

Challenge to ROTC on campus at NEIU, filed by the Women's Studies Department, and other associated faculty, April 16, 2009

The Army references AR 145-1 in its syllabi for the four proposed Military Science courses. A review of AR 145-1 reveals the following questions and concerns:

Faculty governance:

1. Paragraph 2-2(a) states: "All ROTC activities and functions at an institution are grouped under and organized into the Department of Military Science. In institutional matters, the designated administrative official has the same control over the Department of Military Science as with other departments in the school." Providing ROTC courses at NEIU creates a new academic department. See 2-4(a)(4)(a).
2. The title of "professor of military science" is give to the "senior commissioned Army officer assigned to duty with a Senior ROTC detachment." Glossary to AR 145-1, p 58
3. Paragraph 2-4(h) states that host institutions must "Include a representative of the Dept of Military Science, designated by the Professor of MS, on all faculty committees that directly affect the Department of Military Science."
4. Paragraph 2-4(a) states that host institutions must agree to the following: "Adopt, as part of the School's curriculum, the program of instruction for the SROTC Program." Provide adequate facilities for conducting a SROTC program. Facilities should be equal to the facilities provided to other departments or other elements of the school." "Provide secretarial support, janitorial and grounds upkeep, printing and publication support, communication services, and other required support in the same manner that is provided to other departments."
5. Paragraph 2-12(b) states that "Each school must: (1) Maintain sufficient enrollment in Military Science classes to meet or exceed officer production requirements (normally 15 officers for a host program and 10 officers for an extension center.)"
6. Paragraph 2-3(a): "The Army SROTC program is a cooperative effort, contractually agreed to between the Army and host institution..." Has the FCAA been given a copy of the proposed contractual agreement?
7. Paragraph 5-2(b) discusses the training and education that ROTC will provide. "All instruction must meet the following requirements: 1) Provide stated learning

objectives. 2) Is adopted by the host school as part of its curriculum.” The following section states: The ROTC curriculum should accomplish program objectives that will be most appropriate to the host institution’s curriculum. **The ROTC curriculum should receive the same degree of program support as other elements of the curriculum.**” 5-2(c) “Wearing the uniform and executing close order drill are considered necessary parts of ROTC leadership development.” 5-2(e)

8. Paragraph 1-13(c) states that “ROTC programs will be suspended on full mobilization.” What happens to the participating students?

Students: Students who are not allowed to enroll in ROTC courses are termed “Ineligibles”. AR 145-1, 3-3. Included *inter alia* in the list of Ineligibles are the following:

- 1) Conscientious objectors, 3-3(b)(1)
- 2) Students who engage in homosexual conduct, and/or who identify themselves as homosexual or bisexual, “or words to that effect.” 3-3(b)(2) “Applicants to the SROTC Program will be informed of the separation policy concerning homosexual conduct.” Homosexual conduct is defined in paragraph 3-3(f)(1)(a) as: “a homosexual act, a statement [sic] by the student that demonstrated a propensity or intent to engage in homosexual acts or a homosexual marriage or attempted marriage.” There is a procedure outlined for determining whether the evidence of a student’s homosexuality is reliable. If the student is found to be homosexual or bisexual, the student will not be allowed to enroll in the MILS program, and/or will be separated from the Program if already enrolled. There are two instances, however, when a student will not be rejected although found to be homosexual: if s/he is claiming homosexuality to avoid military service; and if “rejection or disenrollment of the student would not be in the best interest of the Army.” 3-3(f)(7)(a-b)
- 3) Students who have “a pre-trial diversion for a felony, any civil conviction, an adverse adjudication, or any type of court-martial conviction...” 3-3(b)(3), with some exceptions.
9. Students must be citizens of the US, paragraph 3-8, with the following exception: alien students who possess papers that establish status “as an immigrant, refugee, or nonimmigrant alien” and are recommended by the “proper school authority” and the professor of military science. 3-29(a) AR 3-29(a) states: “Active recruitment of nonimmigrant aliens will be avoided.”
10. Students who are applicants to the ROTC program have additional requirements included in paragraphs 3-6 through 3-9. These restrict students by age (between 17 and 30), number of dependents (limit: 3), marital status (no husband/wife teams if they have a dependent under 18), and character. Candidates to the program may not be HIV positive, and must meet other medical requirements.

ROTC participating students “are divided into three categories: auditing students, conditional students, and alien students. Students who are ineligible or become ineligible

for enrollment as a ROTC cadet may, if desired by school authorities and approved by the PMS, participate in the ROTC program in one of the categories....” This participation is possible only if the students “1) are not authorized access to classified instructional material. 2) They are in good standing **and attending school full time.** 3) **There is no loss in effectiveness of military instruction.** 4) Such participation is not otherwise prohibited by law, DOD Directive or Army Regulations.” Generally, NEIU does not limit enrollment in individual courses depending upon the student’s part-time or full-time status. It is clear that participating students are being treated differently from Army ROTC Cadets in the four courses and that they may be excluded from the course if the instructor decides that there is a loss in effectiveness of military instruction.

Scholarships: One of the arguments for the presence of ROTC on campus is that there will be scholarships provided to NEIU students. There are a number of requirements for eligibility for these scholarships including most importantly that students agree to enlist for a period of 8 years (3-34(a)(2)).

ROTC goals: Paragraph 1-6(a) states: “The objectives of the ROTC Program are to— (1) Attract, motivate, and prepare selected students to served as commissioned officers in the Regular Army (RA), Army National Guard (ARNG), and the US Army Reserve (USAR). (2) Provide ROTC cadets with the basic concepts and principles of military art and science.”

Paragraph 1-4(g) states: “The ROTC region commanders will ensure that sufficient numbers of qualified cadets are recruited, selected... and commissioned to meet objectives of the US Army in the disciplines provided by DCSPER.” Paragraph 1-9, “Recruiting responsibilities,” states that “the DCSPER will 1) Determine the qualitative and quantitative requirements for officers to be commissioned through the ROTC Program.” In section 1-9(b)(1) and (2), the ROTC will 1) conduct market analysis and devise programs to penetrate the market. 2) Establish specific qualitative and quantitative production missions for each region.”

Paragraph 2-12(d) discusses the value a unit provides to the Army. “Viability includes: (1) Quality of the officers produced, including academic degrees, specialties, and grade point averages. (2) The cost of maintaining the unit. (3) **The kinds (hard to recruit categories) of officers produced, including minority graduates to meet Army commissioning requirements.** (4) The number of officers produced by the unit. (5) The number and location of units in the metropolitan area or State concerned.”

Campus climate: Paragraph 2-3(b) states as follows in its entirety: “The Army is willing to receive valid criticism, regardless of source, to maintain a working program. The right of orderly campus dissent is recognized. **However, anti-ROTC activities that degrade and distort the Army image will not be ignored.** When a host institution does not support the ROTC Program, consideration will be given to disestablishment.” (emphasis supplied)

From: "Perlow, Olivia" <O-Perlow@neiu.edu>
Date: Tue, 7 Apr 2009 15:32:46 -0500
To: "Stockdill, Brett" <b-stockdill@neiu.edu>
Subject: ROTC at NEIU

Dear Brett:

Please inform the Faculty Council on Academic Affairs that on March 6, 2009, the Sociology Department faculty voted unanimously to support the Women's Studies challenge to the ROTC proposal at NEIU. The ROTC and the U.S. military support ideologies and enact policies and practices that are inconsistent with many of the goals put forth in the Mission Statement of the Sociology Department. In particular, we are committed to multiculturalism, understanding and respecting differences, appreciating social and intellectual diversity, and social justice. We are particularly troubled by the military's systemic targeting of teenagers in communities of color to fight in unjust and racist wars in places like Vietnam, Iraq, and Afghanistan. Thank you.

Sincerely,

Olivia Perlow
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ROTC Contributes to the Militarization of Society

My comments focus on a broader issue, and that is the role of universities in a democratic society in the face of the increasing and pervasive militarization of our society.

President (and General) Eisenhower warned at the end of his presidency in 1961 that: "We must guard against the acquisition of unwarranted influence, whether sought or unsought, by the military-industrial complex." Eisenhower's warning was about a system that would greatly erode democratic, civilian control of our society: A large, permanent military apparatus, tightly joined with our economy through production of weapons and military supplies, and deeply intertwined with Congressional politics through the location of jobs in every congressional district related to the military. This complex Eisenhower warned about has only grown in size and complexity since his warning. The invasion of university campuses by military training programs is another facet of this erosion of civilian and democratic values as the primary character of our society. When these relationships are so pervasive and institutionalized, they become part of the taken-for-granted reality that we live in. That is the militarization of our culture.

I propose that allowing the ROTC to come to our campus is promoting the militarization of academia in general and our institution in particular. More broadly, the our militarized culture can be seen in:

Fashion -- Camouflage is pervasive in inexpensive children's clothes and shoes.

Toys -- while kids have had toy guns for generations, the variety and sophistication of military weapon toys today goes far beyond the toy soldiers and pistols of 40 years ago.

Video games -- many video games for various platforms have a military theme and are touted for being ever more realistic. In fact according to P.W. Singer, a scholar at the Brookings Institution, the military is finding that new recruits require less training on sophisticated weapons systems because they arrive already partially "trained" by video games.

Other forms of entertainment that celebrate and glorify soldiers and military action. I love a good action film too, but as one trained to think critically and in a historical and political context, I know that the stories and images are shaping a particular cultural attitude.

Not least, the entry of the military into education of children.

The ROTC is a facet of military recruiting and is also a piece of this militarization of our culture. If it is everywhere, then we as Americans become accustomed to soldiers and military practice everywhere. This is dangerous for democratic society. The military is not a democratic institution, and although we are fed propaganda that its role is to "protect democracy and freedom" there is extensive historical

evidence that our military excursions are about protecting strategic economic interests of the powerful more than democracy.

In the wake of the massive, popular anti-war movement during the Vietnam war, there followed cultural efforts to rehabilitate the image and reputation of the soldier. By the time of the Gulf War I, criticism of war had to be couched in a defense of soldiers. This may be an honorable stance to take in relation to individual people who join the military for a variety of reasons. But it cannot be used as a foil to prevent critical analysis of the role of the military in our society

The military spends \$ 4 billion per year on recruitment. If they want to give scholarships to students who enroll in ROTC, by all means I think they should go ahead. The military has its place in society. I even acknowledge its necessity. But that does not mean that it should be institutionalized on every university campus through the presence of the ROTC. Our values are at odds. We have an interest in preserving a space for civilian, open, democratic intellectual inquiry. That is not what the ROTC program is about.

Nancy A. Matthews

Justice Studies and Women's Studies

MEMORANDUM

TO: Lieutenant Colonel Thomas

FROM: Brett Stockdill, Faculty Council on Academic Affairs

DATE: January 29, 2009

RE: MILS Curricular Proposals

The Faculty Council on Academic Affairs voted today to rescind its prior approval of the MILS 101, 102, 201, and 202 curricular proposals in light of the challenge raised by the Women's Studies Program.

**Cc: Laurie Fuller, Coordinator, Women's Studies Program
Lawrence Frank, Provost**