just “Midshipman.” However, the students may prefer to be addressed less formally, and you can always ask the cadre if you are unsure.

**Speaking to Cadre.** Properly, you would address cadre by their rank and last name, or by their rank alone. The officers may invite you to be less formal and call them by their first name, but it is extremely unlikely that the enlisted cadre will do so. If you are uncomfortable or unsure about proper address, just ask: they’ll understand. But if you’d

like to learn the proper forms of address ahead of time (this would make an impression!), see the chart below under “Military Ranks.”

Note that when you address military personnel directly, it is customary in most cases to use informal, shortened versions of their rank (as indicated below). However, the Marines are the exception to this custom and do not use shorthand. If in doubt, you can always use the longer, more formal version. In the chart, we have also noted the proper way to write each rank for purposes of e-mailing.




















**MILITARY RANKS AND FORMS OF ADDRESS.**

For each rank, we show the collar or sleeve insignia, [1] the full proper title, [2] the customary informal form of direct address (as if speaking to someone with the last name Jones), and [3] the abbreviated form for written communication. We’ve omitted ranks that you are unlikely to encounter in ROTC.

Officer Ranks.

<b>Insignia</b>	<b>Army</b>	<b>Marines</b>	<b>Navy</b>	<b>Air Force</b>
	Second Lieutenant "Lieutenant Jones" 2LT Jones	Second Lieutenant "Lieutenant Jones" 2ndLt Jones	Ensign "Ensign Jones" ENS Jones	Second Lieutenant "Lieutenant Jones" 2d Lt Jones
	First Lieutenant "Lieutenant Jones" 1LT Jones	First Lieutenant "Lieutenant Jones" 1stLt Jones	Lieutenant Junior Grade "Lieutenant Jones" LTJG Jones	First Lieutenant "Lieutenant Jones" 1st Lt Jones
	Captain "Captain Jones" CPT Jones	Captain "Captain Jones" Capt Jones	Lieutenant "Lieutenant Jones" LT Jones	Captain "Captain Jones" Capt Jones
	Major "Major Jones" MAJ Jones	Major "Major Jones" Maj Jones	Lieutenant Commander "Commander Jones" LCDR Jones	Major "Major Jones" Maj Jones
	Lieutenant Colonel "Colonel Jones" LTC Jones	Lieutenant Colonel "Lieutenant Colonel Jones" LtCol Jones	Commander "Commander Jones" CDR Jones	Lieutenant Colonel "Colonel Jones" Lt Col Jones
	Colonel "Colonel Jones" COL Jones	Colonel "Colonel Jones" Col Jones	Captain "Captain Jones" CAPT Jones	Colonel "Colonel Jones" Col Jones

Enlisted Ranks.

Army	Marines	Navy	Air Force
Sergeant "Sergeant Jones" SGT Jones 	Sergeant "Sergeant Jones" Sgt Jones 	Petty Officer Second Class "Petty Officer Jones" PO2 Jones 	Staff Sergeant "Sergeant Jones" SSgt Jones 
Staff Sergeant "Sergeant Jones" SSG Jones 	Staff Sergeant "Staff Sergeant Jones" SSgt Jones 	Petty Officer First Class "Petty Officer Jones" PO1 Jones 	Technical Sergeant "Sergeant Jones" TSgt Jones 
Sergeant First Class "Sergeant Jones" SFC Jones 	Gunnery Sergeant "Gunnery Sergeant Jones" GySgt Jones 	Chief Petty Officer "Chief Jones" CPO Jones 	Master Sergeant "Sergeant Jones" MSgt Jones 
Master Sergeant "Sergeant Jones" MSG Jones 	Master Sergeant "Master Sergeant Jones" MSgt Jones 	Senior Chief Petty Officer "Senior Chief Jones" SCPO Jones 	Senior Master Sergeant "Sergeant Jones" SMSgt Jones 
Sergeant Major "Sergeant Major Jones" SGM Jones 	Master Gunnery Sergeant "Master Gunnery Sergeant Jones" MGySgt Jones 	Master Chief Petty Officer "Master Chief Jones" MCPO Jones 	Chief Master Sergeant "Chief Jones" CMSgt Jones 