

ICAF RESEARCH AND WRITING HANDBOOK

ACADEMIC YEAR 2011-2012



NATIONAL DEFENSE UNIVERSITY
INDUSTRIAL COLLEGE OF THE ARMED FORCES
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WASHINGTON, DC 20319-5062

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The ICAF Research and Writing Program

Vision

ICAF graduates consistently demonstrate mastery of written communication through coherent and cogent academic and research documents that reflect the highest levels of strategic thinking.

Mission

The ICAF Research and Writing Program's mission is to ensure that all ICAF graduates are capable of writing lucid academic papers that demonstrate sound and rigorous research, command of the topic, logical organization, compelling argument, and competence in English grammar and syntax.

Philosophy

Strategic leadership rests in part on analytical and communicative intellectual power. ICAF should provide the research and writing tools and exercises to prepare our graduates to return to the professional world of high-level strategic communication.

AY 2012 Research and Writing Milestones

8 August	Receive Writing Assessment tasker from Primary Faculty Advisor (PFA).
NLT 27 August	<u>Prospective Fall Research Students</u> (interested in doing research in lieu on one or two electives) and <u>prospective Research Fellows</u> (interested in doing a large research project in lieu of all four electives) identify a Faculty Research Advisor (FRA). (Students interested in doing research in Spring have until October to recruit an advisor.)
15 August	Interest meeting for Agency-sponsored research programs.
24 August	Fall Electives Open House.
24-26 August	Fall Electives registration. Students selecting research options must have their Preliminary Research Topic Approval Form, Part I, signed by their FRA and Dr. Chris Lafferty, Director of Research and Writing (Rm. 328), by 26 August. Dr. Lafferty will register you for research.
22 August	Submit writing assessment and SafeAssign Report electronically to PFA.
NLT 31 August	Review results of writing evaluation with PFA.
30 September	Fall Research Application Part II, signed by FRA, due to Dr. Lafferty.
26 October	Spring Electives Open House.
26-28 October	Spring Electives Registration. Students selecting research options must have their Research Application, Part I, signed by Dr. Chris Lafferty, Director of Research and Writing (Rm. 328), NLT 28 October. Dr. Lafferty will register you for research.
31 October – 2 November	Research Director progress check with Faculty Research Advisor and Fall Research students.
2 December	Spring Research Application Final Approval Form, Part II, signed by Faculty Research Advisor, due to Dr. Lafferty.
2 December	Fall research final paper due to Faculty Research Advisor.
10 December	All Fall research papers forwarded to Dr. Lafferty.
6-8 February	Research Director progress check with Faculty Research Advisor and Spring Research students.
<u>Before Domestic Travel</u>	Submit Spring Research Project final paper to Faculty Research Advisor.
<u>Before Domestic Travel</u>	Submit papers for CJCS & SECDEF essay competitions to Dr. Lafferty.
20 April	All Spring research papers forwarded to Dr. Lafferty.
4 June (tentative)	ICAF Awards and Recognition Ceremony

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CHAPTER 1

RESEARCH AND WRITING AT ICAF

Educating Strategic Thinkers

One of the major objectives supporting the mission of the Industrial College of the Armed Forces (ICAF) is to produce broadly educated strategic thinkers who possess in-depth expertise in the resource component of national security. Almost by definition, strategic thinkers are broadly educated, not narrowly trained.

A broad-based education expands and provides for the further self-administered expansion of one's horizons by developing the intellectual skills and inculcating the spirit of inquiry necessary for a lifelong pursuit of learning. Any program of study that provides such an educational experience requires its students to read (because they need to acquire knowledge); to discuss (because they need to subject their views to the rigors of dispute); to investigate (because at the strategic level, it's more about asking the right questions than answering the questions right); and to write (because they need to impose structure on their thoughts in order to communicate).

All of you who come to ICAF are successful, capable professionals. Most of you come fully prepared to discuss – you're experienced, you have strongly held opinions, and you'll be immersed in an environment where candor is encouraged and expected. Many of you come prepared to read -- you accept the inevitability of that at a graduate-level school, and besides, it's a luxury most senior level jobs don't accommodate easily. Some of you come prepared to do some writing. Probably few of you, though, come prepared to do research - it's much too academic; you've had too much of it in the past, and you don't expect to do much of it in the future; and, after all, you're preparing yourself to be a decision maker, not a scholar. Perhaps...then again, perhaps not.

What if we were to suggest to you that research and writing are incomparable instruments of intellectual development that could have a decisive effect in determining how good a decision maker you become: a true strategic thinker or a mere administrator; a rare and priceless diamond or a common, commercial rhinestone? For you to accept this proposition - which may fly well in the face of your most deeply entrenched beliefs -- we probably need, for starters, to define what we mean by research and writing.

What Is Research?

The term “research” has a myriad of different meanings depending on the context. Most of you have done academic research in your undergraduate, graduate or postgraduate work. Your job may have demanded some form of technical research; still others have been involved in scientific research.

Here at ICAF, research refers to substantial inquiry into a problem, issue or subject area requiring the identification, collection and objective treatment of relevant evidence on all sides of the issue being investigated in order to arrive at a well-reasoned, defensible conclusion.

Research at ICAF is an exercise in critical thinking, as opposed to a polemic or a diatribe; an investigation, not a crusade; a quest for truth, not the conveyance of propaganda, evidence in search of an answer, not a preconceived conclusion in search of evidence.

Why Research?

To Acquire Knowledge

First, research adds to our knowledge. At least that should be its intent. In the words of the eighth-century Hindu theologian, Sankara: "Wisdom is not acquired save as the result of investigation." There is a wealth of information out there -- infinitely more than at any time in the past. However, relative to the amount of information available, there may be less knowledge today. There certainly is an overabundance of opinion -- on every conceivable topic. Opinion, however, is not knowledge; and what we want -- or what we ought to want -- is knowledge. That is what research helps us acquire.

To Aid Reason

Second, the process of doing research is a window to the process of reasoning. It is one thing to hold an opinion, an attitude, or a belief; it is quite another to understand how we arrived at such points of view -- whether through the gut or through the mind. When you enter ICAF, you come armed with many convictions. Your experience has produced what, in your mind, are unassailable truths. These convictions -- *your* truths -- many have blinded you and, in the process, may have caused you to deny the validity and even the legitimacy of other viewpoints. Research, aside from what knowledge it may afford us, has the added effect of opening our minds from the vice-like grip of certitude.

To Develop Savvy

Third, research requires you to ask good questions as well as search for answers. You learn where to look for evidence and how to weigh it. You learn what is defensible and what is not. In addition, you learn how to see through shoddy or specious reasoning. You thereby equip yourself to be a more perceptive decision maker—one who can spot the charlatans who pretend to dispense sage counsel.

Why Writing?

To Shape Strategic Thinking

Research has shown that writing activates a portion of your brain which otherwise lies dormant. Only when your hand and eye work in tandem to put those words on paper do some of those thoughts buried in the deep recesses of your subconscious come to life. Thus, writing helps you to think -- in ways that you otherwise would not.

You may argue, of course, that in the "real world" you only need to be able to produce cryptic one-page point papers and PowerPoint slides. That's more true than not. Decision makers want things brief and concise -- because they're busy; and they generally want to be briefed rather than to read. However, we're not talking about products here; that's training. We're interested in process: the process of education as a means of shaping a strategic mind. This isn't about what you're going to do. It's about how you need to think.

To Leave Your Mark

There is yet one other reason why writing should be important to you -- especially if you're a uniformed military officer. Does it ever bother you that virtually all those so-called experts on strategic affairs who appear on talk shows and whose articles appear in *The Washington Post*, the *Atlantic Monthly*, and *Harper's* magazine are civilian academicians and consultants? It should. Where are the great minds in our military establishment? Are there any? Or are they too busy putting out the daily fires?

Work is transitory. Talk is cheap. Ideas endure -- and they do so principally through the medium of writing. If Clausewitz, Mahan, and Liddell Hart, for example, are icons of strategic thought to us, it is because they transmitted their ideas -- and the wisdom embodied in those ideas -- through their writing. They have left a lasting legacy. There is absolutely no reason why our own military establishment cannot -- and should not -- be developing a new generation of Clausewitzes, Mahans and Liddell Harts who can leave a similarly rich legacy of written wisdom to future generations.

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CHAPTER 2

THE WRITING PROGRAM

Program Objectives

The ICAF Writing Program provides a variety of learning opportunities to crystallize and advance your thinking. At the same time, it provides the faculty tangible indicators of how well you're applying and extending the lessons you've learned in the classroom. Specifically, the program's objectives are to:

- Enhance student executive development processes.
- Advance student analytical and communicative intellectual power, keystones of strategic thinking.
- Reinforce the importance of improving writing abilities and, through practice, to afford opportunities for such improvement.
- Contribute to, and to provide means for, assessing, student retention, analysis, synthesis and evaluation of course material.
- Provide instructors and student faculty advisors information on the quality of both instruction and student performance.

We're concerned not only with what you learn in the classroom but with what you do with that knowledge. Writing is the *best* way we know how to improve strategic thinking and the *only* way we know to improve your writing. As the Greek Stoic philosopher Epictetus said, "If you wish to become a writer, write."

Writing Requirements

The same skills that make for good academic writing apply to professional writing as well. That's why you'll do several different kinds of writing in your core and elective courses: academic papers, policy papers, opinion pieces, reflection papers, point papers, and journaling. While the style and structure may differ, the standards of good writing remain constant.

Core Courses, Regional Security Studies and Industry Studies

ICAF departments tailor writing requirements to meet course objectives. All students are required to write:

- Initial writing assessment
- Regional Security Studies policy paper (8-10 double-spaced pages)
- Core course papers, as required
- Individual Industry Studies paper
(as well as contribute to a seminar Industry Studies paper)
- Elective papers, as required

Each course syllabus specifies writing requirements; they'll vary from course to course depending on the course design. The Regional Security Studies policy paper, for example, requires you to advise a senior policy maker concisely on the importance of a regional issue for United States strategic interests and to evaluate and recommend a proposed U.S. course of action. Your Military Strategy and Logistics assignments will include professional writing in the form of a book analysis memo and a policy analysis. Your seminar Industry Studies paper, however, will require that you survey and assess the "industrial health" of a vital segment of industry. Unlike the Regional Studies paper that reflects your analysis alone, the seminar Industry Studies paper is a team effort.

Elective Studies Papers

You are required to take four elective studies courses, two during the fall and two during the spring. For each course, your instructor will determine whether you (a) prepare a formal paper or (b) deliver an oral presentation supported by a point paper. In either case, there is a writing requirement, though the form may vary.

Research Projects

You may opt to undertake a major research project in lieu of one or more electives. If so, you'll produce a fully documented paper on a significant national security issue. Chapter 3 contains more details.

Initial Writing Assessment

Within your first weeks at ICAF, you'll complete a writing assessment. The purpose is to provide an ungraded opportunity to write in the manner and level expected here. The assessment also helps identify students who would especially benefit from workshops, tools and coaching to help them succeed.

Your Primary Faculty Advisor will assess your ability to write an academic paper, ideally one that reflects both clearly structured strategic thinking and an ability to communicate clearly. The purpose of this writing assessment is to gauge each student's baseline as an academic writer. It will help you and your faculty advisor target areas for improvement before you undertake the first graded written assignment. As your faculty advisor assesses this effort, he or she will look at your writing skills primarily in terms of mechanics and structure; PFAs will look at content in terms of logic, coherence and critical thinking. If it appears that you're "writing challenged," your PFA may direct you to the Writing Workshop or individualized coaching.

Writing Assessment tasker and materials are on Blackboard under course AY2012 ICAF Research and Writing.

Writing Standards

What standards should you apply in writing these papers? At a minimum, they should be the standards we'll use in evaluating your work. These standards, detailed in Appendix A, deal with what we consider to be the four most important aspects of your writing: (1) the use of higher order intellectual skills, (2) the logical organization, (3) the appropriateness of the style, and (4) grammatical and mechanical correctness. Mechanics and Structure Checklists also appear in Appendix A.

We're concerned, first and foremost, with the sophistication and clarity of your thinking. We want to see — and you should want to demonstrate — that you're able to go beyond merely regurgitating what someone else has said. You'll be asked to demonstrate that you can analyze (break things down and explain them), synthesize (combine things and develop new ideas), and evaluate (make sound judgments based on disciplined reason).

We're also concerned with the structure of your argument. Is there a logical flow from your introduction — where your thesis statement establishes your purpose — to the main body of the paper — where you develop your ideas and present evidence — to your conclusion — where you bring to closure what you have just developed? If not, if you leave the reader confused and grasping futilely for your message, then you've lost the argument.

In addition to these substantive and structural considerations, we're equally concerned with your writing style. Do you express yourself clearly? Are there smooth transitions between ideas, sentences, and paragraphs? Do you use standard American English grammar and mechanics — punctuation, subject-verb agreement, spelling, typographical errors, and the like? (If there is little excuse at the master's degree level for failing to convey your ideas because of structural flaws, then there is absolutely *no* excuse for robbing yourself of credibility and thus diminishing your argument because of sloppy grammar and mechanics.)

Help yourself avoid common grammar errors by referring to the concise guide we have put in your study room: *The Wadsworth Brief Handbook* by Kirszner and Mandell. There are plenty of on-line sources available, too, like *The Blue Book of Grammar and Punctuation* (http://www.grammarbook.com/grammar/cnt_gram.asp). You may even consider purchasing your own copy or a similar writing guide. You'll be pleasantly surprised how much you can improve your writing through such low-cost self-help.

Finally, we encourage you to share your papers with your colleagues throughout the writing process. Sometimes a fresh eye helps you break up mental logjams, consider alternate perspectives; identify gaps in your analysis; and catch grammar and spelling errors. If someone is especially helpful, you can acknowledge such contributions (see Chapter 3 on format).

A Word About Plagiarism

Plagiarism is the unauthorized use, intentional or unintentional, of intellectual work of another person without providing proper credit to the author. While most commonly associated with writing, no types of scholarly work, including computer code, speeches, slides, music, scientific data and analysis, and electronic publications are to be plagiarized. Plagiarism may be more explicitly defined as:

- Using another person's exact words without quotation marks and a footnote/endnote.
- Paraphrasing another person's words without a footnote/endnote.
- Using another person's ideas without giving credit by means of a footnote/endnote.
- Using another person's organizational pattern without giving credit by means of a footnote/endnote.

ICAF is serious about academic integrity.

Cite your sources! Check your work with SafeAssign!

How to Use Blackboard's SafeAssign Feature

SafeAssign is a Blackboard tool that detects unoriginal content in a paper. Students and faculty alike can use it to help

- detect errors and omissions in source documentation
- determine the balance between student analysis, synthesis and evaluation versus other authors' material
- detect plagiarism

With SafeAssign, students can check papers before they turn them in to make sure they've properly documented all source material. SafeAssign is available to all ICAF students and faculty through Blackboard course AY2012 ICAF Research and Writing; it appears as the default page when you open the course.

SafeAssign scans the World Wide Web, looking for a match between material in the paper and internet sources. Once the scan is complete, SafeAssign generates a report that indicates matches the program has detected. By comparing the original document with the SafeAssign Report, you can see if the paper contains any material from outside sources that has not been correctly cited.

SafeAssign is not perfect. Obviously, it will only detect material that appears on the World Wide Web. Also, if the material occurs in several places on the web, SafeAssign may not indicate the same source location that the author of the paper used. Finally, SafeAssign may not find *every* bit of material in a paper that comes from a web source.

SafeAssign is located in the Blackboard course **AY2012 ICAF Research and Writing**. All ICAF students and faculty are enrolled in this course as student users to ensure confidentiality. Only the Director of Research and Writing, as the course administrator, has full visibility.

Like any tool, SafeAssign takes some practice. The following instructions should help you run a paper through SafeAssign and interpret the results.

1. Log into Blackboard and click on **AY2012 ICAF Research and Writing**, located under My Courses.
2. The default page opens to SafeAssign. You'll see a list of fifty numbered SafeAssignments. You can use each numbered SafeAssignment only once, so if you want to run a paper through more, you'll have to move to the next numbered SafeAssignment. If you find later in the year that you're running out of SafeAssignments – not too likely – just email Dr. Lafferty at laffertyc@ndu.edu and request more.
3. Click on VIEW/COMPLETE.
4. Click on BROWSE and select the document you want to upload. You can use the comments block to indicate the name of the paper or anything else you'd like to include.
5. It takes some time for SafeAssign to complete the scan. The longer the paper, the more time – don't wait until the last minute!
6. Once the report is complete, click on SA Report. By comparing the report with the original paper, you can see where problems may exist.
7. The report has several useful features:
 - By clicking on "Highlight All," you can differentiate easily among multiple sources.
 - By clicking on any highlighted area in the text, you can see a comparison between words in the paper's text and words from the internet source. If you click on the URL, the internet source page appears in a new window.
 - The SA Report does not show endnotes or the superscript endnote numbers in the original text. You must compare the SA Report with the original document to interpret the results correctly.
8. You can save, print and email SafeAssign reports by clicking on the appropriate link in the upper right hand corner of the SA Report page.
9. No other students or faculty (except the administrator, Dr. Lafferty) can see what you have submitted to SafeAssign.
10. If you want a paper removed, contact Dr. Lafferty at laffertyc@ndu.edu

What to look for:

1. Highlighted sections without citations.
2. Exact or nearly exact wording without quotation marks and a citation.
3. Papers that are nearly all highlighted. A good paper may have many sources, but it will also contain non-highlighted sections that are the analytical “connective tissue.”

A word of caution:

1. The SA Report will indicate a percentage of matching material. This does not mean there is “X%” of plagiarized material. Only by comparing the SA Report with the original document can you determine whether the matching material is properly quoted and/or cited.
2. SafeAssign will highlight some items like the ICAF disclaimer statement on the cover page that are clearly not plagiarism. This, however, is the extent of “false positives.”
3. If SafeAssign returns a clear “bill of health” on a paper, that does not mean the paper is error-free. We have had cases where faculty “googled” suspicious phrases and found undocumented internet sources that were not cited. It’s not flawless, but it’s pretty good.
4. The print version of the report uses underlining versus highlighting. Only the web page has the embedded links. However, SafeAssign had a “Direct Link” capability that allows you to email a SafeAssign Report hotlink to someone else.

CHAPTER 3

Formatting and Structuring the ICAF Paper

Format

ICAF follows *The Chicago Manual of Style, 15th Edition* (hereafter referred to as *Chicago*). There's a copy in each student room, along with *The Brief Handbook*, which also contains abbreviated directions for *Chicago* style. If certain assignments (some unique Industry Study products, for example) require a different style, your instructor will let you know.

Chicago allows considerable flexibility, recommending authors follow editorial preferences of the particular journal or magazine they're targeting for publication. For example, this handbook follows *Chicago* style, but its "requirements" differ from those of an ICAF paper (line spacing, for example). Here are some ICAF specifics:

- **Paper:** Use 8-1/2" by 11" paper.
- **Typeface and Size:** Times New Roman, 12-pitch.
- **Margins:** Top and bottom: 1.0 inch. Left and right: 1.0 or 1.25 inch.
- **Line Spacing:** Double-space your paper – between lines, between sections and between subheadings and text. Don't "innovate" with 1.5 or other alternative spacing to meet page limit requirements. Don't triple- or quadruple-space between text and subheads; most of the time, you'll need more space to make your case, not less!
- **Indenting:** Indent paragraphs 5-7 spaces or one-half inch.
- **Page Numbers:** Place page numbers one-half inch from the top right edge of the paper. Word will automatically place numbers for you (on the toolbar, go to "Insert, page numbers, top of page, right"; don't check the box for "show number on first page").
- **Headings:** Headings and subheadings improve structure and readability of your paper by acting as a guide and breaking up large blocks of text. *Use them.* Most ICAF papers will need only two or, at the most, three heading levels. *Chicago* allows for a variety of designs; just be consistent and make "readability" your guide. The system below, formatted as you would see it in a paper, is one good way.

Don't repeat the paper title on the first page of the text. Simply open the discussion, either with the first heading or with an introductory section without a heading if you so choose. While titling the introduction is optional, avoid belaboring the obvious by calling it Introduction.) Here is one method:

NOT the paper title! This is for chapter or major section titles

Use this for chapters in large papers such as research projects

CHAPTER OR MAJOR SECTION TITLE

Centered First Level Heading: Heading Caps

Second Level Side Head Set Flush Left: Heading Caps

Second Side Heading: Use When Needed

Third level paragraph heading. Follow with the first sentence of the paragraph.

Second Run-in Heading (Use When Needed): Follow with the first sentence of the paragraph.

- **Block Quotations:** Format longer quotations as block quotes. Continuously indent them from the left margin the same distance as a paragraph indent. Do not use quotation marks. Use them for quotations of more than one paragraph or more than about 50 words. If there's a second paragraph, indicate it with an additional indent for the first line.
- **Endnotes or Footnotes?** Use endnotes for your ICAF papers. Endnotes don't count against the page limit of a paper.

Help!!! How Do I do References?????

The ICAF faculty would much rather you spend your effort on the content of your papers vs. spending hours sweating over periods versus commas in your endnotes and bibliographies – especially since not every guide to *Chicago* style agrees! Don't get frustrated; just try to be complete and consistent. Chapter 17 of *Chicago* contains a wealth of detail on how to construct these elements. Remember, the point is to *credit* your sources and enable others to *find* your sources. Here are some samples from The University of Chicago Library Website, used with permission: <http://www.lib.uchicago.edu/e/using/instruct/chicago.html>

You'll also find more examples in **Appendix F**.

BOOK For more examples, see <i>The Chicago Manual of Style</i> 17.16-17.150	
Bibliography →	Example
Author's Name. <i>Book Title</i> . Place of publication: publisher, date of publication.	Goodspeed, E.J. <i>The University of Chicago Chapel: A Guide</i> . Chicago: University of Chicago Press, 1928.
Endnote →	Example
1. Author's Name, <i>Title</i> (Place of publication: publisher, date of publication), page number(s).	1. E.J. Goodspeed, <i>The University of Chicago Chapel: A Guide</i> (Chicago: University of Chicago Press, 1928), 15.
E-BOOK For more examples, see <i>The Chicago Manual of Style</i> 17.142-17.147	
Bibliography →	Example
Author's name. <i>Title</i> . Place of publication: Publisher, date of publication. URL.	Swanson, Richard A. <i>Results: How to Assess Performance, Learning, and Perceptions in Organizations</i> . San Francisco: Berrett-Koehler, 1999. http://www.netlibrary.com/ .
Endnote →	Example
1. Author's name, First name. <i>Title</i> (Place of publication: Publisher, date of publication), URL.	1. Richard A. Swanson, Results: How to Assess Performance, Learning, and Perceptions in Organizations (San Francisco: Berrett-Koehler, 1999), http://www.netlibrary.com/ .
BOOK CHAPTER For more examples, see <i>The Chicago Manual of Style</i> 17.68-17.75	
Bibliography →	Example
Author's name. "Chapter title." In <i>Book Title</i> , edited by Editor's Name, page numbers. Place of publication: publisher, year of publication.	Battin, Patricia. "The Management of Knowledge: Issues for the Twenty-First Century." In <i>Research Libraries: Yesterday, Today, and Tomorrow</i> , edited by William J. Welsh, 397-409. Westport, Conn.: Greenwood Press, 1993.
Endnote →	Example
1. Author's name, "Chapter title," in <i>Book Title</i> , ed. Editor's Name, page number(s) (Place of publication: publisher, year of publication).	1. Patricia Battin, "The Management of Knowledge: Issues for the Twenty-First Century," in <i>Research Libraries: Yesterday, Today, and Tomorrow</i> , ed. William J. Welsh, 397-409 (Westport, Conn.: Greenwood Press, 1993).

JOURNAL ARTICLE For more examples, see <i>The Chicago Manual of Style</i> 17.148-17.203	
Bibliography →	Example
Author. "Article title." <i>Journal title</i> . Volume.number (Year of publication): page number(s).	Fahs, Alice. "The Meanings of the Modern City: Chicago After the Linguistic Turn." <i>Reviews in American History</i> . 4, no. 3 (1996): 442-447.
Endnote →	Example
1. Author, "Article title," <i>Journal title</i> , Volume (Year of publication): page number(s).	1. Alice Fahs, "The Meanings of the Modern City: Chicago After the Linguistic Turn," <i>Reviews in American History</i> , 4.3 (1996): 443.
ARTICLE FROM AN E-JOURNAL (Including Stable URL) See <i>The Chicago Manual of Style</i> 17.180-17.181	
Bibliography →	Example
Author. "Article title." <i>Journal Title</i> Volume, no. (Year of publication): page numbers. URL.	Davies, Scott. "School Choice by Default? Understanding the Demand for Private Tutoring in Canada." <i>American Journal of Education</i> 110, no. 3 (May 2004): 233-255. http://www.journals.uchicago.edu/AJE/journal/issues/v110n3/110302/110302.web.pdf .
Endnote →	Example
1. Author, "Article title," <i>Journal Title</i> , Volume (Year of publication): page number(s) citing, URL.	1. Scott Davies, "School Choice by Default? Understanding the Demand for Private Tutoring in Canada," in <i>American Journal of Education</i> 110, no. 3 (2004): 235, http://www.journals.uchicago.edu/AJE/journal/issues/v110n3/110302/110302.web.pdf .
ARTICLE FROM AN ONLINE RESOURCE (Including Link to Library Database) See <i>The Chicago Manual of Style</i> 17.357 See also: http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/cmosfaq.html	
Bibliography →	Example
Author. "Article title." <i>Journal Title</i> Volume (Year of publication): page numbers. Entry page of URL.	Fahs, Alice. "The Meanings of the Modern City: Chicago After the Linguistic Turn." <i>Reviews in American History</i> 4, no. 3 (1996): 442-447. http://muse.jhu.edu/ .
Endnote →	Example
1. Author, "Article title," <i>Journal Title</i> , Volume (Year of publication): page number(s) used, URL.	1. Alice Fahs, "The Meanings of the Modern City: Chicago After the Linguistic Turn," <i>Reviews in American History</i> , 4.3 (1996): 443, http://muse.jhu.edu/ .

WEB PAGE For more examples, see <i>The Chicago Manual of Style</i> 17.234-17.237	
Bibliography →	Examples
Author (if known). "Name of Page." <i>Name of Web Site</i> . URL.	The White House. "The Center of the House: The Blue Room." <i>Life at the White House</i> . http://www.whitehouse.gov/history/life/blueroom.html . Greenpeace International. <i>Greenpeace</i> . http://www.greenpeace.org .
Endnote →	Examples
1. Author (if known), "Name of Page or Section," <i>Name of Web Site</i> , URL, date accessed.	1. The White House, "The Center of the House: The Blue Room," <i>Life at the White House</i> , http://www.whitehouse.gov/history/life/blueroom.html , January 1, 2009. 2. Greenpeace International. <i>Greenpeace</i> . http://www.greenpeace.org , January 23, 2008.
If your source has more than one author, the form is slightly different. See Chicago 17.30 for more than three authors.	
Bibliography	
Leavitt, Steven, and Stephen Dubner. <i>Freakonomics: A Rogue Economist Explores The Hidden Side of Everything</i> . New York: William Morrow, 2005.	
Endnote	
1. Steven Leavitt and Stephen Dubner, <i>Freakonomics: A Rogue Economist Explores The Hidden Side of Everything</i> (New York: William Morrow) 133.	
ALWAYS INCLUDE THE PAGE NUMBER IN YOUR NOTES!	

Ibid., and Other Mysteries (*Chicago* 16.47-50)

- "Ibid." Use this in your endnotes when you're referencing the same author(s) several times in a row. The abbreviation comes from the Latin *ibidem*, meaning "in the same place."

1. Alice Fahs, "The Meanings of the Modern City: Chicago after the Linguistic Turn," *Reviews in American History*, 4.3 (1996): 443.

2. Ibid., 445.

3. The White House. "The Center of the House: The Blue Room." *Life at the White House*. <http://www.whitehouse.gov/history/life/blueroom.html>.

4. Ibid.

- “op. cit” and loc. cit.” These were formerly used followed by the author’s last name to indicate a work fully cited previously. *Opere citato* and *loco citato* mean “in the work cited” and “in the place cited,” respectively. Chicago now disallows these. Instead, use the short form.

45. Fahs, "The Meanings of the Modern City: Chicago After the Linguistic Turn," 446.

Useful Links for *Chicago*:

<http://www.docstyles.com/cmsguide.htm>

<http://library.osu.edu/sites/guides/chicagogd.php>

<http://www.lib.uchicago.edu/e/using/instruct/chicago.html>

<http://www.docstyles.com/cmscrib.htm>

Formatting Software

Making sure you format your paper’s references and bibliography correctly doesn’t have to be all frustration. Here’s a way to make it easier and quicker:

RefWorks is a web-based bibliographic management program available to all ICAF students. The NDU Library uses RefWorks to build all its bibliographies. You will have a RefWorks training session during your Library orientation. To get a RefWorks account, go to <https://www.refworks.com/Refworks/login.asp?WNCLang=false> and click on “Sign up for an Individual Account.”

Using RefWorks to build the bibliographies for your ICAF papers allows you to use a plug-in called Write-N-Cite that automatically formats papers. We’ve loaded Write-N-Cite on all student computers and provided each student with the *RefWorks User Quick Start Guide*.

Microsoft Word includes a simplified formatting program as well; click on Help and type in Footnotes and Endnotes.

IMPORTANT: Many formatting software programs (RefWorks/Write-n-Cite) create endnotes in very small type, with no spacing between lines. If you choose such a program, be remember to put your endnotes in 12-pitch and include correct spacing.

Organization of the Paper

- Cover page
Unnumbered
- Acknowledgements (optional)
If someone was particularly helpful during your writing process, you can acknowledge such contributions on the page following the cover sheet. Be brief. Example:

“I would like to thank COL John Doe for his insights regarding the Army’s role in civil reconstruction. His questions regarding roles and operations were particularly useful. Thanks also go to Ms. Mary Smith for her helpful feedback on building a balanced argument.”
- Main Elements
Abstract (for research projects only)
Introduction
Body
Conclusion
- Supplemental Elements
Appendices (if any)
Endnotes
Bibliography

Structural Elements of the ICAF Paper: A Closer Look

Remember, these are general considerations; individual course faculty directing the assignment may alter this somewhat. If you are in doubt about any details or the approach appropriate to the specific assignment, ask the faculty making the writing assignment.

Introduction

An introduction should serve four purposes:

- To get the reader interested (hook)
- To state the purpose of your paper (thesis)
- To present the organization of your paper (map)
- To lead the reader into the body (transition)

Starting with the main point, as opposed to building up to it, may seem hard. However, think of your audience. Senior leaders need to know the “so what” immediately. They need to know what to expect in terms of main points that will come up. Tell them your recommendations as well, and then let the rest of the paper explain how you get there. The body of the paper will constitute proof of your logic and include your supporting rationale.

Body: Discussion and Support

This is where the rubber meets the road when it comes to documented evidence of your strategic thinking ability, your skill at organizing and supporting your critical arguments, and your recommendations if appropriate. The actual assignment may pose a question, present an issue to examine or frame a case study to analyze. Moreover, it may have several components. Spend time understanding the exact assignment and address all parts comprehensively. Avoid make the mistake of simply writing about something related that might interest you more.

Conclusion

Your paper's conclusion should revisit your thesis, recap your key arguments and findings – or reiterate your recommendations – and wrap up the essay in a satisfying manner. Readers will now be able to understand not only what those conclusions, main findings and recommendations are, but also the logic for getting there. Avoid introducing new information in the conclusion.

Supplemental Elements

If you have additional supplementary material you want to present to the reader, but that doesn't contribute directly to your main presentation, you may attach appendices to the back of the paper. Do *not* use appendices as a way around a confining page limitation.

Course Paper Cover Sheets

Use the cover sheet provided on the following page as a template for all ICAF papers, with the exception of major research projects as covered in Chapter 3. A cover sheet template is available on the ICAF website. Go to the ICAF Portal and click on ICAF Internet Site; under Student Information, click on Research and Writing Program; then click on ICAF COVER SHEET TEMPLATE. Once again, you don't get style points for originality. *Please use the format provided* and make it *part of your document* (i.e., don't submit your text and the cover page separately).

Note: It may seem obvious, but check the spelling of faculty members' names before handing in your paper.

For Research Projects Only: The cover sheet contains the following mandatory statement:

<p>The contents of this document are the property of the U.S. Government and are intended for the exclusive use of the faculty and students of the Industrial College of the Armed Forces (ICAF) or the National Defense University (NDU). No further dissemination is authorized without the express consent of the ICAF Commandant and the NDU President.</p>

AY 2011-2012

THE TITLE OF YOUR PAPER HERE

NAME OF THE COURSE HERE

NAME OF COURSE INSTRUCTOR HERE

**YOUR FULL NAME, RANK/GRADE, SERVICE/AGENCY
HERE**

YOUR SEMINAR NUMBER HERE

[NAME OF YOUR PFA HERE], PRIMARY FACULTY ADVISOR

**The Industrial College of the Armed Forces
National Defense University
Fort McNair, Washington, D.C. 20319-5062**

The views expressed in this paper are those of the author and do not reflect the official policy or position of the National Defense University, the Department of Defense or the U.S. Government.

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CHAPTER 4

THE RESEARCH PROGRAM

RESEARCH DEADLINES

The Research Approval Forms are at Appendix B.

- 26 Aug: Part 1 due for Fall research
- 26 Sep: Part 2 due for Fall research
- 2 Dec: Fall research papers due
- 28 Oct: Part 1 due for Spring research
- 5 Dec: Part 2 due for Spring research
- 15 March: CJCS & CNO Fellowship papers due (all others due before domestic travel)

Purpose

The research program is designed to complement and support the educational objectives of ICAF. Research provides the ICAF student with an opportunity to address a topic of significance related to national security with particular reference to the resources component of national power, materiel acquisition, joint logistics and their integration into national security strategy for peace and war. Research is invaluable as a means of nurturing a student's analytical and intellectual skills as well as enhancing the student's ability to communicate clearly and forcefully. A research program, consequently, improves those faculties of judgment and intellectual skills that are essential for decision making as well as enabling a student to have a better understanding of substantive issues.

Research Options

If you choose to undertake a formal research project in lieu of one or more electives, you have three basic research options: the Research Fellows Program, a Research Project, or a Group Research Project. ICAF has attempted to provide you with numerous options in order to accommodate your interests.

Research Fellows Program

Four course credits (Course 5654). The Research Fellows Program is not a substitute for the ICAF course of study. All Research Fellows are expected to fulfill all other academic obligations. The program exists to allow those interested students possessing research skills and interest to investigate a topic relevant to ICAF's substantive concerns throughout the academic year, and to nurture research and writing capability among those students who have not had sufficient opportunity to develop them. Research Fellows select research as all four of their Electives by applying to the Director of Research.

Research topics must be appropriate to the concerns of the ICAF mission and should be of sufficient scope and concern that they could not be completed without devoting the attention that would be given to two Fall and two Spring Elective courses to complete the project. Such manuscripts may examine current or fundamental issues. Because the lengths of projects vary from subject to subject, most student Research Fellowship projects will be more than 60 to 75 pages in length. This is, for example, the length of most of the National Defense University Press's McNair Paper series. All papers must be completed by the stipulated date at the end of the academic year.

A Research Fellow may request additional time at the end of the academic year to prepare a manuscript for publication. The Fellow's service or agency must give their approval to an extension as well.

Structure of the Research Fellows Program. A well-researched and written paper is demanding. Students selected to enter the Research Fellows Program will not be exempt from other ICAF written assignments that are essential to the fulfillment of course objectives.

Each Research Fellow will have a Faculty Review Committee comprised of their Faculty Research Advisor, one or two other associated faculty members selected by the Fellow and the advisor, and the Director of Research. Periodically (see Milestones), these individuals will meet with the Fellow in a Research Panel to review the Fellow's progress and provide guidance as needed.

Research Fellows are eligible to take up to five days to conduct research outside of the Washington, D.C. area. If necessary, a student may petition the Research Director to extend the length of time to conduct research outside of the area. All research days must be arranged with the approval of the Fellow's FRA, course instructors, and the Research Director. Fellows are responsible for the satisfactory completion of all work. Research Fellows are eligible for institutional support.

Limited funding is available to support such research and research fellows may submit a written request to the Research Director to have ICAF Research Funds allocated to support research.

Application procedures for the Research Fellows Program. Formal application to become a Research Fellow must be submitted to the Director of Research. To facilitate the selection of Research Fellows, the formal application must include:

- Part I of the Research Application
- A brief biographical sketch describing the applicant's prior work experience and educational background.
- Samples of writing (articles, reports, etc.), if requested.

Agency Sponsored Research Fellowships

There are currently three agencies that directly sponsor research:

- The Chief of Naval Operations offered a list of research topics annual.
- The Secretary of the Air Force sponsors the SECAF Energy Research Fellowship.
- Africa Command sponsors the AFRICOM Research Fellowship.
- NOTE: ICAF concentration programs, to include Executive Business Decision-Making, Supply Chain Management, the Senior Acquisition Program, Long-Term Strategy, and Partnership and Stability Operations also offer research opportunities. These are managed by the concentration faculty and are also considered for ICAF research and writing awards.

Details on each program are at Appendix C.

Research Projects

One course credit (Course 5651). A student may choose a research project appropriate to the concerns of the ICAF mission in lieu of one elective. The project should be of such scope that it can be researched and written during one academic semester. A student may elect to take either the first or second semester to conduct research and complete the paper. The final paper is due at date designated for the last elective class for that semester. It is anticipated that such projects will normally be between 25-35 pages in length. Students who select this research option receive one Research course credit and will also take one elective during the same semester.

Appendix B of this *Handbook* contains the necessary registration forms for selecting a Research Project in lieu of one elective.

Two course credits (Course 5652 or Course 5653). ICAF will allow a student the opportunity to undertake a research project appropriate to the concerns of the ICAF mission for two Research credits. With the consent of the Research Director and Faculty Research Advisor, the project will be considered of such complexity or scope that the student's efforts warrant receiving an additional credit. A student may elect to take both Research credits the same semester (5652) or one Research course credit each semester (5653). The final paper is due at the designated date at the end of the appropriate academic semester (see Milestone Dates in this *Handbook*). It is anticipated that such projects will normally be between 35-50 pages in length.

Tutorial Readings/Independent Study, one course credit (Course 5650).

Tutorials are specifically tailored to students' needs. To participate, a student must first obtain agreement of an ICAF faculty member to sponsor the elective. The student and faculty member will then plan the scope of the course, including expectations for student performance. Students may register for this course only once in each semester.

Group Research Projects

Any research project may be done with more than one student, providing the scope of the project warrants multiple authors. Group projects, like all others, require a faculty research advisor and approval of the Director of Research.

Faculty Research Advisor

All research projects are supervised by a Faculty Research Advisor (FRA). All Research Students are responsible for selecting their own FRA, with the exception of certain agency-sponsored fellowships. Students should seek out FRAs who can provide advice and guidance in choosing a topic, defining a focused research question, setting bounds on the scope of research, selecting appropriate methods, identifying relevant source material and framing pertinent arguments.

In some cases, the FRA will be an expert in the area of your research and will be able to guide you through the subject matter. In other cases, the FRA will simply share an interest in the subject and will help you through the process. In both cases, the FRA will serve as another pair of eyes, commenting on your work as you go along and, ultimately, help determine whether you successfully meet the research requirement.

Whether selected because of substantive or methodological knowledge or simply interest, the FRA plays an intricate role in the research process. To aid in the selection of a faculty research advisor, Appendix D of this *Handbook* provides faculty skills and interests.

The FRA performs these functions:

- Provides advice and guidance to you in choosing a topic, defining a focused research question, setting bounds on the scope of research, selecting appropriate methods, identifying relevant source material, and framing pertinent arguments.
- Establishes milestones for you to complete all prescribed requirements successfully.
- Monitors your progress, evaluating the quality of your work, and providing critical feedback.
- As appropriate, makes recommendations for awards.

Each FRA has many other responsibilities. It therefore goes without saying that the FRA's job is not to *do* -- that's your job -- but to oversee what you do and to provide necessary counsel.

NDU Research Centers: A Rich Resource

National Defense University maintains Research Centers, Special Components and Regional Centers for studies related to multiple facets of national security. ICAF students will find these a rich resource for independent research as well as ICAF core courses and electives. Detailed information is on the NDU website: <http://ndunet.ndu.edu/intra2006/index.cfm?section=research>

Research Centers and Special Components

- Institute for National Strategic Studies
- Center for Applied Strategic Learning
- Center for Complex Operations
- Center for Strategic Research
- Center for the Study of Chinese Military Affairs
- Center for Technology and National Security Policy
- Conflict Records Research Center
- Center for Joint and Strategic Logistics
- Center for the Study of Weapons of Mass Destruction
- Institute for National Security Ethics and Leadership
- Joint Reserve Affairs Center
- NATO Education Center

Regional Centers

- Africa Center for Strategic Studies
- Asia-Pacific Center for Security Studies
- Center for Hemispheric Defense Studies
- Center for Transatlantic Security Studies
- George C. Marshall European Center for Security Studies
- Near East South Asia Center for Strategic Studies

The Paper Itself: Type and Content

Standard Research Paper

A research paper, may, of course, take any of a variety of forms -- be it a technical report, a feasibility study, a historical analysis, a staff study, a systems analysis or policy analysis, the formulation of a model, or whatever. Your paper may take any of these forms -- or others, for that matter; the only limit is your own creativity.

Ideally, the paper will be an expository piece on an issue of your choosing (more on that momentarily), in which you define a problem or state a hypothesis, present the various arguments -- pro and con -- surrounding the issue, and reach a conclusion based on the strengths of the evidence. You may wish to go a step further and offer recommendations -- but you need not do so.

Bibliographic Essay

If you want to immerse yourself deeply in a particular subject and find out who has said what about it, but you don't feel comfortable venturing too far with your own original thoughts, you may want to consider doing a bibliographic essay. As the name suggests, the bibliographic essay combines features of the bibliography and the essay -- with the emphasis clearly on the latter. It's not just a list of readings but an interpretive review of a given body of literature.

If you choose this option, you need to recognize two things at the outset:

- You are expected to do a thorough survey of the literature on your chosen topic. That means if it's a narrow topic, you're going to have to dig, and if it's a broad topic, you're going to have to set some bounds on what you investigate.
- Cut-and-paste abstracts of the literature you've reviewed won't cut the mustard. We're looking for you to synthesize what you've read into manageable proportions; to analyze it by identifying common themes, points of disagreement, discernible motives and biases of authors, and the like; and to make some evaluative judgments about the state of thinking in the field.

Case Study

Case studies provide a tool for drawing the crucial link between theory (general concepts and principles) and practice (real-world experiences). There are a number of places in our curriculum where we need good, focused case studies -- but they aren't available or we haven't been able to locate them in exactly the right form. Therefore, if you have a bent for history, a yen or a talent for sleuthing, and flair with the written word, you might think about preparing a case study or two. It could help enhance next year's curriculum.

Your initial point of contact should be the chair of one of our academic departments who probably will direct you to a faculty member with a more specific need. The particular focus of the case(s) you prepare will be a matter of negotiation and mutual agreement between you and the department. You may have an important story to tell that coincides with an identified need of ours -- let's say you were involved in a major weapon system acquisition program -- or we may be looking for something specific -- let's say the decision making process that led to the commitment of U.S. troops to Somalia.

If you choose this option, don't plan to get by with just a war-story narrative or a simple chronology of events. For your case to be useful and effective, it will have to be tailored to some specific learning objectives -- presented in other words, so that the incident, situation, or series of events portrayed highlights the themes or issues that are the focus of a given lesson or block of instruction.

Draft Joint Doctrinal Publication

The continued emphasis on jointness (increased interservice cooperation and unity of action) that was mandated by the 1986 Defense Reorganization Act has created a critical need for various joint doctrinal publications that do not now exist. You may want to draft a publication that can be staffed and subsequently adopted as established doctrine for a particular area of joint military operations. The experience promises to be educational for you, since you will have to become truly expert in that domain of joint operations. Moreover, the fruits of your effort, if well done, have to the potential to exert a lasting impact on the military establishment.

Draft National Intelligence Estimate

The evolving nature of the international environment -- the end of the Cold War, the continuation and possible expansion of regional conflicts, the ascendancy of the economic component of national power, and various critical international issues confronting the United States (debt, drugs, energy, terrorism, and the like) -- makes accurate and timely intelligence perhaps more important today than at any time in the past forty-five years.

This option, involving the preparation of a draft, unclassified national intelligence estimate on a specified regional or functional topic, provides a mechanism for ICAF students not only to acquire substantive knowledge of the subject at hand and an appreciation of the estimate process, but also to contribute original analytical insights that perhaps could be helpful to the intelligence and policy communities.

Selecting a Topic

Choosing one of the research options we've just discussed is only half of the decision you have to make in formulating your research project. The second half of the decision concerns your topic -- what are you going to research? In answering this question, you might want some advice on how to go about picking a topic, and you certainly need to know what ICAF considers a suitable focus for your project.

How to Pick a Topic

If you have come to ICAF with a burning issue already on your mind -- something you've wanted to investigate or to say, something that has been a burr under your saddle or that you think deserves the light of day -- then you're pretty well set. Others of you, though, may either have no idea what you want to research or so many ideas that you're in a muddle. That being the case, you might do the following:

- *Meet and Discuss:* Visit faculty members in their offices during the first two weeks of the academic year. Use the opportunity to explore various elective studies and research options. The list of faculty interest areas at Appendix D may give you some ideas.
- *Research and Writing Handbook, Chapter 6:* This chapter contains a list of last year's winning papers. You may find something here that gives you an idea.

- *Director of Research.* Talk to the Director of Research, Dr. Chris Lafferty (Rm 328, 685-4330, laffertyc@ndu.edu). Chris can provide you guidance on the feasibility and utility of research topics you're considering and direct you to faculty members with relevant experience and interests.

What Topic to Pick?

So, what are you actually going to research? Consider first the two cardinal imperatives that guide all researchers. First, pick a topic that interests you. Nobody benefits, least of all you, if you embark on a project that doesn't capture your heart and your imagination. Second, pick a doable topic -- taking into account the required length of the paper and the amount of time you have to do it.

You have wide latitude in choosing what to research. The only proviso in this regard is that *the topic you pick must deal with some aspect of national security*. This means any topic that directly or indirectly deals with how the United States obtains, generates, and/or utilizes the human, material, economic, and/or natural resources necessary to attain national objectives; protects national interests; provides for the safety and well-being of the American people; and preserves the American way of life.

Getting Your Research Project Approved

One of your first responsibilities is to obtain the agreement of an ICAF faculty member -- or another qualified member of the NDU staff -- to serve as your Faculty Research Advisor. The list of faculty areas of interest at Appendix D can serve as a guide. The only piece of administrative paperwork you have to worry about is the two-part ICAF Student Research Application at Appendix B and on Blackboard's course AY2012 ICAF Research and Writing. Use this form to flesh out and formalize the specifics of what you plan to do for your research project and how you plan to go about doing it.

Research Program FAQs

Here are some commonly asked questions (not already covered in Chapter 4) that you, too, may have about various aspects of the Research Program.

Who will read the paper?

You will. Your spouse probably will. Some of your ICAF colleagues may read it and offer suggestions. Your Faculty Research Advisor certainly will. If you wrote your paper in response to an agency's request, no doubt someone from that agency will.

Clearly, though, you don't want all your work spent for only a handful of people. So the real answer to the question is this: Even as you begin your research, you should have a fairly good idea which people -- specifically and generally -- you want to read your paper. Then, as you write the paper, you should keep that audience in mind, actually writing for them. When you're through, you then will have a written paper directed specifically at the audience you envisioned in the beginning.

When you finish your paper, you should consider actually sending it to the audience for

which you wrote it. Your FRA and the Director of Research and Writing can help you with this process. All ICAF papers are subject to security review prior to publication; the clearance process can take several weeks.

What about writing awards for research papers?

Outstanding papers from the Research Program, the Senior Acquisition Program, and the Supply Chain management Program will be considered for awards. Chapter 6 lists the AY 2011 Research and Writing Award winners. Your paper will be considered for an award if the paper receives an A or A-minus grade. Late papers are not considered for research awards.

What happens to the paper once I leave?

We'll archive an electronic copy of your paper. A number of research papers are published, either because ICAF marketed it, you sought publication, or an organization with a journal requested it.

Who owns my paper? May I copyright it?

In past years, some ICAF students – with varying degrees of seriousness – have annotated their writings as copyrighted material. Everything written by students and submitted for partial fulfillment of the requirements for a degree is the property of the U.S. Government and may *not* be personally copyrighted. Address any questions or issues concerning this policy to the NDU Legal Advisor.

How should I work with an agency point of contact?

If an agency sponsors your project, you should get in touch with the point of contact right away so each of you can have common expectations for the depth, breadth, and timing of your report. Does the agency expect you to travel? Then, since our travel money is *quite* limited, ask if they can fund it.

The ICAF research director will automatically send a copy of your final paper to the sponsoring agency. However, you might consider, if the agency is local, delivering your paper in person and giving a desktop briefing -- or even a formal one.

May I write a classified paper?

Yes, but . . . the simple mechanics of typing it, putting it in a safe, and transmitting it using the official procedures may eventually get to you. A more serious problem is that students in the past have found a smaller readership for classified papers. You can easily send unclassified papers to anyone in the government; but the logistics get in the way of distributing classified papers.

What about conducting surveys?

Although conducting a survey may be very appealing, you should realize that many surveys require special approval, usually involving a lengthy and complex process. Often you will not be able to get such permission in time to prepare your research project. If you have questions, see the Director of Research and Writing.

What should I know about non-attribution?

If you heard it at NDU in a situation guaranteeing the speaker non-attribution, you must not then attribute the remarks in your paper. That is, you must not explicitly or implicitly connect the words or ideas of a speaker in such a situation with the speaker's name. Therefore, often you will not be able to use the information in your research paper that you've learned in a situation guaranteeing non-attribution.

Also, please be careful how you handle your interviews. Be sure the people you interview clearly understand whether you intend to attribute their remarks.

What is the ICAF position on plagiarism?

We don't allow it -- in any form, for any reason. Ordinarily the issue doesn't arise with professionals of your caliber. On rare occasions, though, there is the student who thinks it's okay to steal someone else's words or ideas without proper attribution. Wrong! It's not okay. The penalty for deliberate plagiarism is expulsion. That's how serious we are.

May I submit an identical paper for two different requirements?

Students may not submit an identical paper to satisfy multi-course requirements. Each course paper must stand on its own and be targeted to the specific course requirements. Students may use a previously written paper as supporting documentation for another paper if footnoted appropriately. Two different writing assignments may be concerned with related topics, but the assignments may *not* be satisfied by the submission of an identical paper. How much overlap can two papers have? As a rule of thumb, no more than 25% -- but check with the professors involved if you're not certain.

CHAPTER 5

CHAIRMAN OF THE JOINT CHIEFS OF STAFF NATIONAL DEFENSE AND MILITARY STRATEGY ESSAY CONTEST AND SECRETARY OF DEFENSE NATIONAL SECURITY ESSAY CONTEST

In May 2012, the National Defense University will host the 29th Annual Joint Chiefs of Staff National Defense and Military Strategy Essay Contest and the 4th Annual Secretary of Defense National Security Essay Contest. Through this competition, the Chairman and SECDEF challenge students at our Service colleges to write about a significant aspect of national security strategy. The competition encourages original thought, and it rewards the best of that thought with substantial prizes through the generosity of the NDU Foundation and possible publication by NDU Press.

Competition Rules

1. **ELIGIBILITY:** Students enrolled in intermediate through senior-level PME/JPME schools including:
 - a. senior service colleges,
 - b. service intermediate and advanced schools,
 - c. senior joint NDU colleges (National War College, the Industrial College of the Armed Forces),
 - d. Joint Forces Staff College.

Essays must be original, not previously published, and completed during the given academic year (2011-2012). Essays cannot be submitted for publication to any other journal or academic press concurrent with this competition.

2. **TOPICS:** Competitors may write on any aspect of *national security strategy*—the use of the political, military, economic, and informational instruments of national power to achieve strategic objectives. Essays with a joint, interagency, or integrated emphasis (particularly combating global terrorism, homeland defense, and historical contributions) are encouraged.
3. **CATEGORIES:**
 - a. *Strategic Research Paper:* Maximum of 5,000 words on an open topic. This traditional research essay has been mainstay of past CJCS competitions and encourages in-depth research, analysis, and critical thinking on strategic security topics.
 - b. *Strategy Article:* Maximum of 1,500 words on an open topic. Similar in length to many current JPME course papers, the Strategy Article is a scholarly but tightly focused research paper. It is long enough to encourage scholarly research but short enough to be more appealing to a broader audience.
 - c. *SECDEF National Security Essay:* Maximum of 5,000 words. This essay contest encourages in-depth research, analysis, and critical thinking that is long enough to complete a thorough argument but short enough to rivet a broad audience. Manuscript length is not a factor in judging so long as the maximum length is not exceeded.

4. **SECURITY CLASSIFICATION:** All papers must be unclassified.
5. **SUBMISSION DEADLINE:** All ICAF nominations must be submitted to the Director of Research and Writing NLT the day prior to domestic travel (subject to change).

ICAF has established a tradition of excellence in these competitions. In 2010, ICAF students won the Strategy Article category and placed third in the Strategic Research Paper category. We also had two finalists in this competition and two finalists in the Secretary of Defense National Security Essay Contest. Last year saw four ICAF finalists. Keep the trend going!

CHAPTER 6

RESEARCH AND WRITING AWARDS

ICAF has an extensive recognition program for those students whose writing is of the highest caliber. Awards are presented by senior leaders, representatives from sponsoring organizations and agencies, and the ICAF Commandant. All research projects, whether from the ICAF Research Program, the Senior Acquisition Course, Supply Chain Management or certain other electives, are automatically considered for awards. In addition, awards are presented for top core course and Regional Security Studies papers. Research projects are read by an ICAF faculty panel and evaluated for both for form and substance. As you can see, no one service or agency has a monopoly on the prizes. The following are the awards and recipients from the Class of 2011; a number of them are pending publication:

Agency Awards

National Defense University President's Strategic Vision Award

Lieutenant Colonel Shane M. Riza, U.S. Air Force

Killing without Heart: Limits on Robotic Warfare in an Age of Persistent Conflict

Dr. Steve Randolph, Research Advisor

National Defense University Foundation Writing Award

Colonel John J. Riehl, U.S. Air Force

Piercing the Fog: An Indications and Warning Framework for Violent Ethnic Conflict in West Africa

Dr. Barbara Corvette, Research Advisor

National Defense University Foundation Excellence in Research and Writing Award

Colonel Colin M. Greene, U.S. Army

Sanitation and Public Health in India: History, Progress and Recommendations

Lieutenant Colonel Alicia Smith, Research Advisor

Ambassador's Award for Excellence in Research and Writing in the Field of Diplomacy and International Affairs

Mr. Stephen M. Widenhouse, State Department

China and the United States: The National Security Implications of a Strategic Partnership in Africa

Mr. Ted Mann, Research Advisor

Canadian Department of National Defence Prize for Regional and International Studies

Mr. Kenneth D. Watson, Department of the Air Force

Fertile Ground: Seeds of Violence and Extremism in Nigeria

Dr. Christina Lafferty, Research Advisor

**Armed Forces Communications and Electronics Association's
"Sparky" Baird Award for Research Excellence**

Mr. Michael E. Lebrun, Department of the Army

From Laboratory to Battlefield: Opportunities and Limits on Government Influence over Pace of Technology Development and Operational Maturity

Dr. Stephen Ford, Research Advisor

**Association for Intelligence Officers' Earl Forrest Lockwood Award
for Excellence in Research and Writing**

Mr. Richard S, Mrstik, Central Intelligence Agency

The Effects of Export Control Reform on Today's Land Combat Systems Industry

Dr. Richard Shipe, Land Combat Systems Industry Study Lead

**Association of the Industrial College of the Armed Forces Award
for Excellence in Research**

Lieutenant Colonel Victoria L. Miralda, U.S. Army

Psychological Support Service Dogs: Oxytocin and the Potential to Mitigate Post-Traumatic Stress

Dr. Mark Montroll, Research Advisor

Association of the United States Army Award for Research Excellence

Colonel John Lemondes, U.S. Army

The Case for Professional Pay in the Army Acquisition Corps

Dr. Paul Needham, Dr. Mark Montroll

and Dr. William Knowlton, Research Advisors

**National Defense Industrial Association Award
for Excellence in Research and Writing**

Mr. Douglas R. Dixon, The Boeing Company

Challenges of a Budget Downturn for Defense Industry Employment

Mr. Thomas Hauser, Research Advisor

U. S. Air Force Strategic Writing Award

Lieutenant Colonel Benjiman W. Davis, U.S. Air Force

F-35 Joint Strike Fighter: The Making of a Monopoly

Ms. Kelly Morris, Research Advisor

**Defense Acquisition University Award
for Excellence in Research and Writing**

Mr. Brian A. Riley, Bell Helicopter

Running with Scissors: Defense Budget Cuts and Potential Industry Responses - Impacts to Acquisition and Supply Chain

Ms. Kelly Morris, Research Advisor

**SOLE – The International Society of Logistics – Defense Acquisition University
2011 Life Cycle Support Field Award**

Mr. John F. Pistolessi, Defense Intelligence Agency

Supply Chain Security: Addressing the Risks of Counterfeit Parts and Malicious Code

Ms. Kelly Morris, Research Advisor

**SOLE – The International Society of Logistics – Defense Acquisition University
2011 Acquisition Program Management Field Award**

Commander Craig M. Wevley, U.S. Navy

Maintaining a Balanced Approach toward Rapid Acquisition

Dr. Paul Needham and Dr. Stephen Ford, Research Advisors

**Defense Logistics Agency Award for Excellence in Logistics
Research and Writing**

Mr. Michael D. Resnick, U.S. Marine Corps, and

Lieutenant Colonel David E. Stookey, U.S. Air Force

The BRAC 2005 Supply, Storage and Distribution Management

Reconfiguration Impact on C-5 Programmed Depot Maintenance

Colonel Dennis Daley, Ms. Kelly Morris

and Dr. Paul Needham, Research Advisors

**Department of Homeland Security Award
for Excellence in Research and Writing**

Lieutenant Colonel Nahaku A. McFadden, Air National Guard

Partnering with Industry for a Secure and Resilient America

Mr. Damion Higbie, Research Advisor

**National Contract Management Association Award
for Excellence in Research and Writing**

Commander William Brett Stevens, U.S. Navy

A Comparative Analysis of USD (AT&L) Guideposts

and the LCS Dual-Award Acquisition Strategy

Dr. Linda Brandt and Dr. Paul Needham, Research Advisors

Navy League Award for Excellence in Research and Writing

Commander David S. Kemp, U.S. Navy

The All Volunteer Force: An Incomplete Transformation

Mr. Thomas Hauser, Research Advisor

Business Transformation Research Fellowship Award

Mr. David E. Moser, U.S. Government Accountability Office

Defense Chief Management Officers: Opportunities to Become

Cultural Change Agents for Business Transformation

Mr. Thomas Hauser, Research Advisor

Partnership Strategy and Stability Operations Research Award:**Department of Defense Topics**

Colonel Joseph R. Novack, Jr., U.S. Army

Commander's Emergency Response Program:

Marginally Effective and in Dire Need of Reform

Mr. Damion Higbie, Research Advisor

Partnership Strategy and Stability Operations Research Award:**State Department Topics**

Captain James P. Murray, U.S. Navy

Analysis of State Creation: Applying Lessons Learned to Sudan Transition

Mr. Damion Higbie, Research Advisor

U.S. Transportation Command Award

Commander Matthew N. Ott, III, U.S. Navy

Why Fly Blind? DoD Subsistence Key Stakeholders Should Adopt the Collaborative Planning

Forecasting and Replenishment (CPFR) Model to Improve

Asset Visibility and Decrease Total Enterprise Costs

Dr. Paul Needham, Research Advisor

Commandant's Award for International Cooperative Research - l'Institut Des Hautes Etudes De Défense Nationale

Captain William T. Carney, U.S. Navy; Ms. Stacey A. Cummings, Department of the Navy; Mr. Carl D. Hayden, Defense Acquisition University; Lieutenant Colonel Andrew J. Knoedler, U.S. Air Force; Captain William S. Koyama, U.S. Navy; Colonel John Lemondes, U.S. Army; Lieutenant Colonel Amy J. McCain, U.S. Air Force; Lieutenant Colonel Nathan A. Rump, U.S. Air Force; Mr. Colgate W. Salomon, Department of the Navy; Mr. David M. Swatloski, Department of Defense

How to Better Leverage the Joint Capabilities of NATO and the EU to Address the Challenges of the New Areas of Instability and Crisis in the World

Dr. Mark Montroll, Research Advisor

Commandant's Awards for Best Core Course Papers**Best Strategic Leadership Paper**

Lieutenant Colonel Roberta L. Shea, U.S. Marine Corps

Operating in High Gear

Best Regional Security Studies Paper

Lieutenant Colonel Roberta L. Shea, U.S. Marine Corps

Ten Factors in Defection: Potential Stumbling Blocks to Reintegration and Reconciliation in Afghanistan

The Dr. Milton Kovner Award for Best National Security Studies Paper

Lieutenant Colonel Stephen F. Jost, U.S. Air Force

Confronting Fragile and Failed States: Prioritizing For the World We Seek

Best Economics Comprehensive Exam

Ms. Karin M. Lang, State Department

Excellence in Research and Writing

in the Field of Acquisition

Colonel Clyde E. Richards, U.S. Army
*Applying Acquisition Discipline When Implementing
 Theater Communications Infrastructure*
 Mr. Richard Alteri, Research Advisor

Excellence in Research and Writing in the Field of Logistics
 Lieutenant Colonel Rob E. Roberson, U.S. Marine Corps
*Frustrated Cargo within Air Mobility Command and
 Defense Logistics Agency Channels of Service*
 Colonel Dennis Daley and Dr. Paul Needham, Research Advisors

Commandant's Award for Excellence in Research

Mr. James H. Beggs, Booz Allen Hamilton
Trends in the U.S. Industrial Base
 Dr. Gerald Abbott, Research Advisor

Captain Ronald Allen Florence, U.S. Navy
*Navy Unique Fleet Essential Airlift (NUFEA): Scheduling, Information Systems, Resource
 Alignment, Concept of Operations, Recommendations
 and Conclusions for the 21st Century*
 Mr. Thomas Hauser, Research Advisor

Lieutenant Colonel Robert O. Wiley U.S. Army Reserve
Avoiding a Hollow Force by Supporting the Continuum of Service Concept
 Dr. Paul Needham, Research Advisor

**U.S. Strategic Command Excellence in Strategic Deterrence
Writing Award Finalist**

Colonel Michael J. Vassalotti, U.S. Army
Russian Perceptions of a Ballistic Missile Defense: A New Assessment

**Secretary of Defense National Security
Essay Contest****Finalist**

Lieutenant Colonel Robert D. Brem, U.S. Army
*Developing Dichotomism: A Scenario Planning Approach to
 North Korea Futures and a New U.S. Strategy*

Chairman of the Joint Chiefs of Staff Essay Contest

Finalist: 1,500-Word Strategy Article

Ms. Catherine A. Ballinger, Department of the Navy
Remembering Who We Are: How America Can Lead Again

Finalist: 1,500-Word Strategy Article

Colonel Arie Jay McSherry, U.S. Army
Economics and Narco-Agriculture: A Roadmap to Poppy Eradication in Afghanistan

Finalist: 1,500-Word Strategy Article

Mr. Kenneth D. Watson, Department of the Air Force
Seven Deadly Sins of Politico-Military Linkages and Dialogue

APPENDIX A

WRITING STANDARDS AND WRITING CHECKLIST

WRITING STANDARDS

THE WRITTEN PRODUCT:

1. Is the student's original work prepared for the specific assignment? If the words reflect the ideas or concepts of anyone other than the student, **CITE THE SOURCE** in your paper. This includes direct quotations and paraphrasing.

2. Reflects use of higher order intellectual skills. The following intellectual skills are ordered from the least to the most complex; each requires concrete supporting evidence.

Analysis: Demonstrates understanding of concepts by explaining them, giving examples, breaking them into component parts, or applying them.

Synthesis: Combines concepts relevant to the development of the issue or thesis, including new ideas if appropriate.

Evaluation: Applies concepts through logically reasoned, thoughtful judgment on complex issues.

3. Is logically organized.

Introduction: Captures the reader's interest from the outset. Presents a clear thesis or purpose statement and states the key areas of discussion the writer will address. Transitions in a manner that leads the reader naturally into the main body.

Main Body: Presents ideas and supporting evidence in an orderly flow that logically leads the reader from concept to concept. Employs transition words and phrases to link ideas in a serial fashion.

Conclusion: Reinforces the thesis/purpose developed in the main body by summarizing the concepts and providing well-reasoned recommendations. Recaps the key arguments and gives a satisfying sense of completion.

4. Uses appropriate style.

Expression: Is written clearly for the reader; uses language that the intended reader speaks and hears every day – primarily active voice; includes personal pronouns, ordinary words, and an appropriate variety of punctuation.

Transitions: Leads the reader smoothly through composition; provides clear, natural linkage between ideas, sentences, and paragraphs.

5. Is grammatically and mechanically correct.

Grammar: Uses commonly accepted standards for:

Capitalization	Punctuation
Contractions	Subject-verb agreement
Possessives	Verb tense
Pronoun-antecedents	

Mechanics: Uses correct spelling; has no typographical errors; uses appropriate format

Writing Checklist – Mechanics	No Problem	Slight Problem	Serious Problem
Spelling			
Capitalization			
Sentence fragments			
Run-on sentences			
Comma usage			
Semicolon and colons			
Quotations (use and format)			
Subject/verb agreement			
Consistency of tense			
Parallel construction (using matching words, phrases, clauses or sentence structures to express equivalent ideas)			
Active (vs. passive) voice			
Consistent voice/person			
Format (references, footnotes/endnotes, bibliography, etc., according to style manual)			

Writing Checklist - Structure	No Problem	Slight Problem	Serious Problem
<p>Introduction Does the paper have an introduction, or does the writer start in the middle? Is there a thesis statement – the key point the writer will defend/prove – or at least a purpose statement? Does the introduction provide the reader with a preview of key ideas to be discussed?</p>			
<p>Thesis/Purpose Statement Is there an explicit or embedded thesis or purpose statement in the first or second paragraph?</p>			
<p>Body Is the essay divided into appropriate paragraphs? Are section headings used as appropriate?</p>			
<p>Conclusion Does the conclusion recap the essential arguments/points of the essay? Does the writer provide an appropriate summation? Does the writer err by providing “new” information in the last paragraph? Does the essay just stop?</p>			
<p>Logic Flow Is the paper well-organized? Are ideas/arguments presented in a logical order – or are the paragraphs so disconnected that they could be rearranged with no impact? Does the writer jump from one idea to another, or do the ideas build?</p>			
<p>Transitions Does the writer use transition words and phrases to link ideas smoothly? Are ideas presented in a “machine-gun” manner?</p>			
<p>Sentence Structure Are the sentences well constructed? Are they short and choppy? Long and rambling? Does the essay flow, i.e., “read” smoothly?</p>			
<p>Scope Does the writer try to cover too much material? Not enough?</p>			
<p>Language Is the language appropriate in terms of vocabulary/word choice? Is the tone conversational yet professional? Is the wording either pedantic or overly simplistic?</p>			
<p>Content Do the paper’s ideas relate to the assigned topic? Does the writer go off on a tangent or use the assignment to get on a soapbox? Does it make sense?</p>			
<p>Analysis, Synthesis & Evaluation Does the writer analyze the source material and synthesize information into his/her own ideas? Does the paper contain the writer’s judgment in the form of recommendations and conclusions?</p>			
<p>Support Are the writer’s arguments logically supported? Does the writer support arguments through direct quotes and reference material as appropriate? Does the paper contain unsubstantiated assertions?</p>			
<p>References Does the writer follow the approved style guide for references? Are the references constructed correctly? Are they from robust, credible sources?</p>			

APPENDIX B

**RESEARCH APPLICATION FORM
Available on Blackboard
AY2012 ICAF Research and Writing**

ICAF STUDENT RESEARCH APPLICATION

AY 2012

I. Preliminary Research Topic Approval:

DUE the Monday following Fall and Spring Elective Open House.

NAME: _____
 PRINT (Last, First, MI)

RESEARCH TOPIC: _____

PRELIMINARY RESEARCH QUESTION: _____

COURSE NUMBER:

- 5650 TUTORIAL READING/INDEPENDENT STUDY FALL (2 credit hours)
- 5650 TUTORIAL READING/INDEPENDENT STUDY SPRING (2 credit hours)
- 5651 RESEARCH FALL (2 credit hours)
- 5651 RESEARCH SPRING (2 credit hours)
- 5652 RESEARCH FALL (4 credit hours)
- 5652 RESEARCH SPRING (4 credit hours)
- 5653 RESEARCH FALL/SPRING (4 credit hours)
- 5654 RESEARCH FELLOW (8 credit hours)
 - o ICAF
 - o SECAF
 - o AFRICOM
 - o CNO
 - o CJCS

FACULTY RESEARCH ADVISOR: _____
 (PLEASE PRINT NAME)

 (Faculty Research Advisor Signature) Date: _____

 CHRISTINA L. LAFFERTY, Ed.D.
 Director of Research and Writing Date: _____

II. Research Application Final Approval:

DUE the last Friday in Sep (Fall) or the first Friday in Dec (Spring)

NAME: _____
(Last, First, MI)

FINAL RESEARCH TOPIC: _____

FINAL RESEARCH QUESTION: _____

BRIEF STATEMENT OF METHODOLOGY: _____

PRELIMINARY OUTLINE: (attach separate sheet)

FACULTY RESEARCH ADVISOR: _____
(PLEASE PRINT NAME)

(Faculty Research Advisor Signature) Date: _____

CHRISTINA L. LAFFERTY, Ed.D.
Director of Research and Writing Date: _____

YOU MUST

- (1) Engage a Faculty Research Advisor,
- (2) Obtain Faculty Research Advisor and Director of Research approval of Part I before signing up for electives, and
- (3) Obtain Faculty Research Advisor and Director of Research final approval of Part II by the date indicated.

Director of Research and Writing: Dr. Chris Lafferty (laffertyc@ndu.edu);
Rm 328 @ (202) 685-4330

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APPENDIX C

AGENCY SPONSORED RESEARCH

Agency Sponsored Research Fellowship Information Meeting

**15 August 2011
1230-1330
Room 101**

Representatives from the agencies sponsoring research will talk about their Fellowships and answer questions. Included are: CNO, AFRICOM, and SECAF Energy.

Chief of Naval Operations Research Topics

- **Eastern Mediterranean and the Maghreb.** Events in the Eastern Mediterranean and Maghreb are rapidly evolving. Assess the events and trends in this region of the world and how well the Navy is postured to protect U.S. national interests there. What are the near-term and long-term requirements for Navy presence and involvement in the region? How well are our Sailors educated and trained to operate effectively in this region? How should Navy work with other DoD organizations, other U.S. government agencies, and international organizations (governments, institutions, and non-government organizations) in the region? Recommend how the Navy should adjust its posture, operations, and engagement in the region to protect US national interests.
- **Measuring Effectiveness in Preventing Conflict.** Our Maritime Strategy elevates preventing war to be equally important as winning war. Measuring military success at preventing conflict, however, is much more complicated. Develop a model for assessing the return on investment for Navy's efforts in deterrence, theater security cooperation (TSC), and security force assistance (SFA). How do these missions contribute to the prevention of conflict and protection of U.S. national interests? Discuss how your model compares to ones used by Combatant Commanders, other U.S. agencies, and non-governmental organizations. Use historical naval examples to test the effectiveness of your model.
- **Cyber Policy.** Navy's operational effectiveness depends on information dominance, which extends well beyond the dot mil domain. Identify where Navy's interests overlap with the dot mil, dot com, dot org, dot edu, and other domains, and assess the Navy's vulnerabilities and strengths as a result. What policies, agreements, or practices exist, or should exist, to balance effective operations, interactions, and security in and among those domains? How should

the Navy work with other Services, agencies, and organizations to improve its operational effectiveness and security in cyberspace?

- **Future Surface Combatant.** Design the next surface combatant. Discuss how your design ensures the ship will remain relevant and effective as maritime, security, and economic environments evolve over the next 20-50 years. How does your design compare to how other navies are modernizing their force structure? How does your design ensure affordability so the Navy can recapitalize its combatants in sufficient capacity?
- **Unmanned ISR TCPED.** With the multitude of unmanned ISR assets available to military commanders (e.g. VTUAV, STUAS, MRUAS, BAMS, UCLASS, Predator, Global Hawk, etc), discuss how the Joint force could optimize the tasking, collection, processing, exploitation, and dissemination (TCPED) of information obtained through these assets. Consider benign and high-intensity combat environments, and implications for sea-based and land-based systems and personnel. Recommend an architecture for unmanned ISR TCPED that considers Service-unique and Joint missions; the right balance between security and information sharing; bandwidth requirements; IT infrastructure; and available personnel. Consider Army, Air Force, Marine Corps, SOCOM, and CIA models for ISR TCPED and recommend where Navy could cooperate with the other Services, COCOMs, and/or interagency to maximize its return on investment and the effectiveness of ISR capability and capacity in the Joint force.

Secretary of the Air Force Energy Research Fellowship

Now in its fourth year, the SECAF Energy Fellowship operates under the direction of the Assistant Secretary of the Air Force for Installations, Environment and Logistics. Fellows seek to make a real-world, real-time difference in these critical energy areas:

- Synthetic jet fuels
- Solar energy
- Nuclear energy
- Coal-to-liquid
- And more!

Funding may be available for travel and research costs. Fellows may work in teams or alone. Topics may also be modified for smaller scale research projects.

AFRICOM Research Fellowship

General Carter F. Ham, U.S. Army, Commander, U.S. African Command, is seeking ICAF students interested in researching strategic level topics pertaining to AFRICOM. Each topic has an AFRICOM sponsor and POC; more detailed information is available. Both fellowship-level and smaller scale research topics are available at the Agency-sponsored Research meeting in on 15 August.

Below are the 37 AFRICOM topics for AY 2012:

1. Engagement Options for the U.S. Government and AFRICOM for African Countries undergoing or emerging from social/political revolutions
2. African Standby Force Brigades Capabilities
3. Developing an infrastructure to train. and assist in equipping Africa Union Regional Readiness Brigades
4. Piracy in East Africa
5. Current and Future Impact of Illicit Drug Trade in Africa
6. Impact of the Growth of Megacities in Africa
7. A Pillar for African Stability and Security: Food Production. and Distribution Infrastructure
8. Application of Security Operations Information Center (SOIC) Concept in AFRICOM AOR to focus and augment intelligence collection efforts against insurgent groups
9. Evaluation and Treatment of Combat Stress in returning African Union Mission in Somalia (AMISOM) soldiers
10. Continuing Medical Education (CME) in Burundi for military healthcare providers
11. Incidence of Multi-Drug Resistant Tuberculosis among refugee and Internally Displaced Population (IOP) in Kakuma Refugee Camp. Kenya
12. Impact of Medical Activities on peace and security in Africa
13. Effectiveness of Counseling Provided to Victims of Sexual Violence
14. Post Traumatic Stress In Civilian Populations: A Challenge posed in African Combat Zones
15. The Impact of Social Media on Military Operations in Africa
16. Strategic Communications Effects Prediction
17. Strategic Communications in Humanitarian Relief Activities
18. Military Cyber Engagement Strategy for Africa (e.g. concepts, use, defense and operations)
19. Identity Resolution/Identity Superiority Research Project
20. Measurement of progress in security force assistance related to efforts to build partner nation defense institutions
21. Strategic and Operational Effects supporting a Conflict Prevention Strategy
22. Phase 0: Operationalizing Deterrence
23. The Use of Reserve Component and National Guard units in Theater Security Cooperation
24. Development of Operational Reach for the African Continent
25. How the Commercial Transportation Industry supporting Trade and Industrial Production on the African Continent can be leveraged to support IS Military Operations
26. Joint Interagency Logistics capabilities of African nations (13/J4)
27. Present and future impact of African Host Nation owned Infrastructure on DOD mission
28. Water Resource Development to Increase Stability in Africa
29. The effects of joint military engineer capabilities on building African countries' engineering capacity

30. Effects of Area of Operations (AO) Socio-Cultural competence on Combatant Command (COCOM) leadership activities related to engagement
31. What do Commanders need to know about Security Cooperation and Security Assistance?
32. DOD Requirements for Funding and Authority in the realm of Security Cooperation and Security Assistance
33. Command of Shared Combatant Command Components

34. Human Rights Initiatives in Africa
35. Knowledge Management - Value to Joint Force Commanders
36. Value of Joint Professional Military Education Level I[] for Senior Enlisted Service Members
37. Gender Integration in Operations, Improved Situational Awareness and Enhanced Security

Agency Sponsored Research Team Formation

For those wishing to work as a research team (2-5): Each Research Fellowship team must follow the ICAF Research Fellow approval process outlined in the *Research and Writing Handbook*. The team(s) composition will depend on the nature of the topic and the level of interest – most likely from 3-5 students. Individuals may opt to work alone as well.

Prospective teams will submit a Preliminary Research Approval Form containing all team members' names. The package must be delivered to the ICAF Director of Research and Writing (Dr. Lafferty) by COB 26 August 2011.

Research Fellowship Timeline

*Please note that some dates are **earlier** than regular research!*

- 26 August 2011 Part I Research Topic Approval Form due
- 30 Sep 2011 Part II Research Application Final Approval Form due
- 3 Oct 2011 Confirmation of ICAF participation to sponsoring agency
- NLT 5 Dec 2011 Mid-year informal progress update to sponsoring agency
- NLT 16 Mar 2011 CNO papers due for submission (before domestic travel for all others)

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APPENDIX D

ICAF FACULTY AREAS OF INTEREST

**ICAF FACULTY MEMBER AREAS OF INTEREST
(BY ACADEMIC DICIPLINE)**

ANTHROPOLOGY:

Lafferty, Sullivan

ART AND ARCHITECTURE:

Montroll

DECISION SCIENCE/GAME THEORY:

Russo, Ward

ECONOMICS:

Abbott, Berg, Brent, Crandall, Foulon, King, Losman, Russo, Shipe, Sullivan, Weissman, Swallow, Wallach, Dimieri, Fuller, Ward

EDUCATION:(including Adult Learning)
Basile, Corvette, F. Davis, Ford, Knowlton, Lafferty, McGuire, Montroll, Severance, Meier, Soto, Kurtz**ENGLISH/AMERICAN LITERATURE:**

Kramer, Lafferty, Higbie

ENGINEERING:

Basile, Ford, Koprucu, Loomer. Montroll, Punjani, Traughber

GEOGRAPHY:

Loomer, Severance

GEOPOLITICS:

Prevost, Severance, Sullivan, Swallow, Lungu, Gerlaugh

HEALTH CARE ADMINISTRATION:

King, Knowlton, Myatt

HERMENEUTICS:

Corvette, Severance

HISTORY:

Abbott, Berg, S. Brown, Cooling, Goldberg, Knowlton, Kramer, Moss, Randolph, Severance, Sullivan, Daley, Traughber

Civil War and Reconstruction History:

Black, Cooling, Severance, Gerlaugh

HUMAN DEVELOPMENT:

Corvette, F. Davis, Lafferty, Myatt, Severance, Sullivan, Soto, Kurtz

INTELLIGENCE:

Lawrence, Haley, Otto, Higbie

INFORMATION SYSTEMS:

Altieri, Basile, F. Davis, King, Thompson

JOURNALISM:

Briggs, Dickmeyer

LAW:

Abbott, Altieri, Black, Corvette, Dorsey, Goldberg, Moss, Prevost

LEGAL SYSTEMS

Black, Corvette, Prevost, Cook

LOGISTICS:

Morris, Vargo, Daley, Meier, Lepse, F. Davis, Severance, Luksovsky

MARKETING:

Mann, Traughber, Wallach, Lepse, Dimieri

MEDICINE:

Knowlton, Myatt, A. Smith (Microbiology)

MILITARY STRATEGY:

Severance, Shaw, Finley, Aboul-Enein, Traughber, Lungu, Drummond

PHILOSOPHY:

Corvette, Goldberg, Moss, Sullivan, Mann, Aboul-Enein

PHYSICS:

Basile, Ford,

POLITICAL SCIENCE: (Includes International Relations)

Abbott, Cooling, Goldberg, King, Koprucu, Kramer, Lawrence, Moss, Russo, Sullivan, Finley, Corvette, Gerlaugh

PUBLIC ADMINISTRATION:

Russo, King, Soto

PUBLIC SPEAKING:

Corvette, Koprucu, Lawrence, Russo, Sullivan, Finley, Traughber

PSYCHOLOGY:

Corvette, Knowlton, Lafferty, McGuire, Myatt

RELIGION:

Corvette, Moss, Russo, Sullivan, Vargo, Aboul-Enein

SOCIOLOGY:

Dimieri, Corvette

STATISTICS:

Ford, Myatt, Weissman, Severance

STRATEGIC LEADERSHIP:

Benton, Corvette, Knowlton, Lafferty,
Lawrence, McGuire, Meier, Myatt, Otto,
Thompson, Soto

SUPPLY CHAIN:

Hauser, Morris, Vargo, Daley, Lapse, Viera,
Luksovsky

SYSTEMS MANAGEMENT:

Corvette, Ford, Montroll, Myatt, Traughber,
Ward

TERRORISM

Aboul-Enein, Swallow, Gerlaugh

TRANSPORTATION:

Morris, Russo, Shipe, Lafferty, Viera,
Luksovsky

WRITING: (Composition)

Berg, Corvette, Lafferty, Higbie, Morris,
Severance

**ICAF FACULTY AREAS OF INTEREST
(BY GEOGRAPHIC REGION)**

CANADA/MEXICO:

Cooling, King, McCarthy, Dickmeyer

CENTRAL AMERICA/CARIBBEAN:

Dickmeyer, Russo, Soto

SOUTH AMERICA:

Berg, King, Dickmeyer, Soto

EUROPE: (Central/Northern)

Basile, Cooling, Corvette, Kramer, Moss, Randolph, Traugber, Lungu, Dimieri, Haselden

EUROPE: (Eastern)

Basile, Cooling, Kramer, Randolph, Weissman, Lungu

EUROPEAN UNION: (Incl. Southern Flank)

Abbott, Basile, Cooling, Kramer, Moss, Lungu

RUSSIA/NEW INDEPENDENT STATES:

Altieri, Benton, Blair, Cooling, Crandall, Goldberg, King, Kramer, Russo, Weissman

MIDDLE EAST/PERSIAN GULF:

Crandall, Foulon, Goldberg, Losman, Moss, Sullivan, Aboul-Enein, Swallow, Punjani, Gerlaugh

SUB-SAHARAN AFRICA:

Brent, F. Davis, Myatt, Russo, Wallach

CHINA:

Altieri, King, Randolph, Russo, Thompson, Mann, Lapse

NORTHEAST ASIA:

Altieri, S. Brown, Finley

OCEANS/WORLD'S COMMONS:

Severance, Sullivan, Mann, Swallow, Benton

SOUTHEAST ASIA/SOUTH PACIFIC:

Leith, Sullivan, Thompson, Swallow, Lapse, Gerlaugh

SOUTH ASIA:

Goldberg, Sullivan, Aboul-Enein, Swallow, Punjani, Lapse, Gerlaugh, Soto

**ICAF FACULTY AREAS OF INTEREST
(BY INDUSTRY)**

AGRIBUSINESS:

Randolph, A. Smith, Wallach, Lapse, Ward

AIRCRAFT:

Abbott, Briggs, Berg, Russo, Daley, Punjani, Lungu

BIOTECHNOLOGY:

F. Davis, Dorsey, Goldberg, Lafferty, Montroll, A. Smith

EDUCATION:

Dimieri, Corvette, Denney, Ford, Lafferty, McGuire, Severance, Kurtz

ENVIRONMENT:

Benton, McCarthy, Otto, Russo, Haselden, Ward

ELECTRONICS:

Losman, Moss, Meier, Lapse, Traugher

ENERGY:

Benton, Crandall, Kramer, Leith, Losman, Prevost, Morris, Sullivan, Gerlaugh, Soto

ENVIRONMENT/OCEANS:

Benton, Foster, Montroll, Sullivan, Haselden

FINANCIAL SERVICES:

Abbott, Blair, Corvette, Severance, Sullivan, Fuller

HEALTH CARE:

Briggs, Knowlton, Lafferty, Myatt, Haselden

INFORMATION AND COMMUNICATIONS**TECHNOLOGY:**

Altieri, King, Thompson

LAND COMBAT SYSTEMS:

Severance, Shipe

MANUFACTURING:

Abbott, Basile, Russo, Vargo

MEDIA:

Dimieri, Briggs, Corvette, Lawrence, Dickmeyer, Soto

PRIVATIZED SECTOR SUPPORT TO OPERATIONS:

McCarthy, King, Prevost, Vargo, Otto, Fuller

RECONSTRUCTION AND VITAL INFRASTRUCTURE

Brent, Prevost, Vargo, Swallow, Higbie, Gerlaugh, Fuller

ROBOTICS

Ford, Russo

SHIPBUILDING:

Montroll, Lauer

SPACE:

Ford, Loomer, Russo, Punjani, Traugher

STRATEGIC MATERIALS:

Benton, Severance, Vargo

TRANSPORTATION:**(Air, Sea, Land, Rail)**

Briggs, Brown, Lafferty, Morris, Russo, Lapse, Viera, Luksovsky

WEAPONS:

Basile, S. Brown, Morris, Shaw, Daley, Severance, Lauer

**ICAF FACULTY AREAS OF INTEREST
(BY FUNCTIONAL AREA)**

ACQUISITION:

Abbott, Altieri, Brigg Basile, S. Brown, Cooling, Dorsey, Montroll, Prevost, Vargo, Traughber, Shipe, Meier, Lepse, F. Davis, Morris, Fuller

ARMS CONTROL:

Moss, Sullivan

ARMS SALES:

Abbott, S. Brown, Cooling, Losman, Sullivan, Shipe, Lungu, Gerlaugh

ATHLETIC INJURIES/TRAINING:

Severance, Luksovsky

AVIATION (including Aeronautics):

Briggs, Randolph, Russo, Severance, Daley, Punjani

BIOTERRORISM:

Benton, Goldberg, A. Smith

BUDGETING: (Incl. PPBS)

Briggs, Cooling, Corvette, King

BUSINESS-GENERAL:

Abbott, Cooling, Corvette, Crandall, Foulon, Hauser, King, Leith, Morris, Moss, Sullivan, Traughber, Wallach, Lungu, Lepse, Fuller

BUSINESS, INDUSTRY AND DEFENSE:

Cooling, Hauser, Vargo, Meier, Lungu, F. Davis, Fuller

CAMPAIGN PLANNING:

The Military Strategy and Logistics Department Faculty

CBRN/WMD and IAMD, BMD

Benton, A. Smith, Lauer

CHAOS/COMPLEXITY THEORY:

Corvette, Sullivan

CIVIL AFFAIRS/CIVIC ACTION:

Goldberg, Sullivan, Aboul-Enein, Gerlaugh

CIVIL DEFENSE:

Cooling

CIVIL-MILITARY RELATIONS:

Abbott, Cooling, Goldberg, Moss, Randolph, Severance, Higbie, McCarthy, Wallach, Punjani, Gerlaugh

COALITIONS AND ALLIANCES:

Cooling, Randolph, Otto, Lungu

COGNITIVE PSYCHOLOGY

Corvette, Lafferty, Myatt

COMBAT VETERANS' ISSUES

Lafferty

COMMAND AND CONTROL:

Cooling, Myatt

COMMUNICATIONS THEORY:

Corvette, Lafferty

COMPUTERS:

Altieri, Loomer, Sullivan

CONFLICT THEORY:

Brent, Corvette, Sullivan

CONGRESS/LEGISLATIVE PROCESS:

Briggs, Corvette, Goldberg, Lawrence, Moss, Schnell

CONTRACTING:

Abbott, Altieri, Corvette, Dorsey, Morris, Myatt

COST ANALYSIS:

Briggs, Corvette, King, Russo

COUNTERINSURGENCY

Brent, Otto, Prevost, Swallow

CRIMINAL JUSTICE:

Altieri, Corvette, Lawrence, Cook, Ward

CRITICAL/CREATIVE THINKING:

The Leadership Department Faculty

CRITICAL INFRASTRUCTURE:

Higbie, Haselden

CULTURE AND IDEOLOGY:

Corvette, Lafferty, Aboul-Enein

DEATH, DYING and GRIEF:

Lafferty

DECISION MAKING:

Briggs, Corvette, King, Lafferty, Otto, Aboul-Enein, Myatt, Severance

DEFENSE CONVERSION:

Abbott, S. Brown, Cooling, Sullivan

DEFENSE SCIENCE:

Basile, Cooling, Ford

DEMOGRAPHICS:

Sullivan, Lungu, Severance

DEVELOPMENT ASSISTANCE:

Brent, Wallach, Gerlaugh, Soto

DIPLOMACY:

Cooling, Corvette, Goldberg, Kramer, Moss, Randolph, Sullivan, Dickmeyer, Lungu

DRUG TRAFFIC/CONTROL:

Sullivan

EMERGENCY MANAGEMENT:

Cooling, A. Smith, Severance

ENVIRONMENTAL SECURITY:

Benton, Sullivan, Haselden

ETHICS:

Benton, Briggs, Corvette, Goldberg, Knowlton, Lafferty, Moss, Myatt Prevost, Sullivan

ETHNIC CONFLICT:

Brent, Corvette, Sullivan, Aboul-Enein

EVALUATION THEORY:

Severance, Dimieri

EXECUTIVE COACHING/LEADERSHIP DEVELOPMENT

Corvette, Lafferty, Otto, Myatt, Soto

FINANCIAL MANAGEMENT

Corvette

FITNESS/HEALTH: Knowlton, Shaw, Sullivan, Myatt, Soto, Haselden**Athletic Injuries/Training:**

Shaw, Gerlaugh, Severance

FORECASTING/FUTURES:

Sullivan, Lungu

FOREIGN MILITARY SALES:

Abbott, S. Brown, Losman, Shipe, Gerlaugh

GAMING/SIMULATION/ EXERCISES:

Altieri, Sullivan, Weissman

GOVERNMENT/INDUSTRY RELATIONS:

Abbott, Altieri, Basile, S. Brown, Cooling, Corvette, Crandall, Foulon, King, Losman, Moss, Sullivan, Meier, Higbie, Lungu, Lepse, F. Davis

HEALTH/HUMAN SERVICES:

F. Davis, Myatt, Haselden

HOMELAND SECURITY:

Cooling, A. Smith, Higbie, Korprucu

HUMANITARIAN ASSISTANCE:

Knowlton, Wallach, Gerlaugh

INDUSTRY CONVERSION:

Abbott, Cooling, Hauser, King, Sullivan

INDUSTRY – GENERAL:

Abbott, Altieri, Basile, Cooling, Corvette,, Hauser, Losman, Sullivan, Lungu, Lepse, F. Davis, Viera

INFORMATION OPERATIONS:

Hauser, Koprucu

INSURGENCY/COUNTER-INSURGENCY:

Otto, Aboul-Enein, Gerlaugh, Severance

INTEGRATION/INTEROPERABILITY:

Basile

INTELLIGENCE/COVERT ACTION:

Crandall, Haley, Lawrence, Loomer, Moss, Otto

INTERAGENCY PROCESS:

Gerlaugh, Cooling, Randolph, Severance, Sullivan, Soto

INTERNATIONAL LOGISTICS:

Sullivan, Vargo, McCarthy, Lepse, Luksovsky

INTERNATIONAL ORGANIZATIONS:

King, Sullivan, McCarthy, Aboul-Enein

INTERNATIONAL RELATIONS:

Cooling, Goldberg, Kramer, Lawrence, Moss, Sullivan, Finley, Dickmeyer, Gerlaugh

LEADERSHIP/MANAGEMENT:

Corvette, King, Knowlton, Lafferty, McGuire, Myatt, Thompson, Meier, Daley, Otto, Traugher, Soto, Lauer

LOGISTICS:

Abbott, Cooling, Hauser, King, Morris, Severance, Vargo, Meier, Lepse, Viera, Luksovsky

**LOW INTENSITY CONFLICT
REVOLUTION/TERRORISM:**

Goldberg, Losman, Moss, Sullivan, Gerlaugh, Severance

MACHINE TOOLS:

Basile

MANPOWER/PERSONNEL:

Corvette, Knowlton, Morris, Drummond, Ward

MEDICAL GEOGRAPHY:

Severance

MILITARY GEOGRAPHY:

Loomer, Severance

**MILITARY OPERATIONS/ ORGANIZATION:
(AIR):**

Cooling, Randolph, Collins

**MILITARY OPERATIONS/ ORGANIZATION:
(Land):**

Cooling, Severance, Myatt

**MILITARY OPERATIONS/
ORGANIZATION: (Sea):**

Abbott, Cooling

**MILITARY OPERATIONS/
ORGANIZATION: (Joint)**

Cooling, Randolph, Severance, Shaw, Trouman

**MILITARY OPERATIONS/
ORGANIZATION: (Combined-Multinational)**

Cooling, Randolph

**MILITARY OPERATIONS OTHER THAN WAR:
(MOOTW)**

Moss, Severance

**MILITARY OPERATIONS/ ORGANIZATIONS:
(Reserve Components):**

Cooling, Lafferty, Myatt

MIND AND BRAIN (Neuroscience):

Lafferty, Myatt

MOBILIZATION:

Abbott, Cooling, Hauser, Losman, Sullivan

MODELING:

Altieri, Basile

**MULTILATERAL DIPLOMACY:
(including Global Governance)**

Moss, Benton

NATURAL DISASTERS:

Lafferty, Sullivan, Higbie, Haselden

NATURAL RESOURCES:

Benton, Crandall, Sullivan, Viera, Ward

NEWS MEDIA:

Briggs, Corvette, Dickmeyer, Goldberg, Lafferty, Lawrence, Sullivan, Dimieri, Severance

**NUCLEAR-BIOLOGICAL-CHEMICAL
WEAPONS/EFFECTS:**

Goldberg, Sullivan

ORGANIZATIONAL CHANGE

Dimieri, Corvette, Lafferty, Myatt, Thompson

**ORGANIZATIONAL THEORY; BEHAVIOR;
STRATEGIC LEADERSHIP:**

Abbott, Corvette, King, Knowlton, Lafferty, McGuire, Meier, Myatt, Severance, Thompson, Soto, Ward

ORGANIZED CRIME AND CORRUPTION:

Ward

PEACEKEEPING/PEACE ENFORCEMENT:

King, Leith, Sullivan, McCarthy, Collins

PEACE RESEARCH:

Brent, Corvette, Goldberg, Schnell, Sullivan

POLICY PROCESSES:

Abbott, Cooling, Corvette, Goldberg, Lungu

POST-CONFLICT NATION BUILDING:

Brent, S. Brown, Leith, Gerlaugh, Soto

POW/MIA AFFAIRS:

Lafferty

PROGRAM/PROJECT MANAGEMENT:

Corvette, Severance, Shipe

PUBLIC DIPLOMACY/PSYCHOLOGICAL

WARFARE:

Sullivan

PUBLIC OPINION:

Dimieri, Corvette, Lafferty

QUANTITATIVE METHODS:

Basile, Lafferty, Leith, Russo, Thompson, Weissman

QUALITATIVE METHODS:

Abbott, Corvette, Lafferty, Severance, Dimieri, Dimieri

RACE/ETHNICITY/SEXUAL**ORIENTATION:** Goldberg**RESEARCH AND DEVELOPMENT:**

Basile, S. Brown, Ford, Montroll, Sullivan

RESERVE COMPONENT:

Buonassisi, Lafferty, Cicchinelli

SAFETY

Severance

SECURITY, STABILITY, TRANSITION and RECONSTRUCTION:

Brent, Leith, Higbie, McCarthy, Gerlaugh, Fuller

SECURITY ASSISTANCE/TECHNOLOGY TRANSFER/EXPORT CONTROL:

S. Brown, Cooling, Losman, Sullivan, Gerlaugh

SIMULATION:

Altieri, Viera

SOCIAL NEUROSCIENCE:

Lafferty, Myatt

SPECIAL OPERATIONS:

Myatt

STATE-LOCAL GOVERNMENT:

King, Russo,

STRATEGY:

Cooling, Corvette, Goldberg, Hauser, King, Kramer, Moss, Severance, Sullivan

STRATEGIC PLANNING:

Cooling, Corvette, Lafferty, Lawrence, Montroll, Morris, Sullivan, Lungu

SUPPLY CHAIN MANAGEMENT:

Hauser, Morris, Vargo, Lepse, Viera

SYSTEMS THEORY:

Corvette, Ford, Ward

TECHNOLOGY-GENERAL:

S. Brown, Cooling, Ford, Montroll, Moss, Sullivan, Lungu

TECHNOLOGY TRANSFER AND EXPORT CONTROL:

Cooling, Moss, Shipe

TERRORISM:

Goldberg, Losman, Sullivan, Haselden

TEST AND EVALUATION:

(Weapons Systems, Live Fire T&E; Human Factors)

Basile, Severance, Shipe

TRAINING:

Corvette, Lafferty, Knowlton, Myatt

TRADE AND NATIONAL SECURITY:

Cooling, Foulon, Moss, McCarthy

TRANSNATIONAL CRIME AND CORRUPTION:**TRUST:**

Corvette, Lafferty

TRANSPORTATION-GENERAL:

Lafferty, Montroll, Morris, Russo, Lepse, Viera, Luksovsky

WAR CRIMES:

Lafferty, Moss, Prevost

WAR STRATEGY DEVELOPMENT:

Cooling, Randolph, Severance, Myatt, Shaw, Lungu

WAR TERMINATION:

Cooling, King, Moss, Randolph, Severance, Sullivan, Lungu, Gerlaugh

WATER RESOURCES:

Benton, Losman, Severance, Sullivan

WOMEN'S ISSUES:

Sullivan, Vargo, Benton, Myatt

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APPENDIX E

**Glossary of Selected Writing Terms
from
Communicative Arts Directive, U.S. Army War College,
Carlisle Barracks, PA (2011), pp. 21-33.**

**Used by permission of Dr. Larry Miller, Director of
Communicative Arts, U.S. Army War College**

Glossary of Selected Writing Terms.

Included here are a variety of writing terms students are likely to encounter. This glossary is not exhaustive; rather it is intended to facilitate student work and student-faculty discussions regarding writing expectations.

◆ Abstract

An abstract is a short description of a document. Abstracts provide basic detail about the paper or article, including the thesis, main points and overall conclusion. Abstracts are used by researchers to help determine the utility of the work for a given research project. Appendix E provides a sample abstract of an SRP/PRP. SRP/PRP abstracts should be approximately 150 words, and must not exceed 200 words.

◆ Argument

All good papers advance a defensible position, or "argument." The position advanced must be supported by well-documented and articulated evidence or "good arguments" (see Martha Cooper, *Analyzing Public Discourse*, Long Grove, IL: Waveland, 1989). The term "argument" in an academic context, therefore, is much different from the term "argument" in a relationship context in which it is frequently used as a soft term for an interpersonal "fight." Thinking of academic writing in terms of well-reasoned arguments facilitates discourse in the marketplace of ideas by elevating our expectations for discourse, thus requiring authors to (a) clearly articulate the arguments advanced, (b) identify the intellectual roots of their work, (c) ground declarative statements in appropriate evidence, and (d) organize arguments in a fashion conducive to deductive reasoning and enhanced reader understanding.

◆ Bibliography

A bibliography is a properly formatted and comprehensive listing of sources. Because it is designed to facilitate quick identification of sources used in a document, a bibliography is presented in alphabetical order, does not include specific reference to the page(s) from which a particular insight is gained, and when used as part of a written work must always be accompanied by endnotes, footnotes, or parenthetical citations in the text.

Types of bibliographies likely to be encountered by or requested of students include:

- Bibliography following endnotes: Students may be asked to provide a bibliography of all sources cited in a paper and referenced in the endnotes. This type of bibliography immediately follows the endnote section of a paper.
- Bibliography of relevant materials: Helps the student begin the research process by generating a list of books, articles, policy statements and other materials that should be consulted. This helps students and faculty to determine what materials are available, how credible those materials are likely to be (based upon the credibility of the author and publication outlet), and what types of information the project is likely to uncover.
- Annotated bibliography: A bibliography that includes the addition of a one or two sentence description of each source documented in the bibliography.

◆ Endnotes

Endnotes are the required source documentation format for use in student projects at the USAWC. Endnotes are important to student work both in terms of proper documentation and in terms of critical assessment of written materials. Students should be in the habit of reading the endnotes/footnotes of all documents they encounter. Two types of endnotes may be used and encountered by students:

- Source Documentation Notes: These are the most important endnotes to professional and academic work. See the sections of this directive entitled "Responsible Documentation," "Plagiarism," "Source Documentation and Citation Requirements" and "Endnote Citation Format."
- Content Notes: Use of content notes enables authors to include information in a paper that is related to, but slightly outside of, the scope of the paper's argument. Authors of legal research commonly include large numbers of important content notes in their work. As a reader, always read all content notes as they may contain important insights or information useful for further thinking or research. As a writer, however, be aware that many readers (including many faculty members) do not, in fact, read content notes, so use them with caution. Individual [faculty] may have specific expectations for the incorporation or exclusion of content notes in student work. Consult with your [faculty] regarding expectations in this regard.

◆ Epigraph

An epigraph is an introductory quote which frames the context for the paper that follows. Epigraphs should be used sparingly in professional and academic writing and should be exceedingly short—no more than one or two lines of text. An epigraph should **only** be included when it has substantial relevancy to the argument of the paper in a way that would not be possible in the body of the text.

◆ Evidence

A well-written paper advances an argument that is firmly grounded in evidence—facts, examples, data and literature that can be used in support of a claim or argument. All of the main points and their supporting evidence should be directed toward the development of support for the overall thesis of the paper. Evidence must be connected to arguments and claims through interpretation. Usually, evidence will have more than one possible interpretation. Each author develops the rationale for the interpretation of evidence in support of his or her thesis. That does not mean that the facts are bent to fit the case, rather the author should advocate a reasonable interpretation of the evidence and clearly articulate reasons why that evidence is appropriately interpreted as the author suggests.

Each main point in a paper should be supported by evidence. As the strength of a paper is directly dependent upon the strength of the evidence used to support its arguments, always use the most credible sources available to develop each main point. Generally speaking, the most credible publications are ones that are verifiable, well documented, grounded in current and historical research and refereed by prestigious individuals and institutions (e.g. University Press books, scholarly journal articles). Many internet sources (e.g. Wikipedia) do not meet these rigorous criteria and, while they may be useful to students in the initial phases of their research, they

are not in-and-of-themselves considered appropriate evidence for graduate-level scholarly and professional writing.

In evaluating the strength and appropriateness of a source, scholars also consider the relationship of the source to the time period or event being studied. A source is considered “primary” if it was created as events were unfolding and/or if it presents new information or ideas based upon original research (e.g. a study that reports new findings about a particular event or phenomenon). Primary sources often become the data for later observation or the basis for developing ideas. A source is considered “secondary” if it is one or more steps removed from the time period or event being studied. Secondary sources are dependent upon primary sources as their function is to analyze or interpret information from primary sources. Most good research utilizes a combination of primary and secondary sources as evidence. Both need to be evaluated carefully for issues of accuracy and credibility.

Understanding the difference between a primary and secondary source helps scholars to evaluate source credibility more effectively. To evaluate a soldier’s first-hand account (primary source) of a 1968 battlefield conflict, for example, one might compare that soldier’s account with other information available about the event/time in question. A high level of fidelity among the sources would serve to increase the level of confidence in the source, although too high a level of fidelity could potentially serve to either (a) call into question whether the soldier was reporting his/her own observations or simply going with the group, or (b) render the soldier’s observation largely mundane. To evaluate a book about the experiences of soldiers during the Vietnam War era (secondary source), one might seek information about the author of the book, the quality and integrity of the publisher, the strength of evidence upon which the author bases his/her conclusions, the effective development of those conclusions through reasoned analysis, and the author’s use and interpretation of documents and artifacts (primary sources) from the era. Scholars have a responsibility to investigate and evaluate carefully both primary and secondary sources. In the evaluation of secondary sources, it is particularly important to return to the primary sources upon which the secondary information is based. Mistakes are easily made and can result in the perpetuation of false information if all sources are not evaluated carefully.

Good evidence is (a) grounded in valid, reliable and properly referenced data, (b) supported by additional evidence, (c) assumed to be false prior to its incorporation as evidence—by looking at the negative, authors can find flaws in their own reasoning and develop arguments to refute counterclaims, (d) clearly and logically connected to the thesis or claim, and (e) placed in context within the larger professional and academic discussion of the thesis being addressed.

◆ Information Paper ("Info Paper")

An information paper is sometimes required by USAWC faculty. It takes a variety of forms. Thus, students should check with the assigning faculty member as to the specific format required for a given assignment. Generally speaking, an information paper is a very brief document (one to two pages) that normally contains the following five elements: 1) statement of purpose, 2) issue or topic being addressed, 3) discussion of the facts or main points being advanced, sometimes as bulleted

elements, 4) the action or desired outcome, and 5) concludes with a brief reinforcement of the purpose and recommended outcome.

◆ Organization

Effective organization maximizes argument development, message impact and reader understanding. Professional and academic papers are commonly organized as follows:

- Introduction
 - provides the setup for the paper
 - orients the reader to the paper's thesis.
 - includes a specific thesis statement.
 - establishes the paper's structure by briefly previewing main points and organization.
 - may be short, particularly for [ICAF] course assignments (see course directives)
- Body of the paper
 - flows from the thesis and presents evidence in support of the thesis
 - is generally organized around three or more main points
 - Main point 1
 - Statement of main point 1
 - Delineation of main point 1 as evidence for the thesis
 - Evidence for main point 1
 - Main point 2
 - Statement of main point 2
 - Delineation of main point 2 as evidence for the thesis
 - Evidence for main point 2
 - Main point 3
 - Statement of main point 3
 - Delineation of main point 3 as evidence for the thesis
 - Evidence for main point 3
 - utilizes effective transitions between main points
- Discussion
 - flows from development of the body in relation to the thesis.
 - covers arguments presented and literature incorporated in the body of the paper in relation to the paper's thesis
 - addresses potential counter arguments not covered previously.
 - incorporates considerations of method as appropriate.
- Conclusion
 - drives home the paper's importance for current and future thought and research.
 - points the reader in a new direction, suggesting areas worthy of further investigation
 - calls the reader to action when appropriate.
 - strictly avoids simple restatement of the paper's thesis or main points.

◆ Outline

Students may find it helpful to create an outline for their papers prior to writing them. Faculty members may require students to submit an outline prior to submission of a paper. Unless specified by the faculty, outlines have no specific format

requirements, but they do have some elements in common. Paper outlines should flow from the thesis statement and provide a preliminary sketch of the organization of the paper, including the main points and types of evidence that will be used to support the thesis. A typical outline presents information in the order it will be presented in the paper. For some course papers and assignments, students may find it helpful to write a "question outline" to help guide and focus their writing. Question outlines are particularly helpful for assignments that have strict requirements regarding content and length. To address an assignment using a question outline:

- For each paragraph, choose a question to answer from the required elements.
 - Outline these, as they will appear in the paper to form the question outline.
 - [ICAF] requires students to address all aspects of the assignment.
- Answer each question in one declarative sentence. This sentence will become the topic sentence for each of your paragraphs.
- Write a transition sentence for each topic sentence, linking it to the next topic sentence. This will help you write a logical and coherent paper.
- Write strong declarative sentences presenting evidence in support of each topic sentence. These go between the topic and transition sentences.
- Write a short introduction that informs the reader about the intent of your paper and, if needed, a short conclusion. [ICAF] course papers, however, should focus as soon as possible on the specifics of the requirement. Proofread carefully!

◆ Paraphrase and Quotation

Authors who paraphrase use their own words to express another writer's ideas. The art of paraphrase is important for students to master. Paraphrase enables writers to incorporate the ideas of others into their work while giving the original source proper credit. Good researchers and writers rely upon this process as a means of strengthening their claims by (a) providing supporting evidence, (b) grounding arguments in intellectual history, (c) exploring issues raised in prior research, and (d) briefly identifying issues that are being supported or refuted in a particular paper. Effective use of paraphrase also helps authors avoid becoming dependent upon direct quotations. Overuse of quotations detracts from the power of an author's argument and tends to be associated with weak writing. Quotations are best used when the original author has written or said something in such a way that to paraphrase would be to weaken the quality of the author's words or when the specific words used by the original author are of such a unique character that the words themselves provide flavor and context for the information presented. When paraphrasing, be especially careful to provide complete source documentation information. Some examples:

- Quotation: "The constancy with which the United States carried out its global responsibilities over the long course of the Cold War is a great testimony to the character of the American people and to the quality of the leaders who guided the Nation through often trying times. In spite of the cost, in the face of great uncertainties and despite grave distractions, our nation showed the ability to persevere. In doing so, we answered the great question that Winston Churchill once famously posed: 'Will America stay the course?' The answer is, we did."¹
- Brief Paraphrase: During the Cold War era government officials and the American public at large demonstrated a sustained and rather impressive commitment, and did so despite numerous obstacles and fears.²

- Paraphrase with Quotation: During the Cold War era government officials and the American public at large demonstrated a sustained and rather impressive commitment, and did so despite numerous obstacles and fears. Thus answering Winston Churchill's famous question "'Will America stay the course?' The answer is, we did."³

¹Ike Skelton, *Whispers of Warriors: Essays on the New Joint Era* (Washington DC: National Defense University Press, 2004), 79.

²Ibid.

³Ibid.

◆ Point of View

Professional and academic writing most commonly utilizes the third person point of view. Papers written in the "third person" use the pronouns "he," "she," or "it" (third person singular) and "they" (third person plural). Papers written exclusively in the third person completely avoid the use of "I" (first person singular), "we" (first person plural) and "you" (second person). Many students who write in the first person (a) fail to advance intellectual arguments that are grounded in reason and research, (b) over estimate the importance of personal experience and/or personal opinion to a given writing task, and/or (c) mistakenly equate unsupported opinion with reasoned argument. If handled appropriately, writing in the third person point of view is often supplemented by occasional first person point of view statements. The first person statement "I propose," for example, is often preferable to the equivalent third person statement of "The writer of this essay proposes" (an awkward construction) or even "This paper proposes" (papers are inanimate and cannot propose anything themselves). Check with your [faculty] for guidance regarding the point of view expected for a given assignment.

◆ Policy Paper

The policy paper reflects an analysis of a specific national security issue, evaluates alternative policy/strategy options, and makes a specific and supported recommendation, typically to a cabinet-level official. Brevity within a context of comprehensive analysis is essential. The purpose of a policy paper is to frame an existing problem in a manner that will allow a policymaker to decide the best solution to the problem. The writer must be mindful of the ends-ways-means model and offer possible courses of action that address the policy maker's objectives. The following points are commonly considered as the research proceeds, although the final paper may not include every element: (a) Scope of the problem, (b) Differing ways the problem could be defined or perceived, (c) What is likely to occur if the problem is not addressed, (d) What is currently being done about the problem, (e) Different options for solving/addressing the problem and (f) Which resolution best aligns with the policy maker's objectives. The decision maker should be provided with a succinct recommendation identifying a suggested course of action. Policy papers typically have a specific format found in the organization's SOP. Some formats require source documentation and some do not. Once the preferred format has been identified, however, do not deviate.

◆ Thesis

The thesis is the primary argument or overarching position advanced in a paper. The thesis must be carefully articulated near the beginning of the paper. All other information and arguments presented in a paper stem from the thesis. Compelling papers invariably have a strong thesis that advances a particular position on a given topic. The best theses are (a) interesting—they capture the readers' attention by addressing an important subject or issue, (b) arguable—they address a topic worthy of interrogation and debate, (c) defensible—they are supported throughout the paper by grounded evidence, and (d) clear—they are carefully written, including enough specificity to avoid over-generalizations and vague propositions.

A "thesis statement" of a paper, chapter or article is a one or two sentence articulation of the thesis. In a book-length project, the term "thesis statement" may not be adequate as the thesis may take more space to articulate. The statement of the thesis must come at the beginning of the paper as it is written, but it is not known to the author at the beginning of the research process. The thesis is a well-considered argument developed in response to inquiry into a particular topic area. The information discovered and the conclusions drawn during the research process inform the development of the thesis—*the thesis does not direct the research process*. Research flows from the thesis only after enough research has been done that compelling conclusions can be drawn and an effective thesis developed. At the point of thesis development, further research is undertaken to confirm the validity and appropriateness of the thesis and to gather further evidence in support of the thesis.

◆ Voice (Active and Passive)

In this context, the term "voice" refers to the relationship of the subject to the verb in a sentence. Writers use two types of "voice" to express ideas: active voice and passive voice. In the active voice, the subject of the sentence is doing something (e.g. "I am writing this sentence") whereas in the passive voice the subject is having something done to it (e.g. "This sentence is being written by me.")

Active Voice	Passive Voice
I shot the sheriff.	The sheriff was shot.
I am shooting the sheriff.	The sheriff is being shot.
I have been shooting the sheriff.	The sheriff has been being shot.
I will shoot the sheriff at noon.	The sheriff will be shot at noon.
The sheriff refuses to surrender.	Surrender is refused by the sheriff.
The sheriff refused to surrender.	Surrender was refused by the sheriff.
The sheriff died.	Death happened to the sheriff.
I killed the sheriff.	The sheriff was killed by me.

Generally speaking, active voice is stronger than passive voice. Use active voice whenever possible and appropriate. Doing so will help you write clear, concise sentences. That said, absolute avoidance of the passive voice is unnecessary, unproductive and counter intuitive. You will encounter passive voice constructions in your reading and research. Scientific papers, for example, are commonly written in the passive voice as a means of avoiding use of the first person, attempting to divorce the author from the research and purporting to let the "data" speak for itself. Be aware that those goals can be taken to extremes and used to mask the true purpose of a research project or the agent responsible for a particular action. Consider, for example, the statement "mistakes were made and lives were lost." Who made the mistakes that resulted in loss of life? This use of passive voice is an attempt to avoid accepting responsibility for both the mistakes and the deaths. While that may seem an appealing goal to an author, it is the antithesis of good research and responsible writing. See the University of North Carolina's web-handout on passive voice (<http://www.unc.edu/depts/wcweb/handouts/passivevoice.html>) for additional information.

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APPENDIX F

Source Documentation and Citations
from
Communicative Arts Directive, U.S. Army War College,
Carlisle Barracks, PA (2011), pp. 19-26.

Used by permission of Dr. Larry Miller, Director of
Communicative Arts, U.S. Army War College

Source Documentation and Citation Requirements

[The following samples are allowable under the Chicago manual of Style, 15th Ed.] **ICAF students use only the endnote format.** If referencing a document type that does not appear below, use the Chicago manual to format the citation as closely as possible to the style specified herein.

First, identify the type of source to be referenced. Is it a book, article, government document or something else, perhaps a letter, speech or interview? Each type of source has a prescribed form that occurs in a precise sequence. Each comma, capital letter, space, colon, bracket, date, and page number has an explicit function and a prescribed position when documenting the source material. It is more economical and efficient to collect all documentation at the time the material is encountered than to try to re-construct it later from incomplete details and a fading memory. Proper source documentation is impossible if the necessary specifics are not at hand.

Creating Endnotes. MS Word endnotes are easy to create (see also MS Word "Help"):

1. Place the cursor where you want the endnote (typically at the end of a sentence).
2. Click on the "References" tab and then click the "Insert Endnote" button in the Footnotes group.
3. In the "Footnote and Endnote" box, select:
 - a. Location: Endnotes
 - b. Format: Number Format: 1, 2, 3, ... (Arabic Numerals)
 - c. Click "Insert" at the bottom of the box. This puts a superscript number at the desired location and the cursor at the end of the document where you enter the citation.
4. Once your citation is complete, double click the note number to return to the text location.
5. Notes will be automatically renumbered when inserted, deleted or rearranged.
6. These selected settings will remain the same for the duration of your MS Word session.

You may also use Write-n-Cite, available on your ICAF computer.

Endnote Citation Format—First Use

The first time a work is cited in an endnote, the entry should be documented in its complete form. Subsequent references, however, may be handled in a shortened form or, where appropriate, designated by the Latin abbreviation "Ibid."—meaning "in the same place"—(see "*Repeated Endnotes*" in the next section). The following are examples of first-use endnote citations for a variety of commonly encountered sources. For course papers some faculty require a bibliography in addition to endnotes. The format for bibliographic citations is available on the Communicative Arts Homepage. The final SRP/PRP never includes a bibliography.

❖ BOOK CITATIONS.

Single
author

¹John Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23.

Use the full name of the publisher absent the abbreviations "Inc.," "Ltd.," "S.A.," and an introductory "The." An ampersand (&) may be used in publishers instead of the word "and." Turabian offers alternative forms, but use this form for USAWC research documents.

Two
authors

²Harold Vetter and Gary Perlstein, *Perspectives on Terrorism* (Pacific Grove: Brooks Publishing, 1991), 12.

Three
authors

³Fenner Milton, Scott Davis, and John A. Parmentola, *Making Space Defense Work* (Washington, DC: Pergamon-Brassey's, 1989), 117-18.

More than
three
authors

⁴Andrew J. Bacevich et al., *American Military Policy in Small Wars: The Case of El Salvador* (Washington, DC: Pergamon-Brassey's, 1988), 52.

Cite only the first author, then "et al."

Association
or institution
as "author"

⁵American Library Association, *Librarian's Guide to the New Copyright Law* (Chicago: American Library Association, 1978), 44.

Editor
or
compiler
as "author"

⁶Robert L. Pfaltzgraff, Jr. and Richard H. Shultz, Jr., eds., *The United States Army: Challenges and Missions for the 1990s* (Lexington, MA: Lexington Books, 1991), 30.

Use "ed.," "eds.," "comp.," "comps." as appropriate. Also, notice here we have included a state abbreviation to help identify the city because it could be confused with another.

Translated
work

⁷Wolfgang Leonhard, *Betrayal: The Hitler-Stalin Pact of 1939*, trans. Richard D. Bosley (New York: St. Martin's Press, 1989), 211.

Book in a series ⁸Thomas L. Pangle, *The Ennobling of Democracy: The Challenge of the Postmodern Age*, Johns Hopkins Series in Constitutional Thought (Baltimore: Johns Hopkins University Press, 1992), 225.

Edition other than first ⁹Samuel Noory, *Dictionary of Pronunciation: Guide to English Spelling and Speech*, 4th ed. (New York: Cornwall Books, 1981), 10.

Book Chapter (same author) ¹⁰Kenneth R. Young, "Into the Wilderness," in *The General's General: The Life and Times of Arthur MacArthur* (Boulder: Westview Press, 1994), 119.

Book Chapter (with editor or different author) ¹¹Max G. Manwaring, "Limited War and Conflict Control," in *Conflict Termination and Military Strategy: Coercion Persuasion, and War*, ed. Steven J. Cimbala and Keith A. Dunn (Boulder: Westview Press, 1987), 59.

Secondary source of a quotation ¹²J. F. C. Fuller, *Grant and Lee* (Bloomington: Indiana University Press, 1957), 82, quoted in Roger H. Nye, *The Challenge of Command* (Wayne, NJ: Avery, 1986), 28.

No publisher given ¹³R. J. O'Rourke, *Anzio Annie: She Was No Lady* (Fort Washington, MD, 1995), 220.

If no publisher is listed, use just the place (if known) and date of publication.

No place given ¹⁴S. L. A. Marshall, *The Christmastide Battle* (n.p.: Cowles, 1968), 52.

Use "n.p." when no place is given. If both the publisher and place are missing, "n.p." with the date is sufficient. If only a date follows the place of publication, use a comma after the place, instead of the usual colon.

No date given ¹⁵Nigel White, *Keeping the Peace*, 2nd ed. (New York: Manchester University Press, n.d.), 25.

Use the abbreviation "n.d." if no publication date is given anywhere on the publication.

USING ABBREVIATIONS: The abbreviations "n.p." and "n.d." are typically used where one expects a place, publisher, or date to be included in the entry. They are not used for electronic sources.

❖ ARTICLE CITATIONS.

Journal article ¹⁶John M. Nolen, "JCS Reform and the Lessons of German History," *Parameters* 14, no. 3 (Autumn 1984): 15.

Volume numbers are given in Arabic numerals following the name of the journal. If there is an issue number, it follows the volume number, separated by a comma and preceded by "no."

Issues with no month or season ¹⁷Kenneth Brooten, Jr., "The U.S. Special Operations Command," *Journal of Defense & Diplomacy* 5, no. 10 (1987): 22.

If the issues are numbered only—with no month or season—the issue number is given after the volume number, following a comma, and is preceded by the abbreviation "no."

Issues ¹⁸Steven J. Sosebee, "Seeds of a Massacre: Israeli Violations at

with number and year only Harim Al-Sharif, " *American-Arab Affairs*, no. 36 (1991): 104.
When issue number alone is given, a comma separates it from the title of the periodical.

No author given ¹⁹"United Nations Peacekeeping Operations: Supporting U.S. Interests," *DISAM Journal* 17 (Summer 1995): 54.

Newspaper article ²⁰Michael Hinds, "The Texas Congressman behind the Amendment," *New York Times*, June 12, 1992.

If the name of an American newspaper does not include the name of the city, add the city before the newspaper title and italicize both (i.e., *Harrisburg Patriot*), or, if the name of the city is not well known, give the name of the state in parentheses (i.e., *Carlisle (PA) Sentinel*). Omit page numbers. See Turabian for more rules about newspaper citations.

Magazine article ²¹Steven Waldman, "Deadbeat Dads," *Newsweek*, May 4, 1992, 46.

Magazines of general interest, (e.g. *Newsweek*), even though they may carry volume numbers, are best identified by date alone. The date then takes the place of the volume number and is not enclosed in parentheses. The magazine name is followed by a comma.

❖ MILITARY PUBLICATION CITATIONS.

Army regulation ²²U.S. Department of the Army, *Effective Writing for Army Leaders*, Army Regulation 25-50 (Washington, DC: U.S. Department of the Army, November 21, 1988), 3.

Use the same style for Field Manuals, Pamphlets, and other military publications. For Joint Publications, use U.S. Joint Chiefs of Staff as author and publisher.

❖ PUBLIC DOCUMENT CITATIONS.

Congressional hearings ²³U.S. Congress, Senate, Committee on Foreign Relations, Special Subcommittee on War Powers, *The War Power after 200 Years: Congress and the President at a Constitutional Impasse: Hearings before the Special Subcommittee on War Powers of the Committee on Foreign Relations*, 100th Cong., 2nd sess., July 13, 1988, 11.

Congressional testimony ²⁴Edward M. Kennedy, "National Intelligence Estimate—Iraq," *Congressional Record* (September 29, 2006): S10523.

See Turabian, pp. 206-08, for more rules about Congressional publications.

Public law ²⁵*Atomic Energy Act of 1946*, Public Law 585, 79th Cong., 2nd sess. (August 1, 1946), 19.

National Security Strategy ²⁶William J. Clinton, *A National Security Strategy for a New Century* (Washington, DC: The White House, October 1998), 46.

Federal ²⁷U.S. Office of Management and Budget, *Budget of the United States Government, Fiscal Year 1998* (Washington, DC: U.S. Government Printing Office, 1997), 4.

GAO ²⁸U.S. Government Accountability Office, *Special Operations*

report *Forces: Report to Congressional Committees* (Washington, DC: U.S. Government Accountability Office, September 2007), 3.

Posture statement ²⁹Michael P. W. Stone and Gordon R. Sullivan, *Strategic Force, Strategic Vision for the 1990s and Beyond: A Statement on the Posture of the United States Army, Fiscal Year 1993*, Posture Statement presented to the 102nd Cong., 2nd sess. (Washington, DC: U.S. Department of the Army, 1992), 3.

U.S. Constitution ³⁰U.S. Constitution, art. 2, sec. 1.

❖ *INTERVIEW CITATIONS.*

Published source ³¹Yasir Arafat, "Arafat Talks: Marriage, Peace and the Plane Crash: An Exclusive Interview with the PLO Leader," interview by Tony Clifton, *Newsweek*, May 4, 1992, 41.

Unpublished interview by writer of paper ³²Governor Kirk Fordice of Mississippi, interview by author, Jackson MS, July 23, 1996.

If person interviewed is a member of the Armed Forces, show rank and branch of service.

Telephone interview ³³GEN John Abizaid, U.S. Army, Commander, U.S. Central Command, interview by author, March 19, 2005.

Military rank should be shown in standard abbreviated form appropriate to the specific service.

Unattributed interview ³⁴Interview with confidential source, February 17, 2009.

Explain the absence of a source's identity briefly in an endnote. Unattributed interview data should be used very sparingly and only when complete confidentiality is absolutely essential. A source must grant the author permission to quote even if confidentiality is being honored.

❖ *MEMORANDA CITATIONS.*

Memo ³⁵U.S. Secretary of Defense Dick Cheney, "Review: Calendar Year 1991 Schedule," memorandum for Secretaries of the Military Departments, Washington, DC, January 22, 1992.

Use double quotation marks to set off the memorandum's subject line.

❖ *USAWC SPEAKER CITATIONS.*

Specific lecture ³⁶Sam Mosely, "Foreign Policy," lecture, U.S. Army War College, Carlisle Barracks, PA, May 19, 1997, cited with permission of Mr. Mosely.

Statement regarding special permission is mandatory. The non-attribution policy requires specific written approval from a speaker whenever citing potentially identifying information.

❖ *USAWC STUDENT PAPER CITATIONS.*

³⁷Bertram B. Armstrong, *The Army Image*, Strategy Research Project (Carlisle Barracks, PA: U.S. Army War College, April 10, 2000), 15.

❖ *CONTENT NOTE CITATIONS.*

³⁸For background on the Muslim Brotherhood, see John L. Esposito, *The Islamic Threat: Myth or Reality?* (New York: Oxford University Press, 1992), 120-33.

Source material may be worked into a sentence, or may follow as a separate item.

❖ *VIDEO OR DVD CITATIONS.*

³⁹Peter Markle, dir., *Bat 21*, VHS (Culver City, CA: Media Home Entertainment, 1989).

Whenever relevant, give producer or director's name first; otherwise list the title, capitalized headline style and italicized. Follow with facts pertinent to the purpose of the entry (e.g. names of actors), and facts necessary to find the reference. For a DVD, indicate "DVD" after the title.

❖ *BRIEFING CITATIONS.*

⁴⁰Dylan V. Shope, "Peace Forces," briefing slides with scripted commentary, Carlisle Barracks, PA, U.S. Army War College, July 23, 2001.

❖ *ELECTRONIC MAIL MESSAGE CITATIONS.*

⁴¹Robert F. Parkison, e-mail message to author, May 2, 2002.

❖ *ARTICLES RETRIEVED FROM SUBSCRIPTION DATABASES.*

ProQuest ⁴²Hansan-Askari Rizvi, "Civil-Military Relations in Contemporary Pakistan," *Survival* 40, no. 2 (Summer 1998): 96, in ProQuest (accessed May 15, 2005).

LexisNexis Academic ⁴³Steven Simon and Jeff Martin, "Terrorism: Denying Al Qaeda Its Popular Support," *Washington Quarterly* 28, no. 1 (Winter 2004): 129, in LexisNexis Academic (accessed June 26, 2005).

Use the same style for articles from the Library's other commercial full-text databases, such as JSTOR and Wilson OmniFile.

❖ *ELECTRONIC SOURCES RETRIEVED FROM THE INTERNET*

Pagination is important for print publications, but is often meaningless for electronic sources that can usually be searched by keywords or phrases. Therefore, if paging is not apparent, do not include it.

Home
page
File linked
from a
home page

⁴⁴*The United States Army Home Page*, <http://www.army.mil>
(accessed June 19, 2005).

⁴⁵Joe Smith, "Soldier Awarded Purple Heart," May 23, 2005, linked
from *The United States Army Home Page* at "Soldier Stories,"
<http://www4.army.mil/ocpa/soldierstories> (accessed June 14, 2005).

Document

⁴⁶Michael Schrage, "Information-Age Have-Nots? Let Them Read
Books," January 9, 1994, [http://www.cadsim2.gmu.edu/mon/Academia/
ShragueLetThemReadBooks.html](http://www.cadsim2.gmu.edu/mon/Academia/ShragueLetThemReadBooks.html) (accessed July 23, 1996).

Internet documents are often revised, altered, or moved, so include both the publication date, if available, and the date the user accessed the site. See Turabian, pp. 137-40, for more details.

Document
(no date)

⁴⁷U.S. Army Base Realignment and Closure Division, "Base Realign-
ment and Closure Definitions," [http://www.hqda.army.mil/acsim/brac/
definition.htm](http://www.hqda.army.mil/acsim/brac/definition.htm) (accessed June 13, 2005).

URLs that need to be broken at the end of a line, should be broken at the slash (/) or other punctuation. Never add a hyphen in a URL to denote a line break.

Book
or other
complete
work

⁴⁸John M. Shalikashvili, *Joint Vision 2010* (Washington, DC:
U.S. Joint Chiefs of Staff, 1996), 6, [http://www.dtic.mil/jv2010/
jv2010.pdf](http://www.dtic.mil/jv2010/jv2010.pdf) (accessed June 12, 2003).

Citations to Internet documents can often follow the same general pattern as citations to printed materials. In the endnote above, the title of an on-line book or other complete work was italicized. If known, include publishing information and paging.

Journal
article

⁴⁹John Nelson, "Denying the Enemy Access to Decisive Points,"
ADA Magazine Online, May 2001, [http://147.71.210.21/adamag/
May%202001/jommni.htm](http://147.71.210.21/adamag/May%202001/jommni.htm) (accessed May 10, 2001).

❖ E-BOOK ON AN E-READER.

⁵⁰Thomas H. Davenport and John C. Beck, *The Attention Economy:
Understanding the New Currency of Business* (Cambridge, MA: Harvard
Business School Press, 2001), Kindle e-book.

At the end of the citation, note what type of e-book reader/program was used, for example: Nook, Kindle, iPad application, etc.

❖ MULTIPLE SOURCES IN ONE ENDNOTE.

⁵¹Michael M. Lombardo, *FYI: For Your Improvement*, 5th ed.
(Minneapolis: Lominger International, 2009), 135; John Allen Williams, "The
Military and Society beyond the Postmodern Era," *Orbis* 52, no. 2 (Spring
2008): 203, in Wilson OmniFile (accessed November 15, 2009).

When using several sources to make a single point, place one superscript at the end of text. Then group sources into one endnote, listing each completely, separated by semicolons.

Endnote Citation Format—Repeated Use

Give a complete citation the first time you cite a work and then shorten subsequent endnotes. Compose nonconsecutive subsequent endnotes in the author-title form, using only the author's last name and a shortened title of up to four distinctive words from the full title. See Turabian pp. 154-59.

First reference to a book ¹John M. Collins, *America's Small Wars: Lessons for the Future* (Washington, DC: Brassey's, 1991), 23.

Consecutive reference, same pg. ²*Ibid.*

Consecutive reference, different pg. ³*Ibid.*, 49.

First reference a document ⁴U.S. Department of the Army, *Effective Writing for Army Leaders*, to Army Regulation 25-50 (Washington, DC: U.S. Department of the Army, November 21, 1988), 3.

First reference to a book by another author ⁵David E. Long, *The Anatomy of Terrorism* (New York: Free Press, 1990), 15.

Nonconsecutive document ⁶U.S. Department of the Army, *Effective Writing for Army Leaders*, 33.

First reference to a journal article ⁷John M. Nolen, "JCS Reform and the Lessons of German History," *Parameters* 14, no. 3 (Autumn 1984): 15.

Content note (first reference to this book) ⁸For background on the Muslim Brotherhood, see John L. Esposito, *The Islamic Threat: Myth or Reality?* (New York: Oxford University Press, 1992), 120-33.

Nonconsecutive book reference ⁹Long, *The Anatomy of Terrorism*, 35.

Nonconsecutive article reference ¹⁰Nolen, "JCS Reform," 16.

Nonconsecutive reference to previously cited content note. ¹¹Esposito, *The Islamic Threat*, 121.