Soldiers in an all volunteer force

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Soldiers In An All Volunteer Force

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A thesis submitted to the Graduate Faculty of

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In

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Dedication

To all the soldiers in the United States military.
Acknowledgements

I would like to thank all of those who believed in me and helped me along the process of writing this work. First I would like to thank my parents and my family for always being there when I needed you most. You never waivered in you belief in me, and have always were there to listen. Second, I would like to thank Dr. Dillard for his help in guiding me through the rough points and showing me that there is light at the end of the tunnel. I really appreciate all of the work you put in to this project. I would also like to thank the James Madison University History department for all of their help and guidance. Lastly, I would like to thank all of the soldiers included in my study. You allowed me to illustrate your experiences through this work. You have allowed for others to learn from your experiences, both good and bad, giving a clearer understanding of the “all volunteer” force. Thank you all for your hard work and dedication.
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Abstract

This work focuses on several themes that deal with the idea of motivation in the military. The primary focus is to view the soldiers in the “all volunteer” force in order to examine their sources of motivation. The majority of sources came from interviews conducted with active duty, reservist, and retired soldiers who were deployed to Iraq and/or Afghanistan. The work examines how the evolution of the “all volunteer” force has changed since its inception in 1973, primarily focusing on the soldiers who were involved in the wars in Iraq and Afghanistan. There are several reasons for why a citizen decides to join the military; this work proves that a military family tradition exists in the United States. The military family tradition is a very strong motivating force that acts upon citizens that have family members in the military. The study also focuses on the idea of patriotism as a motivating factor on soldiers that were already in the military. This is examined through the experiences of soldiers during the attacks on September 11, 2001. The soldiers in the military did not use September 11th as their main motivation to fight; they believed that it was their job to fight. The experiences of these soldiers illustrated that September 11th propelled them from the peacetime military to a wartime military. The U.S. soldier and the military have changed in several areas since the development of the “all volunteer” force. This work examines how the soldiers in the “all volunteer” force have experienced the military and how the military as a whole has changed.
Introduction

1 Image obtained from Staff Sergeant Linsey Clarke on 01/16/2012. The picture was taken during Staff Sergeant Clarke’s deployment to Afghanistan in 2009, and is of his Special Forces group. This pictures Army Special Force 3rd Group in Afghanistan in 2009.
Through the history of man there have been conflicts over land, power, riches, and beliefs. Man is, and always will be, driven by these factors, eventually leading him to war and conflict. War may have changed, but the reasons for war have remained very similar. During the late 20th century the United States became engaged in several conflicts with an Islamic extremist group named Al Qaida. Al Qaida believes that the United States has infringed on their holy land and need to be expunged from the area. Al Qaida’s motives for war are not new, but the way in which it fights and the extreme measures that it uses are new to the United States. The United States military was forced to change the way it fights because of the new extremist tactics used by Al Qaida. One of the major changes that would take place would be the use of an all volunteer force. The new “all volunteer force” would, in theory, represent all of the citizens in the United States. There are several questions about the new “all volunteer force” that will help shed some light on how the military has changed and who the soldiers are that are involved in this “all volunteer force”. After developing an understanding of who and what the “all volunteer” soldier is, then one can begin to discover why the soldiers have decided to pledge their service to the military and the country.

A discussion of the motives that elevate a soldier to perform his duties in the military has not been deeply studied by historians in the past. The study of the motivation of soldiers in the Iraq and Afghanistan Wars is a new topic that has received little historical scholarship. This is very recent history, but extremely important because

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2 The new “all volunteer force” is a new type of military that the United States has used for the past 39 years, beginning in 1973. This followed the conscription military service that served during the Vietnam War. The reason for going to the “all volunteer” service was to increase morale and to give a true sample of the pool of ethnicities in the country. The government and leaders in the military observed that the conscription services of the past had a lot of trouble keeping morale up. They also found that they were able to recruit and maintain a much more motivated force with the new “all volunteer” service. To learn more about the “all volunteer” military please see....
of the information obtained from the soldiers who were in combat zones in Iraq and/or Afghanistan. Soldiers are the only ones who can describe everyday life during the Iraq and Afghanistan Wars because these soldiers were deployed to these two combat zones. The “all volunteer” soldiers have, as a group, gone through more deployments than any other U.S. military force in the Nation’s history. Soldiers in today’s modern military are subject to multiple deployments, as well as multiple theaters. They could be deployed several times during their career in the service to either Iraq or Afghanistan.

The research for this work was meant to focus on the soldiers in the U.S. military that were deployed to Iraq and Afghanistan. This work is not meant to have a political stance on whether the wars with Iraq and Afghanistan are justified. This work is focused on those soldiers who were fully engaged in the AVF and the two conflict zones. The main ideas that should be taken away from the discussion are the motivating factors that have inspired these soldiers to join the new “all volunteer force”, and their experiences in the “all volunteer force”. This examination focuses on what the soldiers are experiencing, and their views of the “all volunteer force”.

The research used to answer the questions about why these soldiers have decided to join, and what motivates them to continue their duties in the military come from a wide variety of sources. The main sources used were interviews with veterans, active duty, and reserves in the U.S. military. The main focus of the interviews is to help illustrate the personal experiences that each of these soldiers had while deployed to Iraq and/or Afghanistan. Each soldier has different experiences and memories about their deployment(s). Like Stephen Ambrose in Citizen Soldiers, I wanted the soldiers to
“speak with their own voices and in their own words.”

3 The work gives the soldiers a chance to tell their stories and their feelings about being in the U.S. military.

Other sources that are utilized in this work are several primary sources that have focused on the wars in Iraq and Afghanistan. Several of these books use letters, blogs, emails, and journals to tell the soldiers story of deployments. Many of these sources discuss matters ranging from instances of combat to issues with family members on the home front. There has also been a lot of research in newspapers, web pages, and recent movies to help show what the public is seeing and hearing. This research will help show the contrast between the combat zones and the home front. 4 There is also an examination of popular culture and the view that the home front has about the wars in Iraq and Afghanistan. Research into the popular movies and TV series’ will help show the contrast between the battlefront and the home front. All of these sources will allow for a very diverse sample of soldiers. They will also allow for the discussion to go beyond the wars, stretching to the home front and popular media.

There have been several historical works written about what motivates soldiers in the midst of combat and why soldiers decided to join the military. Most of these works have concentrated on previous wars such as the Civil War, World War I, World War II, and Vietnam. Historians have tried to use letters and journals about soldiers’ experiences in conflicts. Research on the role of motivation is a new avenue to the field of historical research. This research has been limited because of the availability of accurate sources


4 I realize that many of the sources used from newspapers will have a biased view. Most of them trying to place a patriotic or popularized swing to the wars in Iraq and Afghanistan. I hope to read through the politics and bias to give a sophisticated and academic portrayal of the soldier’s experiences.
and the limitations on those sources. Historians began the study of motivation in the military around 40 years ago. I have included many of these historians and their research to help portray how motivation has changed from war to war. This will also help with understanding how these conflicts have evolved over time.

Prominent Civil War military historian James M. McPherson has done a distinct amount of research on the idea of motivation in the military. In *For Cause and Comrades: Why Men Fought in the Civil War*, McPherson analyzes the reasons why soldiers, on both sides of the conflict, would join and fight in the civil war. McPherson utilizes the letters and journals of the Civil War soldiers as the primary sources in his work. As previously mentioned, McPherson is limited by the use of letters and journals because he can only go as far as the sources will let him. He attempts to overcome this obstacle by creating a larger pool of soldiers. In his work he does not focus on the Confederates or the Federals, he forms his argument around the soldiers on both sides in the Civil War.

McPherson argues that the soldiers involved in the Civil War were motivated to fight for the cause and for their comrades. He describes several different forms of motivation throughout his work that motivated soldiers, but he concludes that the soldiers were there for the cause and for the men that they were fighting beside in the line. McPherson does a very nice job at letting the soldiers speak for themselves in their own words. This allows the reader to place themselves in the soldier’s shoes.  

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5 James M. McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*, (Oxford: Oxford University Press, 1997). Pp. vii – 237. McPherson’s work illustrates the reasons for soldiers on both sides of the conflict to engage in war. His main argument is that they fought for the cause, meaning the creation of a new nation on the southern side and to maintain the union on the northern side. He also states that they fought for their comrades, meaning that they formed a type of brotherhood with the men in their company.
Civil War historian Kenneth W. Noe added a very significant work to the study of military motivation in his work *Reluctant Rebels: The Confederates Who Joined the Army after 1861*. This is one of the most recent works about the motivation and cause for Confederate soldiers to join and fight the war. Kenneth Noe disproves the idea that later enlisting soldiers joined for the wages that were offered a few years after the Civil War began. He also disproves that the later enlisting soldiers were cowards. He states that the later enlisting soldiers in the Confederate Army were just as motivated as the soldiers that joined when the war started. Noe argues that the later enlisting soldiers joined for several different reasons. In Noe’s work it was not the thought of patriotism or comrades that motivated the later enlisting Confederates. The factors that seemed to motivate the later enlisting Confederates was the threat to their homes by an encroaching enemy. They had a deep desire to protect and save their homes and their families. Many of these men did not want to go fight, but felt they had no choice but to protect their families and land. Noe sums up his work by stating the feelings of the Confederate soldiers, “…most of whom simply longed for the “cruel war” to end in their favor so that they could return to their families and farms.”

Kenneth Noe, like McPherson, was limited by the use of his sources. The majority of his primary sources were letters and journals from the later enlisting Confederates. He also limited his research by focusing on later enlisting Confederates, where McPherson broadened his pool by researching both sides of the conflict. The main problem that military historians have with researching motivation and experience in

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battle is that they are limited by their sources. They have tried to overcome this limitation by placing more soldiers in their pool, but this can only help so much.

University of Michigan professor and military historian Gerald F. Linderman added to the study of courage, motivation, and battlefield experience in two of his works. Linderman analyzed the motives and courage of soldiers engaged in the Civil War in his book *Embattled Courage: The Experience of Combat in the American Civil War*. This work examines the battlefield experience of soldiers on the front lines of several battles during the Civil War. Linderman does not focus on the tactics, but more so on the soldiers involved in the conflict. Linderman wants to know why the soldiers are fighting for their cause. He does a very nice job at explaining what battle was like for the soldiers by using their own words. The big question that Linderman is trying to answer is about courage on the battlefield.\footnote{7}

Linderman encounters the same issues that the previous historians have had with limitations on their sources. He overcomes this issue in *The World Within War: America’s Combat Experience in World War II*. Linderman is able to probe deeper with his questions in this work because many of the soldiers were still alive when he was researching. He is able to bring together a pool of primary sources that includes interview of veterans. This allows Linderman to ask the questions that he could not in *Embattled Courage*. He is able to analyze the experiences of soldiers in World War II directly from the soldiers that were deployed to Europe and the Pacific. Linderman is able to depict how battlefield experiences have changed from the Civil War to World War II. Technology has become a very important factor in war. Technology has

provided more for soldiers to contend with on the battlefield; thus creating a more
difficult experience for soldiers. Linderman goes through several ideas of motivation and
courage in this work. Linderman’s main argument for why American soldiers fight is
that it is their job and duty. Linderman links courage and motivation with the American
work ethic. Linderman also describes the differences between the home front and the
battlefield. Home was a distant place to the soldiers in World War II, and the citizens at
home had no understanding of what life on the front lines was like.\(^8\)

Stephen Ambrose utilizes interviews with veterans from World War II to
accurately portray combat experiences. In *Citizen Soldiers*, Ambrose allows the soldiers
to illustrate their combat experiences and motivations. Ambrose states in his
introduction:

“…to let my characters speak for themselves by quoting them liberally. They
were there. I wasn’t. They saw with their own eyes, they put their own lives on
the line. I didn’t. They speak with an authenticity no one else can match. Their
phrases, their word choices, their slang are unique – naturally enough, as their
experiences were unique.”\(^9\)

This passage demonstrates why Ambrose wants the soldiers to tell their story in their own
words. They can better illustrate the settings, mood, and feeling of their combat
experience because they were there.

Captain Brent Templeton, in an interview, at Fort Belvoir, said that there was a
certain relationship that he had with the soldiers that had deployed to Iraq and

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\(^8\) Gerald F. Linderman, *The World Within War: America’s Combat Experience in World War II*,
(New York: The Free Press, 1997). Pp. 300 – 344. This section of Linderman’s work focuses on the
differences between life on the battlefront and life for citizens at home. Linderman does a very nice
job explaining how the soldiers were very distant from their lives at home because they were
involved with combat. Some of the soldiers in this chapter state that the citizens at home have no
idea what combat is like and never will. Linderman does a very nice job bridging the gap for those
who have not experienced combat in this work.

Afghanistan. He said that the citizens at home would not and could not understand this relationship because they were not there. Captain Templeton felt that there was an unspoken bond between soldiers in Iraq and Afghanistan. The smile that crossed his face told me that he had a bond that was different than anything that I had ever experienced. He had a particular way in which he spoke about his experiences, and a special, almost cheerful, look about him as well. It was at this moment where I understood what Ambrose was talking about.\textsuperscript{10}

This analysis was conducted to figure out what motivates the soldiers who deployed to Iraq and/or Afghanistan to join and fight for the country. Looking back at the scholarship on Civil War, World War I, World War II, and Vietnam motivation there are several differences. War has changed in several ways over the past 150 years. Different things motivated Civil War soldiers because they were in a different type of war. The goal of this paper is to determine the main motivating factors that led the majority of soldiers to join and fight in the Iraq and Afghanistan Wars.

There are three categories of motivation that will be analyzed in this paper. The first chapter is an examination into the idea of a family tradition in the military. There has not been a large analysis of this done in the past, but through the interviews and research done for this work there is clearly a strong American military tradition. There seems to be a bridge that forms when someone has family members who have served in the U.S. military. The military seems to be more of an option to those with a family tradition than those without. This is done with an understanding that the military family tradition is not the sole motivating factor for soldiers to join the military. Soldiers in

\textsuperscript{10} Interview with Captain Brent Templeton by Josh Webster 05/26/2011 at Fort Belvoir, Virginia.
today’s U.S. military are motivated to join for several reasons; these reasons include economic stability, benefits packages, college scholarships, etc. The focus on the military family tradition is one of the main reasons that this pool of soldiers stated as a motivating factor. The military family tradition is a recurring theme among the soldiers in this study and deserves recognition for a prime motivating factor for U.S. citizens to join the U.S. military. The second chapter is an analysis of the effect of September 11th on soldiers who later deployed to Iraq and/or Afghanistan. The reason for this is to determine if patriotism and an attack on the United States is a prime motivator or not. This will also help show the amount of soldiers who enlisted pre September 11th. The last chapter is an analysis of the “all volunteer force”. The examination of the “all volunteer force” will illustrate the issues that the “all volunteer force” as a whole are encountering, but it will also allow for the soldiers in the “all volunteer force” to speak about their experiences. The second and third chapters will bring the idea of female soldiers into the conversation about the modern U.S. military. This study is about soldiers, not men and women, and this study will attempt to view those men and women in the military as soldiers.

This paper will inform the reader about the motivations that drove U.S. soldiers to join the military, and then deploy to Iraq and/or Afghanistan. Many of the soldiers in this study have deployed several times, some soldiers going to both Iraq and Afghanistan. The wars in Iraq and Afghanistan are very different from the previous engagements that the U.S. encountered. Terrorism is a new and very mysterious enemy that has forced the U.S. military to evolve into a new form of military. The new “all volunteer” U.S. military’s motivations have changed over the time of the conflict. The “all volunteer”
military changed from a fighting force to a caring group pressing to help those in need in Iraq and Afghanistan. The study on the evolution of this “all volunteer” force will illustrate to the reader the experiences and motivations of the soldiers in the field in Iraq and Afghanistan.
Military Family Tradition

There are a number of factors that motivate a soldier to join the military. The United States has had a long line of military heroes and servicemen that have answered the call, meaning that they have pledged their loyalty and service to protecting the United States by joining the military. Further, the United States military has a long tradition of success that has caused millions of citizens to enlist into service. There is yet another form of connection that is often overlooked by historians in the study of why soldiers decide to enter the military, this being the idea of the military family tradition. This chapter will analyze the pool of soldiers that were interviewed and analyzed in firsthand accounts during the Iraq and Afghanistan wars. There is considerable evidence that there is a strong link between generations in the military family tradition that provides motivation for today’s soldiers, and will continue in the generations of military servicemen/women in the future.

Military family tradition is the idea that an ancestor’s service creates a strong tendency or motivation for the citizen to become a soldier; thus creating a family tradition, and on a larger scale helping to develop the U.S. military tradition. The U.S. military family tradition can be traced back to the Revolutionary War and has continued to the present wars in Iraq and Afghanistan. The military tradition is not restricted to the officer corps; it can also develop among enlisted ranks in a family. The majority of soldiers analyzed in this study had several members of their families in the military prior to their commitment. The research illustrates that the family military tradition does indeed exist and is a key motivating factor when it comes to a soldier’s motives on joining the military.
Before diving into the analysis of the soldiers in the research pool, a further explanation of what is meant by “military family tradition” would help in understanding the importance of this idea. The military family tradition is not a new idea to historians, but it is one that has not been fully developed. The U.S. has a very proud and long military history ranging from the Revolutionary War to the present wars in Iraq and Afghanistan. Across these conflicts, citizens of the U.S. have either volunteered or been drafted in order to fill the ranks of the United States military. The idea of a military family tradition can be traced from the United States’ roots to England where officers were selected from privileged families.11 Often, sons followed fathers into the profession of arms. Men prided themselves on their family’s heroic service to the nation. The tradition came to the U.S. Renowned Confederate General Robert E. Lee is an example of the military family tradition. General Lee’s father, Light Horse Harry Lee, had served under George Washington during the Revolutionary War.

Another example of the military family tradition can be seen through the Sledge family. Eugene Sledge writes about his experiences in combat and his family’s military tradition in his book *With the Old Breed at Peleliu and Okinawa*. The Sledge family tradition has also been studied in some depth in the HBO series *The Pacific*. This film illustrates Eugene Sledge’s primary motivation for joining the Marines was that his family had been constructed with a long line of soldiers. The Sledge military family tradition began with his grandfather when he fought for the Confederacy in the American Civil War; it continued with his father’s service in the Army as a medic in the First World War, and first continued in his generation with his older bother’s service in the

Army in World War Two in Europe. Eugene Sledge felt a deep need to do anything that he could to join the military. Several doctors told Eugene that he had a heart murmur that would keep him out of military service. With a determined attitude, Eugene asked his father to examine him. Eugene passed all of the tests that his father, a professional doctor, conducted on him. Eugene was soon cleared to enter the military. Eugene was determined to serve in the military and could not stand the idea that he would be one of the only members in his family not to serve his country. The strong Sledge military family tradition propelled Eugene to continue in his family’s footsteps by pledging himself to service in the Marine Corps.

There is an invisible link between family members, be it in the nuclear family or extended family, that have served in the military that act on younger family members. This link is stronger in some families and almost unnoticed in others. This idea will be further developed and analyzed to gain a fuller understanding of the motivational factors that affect soldiers joining today’s military. The bond between family members is forged on the belief in service and duty.  

Military tradition in U.S. families is sometimes stronger than one might think. In 2007, The Washington Post ran a story about two brothers that were deploying to Iraq. The purpose of the story was to figure out what they had to do to get ready for their deployment, and how interesting it was that they were serving together. The story developed a key theme in today’s military, family tradition. Brett and Kurtis Walters were the subjects of this article. They had felt the desire to be soldiers since they were

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12 Tom Hanks, The Pacific, January 2010, Home Box Office. This series focuses on the soldier’s experiences in the Pacific theater of World War II. This helps to understand how and why many young men of this generation decided to pledge their service to their country.

13 In service I mean the soldiers pledge of loyalty and assistance to the country and military. In this study the country being the United States.
very young, constantly dressing up as soldiers and playing war with each other. The Walters brothers had an unusual experience of enlisting much like their mother, who enlisted in the army when she was only seventeen years old. They were raised as military kids by their mother, and knew at a very young age that they, too, would join the ranks of the military, following in their mother’s footsteps. Brett Walters remembers that “Even as a little kid, I would see all the other kids staring at my mom with that look on their faces…I always wanted to be an inspiration like that.” This passage depicts a strong motive to serve in the military; to live up to their parent’s service.

The Walters family developed a very strong military tradition beginning with their mother that passed down to Brett and Kurtis. The Walters military family tradition is illustrated through the manner in which the brothers joined the military. The brothers were taken to enlist by their mother. Dani Sabens, their mother, walked in on a January morning in 2001 to tell the brothers that she was driving them to the Salem armory for them to enlist. This could be viewed as her pushing them into military service, but it was the brothers who wanted to go. Kurt Walters affirmed, “It wasn’t like she made us…we wanted to. We wanted to serve our country and protect the people we knew.” The Walters brothers were affected by the idea of a family military tradition. Their family’s tradition is much stronger than most, but it is clear that they were motivated to serve because of the admiration they felt for their mother and her sense of duty during their younger years. They wanted to continue their family tradition by serving in the military.

15 Ibid
Staff Sergeant Evan Foulke decided to enlist in the Army in 2005 after high school; there were several reasons that prompted his enlistment. The main reason was that he felt that he was not ready for the rigors of a college campus and all of the experiences that might sway his attention away from his studies. Evan felt that he was not ready to attempt college at this period in his life so the question became, what do I do now? Evan decided that he would join the Army. When Staff Sergeant Foulke was asked in an interview why he decided to join the Army he responded, “Because if I went to college at 18 I wouldn’t do anything but drink, smoke, and fuck.”

A key motive that drove Evan to join the Army appeared to be the idea that his older brother had already joined the Army when Evan was much younger. Evan recalled the feelings that he had after September 11, 2001 about his brother being in the Army, stating, “Yeah, my brother was in Ranger Battalion at the time so seeing that – knowing that he was going to go to war.” Staff Sergeant Foulke’s brother joined the Army and became a member of a Special Forces team in the Army before Evan had graduated high school. Evan decided that it would be a good idea for him to follow in his brother’s footsteps by joining the Army, enlisting in Special Forces. Evan became a Special Forces Medical Sergeant, deploying to Afghanistan one time.

The Foulke military family tradition started with Evan’s brother when he enlisted in the Army. The link between Evan and his brother was much stronger than one might think. With his brother joining, a new career path opened up that Evan had not previously thought possible. Evan, knowing he was not ready to take the step to college

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16 Interview with Staff Sergeant Evan Foulke conducted by Josh Webster on 08/22/2011.
17 Ibid.
18 Ibid.
life, decided that the Army would be a challenging adventure. His brother’s entrance into the Army made the military an acceptable possibility for Evan. The military family tradition did not act upon Staff Sergeant Foulke in the same way or with the same force as it did the Walters brothers. Staff Sergeant Foulke merely opened up to the opportunity of the military as a career because of his brother’s previous experience in the Army. The military family tradition was not as visible in Staff Sergeant Foulke’s family, but it was a force that acted on him.

In *The Blog of War* soldiers write to their families and friends in an attempt to forward their experiences and motives to their loved ones. Jay Czarga wrote a letter to his family explaining his motives for joining the military and serving his country. Jay Czarga is a member of the U.S. military and wrote a letter while deploying to Iraq, in an attempt to say good-bye to his family.¹⁹ The letter is an important example of the military family tradition because he speaks directly to his family line of “warriors” ²⁰ Jay Czarga explains to his mom...

No matter what happens to me, I am doing what I believe is my destiny. I come from a family of warriors, your family and Dad’s were all warriors, it’s what they knew. I am a product of their collective service to nation. This isn’t about adventure or money or some death wish, it’s about doing the right thing.²¹

Clearly, Czarga feels that he has an obligation to continue his family’s military tradition. He also feels that his mission in Iraq is just and believes that he is providing help for the Iraqi people.²²

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¹⁹ Important to note that the source does not specify what branch of the military Jay Czarga is in or where he is deploying. This is not unheard of because sometimes soldiers cannot disclose all of the pertinent information to the classified nature of such information.


²¹ Ibid., Pp. 20

²² Ibid., Pp. 20.
Jay Czarga continues his letter by thanking his father for his inspiration to him and his service to the country:

Dad, you are my hero. I don’t know if I’ve ever told you that, but you are. You served in Vietnam and came back and made a life for yourself and your family…I hope one day I am half the man that you are. I think you understand what drives me and why I have to keep doing this job.23

Czarga believes that he is following in his father’s footsteps through serving his country; illustrating that his motivation to serve is greatly affected by his family’s military tradition. Jay Czarga feels that in order to be like his hero (his father), he must serve his country; thus continuing the Czarga military family tradition. Military family traditions such as this one are very influential on younger generations of men and women. This type of family tradition allows for the younger generation to view the military as a family commitment and not simply an option.

The next example depicts how the military family tradition is an active motivating factor that drives some citizens to do whatever they can to follow in the traditions set forth by earlier generations of their family. Staff Sergeant Linsey Clarke grew up in Charlottesville, Virginia, always believing that he would be a soldier. In a lecture in Dr. Matthew Bowen’s class at James Madison University on November 08, 2011, Staff Sergeant Clarke spoke about his experiences in the military. Staff Sergeant Clarke explained that he “had always wanted to be a soldier.”24 He stated that his family had a long line of military service beginning with both of his grandfathers. Both of his grandfathers served in World War II, one in the Pacific as an aircraft mechanic, and one in European theater with combat experience in the second wave of D-Day and the Battle

23 Ibid., Pp. 20-21
24 Lecture at James Madison University in Harrisonburg, Virginia, on 11/08/2011 in Dr. Matthew Bowen’s class, featuring guest speaker Staff Sergeant Linsey Clarke.
of the Bulge. Linsey said that he could remember talking to his grandfathers about their experiences in World War II, and about the bonds that they formed with their fellow soldiers. His grandfathers told him that there was no stronger bond or friendship than that between soldiers. This bond transcended skin color, political beliefs, and many other social barriers. Linsey said that this was a key reason for his initial interest in the military. Linsey’s father did not serve in the military, but he had several friends that were deeply involved in Vietnam. Linsey recollected, “a lot of my dad’s friends are featured in several books about their combat experience in Vietnam, and one of my dad’s closest friends received the Silver Star.” This is an honor (the Silver Star) that the military would later bestow upon Staff Sergeant Clarke for his conduct in combat during his deployment to Afghanistan in 2009.

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25 Ibid.
26 Ibid.
27 Staff Sergeant Clarke was awarded the Silver Star for pulling four of his fellow soldiers back to safety while under enemy fire. Staff Sergeant Clarke will not mention this achievement to anyone. I received this information from a close friend, Ryan Flanagan.
The influence of family and friends of Staff Sergeant Linsey motivated him to serve in the military in any way possible. Linsey applied to West Point two times, and also attended the New Mexico Military School for a prep year in between his two applications to West Point. Upon hearing that West Point did not accept his application, Linsey decided that there must be another way to achieve his goal. The denial from West Point was quite a blow to Staff Sergeant Clarke. He then placed his goals on hold and attended James Madison University. Linsey graduated from James Madison University in 2005. He talked with the ROTC program at JMU and found that they did not have

28 Image obtained from Staff Sergeant Linsey Clarke through an email on 01/16/2012. Staff Sergeant Clarke is the soldier on the left. This picture was taken during his tour in Afghanistan in 2009.
scholarship money available for him, so he would be paying to go to school as well as ROTC. Staff Sergeant Clarke said, “I always knew that I could go to Officer Candidate School or enlist in the Army after college, so I decided to enjoy college life and all it had to offer.”

Immediately following Lindey’s graduation from James Madison University in 2005, he enlisted in the 18X program in May 2005. Staff Sergeant Clarke knew that Special Forces was where he wanted to be because they were the best. Staff Sergeant Clarke became a medic in 3rd Special Forces Group. When asked about his motivation for enlisting in the Army, Staff Sergeant Clarke stated that he had always wanted to be in the military: “I wanted to have the same bonds and relationships that my grandfathers and father’s friends had in the military. I wanted to be part of something more.” It is apparent through Staff Sergeant Clarke’s lecture that the idea of a military family tradition greatly affected his motives for joining the Army. Staff Sergeant Clarke not only joined the Army but also joined the toughest, most elite group in the Army. Staff Sergeant Clarke’s family and family friends indirectly had a great deal of influence on his decision to join the military. They did not force him to decide on this path, they just told him about their experiences and friendships made in the military. Like all of the subjects studied in this paper (except for the Walters brothers), the decision was left for Linsey to make.

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29 Ibid.
30 The x-ray program is the advanced training program that Army soldiers go through to become green baretts. The program is very competitive, and most that enter the program do not complete it. This is also known as Special Forces training for the Army, the best of the best.
31 Special Forces groups are divided up into 12 man teams (A-Teams) that are provided areas of interest all over the world. The 3rd Special Forces group is responsible for Africa and Afghanistan. This meant that if anything occurred in these areas that the 3rd group could and often would be deployed as a reaction force to the specified area. Staff Sergeant Clarke's unit deployed to Afghanistan in January 2009. Staff Sergeant Foulke was part of the 5th Special Forces group, which was assigned to South America and Afghanistan.
32 Ibid.
make. It was obvious from the actions taken by Staff Sergeant Clarke in his earlier years in life, such as two attempts at West Point and a military prep school that he was going to enter the military any way that he could; thus continuing his family’s military tradition.

The next example of a soldier continuing in his family’s path of military service is Petty Officer Michael Anthony Monsoor, Medal of Honor recipient. Petty Officer Monsoor’s Medal of Honor Citation reads...

For conspicuous gallantry and intrepidity at the risk of his life above and beyond the call of duty as automatic weapons gunner for Naval Special Warfare Task Group Arabian Peninsula, in support of Operation Iraqi Freedom on 29 September 2006. As a member of a combined SEAL and Iraqi Army sniper overwatch element, tasked with providing early warning and stand-off protection from a rooftop in an insurgent held sector of ar Ramadi, Iraq, Petty Officer Monsoor distinguished himself by his exceptional bravery in the face of grave danger...Instantly and without regard for his own safety, he threw himself onto the grenade to absorb the force of the explosion with his body, saving the lives of his two teammates.³³

Petty Officer Monsoor lost his life in order to save his teammates from a grenade explosion. What makes soldiers decide to give their life for another? There are several reasons why, and one of them is that they have been taught at a very young age that your teammates are the most important part of the military. They look after you, and you look after them. Petty Officer Monsoor may have learned this idea from the long line of soldiers in his family.

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³³ Dwight Jon Zimmerman and John D. Gresham, Uncommon Valor: The Medal of Honor and the Six Warriors Who Earned It in Afghanistan and Iraq, (New York: St. Martin's Press, 2010), Pp. 186 – 187. This a quote from Petty Officer Monsoor’s Medal of Honor Citation, stating the actions that he took to save his teammates in the face of danger.
Petty Officer Monsoor was not a stand out in school, nor was he an exceptional athlete. He was remembered by one of his high school teachers as “the kind of guy who worked really, really hard.” Petty Officer Monsoor’s sister Sara remembered, “Michael was a very loyal individual. He was also very particular about the people he hung out with or would let into his circle. But, once you were in, you were in.” Petty Officer Monsoor was an average guy that was very loyal to his friends. His loyalty was much like the loyalty seen between two soldiers in the military. His character was constructed

34 Image obtained from http://orangemercy.blogspot.com/2008/04/petty-officer-2nd-class-michael-monsoor.html on 01/16/2012. This is a picture of Petty Officer 2nd Class Michael Monsoor with his SEAL teammates in Iraq.
35 Ibid., pp. 188
36 Ibid., pp. 188
through a strong military family tradition. Michael Monsoor was born into a proud Marine Corps family, with his dad and brother serving in the Marines, and his grandfather serving in the Navy. This greatly affected Petty Officer Monsoor’s motives for joining the military. Michael Monsoor decided to follow in his grandfather’s footsteps by joining the Navy, but continuing the Monsoor military family tradition by serving his country.

These examples have all been enlisted soldiers in the military. These soldiers have illustrated that the military family tradition exists in enlisted families and among the ranks of enlisted soldiers. There has been a common misconception that the military family tradition subsists solely in the commissioned ranks. The soldiers discussed in the beginning of this chapter have revealed that the military family tradition exists between members in enlisted families. The military family tradition allows the younger generations to view the military as an opportunity, and in some cases view the military as the only opportunity. The military family tradition makes the transition from civil life to military life much easier. Staff Sergeant Foulke explained that having his brother in the Army gave him someone to talk to about the military experience. “He made the decision easier for me to make.” The military family tradition has strengthened from generation to generation, providing the United States with stronger, more advanced soldiers.

In a continuation of the study on the military family tradition, the following soldiers are all commissioned officers. Some of them attended military academies, such as West Point and the Naval Academy, and some of them went through ROTC while

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37 Ibid., pp. 188 - 189
38 Ibid., pp. 189
39 Interview with Staff Sergeant Evan Foulke conducted by Josh Webster on 08/22/2011.
attending college. Many of the same motives that affected the enlisted soldiers of this study also influenced the commissioned officers. The military family tradition acted as a motivation for these soldiers to continue their family tradition by serving in the military. This will aid in a more complete understanding of the affects that family traditions have on the motivation of younger generations of military officers in joining the military.

Captain W. Mike Harrington joined the military in June 1997, attending the United States Military Academy at West Point from 1997 to 2001. Captain Harrington said in an interview that there were several reasons for his decision to join the Army. The main two reasons were that he “wanted a career that was unique and exciting” and that he “wanted to feel like [he] was contributing to a worthy cause and making a difference.”

Captain Harrington was the brightest of his class at Episcopal High School in Alexandria, Virginia, posting perfect scores on both the SAT and ACT. He had the choice of any school that he wanted to attend, but he chose to seek a career in the military.

Captain Harrington’s father had served in the Army during the Vietnam War, thus beginning his family’s military family tradition. The aspects of Captain Harrington’s military family tradition were a bit different because his family did not feel that the military was the right place for him. When asked about his family’s reaction to him joining the military, Captain Harrington said:

My parents' reaction was initially somewhat negative. My father had served in Vietnam, and they thought that I wouldn't be challenged and stimulated enough, and that I wouldn't like the people in the Army very much. After seeing the caliber of people serving in the modern military, though, they quickly changed their minds. By the time I was a Firstie (senior) at West Point, they were the presidents of their local West Point Parents' Club.

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40 Interview with Captain Mike Harrington conducted by Josh Webster on 04/20/2011.
41 Ibid.
His father knew what the military was like and his first impressions of the military were of the soldiers he served with in Vietnam. The soldiers in Vietnam were much different than those serving in today’s “all volunteer” military, as will be examined in the last chapter of this study. His father may have believed that the Army had not changed since the Vietnam War. He remembered a primarily conscribed force, where many of the soldiers were drafted unwillingly, not wanting to be involved in the conflict. After seeing the new “all volunteer” military, his feelings quickly changed. The military family tradition in Captain Harrington’s family is not as strong or active upon him, but it did help influence him in some way to look at the military as a career option. Each soldier with a military family tradition has a different reaction to his or her military heritage, but the one common theme is that it opens the option of military service to younger generations.

Captain Brent Templeton is another example of a soldier who received motivation through his family’s military experience. Captain Templeton took the round about way of finding himself in military service. Captain Templeton grew up in Culpepper, Virginia, and attended James Madison University beginning in the fall of 1997. He originally decided on James Madison University because he was recruited there to wrestle. Captain Templeton began to run into academic and personal difficulties and was not sure where he wanted to go. When asked in an interview why he originally started to think about the Army as a possible option he stated…

My personal situation was such that I wrestled with – and then I went through some academic challenges and I did not have a scholarship so I chose the ______ Program. I was sort of convinced by my dad that I needed to choose where I needed to go, what I need to do, so I enlisted as an infantry private and then two
years later got into the ROTC. And then that’s how I got my commission and once I graduated I became a lieutenant basically.\footnote{Interview with Captain Brent Templeton conducted by Josh Webster on 05/26/2011 at Fort Belvoir Virginia.}

Captain Templeton also mentioned in the interview that he has several relatives that had served in the military…

My family. My uncles were - one of my uncles was a pilot in Vietnam. So the interest was kind of routed prior to actually joining ROTC. My dad was in Vietnam so I think I sort of gravitated that way.\footnote{Ibid.}

These two factors, academic problems and a family military tradition, aided in Captain Templeton’s motivation to serve in the military. This is a clear example of how a family military tradition can help motivate an individual to see that the military is an excellent option for individuals that need a little more guidance, such as Captain Templeton.

Captain Templeton did not expect to join the military when he originally came to James Madison, but circumstances placed him in a situation where he had to choose a new path. Using his family for guidance Captain Templeton “sort of gravitated” to James Madison’s ROTC program and then into active duty in the Army as a lieutenant.\footnote{Ibid.} When asked about his family’s reaction his decision to join the Army he explained…

My parents are both pretty blue-collar folks. My mom has been a teacher for 30 years. My dad’s a butcher. So them seeing me graduate, one, and then becoming an officer, they were pretty stoked. And then I asked for infantry and got aviation. And then me going to flight school was something I really did not think I was going to get – not many people get aviation when they ask for it. So they were pretty stoked, pretty excited.\footnote{Ibid.}

Captain Templeton has deployed two times as a helicopter pilot with the 101\textsuperscript{st} Airborne since he entered military service, once to Iraq in 2005, and once to Afghanistan in 2009.
to 2010. Captain Templeton continued his family’s military tradition, but he also improved on it by being the first commissioned officer in his family’s history.

Captain Brett Kenney had a very similar experience in his decision to seek the military for guidance and a new life path. Captain Kenney was raised near Washington D.C., in the suburbs of Alexandria, Virginia. He was a very bright student and an average athlete. He attended Mount Vernon High School in Alexandria, Virginia, and then matriculated to The College of William and Mary. After college, Captain Kenney worked a few dead end jobs, such as delivering pizza, but he was not sure what direction

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46 Picture obtained from Captain Brett Kenney on 01/17/2012. This picture is of Captain Kenney, located bottom row center, and some of his fellow soldiers in front of their LAV during the initial invasion of Iraq, March 2003, as part of Operation Iraqi Freedom.
he wanted to go in life. In an interview Captain Kenney was asked about the point at which he decided to join the military. He replied…

I signed up at this online program where you sign up for interviews with different companies that you are interested in interviewing with and most of them were consultant things. So, you know, I submitted my resume online, and they’d pick who they wanted to interview as candidates. And so I started interviewing with them. And I put on my suit and I’d go down like to the local building right next door and it was boring as shit. Everything was like, why do you want to be a consultant? Do you want to work with government agencies? – On and on. And I’d come with some BS excuse about like why I wanted to work for this company, you know, Anderson Consulting or some shit like that. And it was all BS and I hated it. And then it finally it got to the point that I didn’t even bother to look at the name of the company that I was going to interview with.47

This passage clearly illustrates that Kenney did not know what he wanted to do in life after he graduated from William and Mary. He knew that he had to get a job, but did not know exactly what he wanted to do. This passage also explains the frustration and discontent that Kenney had with the companies that he was interviewing with. He wanted something more than a nine to five job. He needed to feel a sense of belonging.

Captain Kenny continues…

So I was in one interview – a very attractive blonde woman asked me these questions and you know I just thought same old BS I was giving to every other company. And then she asked me, well, what’s the name of the company you are interviewing with, and I didn’t know. I didn’t have a goddamned idea. So, she was like, are you serious, you show up at an interview and you don’t know who are interviewing with. And I was like, look lady, you know, I’m not interested in what you’re selling. I don’t really don’t care about this, so I’m going back to my office. I was like I cancelled every other interview I had. I was like the last thing I want to do at this stage in my life is go a consultant job in DC. That just doesn’t interest me. And I heard Dave talking about the Marine Corps – my father was in the Marine Corps and the rest of my family had been in the military, and I’m like, that sounds damn fun. You know, Marine Corps. – Very good-looking uniforms. There will probably be a lot pussy. So I decided that is something that I could do. And that was the extent of my thought process.48

47 Interview with Captain Brett Kenney conducted by Josh Webster on 03/26/2011 in Alexandria Virginia.
48 Ibid.
Captain Kenney’s response clearly indicates that his family had a military tradition, and it made it much easier for him to consider the Marine Corps as an option for a career. His family’s military tradition also aided him by indirectly pointing out a new direction for his life. Captain Kenney decided to follow in his father’s footsteps and joined the Marine Corps in July 2000. Captain Kenney, similar to Captain Templeton, was the first commissioned officer in his immediate family (he has two cousins that attended the Naval Academy, one became a Navy SEAL, and the other became a Marine Helicopter pilot, both were commissioned officers); thus continuing the family tradition. Captain Kenney deployed once during his career in the Marine Corps to Iraq in 2003. He was involved in the LAR\textsuperscript{50} battalion of the Marines during the invasion.

It feels appropriate to discuss Captain David Jupiter next because he and Captain Kenney have been close friends ever since childhood and have stayed that way throughout their lives. Captain Jupiter also was raised in Alexandria, Virginia, attending Mount Vernon High School and furthering his education at William and Mary. Captain Jupiter said that he had always had the thought of joining the military since he was very young. Captain Jupiter comes from a military family and was very used to seeing his father in his military fatigues and dress uniforms. He, much like Captain Templeton and Captain Kenney, was looking for more guidance in his life, searching for something more. When asked about his reason for initially thinking about the military as a career option he replied…

\textsuperscript{49} Ibid.
\textsuperscript{50} LAR is know as Light Armor Reconnaissance, and Captain Kenney stated that the Iraqi military nicknamed the LAR battalion “fast moving death” because the Marine vehicles could move upwards of 70 MPH and when they stopped the blew anything they aimed at to pieces. Thus, they were an asset to any advancing infantry force.
I always kind of thought about it as something I would do but never really came to a point but then during college I had some internships running between my sophomore and junior year and then during my senior or junior and senior year, and I hated them – both of them, so I know that I needed to find something else so that’s when I started looking at different options – FBI, different services, and ended up settling on the Marine Corps.\(^\text{51}\)

Captain Jupiter “heard the call” to join the Marine Corps in college. One must feel that his childhood memories had a significant impact on his decision to join. Captain Jupiter’s childhood experiences with his father in the military made it an easier decision, and a respectable career path, directly showing the link to his family’s military tradition.

Captain Jupiter continued his family’s military tradition by entering the Marine Corps in June 2000, attending Officer Candidate School in Quantico, Virginia. Captain Jupiter deployed twice to Iraq during his career in the Marine Corps. He was involved in the initial invasion of Iraq in 2003, and his second deployment was toward the end of the year in 2003, stretching into 2004. Captain Jupiter said later on in our conversation that he would have deployed several more times but he was lucky enough to get into an advanced finance course in California.

This chapter has focused on the idea of a military family tradition and its influence on the motivation of individual soldiers to join the military, following in their family’s military tradition. It is impossible to know how much real influence a family member has on the younger generation, but we can see that there is a tendency for young people that have had military family members to see the military as a worthy option for a career. Further, some see this as a personal duty to their family and country. The soldiers in this chapter make up a mixed pool of subjects that are equally divided, between enlisted men and officers. The analysis clearly illustrates that the military

\(^{51}\) Interview with Captain David Jupiter conducted by Josh Webster on 03/26/2011 in Alexandria, Virginia.
family tradition was a key factor in all of their motives for seeking military service. The military family tradition is not solely constrained to family lines of commissioned officers, but it is obviously apparent in enlisted family lines as well.

As the world changes and the enemies of the United States are not as clearly defined as they were in the past, such as during Vietnam and World War Two, the military must adapt to protect U.S. citizens from threats, both internal and external. The long-standing military tradition in the U.S. has only strengthened the military. The family military tradition has also become a way for soldiers of different generations to bridge the age gap, finding a common bond with each other. These new bonds between generations of family members that have served in the military have taught younger generations what to expect out of the military. They have also provided valuable lessons to the younger generation, directly affecting them by making them better soldiers. The family military tradition in the United States has aided in the development of a formidable military that strives to become better with each generation. The military family tradition is essential to the improvement of the future U.S. military, and will be for generations to come.
The Affect of September 11, 2001 on U.S. Soldiers

There are several pictures and memories that run through the hearts and minds of American citizens when the topic of September 11, 2001 is mentioned in a conversation. September 11th will remain a painful memory for the citizens in America that witnessed the attack. This was not the first time that the United States was attacked by Al Qaida, but this was the first time that the terrorist group effectively carried out an attack on U.S. soil. Previous attacks occurred in Africa, where Al Qaida bombed two U.S. embassies killing hundreds of people. The embassy attacks killed only a handful of U.S. citizens, but this was their declaration of war. Al Qaida followed the embassy attacks with an attack on the U.S. destroyer, USS Cole. These attacks were the first clear acts of war on the United States by Al Qaida, but the U.S. did not take these attacks as seriously as they should have; there are several explanations for this. One reason is that only a hand full of U.S. citizens was killed in these attacks. Another reason was that Al Qaida was not able to cross the Atlantic Ocean to directly threaten the heartland. That all changed on September 11, 2001.

On September 20, 2001, President George Bush announced to the citizens of the United States and the World that the U.S. would not take the attacks of September 11th lightly. President Bush stated that, “Our war on terror begins with Al Qaida, but it does not end there. It will not end until every terrorist group of global reach has been found, stopped, and defeated.”52 This was the call for the U.S. military and its citizens to answer the call to the threat of global terrorism. Al Qaida attacked the U.S. before September 11, 2001, but the damage done to the nation by these previous attacks was minimal.

September 11\textsuperscript{th} proved that in this new globalized world enemies could reach across the barrier or cushion of the Atlantic Ocean and effectively attack the United States within its continental boarders. Many believe that the first attack on U.S. soil occurred much earlier, speaking of Pearl Harbor. This is true, but never before had terrorists been able to cross into the heartland of America and carry out an attack of this magnitude before.

September 11, 2001 changed the mindset and goals of the Bush administration and the citizens of the United States. These acts of war required a swift action because of the nature of the attacks. Al Qaida targeted business centers (World Trade Center) and government buildings (the Pentagon and the White House). They were able to topple the Twin Towers in New York City, as well as leave a gaping hole in the Pentagon. The final plane was unable to reach its target because of a passenger uprising, which the final plane to crash before it could reach its target. The attacks instantly became significant because there were thousands of innocent civilians that were killed. As with the first attacks the casualties were not solely U.S. citizens, but citizens from many different countries working in the World Trade Center. Americans perceived Al Qaida as murderers, not warriors.

On September 20, 2001 President George Bush spoke to the U.S. and the world about the attacks on September 11\textsuperscript{th}. In his speech he stated that the country was attacked because of the way that the U.S. lived their lives. President Bush said,

These terrorists kill not merely to end lives but to disrupt and end a way of life. With every atrocity, they hope that America grows fearful, retreating from the world and forsaking our friends. They stand against us, because we stand in their way. We are not deceived by their pretenses to piety. We have seen their kind before. They are the heirs of all the murderous ideologies of the 20th century. By sacrificing human life to serve their radical visions, by abandoning every value except the will to power, they follow in the path of fascism and nazism and totalitarianism. And they will follow that path all the way, to where it ends, in
history’s unmarked grave of discarded lies.\textsuperscript{53}

This was a call by the President to all Americans for action. This speech was meant to tell Al Qaida that the U.S. would not stand by while they attacked U.S. citizens.

President Bush placed the country on notice with this part of his speech on September 20, 2001…

Our Nation has been put on notice: We are not immune from attack. We will take defensive measures against terrorism to protect Americans. Today dozens of Federal departments and agencies, as well as State and local governments, have responsibilities affecting homeland security. These efforts must be coordinated at the highest level… But the only way to defeat terrorism as a threat to our way of life is to stop it, eliminate it, and destroy it where it grows. Many will be involved in this effort, from FBI agents to intelligence operatives to the reservists we have called to active duty. All deserve our thanks, and all have our prayers. And tonight, a few miles from the damaged Pentagon, I have a message for our military: Be ready. I’ve called the Armed Forces to alert, and there is a reason. The hour is coming when America will act, and you will make us proud.\textsuperscript{54}

It was with these words that the President began the war on Al Qaida. The president also placed all of the U.S. military on guard. This is the point where September 11, 2001 became a very real part of the lives of the U.S. military members. If there were any doubts that the country was going to go to war, this was the final answer to their lingering doubts. The U.S. and its military were going to war. This was going to be a war that would take place in many different countries, as Al Qaida was a non-State actor. Most of the fighting would occur in Iraq and Afghanistan. The two operations were very different, but the same military personnel would be used in both. Some soldiers would deploy only one time and to one place, while others would deploy several times to both Iraq and Afghanistan.

\textsuperscript{53} Ibid. This passage states the reasons that the president and his cabinet believe that Al Qaida attacked the U.S.\textsuperscript{54} Ibid.
This analysis is not about why the United States went to war in Iraq and Afghanistan. This is a study of the soldiers involved in these two conflicts. This chapter will deal with the impact of the September 11, 2001, attacks on the soldiers in the military. No two military members responded to the terrorist attacks in the same way. There was something more to September 11th than just the idea of cause and country. Each of the soldiers in this study was affected by the events of that day. All of them had a different reaction and experienced it in a different way, but all of them could remember the exact place, time, and activity that they were involved in when the attacks occurred. This study will focus on how the events of September 11th changed and affected the lives of the soldiers in the U.S. military. There will not be an analysis of the politics involved, or the feelings of the popular press. This is solely about the soldiers and their experiences. The first examples will be of women serving in the military, there will be examples of men in the military directly following this. These examples should help bridge the gender gap, showing that the events of September 11th impacted the soldiers in the military in many of the same ways, no matter if they were male or female. The events affected them as soldiers.

Lieutenant Marlisa Grogan experienced September 11th while she was in ROTC at the College of Holy Cross in Massachusetts. Grogan was raised in Wayne, New Jersey, very close to New York City. Lieutenant Grogan decided to join the ROTC program for the scholarship that was offered. She saw this as a way to make college more affordable and come out with her head above water.\footnote{Grogan stated in an interview, “I was really never too interested in the military…If I could have, I probably wouldn’t have done it, in this meaning that she would not have to deal with a substantial college loan that she would have to pay back.}
all honesty, but a full scholarship was pretty hard to pass up and I wanted to go to Holy Cross.”

Lieutenant Grogan is an interesting case when dealing with her motivations for joining the military because she was strongly against the idea of war. Her personal beliefs were against taking the life of another human being. Her drill instructor helped her through ROTC, pointing out the benefits of the military life. Her personal beliefs would be put to the test after the events of September 11th.

Lieutenant Grogan was asked about her reactions to September 11th in an interview with The Women at War Oral History Project on July 21, 2006. Grogan was in college on September 11, 2001. She stated…

Well I mean, everyone remembers where they were at that moment, but yes, I can take myself back to the exact moment. I was in my dorm room, in my uniform, and I was trying to finish up a paper that was due later that day. And then, my boyfriend at the time, he was trying to ring himself up to my room and he said, you know, that the World Trade Centers were bombed or whatever, that a plane crashed, and I thought he was kidding. But then, you know, that’s a pretty sick joke, so I was shocked. Then my step-dad, he worked right across the street from one of the buildings, so that was – I was panicked at that point. Then I just remember sitting in front of the TV in my uniform.

It is pretty significant that Lieutenant Grogan experienced the events of September 11th in her dorm room with her uniform on. She quickly realized that she, in fact, did have her uniform on and the consequences that the attacks would have on her, not just personally but also militarily. She remembered thinking, “there are going to be huge ramifications as far as the military goes.”

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56 Interview with Marlisa Grogan conducted by Revan Schendler on July 21, 2006 for the Women at War Oral History Project. Pp. 4
57 Ibid., Pp. 5-6
58 Ibid., Pp. 6
her mind as the events unfolded. “I thought how naïve I was to think that I could just oh, get this scholarship, get thought school, serve four years and that would be it.”

Lieutenant Marlisa Grogan is a great example of how September 11th affected a soldier in the U.S. military. The events of September 11th made it clear to her that she would have to serve out her military career during a war. This was exactly what she did not want to do because of her personal beliefs. Grogan entered into the military because of a full scholarship, but would have to pay the scholarship back with military service during a time of war. September 11th shocked Lieutenant Grogan, but she answered the call because of the soldiers she had around her. Grogan deployed to Iraq in 2005, and was able to overcome her personal beliefs about the war because she wanted to help her soldiers.

Captain Mary Fisher is another great example of how September 11th affected the soldiers in the military. Captain Fisher joined the military, specifically the Army, through the ROTC program at Morgan State University in Baltimore Maryland. Captain Fisher became interested in the military while at college. She stated in an interview that, “I had no idea about the military, nothing at all. I didn’t understand anything about it. I was at school and they had ROTC and I saw them, and I’m like, that’s pretty cool. Literally, I walked by them on Thursdays and I was like, that looks pretty cool…It just looked really uniformed…what do I need to join.”

Captain Fisher joined ROTC and was commissioned in 2000 after her graduation from Morgan State.

Captain Fisher was new to the military way of life because her family did not have a military family tradition. She was one of the first members of her family to join

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59 Ibid., Pp. 6
60 Interview with Mary Fisher conducted by Revan Schendler on August 3, 2006 for the Women at War Oral History Project. Pp. 19
the military. She felt that she was very unique because she was an African-American female officer. She believed that she had to prove herself to her fellow soldiers. Captain Fisher experienced September 11th while she was already on active duty, so it was a very eye opening experience. Captain Fisher began her day like any other day with PT (Physical Training), and after she went with her soldiers to get some breakfast. She remembered seeing images on the TV of the planes hitting the twin towers. Then all of a sudden the soldiers in the room began to notice the images in silence. Captain Fisher specifically recalled her experience:

So we go to our unit and we’re watching the news, and we see the planes go into the buildings and then we see the part going into the Pentagon, and we all knew at that moment. We knew when the first plane hit but when it hit the Pentagon, we were like oh no. Base was locked down, you couldn’t go anywhere and you couldn’t do anything. We couldn’t call out because of the phones, but everybody, at that moment, knew that it was about to change our lives. I think my soldiers also were never expecting to go to war. So we were like OK.61

Captain Fisher’s September 11th experience is very similar to those soldiers who were already in the military when the attacks occurred. Most of the military members were on a base doing their daily routine when the first plane struck one of the Towers at 9:15 AM. She raised a great point about her soldiers “never expecting to go to war”. Captain Fisher continues by explaining the nature of the event:

I don’t think anyone really, at that point, expected it. It was really life altering at the moment, because you’re like now we’re being called to do all these things we trained to do but we never really thought we’d be in combat doing. The first thing I thought about was that joke, four years and out, and I’m like well it’s going to be four years maybe, but it’s not going to be smooth sailing because I know we’re going to war.62

61 Ibid., Pp. 30
62 Ibid., Pp. 30
Just like Lieutenant Grogan, Captain Fisher expected her military experience to be a four-year commitment with no complications. September 11th changed that for her because now she knew that she and her soldiers were going to war. She explained in the interview that “Everyone of my friends that I graduated with has been to war.”

This statement is true of most soldiers in the military on September 11, 2001. The terrorist attacks were not a patriotic call to service for Captain Fisher; it was more an event that let her know that it was time for her to go to war. Captain Fisher viewed her role in the military as a job or occupation. She stated that, “Most of the time, people are going to die because people are fighting for their way of life and for their beliefs. So for me to justify, I’m like, well how do you justify fighting for a cause? It was my occupation.”

This speaks a great deal to the kind of soldiers that are in the U.S. military. The idea of soldiering as an occupation is not new, several historians, such as Gerald Linderman and Stephen Ambrose, related this idea to soldiers in World War II. The idea that September 11th was the main reason for soldiers to fight is one that should be scratched from the record. Captain Fisher illustrates that she viewed soldiering as an occupation. September 11th had an emotional affect on soldiers, but it was not the main motivating factor for soldiers already in the U.S. military. Captain Mary Fisher deployed one time to Iraq in the initial invasion of Operation Iraqi Freedom in 2003.

Lydia Rodriguez is a very interesting case, and has a lot to tell about how the attacks on September 11th changed her life. Lydia Rodriguez was born in Puerto Rico, and moved to Holyoke, Massachusetts in 1981. She had a rough time when she originally moved to the U.S. because of the language barrier, yet she was able to

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63 Ibid., Pp. 30
64 Ibid., Pp. 32.
overcome this problem. Lydia married a boy from town and had three daughters with him at a very young age. In order to support the family, Lydia’s husband enlisted in the Navy. This helped the family financially, but her husband was constantly gone on deployments, thus leaving Lydia to raise her children alone. As time passed Lydia felt that she had lost much of her life. Lydia and her husband divorced, giving Lydia a chance to change some aspects of her life. When asked why she originally became interested in joining the military (National Guard) Lydia stated…

I was thinking about it and thinking about it you know, and I had the girls. I was divorced already and I was like, it will be something different because when I was married, I never did anything for myself. I was always a mommy, a mommy, a mommy and I was like what about me. There’s a lot of things that I wanted to do that I couldn’t do and I wanted to do this.\textsuperscript{65}

This was Lydia’s chance to do something for herself. She had always been a tomboy growing up and felt that this would be a challenge. Lydia Rodriguez was sure she was up for the challenge. She enlisted in the National Guard when she was 33 years old, making her much older than the typical enlistee. Lydia went through basic training with a full head of steam, scoring better than the younger recruits in her company. Lydia reflected on her training in the National Guard, saying, “You know, I was feeling so proud of myself because I was 33, I was a mother, female, Puerto Rican in training, going all the way. I was like I don’t care what it takes, I’m going to finish this.”\textsuperscript{66}

Lydia Rodriguez was stationed in Missouri completing combat training when the attacks on September 11\textsuperscript{th} occurred. She was quickly forced to realize that the United States was under attack and that she was in the Army:

\footnote{65 Interview with Lydia Rodriguez conducted by Revan Schandler for the Women at War Oral History Project. Pp. 33}
\footnote{66 Ibid., Pp. 35}
I remember the whole company got called into a circle and they – one of the battalion majors came over and said you know, the U.S. has been under attack and this and that, and I go like with my friend, we’re like this is part of the training. She’s freaking out and saying oh, oh, this is part of the training, this has got to be training, this is not real…I was like I don’t know, this doesn’t sound like it’s part of a training.\textsuperscript{67} 

This was the point that Lydia knew that her personal life and her life as a soldier would be changed forever. Her first reaction was disbelief, but it soon turned to reality. She now realized that she could and possibly would be called upon to do her duty as a soldier. Lydia remembered thinking, “I started to be scared like oh my God, I joined the Army and we got under attack. I mean the country is under attack, some great time to join.”\textsuperscript{68} 

Lydia was in the National Guard so her unit would not be the first to be deployed. It would take two years and two opportunities before Lydia would be called to deploy. When her chance came, Lydia jumped at the opportunity. Lydia stated that, “I was excited. Believe it or not, I was excited and I was thinking, in my mind I was like that challenge, action, because I like that.”\textsuperscript{69} Lydia’s ex-husband was not excited at all about the idea of Lydia deploying to a war zone, he could not get over the idea of the National Guard being deployed overseas. He believed that the National Guard was supposed to stay stateside.\textsuperscript{70} 

Lydia Rodriguez took that challenge of deployment just as she had taken on the challenge of joining the National Guard. She pushed on full of excitement and enthusiasm. Lydia deployed to Kuwait in 2003 for the initial invasion of Iraq as part of

\textsuperscript{67} Ibid., Pp. 36  
\textsuperscript{68} Ibid., Pp. 36  
\textsuperscript{69} Ibid., Pp. 37  
\textsuperscript{70} Ibid., Pp. 37
Operation Iraqi Freedom. Lydia was part of a unit that drove supplies to and from Kuwait. Lydia remembered putting on her uniform as she was getting ready to deploy:

> When I got deployed, it was putting on the desert uniform because it’s a different uniform, I was like wow you know, I can’t believe I am actually wearing this. I’m going to do this and I don’t know what I was getting myself into. All I knew that at that time I was like, I wanted to do something, that it was making me feel excited and that I wanted to do.\(^{71}\)

September 11\(^{th}\) was not a type of patriotic call to Lydia to go and fight for her country. Lydia Rodriguez decided to join the National Guard because she wanted to do something for herself. Up to that point in her life all she knew was how to be a mother to three daughters and a wife to a husband. The National Guard gave Lydia the chance to be herself and expand the possibilities that military service offered her. September 11\(^{th}\) did one thing for Lydia Rodriguez; it cemented the fact that she was going to deploy; further expanding her possibilities in the National Guard.

The three women analyzed in this study all experienced changes in their lives and jobs in the military because of the attacks on September 11\(^{th}\). The effects were not because they were women in the military, it was because they were soldiers. The women in this study all experienced similar reactions to the men in the military. The main idea is that the women in this study are soldiers and experience the same events as the men in the military, as soldiers. September 11, 2001, did not give these soldiers a boost of patriotism or give them more of a reason to fight. September 11, 2001, forced these soldiers into realizing that they were going to war; they were going to do the job that they had been trained to do. Soldiers in the military experienced September 11\(^{th}\) much like the rest of the United States, but the impacts on them was much great than that of most

\(^{71}\) Ibid., Pp. 40 - 41
citizens of the United States. Political figures and popular media attempted to use September 11th as a beacon of patriotism, urging the military to fight for the just cause of bringing down global terrorism where ever it may be. The women in this study did not buy into fighting for the country or the cause, but instead focused on the job that they were trained to do. September 11, 2001, affirmed that these soldiers would not be serving in a peacetime military, but would be going to war in two different theaters, Iraq and Afghanistan.

In an attempt to illustrate that gender did not play a key role in the reactions to September 11th, there must also be an analysis of men in the military. This study will show that when female soldiers are compared to male soldiers in their reactions to the attacks on September 11th that there is not much of a difference between the two. They both realized that they would be going to war, and neither group bought into the idea that September 11th was a beacon of patriotism. The attacks on September 11th propelled these soldiers to get ready to do their jobs and return home with all of their fellow soldiers.

Captain Brett Kenney, whose background was discussed in Chapter 1, described his reactions to the attacks on September 11, 2001 in an interview on March 26, 2011. Captain Kenney stated that he had just graduated from Officer Candidate School and was in advanced infantry training in Quantico, Virginia. He remembered that September 11, 2001, was a bright and beautiful day. He was with his fellow Marines “running through the motions” as he says, and not really paying much attention to anything. Everything changed in a matter of minutes for Captain Kenney and his fellow Marines:

We had a very tight class and officer infantry course, and everyone was you know very lighthearted about what we were doing. So we were just kind of going
through the motions and joking. And then one of the instructors came down -- this captain -- and said, you know, there has been a pretty serious terrorist attack in the eastern United States and ordered all of us to go back up to our rooms. So we started watching that and we were just like appalled at what happened.\textsuperscript{72}

The attacks on September 11\textsuperscript{th} forced Captain Kenney into realizing that his job as a Marine Corps officer just became much more important. He would now have to change the way he went about preparing for his duties. The terrorist attacks forced Captain Kenney to realize that he would be going to war. These are the very same feelings of the three women analyzed earlier in this chapter.

\textsuperscript{72} Interview with Brett Kenney conducted by Josh Webster on 03/26/2011 in Alexandria, Virginia.

\textsuperscript{73} Picture obtained from Captain Brett Kenney on 01/17/2012. Captain Kenney is located in the top left in the back row. This picture was taken during the invasion of Iraq in 2003 as part of Operation Iraqi Freedom.
Captain Kenney quickly realized that he would not be serving in the peacetime military, but rather he would have a few more bumps in the road, named Iraq and Afghanistan. He remembered that on September 12th the entire mood of the base changed; things became a lot more serious:

The next day we went out to resume our mortar training and it just – everyone was serious – everyone was really interested in what they were doing. And we just knew that we were going to go in. We were going to go to war. So everything that we were learning at infantry’s officer’s course – we needed to take to heart. We needed to know because we were going to train Marines. We were going to use this soon.74

Captain Kenney illustrates in this passage how serious September 11th was for him and the Marines around him. Their motivation changed from just getting through the infantry course, to really excelling and actively learning about the course because they all knew that they would “use this soon”. Kenney did have some patriotic feelings about September 11th. He remembers thinking, “I was just sitting in disbelief – I was like how could this happen? This is America, you know, you don’t do this shit to us. And it was just – a state of shock.”75 This depicts that Captain Kenney did feel some type of patriotic motivation, but was more motivated by the idea of going to war. After realizing that he would be leading Marines into combat, Kenney became much more serious about the tasks that he had looked past before the attacks on September 11th:

I think what hit me most of all was the day it happened, September 11th, I got a phone call from my Mom, she just asked me if I’m okay – if everything’s happening, and she was just worried for me, I could tell over the phone, she was just like be safe, you know, I love you very much. And I think she knew what was going to happen. She knew eventually there was going to be a deployment date, being that I was in infantry officer’s school, that I was going to be on the front lines and I was going to take fire and have to return fire. So she was worried for me. And that affected me probably a little more than the events of the day,

74 Ibid.
75 Ibid.
because it wasn’t personal, but when my Mom was upset that hurt me more than I think anything else.⁶

In this passage, Captain Kenney stated that the conversation with his mother affected him more than the events of the day. This made the attacks much more personal for him. Not only did he realize that he would be going to war, but his family did as well. Kenney deployed to Iraq in 2003 as part of the initial invasion of Iraq in Operation Iraqi Freedom. Kenney was only deployed once during his time as a Marine Corp Officer. September 11, 2001, will forever stick out in Captain Kenney’s mind because that was the point where his military career as a Marine Corp Officer became real. That was the day that he knew that he would be going to war.

Captain Mark Ehlers joined the military through the ROTC program at James Madison University. He joined ROTC just before September 11, 2001, but did not sign his commitment papers until the fall of 2003.⁷⁷ When asked about his motivation for joining the military he stated, “I joined the Army mainly because they offered me a four year scholarship for college and I needed help to pay for an out of state school. Plus I had always been interested in military history and so it seemed like I was joining a military tradition that had always fascinated me.”⁷⁸ Captain Ehlers experienced September 11th while he was attending James Madison University. He stated in an interview that he had not been able to follow the events of the day because he was in Carrier Library completing research for a paper. When asked about his reactions to the events that took place Captain Ehlers stated, “I was very surprised. I don’t think I was as

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⁶ Ibid., This is a quotation from the interview with Brett Kenny about his family’s reactions to the attacks on September 11th and how the conversation with his mother affected him more than the events of the day.

⁷⁷ Interview with Mark Ehlers conducted by Josh Webster through email on 4/05/2011.

⁷⁸ Ibid.
emotionally affected as many other people since I don’t have any family from around New York. I didn’t realize the magnitude of the attack until that evening since I had spent most of the day in the stacks at Carrier library doing research."  

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79 Ibid.
80 Image obtained from Captain Mark Ehlers via email on 02/25/2012. This image is of Captain Ehlers during his deployment to Iraq in 2007 to 2008.
Captain Ehlers realized that the United States military would be going to war because of the attacks on September 11, 2001, but was hopeful that the war would be over before he finished college. He stated that, “After the invasion of Afghanistan a few days later I felt rather glad that it would be several years before I would be actually in the Army. I thought the war would be over by then and I didn’t want to fail in combat.” This statement shows that he was not excited about the fact that the United States would be going to war but held some hope that the war would be over before he was commissioned in the Army. September 11th did not motivate Captain Ehlers to take up the patriotic cause to defeat global terrorism; it forced him to realize that he could be going to war in the near future. The events of September 11th made Captain Ehlers’ commitment to the military much more costly. Much like many of the soldiers who were going through ROTC on September 11, 2001, Captain Ehlers understood that he was not going to just serve his four years; he was now going to serve in a war zone. The terrorist attacks made his commitment in the Army much more real. Captain Ehlers deployed to Iraq in February 2007 as part of the “surge” in Iraq.

Captain W. Mike Harrington, whose background was given in Chapter 1, had very similar experiences as the other soldiers in this chapter. He was commissioned as a Lieutenant in the Army after graduating from West Point in June of 2001. Much like the other soldiers in this study, Captain Harrington was already in the military at the time of the attacks on September 11, 2001. He explained his reactions to September 11th in an interview, stating:

[I felt] excitement, mixed with a little trepidation. I was at the Infantry Officer's Basic Course (IOBC) at Fort Benning on 9/11. We had just finished our first day

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81 Ibid.
of a 5 day field exercise with an all-night foot movement, and were about to settle down for a few hours sleep when it happened. As soon as we heard, we knew we were going to war. The first thing I did was pull a copy of Rommel's *Infantry Attacks* out of my rucksack and started reading. Incidentally, they didn't bring us back in, and we finished out the week training in the woods.82

Captain Harrington did not expect the attacks on September 11th to occur, but he had to adjust his training and motivation because of the attacks. He knew on September 11th that he would be asked to help track down Al Qaida, so he had to prepare himself for the coming events. He stated that September 11th affected him and the soldiers around him in an interview. September 11th “gave us a sense of purpose and focus. We were no longer training to be prepared for some amorphous, theoretical threat. Now we knew who we would be fighting and why.”83 Captain Harrington was forced to become ready for war because of the attacks on September 11th.

Captain Harrington deployed to both Iraq and Afghanistan. He deployed only once to Iraq and five times to Afghanistan, a total of six deployments during his military career with the Army. When asked what really motivated him, Captain Harrington replied, “I was motivated mostly by a sense of professionalism - this was my job, and I wanted to do it well. I also believed that our presence in Iraq and Afghanistan could make a positive difference for the people in those places, and tried to execute my duties accordingly.”84 It is clear through the interview with Captain Harrington that he believed that he had a job to do because he was a professional soldier. Captain Harrington did not use September 11th for motivation; September 11th only confirmed that he was going to war.

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82 Interview with W. Mike Harrington conducted by Josh Webster via email on 4/20/2011.
83 Ibid.
84 Ibid.
Of the six soldiers analyzed in this study, all of them believed that September 11th was not a motivating factor for them to do their duty in the military. All of these soldiers remember exactly what happened on September 11th and what they were doing when they were informed that the United States was under attack. The one thing that September 11, 2001, did for these soldiers was to solidify the fact that they were going to go to war. These soldiers were propelled into a combat mindset directly because of the attacks against the United States. It is hard to imagine that one day these soldiers were “going through the motions”, as Captain Kenney stated, and the next they were being asked to fight in a foreign land for their country.

This chapter was laid out placing female soldiers ahead of male soldiers to illustrate that they experienced all of the same feelings as the male soldiers. Female soldiers are growing in importance to the military and they need to be thought of as soldiers, and not as an inferior part of the military. Major Margaret Oglesby stated in an interview that women are becoming a pivotal asset to military operations. She remembers when female soldiers were viewed as inferior. Oglesby was excited to talk about the good things that the military and women were doing in the interview. She states, “It is an opportunity to speak about the good things that the military is doing and the women are doing, and that whole- I don’t hear it any more, thank God, about women on the front line. As you know, there is no front line in the least, and women in combat, we’re there, and that’s the deal.”85 Oglesby depicts the feelings that the majority of female soldiers in this study have expressed. Female soldiers are essential to the military for the operations in Iraq and Afghanistan, as well as in future conflicts. Gender does not

85 Interview with Major Margaret Oglesby conducted by John Hadden on 08/04/2006 for the Women at War Oral History Project. Pp. 5.
matter because they are all soldiers in a military preparing for combat. They all had to prepare for the upcoming wars in Iraq and Afghanistan. September 11, 2001 is a day that will never be forgotten; a day of great loss and sorrow, but it was also a day that every soldier in the United States military knew that they would be going to war. This was the day that soldiers in the United States military were forced to prepare for battle. They could not rely on the feeling of patriotism to get them through; they had to rely on their fellow soldiers. It is the motivation to do their job as well as get everyone home safe to their families that propelled these soldiers to fight in Iraq and Afghanistan.

To further the discussion about today’s modern U.S. military, an analysis of the “all volunteer military/force” must be done. The “all volunteer force” is supposed to represent the ethnic makeup of the United States’ population. There are proponents for and against the “all volunteer force”. The real issue is, can the “all volunteer force” effectively operate in a long drawn out war of 10 years plus? Also, are we asking too much from our soldiers as far as the number of deployments and tasks? Are we leaving “nation building” up to 21 to 25 year old officers in the military, and are we sufficiently training them for this task? All of these questions and the concept of the “all volunteer force” will be analyzed in the next chapter.
The All Volunteer Force

The first chapter analyzed the idea of soldiers and their relationships to their families, and how that bond has helped these soldiers decide on the path of military service. The bond between these soldiers and the members of their families that have served in the military created an opportunity for the soldiers to realize that military service was a viable option for a career. Some of the soldiers in this study have stated that they wanted the same relationship with the people that they serve with as their family members talked about. They desired to serve their country, but more importantly they wanted to experience life as a soldier; they also wanted to continue their family’s tradition of service to the Nation.

The second chapter analyzed several soldiers and their experiences on September 11, 2001. There is a common misconception that September 11th sparked a grand patriotic crusade that propelled citizens to fight for the United States. Many believed that September 11th pushed soldiers to become more patriotic, but in the case studies examined here, a different truth has emerged. The soldiers who were interviewed in this study about September 11th stated that their reaction was, “we are going to war”. It was not that we need and want to fight for America, but now they knew that they were going to war. This disrupted their plans of four years of service and out; because of September 11th they now had to interrupt their everyday duties in order to prepare for war.

The two previous chapters have helped in developing an understanding of what type of person decides to choose military service. They also allow for an understanding of how these soldiers went through the realization that they were going to war because of the attacks on September 11th. There is one very important element that is missing from
this conversation about the soldiers in today’s modern United States military. The missing element is a discussion of the “all-volunteer force”. The soldiers in this study are serving in a new type of military, the all-volunteer force/military, which was created after the Vietnam War in 1973 because of the problems that the United States military had with draftees, and other issues with racial and ethnic representation. The all-volunteer military during the past two wars with Iraq and Afghanistan has been pushed to its limits. Iraq and Afghanistan are the first wars that have lasted more than one year since the creation of the AVF. Several problems have come to the surface with the all-volunteer force’s long engagements in Iraq and Afghanistan. These issues have caused several politicians and analysts to raise the idea of reinvesting in a draftee military force. Should we reinstate conscription or reevaluate the way the all-volunteer force functions?

This chapter will primarily focus on the issues that the AVF is experiencing as a whole, but the focus will be centered on the soldiers who are involved with the AVF. By primarily focusing on the soldiers, in keeping with the trend of this analysis, this will allow for a fuller understanding of the experiences and difficulties of the soldiers in the AVF. The soldiers’ experiences will help to shed some light on the conscription question as well by proving that the United States military has become far too complex to allow

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86 “All Volunteer Force” will be abbreviated with AVF throughout the remaining pages of this chapter and the conclusion. I have also called the “all volunteer force” the “all volunteer military”. Both of these terms are used interchangeably. The definition of the “all volunteer force” will be detailed in the pages to follow.

87 Congress Of The United States Congressional Budget Office, “The All-Volunteer Military: Issues and Performance”, July 2007, pp. vii – 37; Richard V.L. Cooper, Military Manpower and the All-Volunteer Force, (Santa Monica: RAND Corporation, 1977); George Flynn, The Draft, 1940 – 1973, (Lawrence: University Press of Kansas, 1993); Gus Lee and Geoffrey Parker, Ending the Draft – The Story of the All Volunteer Force, (Alexandria: Human Resources Research Organization, 1977); Bernard Rostker, I Want You! The Evolution of the All-Volunteer Force, (Santa Monica: RAND Corporation, 2006). All of these sources examine the military’s evolution from conscription military to an all-volunteer force. They deal with all of the problems with both ideas, but primarily focus on the large issue of the force as a whole, failing to look at whom the soldiers are that serve in the new all volunteer force.
for cookie cutter soldiers to competently operate at the level that AVF soldiers are today; meaning that the United States military tactics, and training, as well as the technology requirements of advanced weapons systems, have become far too advanced for the cookie cutter soldier to comprehend.

The term cookie cutter soldier is an idea that soldiers are drafted into service with a two-year commitment. This means that the military has two years to train and to utilize them. The term cookie cutter soldier was developed through a series of conversations between the author and several professors, colleagues, and soldiers. The term cookie cutter soldier is used to describe draftee soldiers after examining the draftee soldiers from World War II, Korea, and Vietnam. It appeared that the U.S. military placed the newly drafted soldiers on an assembly line, and in the end, after 90 days, these soldiers were molded into U.S. military men. The term G.I. comes to mind when picturing this because these soldiers become Government Issue. It is as if every soldier coming out had the same look and understanding of the duty. The cookie cutter pressed down on the mold, and presto, a new soldier appeared with gun, helmet, and fatigues. Thus, the cookie cutter soldier concept came from all of this.

The idea of the cookie cutter soldier is not a new concept, just a new term to describe the draftee soldiers, known as a G.I. In the 1940’s the United States military began to increase the amount of draftees in the military in order to ramp up the numbers of troops to deploy to Europe and the Pacific. It was at this time that the military began to issue the fatigues and boots that are still familiar in the AVF. This is where the term G.I. comes from, because once the soldiers went through their transformation they were Government Issued from head to toe. Bill Mauldin, a World War II veteran and author,
discusses the life of two stereo typical G.I.'s in several of his books. His two main characters are Willie and Joe, and they are the picture perfect image of a Government Issue soldier in a draftee military force. The cartoon below illustrates Willie and Joe in their Government Issue fatigues experiencing the hardships of being drafted into an army at war.

The image above exemplifies the image of G.I.s marching in a battle zone in World War II. The important concept to take away from this image is that the soldiers all look the same. All of the soldiers are Government Issued from head to toe in their fatigues, hoisting their rifles on their shoulders. This is the image of the typical draftee

soldier from the 1940’s through the Vietnam War. This is where the term cookie cutter soldier came into mind, because as you can see above the soldiers all look alike.

The reason why the idea of the cookie cutter soldier is so important is that it illustrates the degree to which the United States military has progressed in several different facets. The cookie cutter soldier describes those soldiers who were drafted into service during WWII, Korea, and Vietnam. The term defines these soldiers as spending 90 days in training, followed by active duty for the rest of their two-year commitment. In today’s United States modern military, the AVF, the draft could not work. That is a very bold statement, so some clarification is in order. The draft as it stood in previous wars where conscription was used there was a two-year enlistment term. If this two-year enlistment was not extended the U.S. military would be wasting a lot of time on these draftees, if the draft were to be reinstated.

There are several reasons why the draft, as it stood in previous wars, would not work in today’s modern United States military. The primary reason is the amount of time that it takes to train a soldier for a specific military occupational specialty. This is where the AVF has the advantage over a conscription force, because of the amount of time that the military has with a service member. Staff Sergeant Clarke spoke to an undergraduate class at James Madison University about his experiences in the Army Special Forces on November 8, 2011. Clarke, who was mentioned in Chapter 1, took a great deal of time discussing the amount of training that was involved in his MOS. He stated that it took him close to two years to complete all of his general and specialized training in order to become a Special Forces medic.89 Staff Sergeant Clarke said that he trained for a solid

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89 Lecture at James Madison University on 11/08/2011 in Dr. Matthew Bowen’s class, featuring guest speaker Staff Sergeant Linsey Clarke.
two years before he was assigned to his unit. After he was assigned to a unit, the entire unit trained together for another six months before deployment: \textvisiblespace} “They left us out in desert to do training missions so that we could become a closer knit team.”

Staff Sergeant Clarke described how much training is required of the soldiers in the AVF. This is much different than the soldiers that were drafted during earlier U.S. wars. The soldiers that were drafted into the U.S. military did not have the extensive training that soldiers in the AVF are required to have, as Staff Sergeant Clarke described in his lecture.

Captain Mark F. Ehlers believes that soldiers never really change because of his experiences in the United States Army. Captain Ehlers was asked in an interview if his motivations and feelings changed throughout his time in the military. His answer speaks directly to the idea of soldiers in the AVF. Captain Ehlers responded to this question by saying…

Not particularly, although I think I’m probably more cynical about the grand military tradition that I was so excited to experience now that I have seen it from the inside. Though, now that I’ve experienced it I realize that while the technologies change, soldiers never really do. I think it has given me some interesting insights when I do historical research. I actually stayed in the Army past my initial commitment because they offered me more money to stay in for another three years.

Captain Ehlers’ asserts that the technology of war may change but the soldiers never really do. This rings true, but soldiers have had to adapt to a much more technological military throughout the evolution of the U.S. military. The ideas and feelings of soldiers may not have changed, but soldiers have been forced to become much more responsible for their tasks in the modern U.S. military. The military has become more selective at

\textsuperscript{90} Ibid.

\textsuperscript{91} Interview conducted through email with Captain Mark Ehlers, conducted by Josh Webster on 4/06/2011
who they will accept into the military. The modern U.S. soldier has to be able to understand and operate complex weapons. They also have to be able to adhere to the rules of engagement in a very confusing battleground.

The nature of war has changed, thus the soldiers have been obligated to adapt and evolve with it. Modern tanks, improved medical treatment, and computer systems throughout the force demand greater skills. That is not to say that soldiers are completely different from those that served in the conscription force, but it must be understood that the AVF has evolved since 1973 into a more complex professional military. The skills that were needed in World War II, Korea, and Vietnam are no longer adequate for soldiers in the AVF of today. The U.S. military still uses many of the same training tactics that it used in Vietnam. In many ways soldiers have remained the same, as Captain Ehlers stated in his interview. The technological improvements have forced soldiers to train much more than in previous years because of the different aspects of modern war and because of the idea of a more professional AVF.
Unlike previous conscript forces, the United States AVF places women into the military pool along with men. Women have become a much larger and more necessary part of the U.S. military in its most recent conflicts with Iraq and Afghanistan. U.S. conscription efforts have not included women because of the feeling that women could not operate efficiently in combat; there is also a feeling the female soldiers should not be on the front lines. The problem with this is that in the wars in Iraq and Afghanistan there are no front lines. Female soldiers are just as susceptible to being wounded or killed in combat as male soldiers. The idea of there being a front line in the battles that the U.S. is involved in is untrue because there is no front line; the battles are anywhere, meaning that

92 Image obtained from Captain Mark Ehlers via email on 02/25/2012. This picture was taken during Captain Ehlers deployment to Iraq during 2007 to 2008.
there is no specific spot that is known as a hostile area. Still, there are very strong feelings that women should remain away from combat in today’s conflicts. The role of women in the military has changed a great deal since the development of the AVF. They are a necessary element to the conflicts that are currently occurring and will be a pivotal asset to future conflicts in the future. Female soldiers have consistently increased in importance as part of the military. They have shown that they are soldiers and they have a place in the AVF. A study that the Army conducted shows that the number of females in the Army has consistently increased from year to year. In 1983 female soldiers accounted for 9.8 percent of the total Army; in 1993 they accounted for 12.5 percent of the total Army; and in 2009 female soldiers totaled 15.5 percent of the total Army.\(^9\)

The picture below illustrates a female soldier on deployment during the occupation of Iraq. The picture is an interesting way to view female soldiers in the AVF. The female soldier does not look very female in this image; if she were to put her goggles down it would be very difficult for the enemy and others to identify her as a female. The enemy would view her as a soldier, and therefore the enemy and a target. In Iraq and Afghanistan there are no battle lines where the enemy is on one side of the field and the United States is on the other. These wars, and the wars in the future, are not like the wars that the U.S. has been involved with before. The lines are not clearly cut, the enemies are not wearing matching uniforms, the job of a soldier has become much more complicated. Female soldiers are at risk as much as male soldiers and are just as likely to come under

\(^9\) The percentages of female soldiers in the total Army were obtained from [http://www.army.mil/women/today.html](http://www.army.mil/women/today.html). This website also shows that more jobs in the military are available to female soldiers and has a number of statistics illustrating the importance of female soldiers in the military.
As previously mentioned, women are a necessary element to the U.S. military and should be thought of as soldiers, not solely as women. They complete all of the military training, just as the men do. When asked about the difference between male and female soldiers, West Point graduate Amelia Underwood questioned, “why does there need to be a difference? The military today is comprised of American soldiers, not just men and

women. Aren’t they all just soldiers?” They are soldiers and have the same motivations, if not more, as the men in the U.S. military. Women have been a part of the U.S. military since the beginning of the U.S. Their roles have increased in every ensuing conflict that the United States has become involved in. Female soldiers can now hold 70 percent of all positions in the Army, and serve in 93 percent of all Army occupations. The U.S. is now at the point, as a world power, that they need to include women much more into military service. Female soldiers have become fully integrated into the U.S. military, able to complete operations in foreign countries such as Iraq and Afghanistan. The U.S. military discovered that they needed female soldiers to search women in Iraq and Afghanistan because of the cultural differences that are in those countries. Men are not allowed to touch women in Iraq and Afghanistan; therefore, female soldiers have taken charge in this role. Therefore if the draft reinstituted there would be a huge conversation about whether women should be part of the draft, and a discussion of their role. Female soldiers are soldiers just like the male soldiers. They have a role to fill, and have the same issues that male soldiers have with the new roles of the AVF. Captain Mary Fisher described one of her experiences in Iraq during her deployment in an interview:

…you know how women are seen in their [Iraqi] culture; women are inferior to men, point blank, and they would tell us every time we walked down streets, why don’t you have your head covered, why don’t you do this, and we’re like we’re U.S. soldiers. We don’t have to do all that. Not to be disrespectful of their

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95 Interview with Amelia Underwood by conducted Josh Webster 04/02/2012
96 The percentages of female soldiers in the Army were obtained from http://www.army.mil/women/today.html. This website also shows that more jobs in the military are available to female soldiers and has a number of statistics illustrating the importance of female soldiers in the military.
culture but that’s not what we’re here for. We’re not here to make peace like that. That’s not my job. I have a weapon.  

Captain Fisher states in this passage that she is a soldier. There is too much emphasis on the idea of female soldiers being female; there needs to be more of an emphasis on female soldiers being soldiers. This message is heard loud and clear through female soldiers, like Captain Fisher, in the United States military.

The following two examples have illustrated two of the major issues in comparing the AVF to a conscript military. There are many other issues concerning this, but a further examination into the problems facing soldiers in the current conflicts with Iraq and Afghanistan will aid to a better understanding of what the soldiers in the AVF are being asked to do. The soldiers in the AVF are being asked to do much more than soldiers have been asked to do in the past. As stated earlier in this chapter, war has changed drastically over time. The majority of the conflicts that the United States has entered into in the recent past have been very unconventional. This means that soldiers are not primarily fighting in the main stage of the conflict. They are being asked to do other tasks such as, maintaining “peace” in a certain area of Iraq or Afghanistan. There is also the problem of identifying who the enemy is and where they are coming from. This was first encountered in Vietnam, but has continued to grow as a problem within the AVF and the conflicts in which it is involved.

In order to better understand the problems that soldiers in the AVF are encountering in Iraq and/or Afghanistan, an analysis of some of the major issues will shed some light on the subject. In order to do this, it would be best to let the soldiers speak for themselves about their experiences and training before deploying to Iraq and/or

97 Interview with Captain Mary Fisher conducted by Revan Schendler for the Women at War Oral History Project on August 3, 2006. Pp. 45 – 46.
Afghanistan. Captain Fisher explains in her interview about the training that she received in the military before deploying to Iraq in 2003. Captain Fisher stated…

We got a lot. Military practice, they try to teach you a few of the phrases and what to look out for because you don’t want to stick out like a sore thumb and you don’t want to do anything that’s offensive because as much as people talk about the military, they still, as much as they can, they try to be sensitive to other people’s culture. We had several classes and things and training on that before we went over there, and when we were over there, and when we were in the desert, and when we were on our way back. They just bombarded us with it because if you offend someone, that’s more likely that there can be some kind of conflict and hostility amongst the group, which of course, you know, can lead to anything and most likely it’s not going to lead to something positive. So they try to help us negotiate those things so we don’t find ourselves in those situations.  

Captain Fisher recalls in her interview that she and her soldiers received a lot of training, but this is not a common theme across the AVF military. Captain Marlisa Grogan states that her experience with training for Iraq was similar to that of Captain Fisher, but it was only focused on the basics of culture in Iraq. “We would talk about their religious holidays, the basics, like what not to do. Hand gestures that we take for granted as just being OK, some of them can be very offensive to the Iraqi people.” Captain Grogan believes that there should have been much more training on the history of Iraq. She stated that the she had to go out on her own to get any extensive historical information about Iraq. “They [the military] gave us a pamphlet that was almost like a guidebook. It was just a small, thick booklet that gave you information on the culture and the history, and then I tried to do some stuff on the internet or just picking things up from newspapers and stuff like that.” She also believes that there should have been more attention placed on soldiers to learn Arabic because it would increase the military’s effectiveness.

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98 Interview with Captain Mary Fisher conducted by Revan Schendler for the Women at War Oral History Project on August 3, 2006. Pp. 53
99 Interview with Captain Marlisa Grogan conducted by Revan Schendler for the Women at War Oral History Project on July 21, 2006. Pp. 30
100 Ibid., pp. 30
She said the only thing they received was “little pamphlets with greetings and different words, you know, where’s the bathroom and that sort of thing.” \(^{101}\) The previous two examples have illustrated that the leaders of the AVF were interested in training their soldiers about the culture of Iraq and Afghanistan, but did not go much beyond that. This has been a problem that the United States military has faced before in Vietnam. There are several historians who believe that the U.S. military and its leaders did not know the history behind Vietnam before they entered into the conflict. They believe that this is one of the major flaws that the U.S. military made in that conflict. \(^{102}\) It can be argued that the U.S. military came very close to making that mistake again by not further training the AVF.

The next issue that the AVF soldiers have to deal with is who is and who is not the enemy. Most of the modern wars fought in the global society today have changed in nature. Wars used to be constrained to borders, at least to some degree, unless it was a World War. The issue that soldiers in the AVF are attempting to traverse in Iraq and Afghanistan is the issue of borders. Much like Vietnam, Al Qaida and other extremist groups are using the borders of friendly Islamic countries to escape to a safe haven. The enemy can cross into Afghanistan from neighboring Pakistan to attack U.S. soldiers on patrol, and then cross back into Pakistan for safety. This is very similar to the North Vietnamese Army’s tactics against the United States in the Vietnam War. This problem will continue to haunt the U.S. military in wars in the future because the wars in the

\(^{101}\) Ibid., pp. 29

future will be more about culture versus culture, rather than state versus state. This can be viewed as a transition to modern unconventional warfare. Discussed earlier in this chapter, the enemy is not wearing military fatigues. This is another way that soldiers in the AVF have had to adapt to the changing face of war.

Knowing that the enemy can cross the porous borders into Iraq and Afghanistan has made the job of protecting and patrolling the two countries much harder for the soldiers of the AVF. The enemy is well adapted to their surroundings in Iraq and Afghanistan. The soldiers are finding it difficult to identify the enemy. When asked who was the enemy in Iraq and Afghanistan, Captain Grogan answered, “Those people who are attacking you.” The U.S. military has the almost impossible job of determining who is and is not the enemy. Captain Grogan continues…

It could be a woman who has an IED on her, who uses herself as a bomb. So, it’s not a face that they [the military] give, it’s a situation as to weapons, it’s where they are. So, you have to be conscious of all those things and another thing, we were in like the cities, we were really conscious that the kids could be. In our minds, we were giving them the benefit of the doubt they weren’t because you wanted to hug and embrace them and be around them, but at the same time, you had to remember that it’s not just men. It’s not just the guys who are walking around covered up with their machine guns out and out, who are saying anti-American slogans. It’s not just those people, and actually those people are the people in the news but those aren’t the people who are necessarily to fight either, because if they were that obvious, you’d be able to find them. So, our training just said, you know, these are the signs to look for. When you look at the crowds, you’ve got to be leery of everybody.

Captain Grogan’s statement clearly depicts how difficult it can be to determine who is the enemy in the Iraq and Afghanistan Wars. Captain Charles Ziegenfuss, a tank company commander in the 1st infantry division talks about his job of hunting down terrorists in a blog to his family and friends. Captain Ziegenfuss truly believes in the cause because he

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103 Interview with Captain Marlisa Grogan conducted by Revan Schendler for the Women at War Oral History Project on July 21, 2006. Pp. 54
104 Ibid., pp. 54
feels that it is the right thing to do, and that it is his job as a U.S. soldier to complete.

Captain Ziegenfuss states...

We keep finding their bombs and caches, we root them out of their hides, we kill them and kill them. They [Al Qaida] recently said that it was okay to kill fellow Muslims when attacking us – basically, that it was okay to kill Iraqi Army and Police to get at us...Outstanding. That means that we’re winning, people. They see their grip fading on the people that they held so tightly.\footnote{Matthew Currier Burden, \textit{The Blog of War: Front-line Dispatches from Soldiers in Iraq and Afghanistan}, (New York: Simon \& Schuster Paperbacks, 2006). Pp. 148.}

Captain Ziegenfuss terms the enemy as “they”, but it is clear that he, too, is unclear of who they really are. The problem with identifying the enemy has become a very common issue among the soldiers in the U.S. military. This is why the idea of winning the hearts and minds is so ingrained in U.S. military soldiers. They need to win the hearts and minds of the people in order to operate effectively in Iraq and Afghanistan.

Staff Sergeant Evan Foulke explained his training and experience in an interview. He stated...

The inadequacy of the training I would say was pretty bad. We’d spend more time shining boots than we ever did actually training to go to war, which is what we all were going to do because it was infantry basic. So, I thought that was pretty ridiculous that they would you know spend time on that when we know we’re headed to war.\footnote{Interview with Staff Sergeant Evan Foulke conducted by Josh Webster on 8/22/2011.}

Foulke explained in this passage that he felt the military took too much time concentrating on needless practices and not enough time preparing for war. Foulke entered the military after September 11, so the majority of soldiers in service would deploy to Iraq and/or Afghanistan. Staff Sergeant Foulke also explained how his deployment changed over the time of his deployment to Afghanistan. He explains his experience...
At first thought I was going there and try to do the medic thing, you know, like I was going to – I’m going to come here, I’m going to give medicine to sick babies, I can do all this stuff, and you know, win the hearts and minds is the key word that they always use, and then I don’t know, after a few months there I pretty much just said fuck these people. They are fucking worthless and then after that I just had no mercy or care or what it’s about reforming. Fuck them.107

Staff Sergeant Foulke illustrates in this passage that winning the hearts and minds was a very important part of the U.S. military’s strategy in Iraq and Afghanistan. This was the strategy, but many soldiers were disillusioned about how this tactic was going to work.

There have been several attempts by the AVF military to adapt more training so that they can better determine their enemy in Iraq and Afghanistan. The Marine Corps has developed a training center at Camp Pendleton to help deploying Marines better identify their enemy. The training center is run through private contractors that have developed a mock town as found in Afghanistan. The private contracting firm hires former Afghani citizens to help illustrate what the towns in Afghanistan will look and feel like. Training like this will drastically improve a soldier’s ability to perform while in action because they are out in the field practicing before they deploy. This is a massive improvement from the pamphlets that the military handed out to prepare the soldiers for deployment.108

The main problem facing the AVF is the number of deployments that the soldiers in the AVF have to endure. This is one of the first times in U.S. military history that soldiers are being asked to deploy more than one or two times. There are examples of soldiers that have had to deploy to both Iraq and Afghanistan, some totaling up to nine deployments. One example from the pool of soldiers in this study is Captain

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107 Ibid.
108 Information about the training at Camp Pendleton was obtained from http://www.pbs.org/newshour/bb/military/jan-june12/afghanvillage_03-06.html on 03/30/2012.
Harrington’s seven deployments to Iraq and Afghanistan. There are several reasons for this, but because of this smaller AVF the soldiers are in combat much more than they have been in the past. The soldiers in the United States military are forced to prepare for possible deployments to Iraq and Afghanistan. This makes the conflict a two front war because the two wars are very different in terrain and in objective. The two front wars can cause problems because at one point a soldier could deploy to Iraq, and 90 to 120 days after their return to the U.S. the same soldier could be asked to deploy to Afghanistan. This is something that the United States military has not had to deal with in any of its previous wars. The closest example of this would be World War II when the U.S. military was involved in Europe and the Pacific, but there are differences. In World War II, the Army primarily fought in Europe and the Marines fought in the Pacific; there was no real flip flopping of deployments that occurred.

The ideas above are more examples of difficulties that the AVF soldiers are experiencing as part of the United States military. The recurring multiple deployments are consequences of the U.S. military’s smaller force. As mentioned earlier, the smaller force of the AVF is running into issues with multiple deployments, but because of their training they are much more prepared for these encounters. This smaller force is able to operate successful missions because of their training, the constant deployments are just one of the issues that these soldiers have to overcome.

The thought that Iraq and Afghanistan are two totally different wars was mentioned because they have two very different objectives; these objectives have differed from the onset of the two wars. Afghanistan is more of a seek and destroy mission.

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109 Interview with Captain Mike Harrington conducted by Josh Webster on 4/20/2011.
against terrorist groups like Al Qaida, and originally the objective in Iraq was to root out Sadam Hussein and find and destroy weapons of mass destruction. Things have changed as the Iraq War has developed over the years and has developed more into an occupation. Soldiers have to mentally and physically prepare themselves for the two different objectives. The wars in Iraq and Afghanistan have changed a great deal. Soldiers are not involved in conventional firefights; they are more involved with policing and patrolling areas to maintain peace. In the HBO series Generation Kill, the show depicts soldiers that are deployed in Iraq. The series was created in 2007, so the Iraq War was not a new event to the U.S. people at that time. Two soldiers are discussing their mission in with the 1st Marine Battalion outside of Bagdad. They are trying to figure out how to stop cars at checkpoints because they have had problems with unnecessary deaths. The Lieutenant states that “the Marines are not a patrolling force, we are an advanced fighting force.” The two soldiers present a topic that has troubled several soldiers in the Iraq and Afghanistan wars. This is the issue of what soldiers are trained to do, and what soldiers are being used for in the latter stages of the wars. Soldiers in the U.S. military are trained to advance and take a position. The U.S. military is being ordered by political leaders to occupy the areas of Iraq and Afghanistan. This is not what the U.S. military was developed to do, but the soldiers are doing their best to complete the task at hand. In the same episode, another two soldiers are speaking about their patrol in Iraq, and one states, “I’m a warrior. A highly trained killing machine, designed to hunt down and destroy the enemy.”

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111 Ibid.
There are always differences between military and political objectives, but the United States is witnessing a drastic change to the way the country’s military operates in war. Military leaders are placing 21 to 25 year old soldiers in charge of diplomatic missions. This is the difference between the draftee soldier and the AVF soldier. The AVF requires and expects much more from soldiers than the draftee military. The AVF spent time and money training this smaller force so that it can operate anywhere in the world, and under any conditions. The soldiers that are being asked to take on more responsibility are not only officers, but enlisted soldiers as well. Officers have always been taught to lead, but in the AVF enlisted soldiers are being asked to make educated decisions. U.S. soldiers are being tasked with “instilling peace” in certain locations, patrolling city blocks, and other types of occupation. That is a sizeable task to give young soldiers. These tasks would be better left to the leaders of Iraq and Afghanistan, and/or U.S. diplomats, not 21-year-old soldiers who are trained to win wars. This is another example of the changing nature of war, and how the AVF has adapted. Soldiers in the United States military have not been asked to occupy and instill democracy since World War II, and the occupation took place after the fighting was over.

The United States military has a very tough road ahead of it in the future. The concept of war is consistently changing, making each conflict another test for the soldiers and their training. War seems to be moving away from conventional war, heading in a direction of guerrilla warfare and terrorism. It is no longer the state versus state mentality; it is now culture versus culture. In order for the United States military to prevail in the current and future encounters, it needs to adopt new training strategies. The political and military goals need to be more in line with each other. The AVF military
was developed to accurately represent the populace of the United States, but the military is having issues filling their quotas because too few citizens are looking to the military. The only branch of the military that has stayed above the recruitment quote is the Marine Corps, and they are the smallest force in the AVF.\textsuperscript{112}

Captain Harrington said in an interview that the military was not blind to the risk of attack from extremist groups, such as Al Qaida. He said that while he attended the United States Military Academy at West Point there were several courses that focused on combating terrorism. Harrington said, “No. However, even before 9/11, a lot of our studies at West Point focused on the threat of terrorism. After the Cold War ended, the military starting looking ahead to find the next threat, and Islamic terrorism was probably considered the most likely. Even if nobody else was watching the terrorists before 9/11, the military theorists were.”\textsuperscript{113} Harrington describes that the AVF military was adapting to this new type of warfare. The AVF is going to have to adapt in order to survive and evolve with the way the world is developing, and Captain Harrington illustrated in his above statement that the AVF is evolving. The ideas of an all-volunteer force can work, and this has been shown in Iraq and Afghanistan. This is not saying that there are not several issues that are in need of attention.

If the United States were to bring back conscription, there would have to be several notable changes in order for it to stand a chance of working. The term for enlistment would have to change from two years to at least three years. This is for the simple reason of training. The soldiers in today’s military are more highly trained than

\begin{itemize}
\item \textsuperscript{112} Congress Of The United States Congressional Budget Office, “The All-Volunteer Military: Issues and Performance”, July 2007, pp. vii – 37
\item \textsuperscript{113} Interview with Captain Mike Harrington conducted by Josh Webster via email on April 20, 2011.
\end{itemize}
any other force that has operated in the United States. The leaders will also have to ask for more female volunteers or include them in the draft as well because they are a necessity in the military today. The soldiers in the AVF have revealed that the AVF is working, and it is working in several theaters in the world. There are some things that need to be examined with the AVF, but as a whole the AVF is working. The AVF has allowed for a smaller, well trained, professional military force can operate successfully in the modern wars of today.

The soldiers in this study have helped illustrate the issues that are encountered in the Iraq and Afghanistan wars. They have shown both the good and the bad of the AVF. Many believe that the military needs to improve because of the types of conflicts that the U.S. is fighting. The one fact that has not changed is that the soldiers in the AVF stood up to the challenges and prevailed in Iraq and Afghanistan. There will always be issues in fighting wars, but the one thing that will never change is the devotion of soldiers.
Conclusion

The previous three chapters of this analysis have attempted to illustrate the motivations of soldiers in the United States military. There are several motivating factors that go into the decision for a citizen to decide to pledge their service to the U.S. military. I have argued that one of the key motives for a citizen to join the military is the idea of a military family tradition. This idea has been mentioned by several military historians, but seems as if they have glossed over it. There is much more to the idea of a military family tradition than most historians have studied.

The military family tradition is very strong in the United States military. The soldiers in this study have proved that there is a military family tradition, and that it is a strong motivating force. A citizen is more likely to join the military if he or she has had previous members in their family with military service. The military family tradition opens a door to the idea of becoming a soldier. It appears to make the decision much easier for soldiers with a military tradition. The military family tradition also motivates some soldiers more than others. There have been several examples of soldiers remembering that they wanted to join the military ever since they were very young, playing with toy soldiers. Sergeant Collin Thomas said, “I can always remember playing with my G.I. Joes in the front yard. I’ve always wanted to be a soldier.” The pool of soldiers studied in this analysis illustrates that the U.S. military has a military family tradition, and this tradition is not constrained to officers; the military tradition can be seen in the enlisted ranks as well. The military family tradition is also a continuation of a

114 Interview with Sergeant Collin Thomas conducted by Josh Webster on 10/08/2011.
tradition of service to the Nation. The idea of service of the Nation is learned from those previous generations of military servicemen and—women.

The second chapter of this analysis examines the affects of the attacks on September 11, 2001 on soldiers in the military. The reason for this was to examine what September 11th really meant to the soldiers in the military. Did September 11th compel them to jump up and chant “USA”? Did their patriotism motivate them through their deployments in Iraq and/or Afghanistan? These were the questions that I was asking myself when I thought about September 11th. How would the events of September 11, 2001 change my emotions if I were a soldier in the military? The research and interviews answered these questions and more.

September 11, 2001 is a day that Americans will never forget, but it was not the huge motivating element that many believe. There are two things that September 11th did for soldiers. First, it made many of them realize that they were not going to have the easy four-year commitment that they had hoped for. These soldiers knew when the attacks happened that they would be going to war. These soldiers were in a peacetime military, and the attacks on September 11th immediately placed them into a military at war. Their military experience changed rapidly because of this change. The soldiers were forced to take their job seriously because they were going to war. Much like Captain Brett Kenney stated earlier in this analysis, the training became much more serious after September 11, 2001. Kenney states, “So everything that we were learning at infantry’s officer’s course—we needed to take to heart. We needed to know because we were going to train Marines. We were going to use this soon.”[115]

[115] Interview with Captain Brett Kenney conducted by Josh Webster on 03/26/2011.
Second, their motivation to fight these wars was not September 11th, it was more to fight for the man/woman beside them. They also felt that they had to fight because this was their job. They had entered into an occupation that sometimes calls for them to go to war. The attacks on September 11th notified all of these soldiers that they would have to go do their job. Patriotism did not motivate the soldiers in the U.S. military as much as I had originally thought. It cannot be said that the attacks did not affect them, because it clearly did, and this can be seen in the interviews. There was an initial surge of patriotism, but it was taken over by the fact that they would soon be shipping out for war. This is where the motivation to do their job takes over and the patriotism is pushed behind the idea of duty.

The last chapter of the analysis on U.S. soldiers is the idea of the “all-volunteer force”. The concept of the AVF was developed and instituted in 1973. The United States military moved away from a draftee military, leaning in favor of the AVF. The AVF was supposed to accurately represent the populace of the United States. The country’s military has operated as an AVF since 1973, but there are still ideas of bringing conscription back. The military has become much more technologically advanced, and highly trained, thus the draft, as it stands today, would not work. One simple reason why a draftee military would not work is that the enlistment duration of two-years is too short. The AVF military is the most highly advanced and trained force in the world. It spent years training, so if the country were to go back to the draft training would use up the two-year enlistment. The draft soldiers would not be in long enough to make a difference.
The enlistment term and training are not the only differences between the AVF and a draftee force. As shown in the illustration by Bill Mauldin in chapter 3, the draftee soldier is in the military only as long as his enlistment obligates him. All of the soldiers in this image look the same, Government Issue from head to toe. The draftee soldier is only in the military because of an obligation that cannot be denied. In contrast to the draftee soldier, the AVF soldier is there because it is his/her occupation. The AVF soldier has turned the military into a professional occupation that they take very seriously.

The third chapter also looks at the importance of female soldiers and their place in the U.S. military. The concept of war is constantly changing and the military must evolve with it. Women have been in and around the U.S. military since the country’s independence. Iraq and Afghanistan have illustrated the importance of female soldiers. One of the ideas that was discussed was female soldiers aiding in searching women in Iraq and Afghanistan. This is pivotal because male soldiers cannot touch the women in Iraq and Afghanistan because of cultural differences. Female soldiers bridge the cultural gap and help to create a much more secure area because they are allowed to search women in Iraq and Afghanistan. The idea of women in today’s modern U.S. military is much larger than searching women in Iraq and Afghanistan. The larger theme is that female soldiers are doing all of the same training and exercises as male soldiers. Female soldiers risk just as much as male soldiers do deployed and at home. The distinction between female and male soldiers should be discarded. Soldiers in the AVF military are American soldiers and should be regarded as such, leaving gender at the door.
Chapter three continues by analyzing the training that the soldiers in the AVF receive before deploying to Iraq and/or Afghanistan. Every soldier in this study believes that there should be more training before deployment. There was also a discussion about the tasks that soldiers in Iraq and Afghanistan are asked to complete. The idea of “instilling peace” in an area is a new concept to U.S. soldiers. United States soldiers are trained to win wars, not to occupy and create diplomatic policies. 21 to 25 year old officers in the military are making diplomatic decisions on the ground in Iraq and Afghanistan. This is not what they were trained to do. The AVF has empowered soldiers at all levels of the military to make educated decisions in these new conflicts. The AVF is a much smaller force, thus it has forced the soldiers within this force to become much more professional. With a smaller force, each soldier has to perform at a higher level with more responsibility. The days of the dumb infantry soldier are over. The AVF today expects a higher-level recruit; if one does not make the grade, then the AVF does not need them.

The purpose of this analysis was to discover the experience of U.S. soldiers that deployed to Iraq and/or Afghanistan. To find out what made them join the military and what motivated them through their deployments. This analysis has covered a lot of ideas and material, but has revealed who the soldiers in today’s U.S. military are. The research and interviews have allowed for first hand accounts about their experiences, motives, deployments, and feelings about war. Hopefully this will bring a better understanding to who the soldiers in the AVF are and why they continue to do what they do in today’s modern United States Military.
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*Web Pages*


[http://www.pbs.org/newshour/bb/military/jan-june12/afghanvillage_03-06.html](http://www.pbs.org/newshour/bb/military/jan-june12/afghanvillage_03-06.html). This website shows the information on the training at Camp Pendleton.

*Secondary Sources*


*Media*


