
SOCY 699L: DIVERSITY IN THE MILITARY

Spring 2012

Wed, 3:30 -6:00 pm

Room 1101 Art-Sociology Bldg.

TEACHING TEAM

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Note: This is a tentative syllabus. Not all the readings and session topics are firm, and I may change the future readings/topics at my discretion.

COURSE DESCRIPTION AND GOALS

Students in this course will analyze the effects of various individual characteristics, especially gender, race/ethnicity, religion, sexual orientation, and family status on military involvement and experience, and how these influence post-military life for those who serve. Students learn how the roles in the armed forces (as well as in other social and occupational contexts) of people with diverse characteristics (past, present, and future) are a function of the interplay between cultural forces (values, norms, beliefs, attitudes) and other factors, such as technological change, demographic patterns, occupational structures, labor shortages, and the goal of military effectiveness. Policy questions are addressed, including arguments and evidence supporting different positions on the issues of inclusion and exclusion of certain groups. We will use relevant theory and empirical research from the fields of sociology, psychology, history, political science, and demography. Implications for leadership in diverse organizations are analyzed.

The goals that we seek to accomplish in this course are to:

1. Describe and synthesize sociological (and other social scientific) concepts, principles, and theories useful to understanding diversity in the military.
2. Apply the scientific method to the study of military diversity from a sociological perspective.
3. Explain the effects of diversity in the armed forces of the United States and in other nations.
4. Analyze and discuss contemporary issues, situations, and problems relevant to diversity in the military using a sociological perspective.
5. Compare and contrast diversity in the armed forces with diversity in civilian society and civilian organizations.
6. Compare and contrast different dimensions of diversity in the armed forces (e.g., race/ethnicity, gender, sexual orientation).
7. Analyze the social construction of diversity in the armed forces and in civilian society.
8. Analyze the history of diversity in the military with attention to similarities and differences in the experiences of different groups (including socio-economic status, race, gender, sexual orientation, and family status).
9. Evaluate the methodology and findings of social science research on diversity in the military.
10. Analyze the effects of leaders' behavior on acceptance of diversity in the military.
11. Demonstrate the ability to communicate all of the above effectively, both orally and in writing.

These course goals represent what you are expected to be able to do upon successful completion of the course. It is important that you understand these course goals; they are the dimensions on which you will be evaluated. To understand fully what I expect of you, you will need to review the Key Learning Outcomes attached to this syllabus. One **major goal** in this course will be to provide the intellectual background so that, given a situation, trend, or policy issue related to diversity in the military, you can:

1. ANALYZE it, using sociological (and other social scientific) theories and concepts as they are applied in the study of diversity in the military (including historical experiences and cross-national comparisons).
2. DISCUSS the strengths and weaknesses of sociological theories and concepts with regard to understanding the situation, trend, or policy issue.
3. PREDICT, using sociological theories and concepts, the societal, organizational, interpersonal, and individual consequences of a major change in organizational policy.
4. DISCUSS and EVALUATE possible policy actions based on these earlier steps.

COURSE REQUIREMENTS

REQUIRED READINGS:

There are no required books for this course. Rather, all readings will be made available through links or the actual files on the course ELMS page. They are listed on syllabus on the days they are due. [For help with locating and using these resources, contact Sidra or me.] Go to: www.elms.umd.edu.

CLASS PARTICIPATION

This course is conducted as a seminar. Students are expected to come to each class having completed the assigned readings, and prepared to discuss them, as well as to go beyond the knowledge contained in the required readings. A major objective of the course is to encourage students to function at a high intellectual level, using their abilities to think independently and critically. You

should be sufficiently familiar with each reading that you can summarize what the authors wrote, identify important terms and concepts, evaluate the basis for their conclusions, compare and contrast the approaches and findings of different readings, and synthesize the knowledge gained from the several readings together. Before class. It is **VERY IMPORTANT** that you complete the required readings on time and are prepared to discuss them in class.

Because it is important that we all have the readings completed, and because it has been a problem in past years, I must institute some way to ensure readings are done. This can either take the form of short reading quizzes at the beginning of class, or in the form of short, 1-page writing assignments due at the beginning of class. We will discuss the options in the first class and democratically decide which will be implemented.

Each student will be part of a team who serve as class facilitators ONE time over the course of the semester (beginning with Class session 3). Class facilitators will individually write a critical review paper in which you synthesize the important themes in the week's readings (see below.) Class facilitators are responsible for reading all required materials for the week (and should be familiar with the key points from the optional readings), for posting their review paper online for the class to read before class, and for providing two discussion questions for the class to consider by Wednesday (class day) at noon. In addition, facilitators will lead the class by presenting an initial summary of the major themes, theories and perspectives for the week. Class facilitators should work together to develop a plan for their presentation which should accomplish the identification, specification, and clarification of perspectives and approaches in the week's topic area. Class discussion is meant to integrate these things across the week's readings and across previous class topics, to critically engage with the ideas and arguments, and to consider the implications for the practice of military education and leadership.

PAPERS

There are two forms of written work required for this course: (A) a critical review paper and (B) 2 specialized topic papers. For all written work, **you must include citations** (in APA or ASA format, although I prefer the ASA, parenthetical citation style) to the relevant references from which you obtained your information. I also recommend you engage in additional forms of writing related to the course, described below, especially if you are a PhD level student.

(A) REVIEW PAPERS:

These are critical analyses of the readings, due at the beginning of class in which you are serving as facilitator. These analyses will be graded.

These papers will be 1000-1200 words in length (about 4 pages double spaced) and should include the following:

- Identify and briefly summarize a common theme or problem across the week's readings
- Identify and briefly summarize the competing perspectives on this theme or problem
- Synthesize/integrate specific readings, their theories, arguments, and evidence to discuss how the readings fit together to speak to your selected theme/topic
- Provide a scholarly critical response to the readings that engages questions of research methodologies, theoretical insights, or omissions in the literature.
- Identify how the research in this area can be advanced

NOTE: A strategy for success in, and for long-term benefit from, the course would be to prepare similar **synthetic** summaries of each week's readings for yourself as you go along. Such synthetic notes will be the main record of your personal intellectual work in the course and you don't want to look back in a year or two (when taking comps or writing a proposal for example) and wish you'd done more thinking or paid more attention! Compartmentalized summaries of individual readings are useful to a degree, as a recording of "just the facts" but the synthesis of readings, while the most challenging, provides substantial payoffs in the long-run. Be sure to note in such summaries any outstanding problems, strategies to research problems, possible data sources and how to use them to do research in these areas. These come in handy when deciding on thesis/dissertation topics.

(B) TOPIC PAPERS:

Each student will be required to write 2 individual papers during the semester. These specialized papers must be based on one of the topics outlined below. Students may also propose different topics, but these must be preapproved by Prof. Kleykamp (write a short proposal describing the topic and include some references). All papers should be 2000-3000 words of paper text (8 to 12 pages typed, double spaced NOT including title page or works cited page). All suggested references are available on Blackboard in

the folder "Paper Topics." A student's topic papers should not overlap in content. Each paper must refer to social scientific analyses (theoretical, empirical, and/or syntheses, as appropriate for the topic). All topics require going beyond required readings, to differing degrees. Your papers should probably have a minimum of 10 references cited, and some topics could easily have more to adequately provide background on the topic. If you are having trouble finding appropriate sources consult with us. Address questions (requirements or content) to Meredith or Sidra, (preferably far) in advance of the deadline.

Be sure to focus your literature review on research and writing in books by social scientists, scholarly journals, governmental research reports, and papers delivered at professional meetings. Use primary sources that you have read; avoid secondary references (i.e. don't cite something someone else cites in their paper or book. Go get the referenced work, read it, and cite that.) The emphasis should be on empirical research (and theoretical explanations). You may use some official military publications without empirical research results where appropriate, but do not use them as substitutes for research reports. Minimize the use of newspapers and popular magazines; use them where necessary for up to date factual information not available in other sources.

Each paper should contain your own ideas and synthesis of others' ideas; it must not be merely a string of quotes. Please pay very careful attention to the requirements for academic honesty. Any direct quotes from a source must be enclosed in quotes. A paraphrase from a published source must also identify the source. Changing only a few words is not acceptable as a paraphrase; either use your own words, paraphrase substantially, or use a direct quote properly indicated. You must write this paper; using someone else's work without credit is plagiarism. You may have someone else read a draft of your paper and give you comments and make editorial corrections (indeed, that is encouraged). If you have any questions about what is permitted, ask.

Topic 1:

Select one country (other than the United States) and analyze the variables that affect women's participation in that country's military. The paper should describe trends in women's military roles, covering both historical and contemporary periods. The description of women's military participation in your selected country should cover the variables specified in Segal, 1995 and Iskra, et al., 2002. You should refer to the following readings (among others):

- Segal, Mady Wechsler. 1995. "Women's Military Roles Cross-Nationally: Past, Present, and Future." *Gender & Society* 9: 757-777.
- Iskra, Darlene, Stephen Trainor, Marcia Leithauser, and Mady Wechsler Segal. 2002. "Women's Participation in Armed Forces Cross-Nationally: Expanding Segal's Model." *Current Sociology* 50(5): 771-797.
- {Optional: Carreiras, Helena and Gerhard Kummel. 2008. *Women in the Military and Armed Conflict*. Weisbaden, Germany: VS Verlag fur Sozialwissenschaften.}

This paper should differ substantially from the country review paper you may have completed for Dr. Segal's course. You must include analysis, not just description of women's roles in a nation's military for this paper.

Topic 2:

Compare and contrast (what are the similarities and differences between) (a) race/ethnicity and gender OR (b) race and sexual orientation OR (c) gender and sexual orientation in the military on the following dimensions of analysis: the arguments for exclusion and inclusion of these social categories of people, how policies of exclusion and inclusion have changed over time, and the current policies and practices regarding exclusion and inclusion of these groups. Compare and contrast the implementation of these policies and the treatment of individuals. Focus on the similarities and differences, not on the details of race and gender (or race and sexual orientation or gender and sexual orientation) separately.

Topic 3:

Cohesion, and its connection to operational effectiveness, has been cited as a significant reason for limiting the increased diversity of the military, particularly regarding race, gender, and sexual orientation. After distinguishing among different types of cohesion, compare and contrast past research linking, or not linking, cohesion with military effectiveness. Then, relying on empirical evidence, analyze - whether positive or negative - the impact of diversity on military performance, while also citing the relevance of inter-group contact. Analyze the causal evidence, if any, linking cohesion and operational effectiveness.

You should refer to the following readings (among others):

- Basham, Victoria. 2009. "Effecting Discrimination: Operational Effectiveness and Harassment in the British Armed Forces." *Armed Forces and Society* 35: 728-744.
- Kier, Elizabeth. 1999. "Discrimination and Military Cohesion: An Organizational Perspective." Pp. 25-52 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham, MD: Rowman & Littlefield Publishers, Inc.

- Segal, David R. and Meyer Kestnbaum. 2002. "Professional Closure in the Military Labor Market: A Critique of Pure Cohesion." Pp. 441-458 in *The Future of the Army Profession*, edited by Lloyd J. Matthews. Boston, MA: McGraw-Hill Primis Custom Publishing.
- Smith, M. Brewster. 1949. "Combat Motivations among Ground Troops." Pp. 105-191 in *The American Soldier: Combat and its Aftermath, Volume II*, edited by Samuel A. Stouffer, et al. Princeton, NJ: Princeton University Press.

Topic 4:

One course objective is for you to describe different kinds of research on diversity in the military and to evaluate the advantages and disadvantages of these research methods. With this objective in mind, analyze some of the empirical evidence collected on perceptions of discrimination on the basis of an ascribed characteristic (race, gender, sexual orientation, etc.). You can focus on only one characteristic or include several within your analysis. You should include your own evaluation of the strengths and weakness of the authors' research methods and discuss how the methods used influence both the research questions and conclusions.

Topic 5:

First, compare and contrast two social theories (including, but not limited to: Standpoint Theory, Intersectionality Theory, Social Construction Theory, Life Course Theory, Feminist theories, Conflict Theory, Queer Theory, Rational Choice/Exchange Theory, Organizational theories, Social Network Theory, Symbolic Interactionism, Structural Functionalism, Human Capital Theory) with regard to their application to one of the following dimensions of diversity. Evaluate each theory's usefulness in analyzing the dimension of diversity.

- racial integration in the military
- gender integration in the military
- socioeconomic status and military service

Topic 6:

Analyze changes in diversity in the military over the past 30 years as these have been affected by the cultural dynamics of sources of pressure for increasing inclusion, sources of resistance to increasing inclusion, and attitudes of serving personnel. You may choose to cover one dimension of diversity in depth or cover multiple dimensions of diversity in less depth.

Topic 7:

Analyze the effects of socioeconomic status background on service in the military.

Topic 8:

Analyze the effects of service in the military on subsequent socioeconomic status.

Topic 9:

Analyze the effects of leaders' behavior on the acceptance of diversity in the military. Distinguish between different levels of leaders and the specific ways in which their behavior affects the successful integration of members of diverse groups in the military.

Topic 10:

Compose a paper based on the objectives of a specific class session (You may only select from class sessions 5 and beyond. If you want to write about race and gender, see topics 1 or 2.) You may select this option for more than one paper.

Topic 11:

Pick your own applied topic regarding diversity and military personnel. This paper may have an international focus, or you may focus on U.S. policies and personnel. Prof. Kleykamp must approve your selected topic. You may select this option for more than one paper.

Grading weights: Grading will be based on the following relative weighting scheme. Paper 1 & Paper 2 are each worth 25% of your grade, your critical review essay is worth 15%, class facilitation is worth 5%, reading checks are worth 15% and overall class participation is worth 15%.

ACCOMMODATIONS

If you have a documented disability and wish to discuss academic accommodations, please contact Dr. Kleykamp as soon as possible.

If any of our classes are on days when you cannot attend due to religious observance, please let Dr. Kleykamp know in writing by the Second class meeting.

ACADEMIC INTEGRITY

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

COURSE EVALUATION

CourseEvalUM Spring 2012: Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. When advised the system is open, please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations.

NOTE ABOUT DEADLINES

To promote organization and foster equity, there are penalties for handing in assigned written work after the deadline. Please hand in work on time. Exceptions can be made if you are ill, have a family emergency, have a special family event (such as the birth of a child), or are mobilized for deployment. I understand that we all play multiple social roles that sometimes conflict and I try to be flexible; however, request exemption only when really needed. (Others' procrastination and time management difficulties should not be allowed to create crises for us!)

NOTE ABOUT ABSENCES

This course is a seminar, meeting only once per week. It is assumed you will attend all meetings, and you will miss something important if you are absent. Please do not schedule personal travel during class time.

SUMMARY OF DUE DATES FOR WRITTEN WORK

Papers must be turned in in the following windows. Please hand in a hard copy to me or my mailbox in the Sociology department.

- Paper 1 due between 12 March – 16 March (by 3pm).
- Paper 2 due between 30 April – 4 May (by 3pm)

ANALYSIS OF SOCIAL STRATIFICATION/DIVERSITY IN THE MILITARY

SOCIAL STRATIFICATION/DIVERSITY CHARACTERISTICS/DIMENSIONS

- Gender
- Race
- Ethnicity
- Sexual orientation
- Religion
- Socioeconomic status origins
- Region of origin
- Family status (marital status & # children)
- Physical ability and mental ability
- Age

DIMENSIONS OF ANALYSIS

ASPECTS OF THE CHARACTERISTICS (ACTUAL AND IN DISCOURSE)

- Ascribed or achieved
- Stereotypes
- Visibility
- Associated behaviors

STRUCTURAL DYNAMICS: HISTORIC

- Policy and legal restrictions
- Proportional representation
- Progress and timing of changes – in policies and representation
- Implementation of change
- Treatment of and attitudes toward individual military members
- Comparison with civilian society

STRUCTURAL DYNAMICS: CURRENT

- Policy and legal restrictions
- Proportional representation
- Treatment of and attitudes toward individual military members
- Implementation of change
- Comparison with civilian society

CULTURAL DYNAMICS

- Arguments for inclusion/exclusion (#s, roles)
- Sources of pressure to change
- Sources of resistance to change
- Effects of serving personnel attitudes on policy
- Cultural preferences (e.g., warrior paradigms, gendered institution)
- Organizational and leader support (e.g., apprenticeship, mentoring, other opportunities)

CLASS SCHEDULE (TENTATIVE READING LIST—SUBJECT TO CHANGE WITH NOTICE. READINGS WILL BE AVAILABLE ON ELMS)

Note: Required readings are listed under the class by which you should read them.

CLASS 1: COURSE INTRODUCTION & INTRODUCTION TO THE STUDY OF DIVERSITY IN THE MILITARY (1/25)

Class session objectives include:

- Get acquainted with each other
- Describe and discuss course objectives, procedures, requirements, etc.
- Describe and analyze levels of social analysis
- Differentiate social diversity characteristics/dimensions
- Describe and discuss applicable sociological theories

Introduction of teaching team and students

What is diversity? Why is it important? Why is it an important area of study for sociologists and military officers (including in the Navy and Marine Corps)? What do you know about it (in general and in the military)? What do you hope to learn in this course?

Analysis of Social Stratification/Diversity in the Military: Diversity Characteristics and Dimensions of Analysis

Levels of Analysis

Sociological Perspectives/Theories. e.g. Standpoint Theory, Intersectionality Theory, Social Construction Theory, Life Course Theory, Feminist theories, Conflict Theory, Queer Theory, Rational Choice/Exchange Theory, Organizational theories, Social Network Theory, Symbolic Interactionism, Structural Functionalism, Human Capital Theory, or others you identify as relevant.

Readings:

Military Leadership Diversity Council. 2011. *From Representation to Inclusion: Diversity Leadership for the 21st Century Military* Executive Summary pp. 1-24.

CLASS 2: INTRO. TO DIVERSITY IN THE MILITARY (CONT.) & GROUP REPRESENTATION IN THE MILITARY (2/1)

Class session objectives include:

- Review relevant sociological theories and perspectives (continued)
- Evaluate how these theories can be applied to the study of diversity
- Describe different kinds of research on diversity in the military
- Evaluate the advantages/disadvantages of research methods
- Discuss current representation trends in the military

Key questions:

- What are the current representation trends in the military?
- How does the demographic make-up and culture of the military relate to diversity issues?
- What is the relationship between military culture and the demographic make-up in the military? More generally, think about the relationship between culture and demography

Readings:

Course syllabus-read the whole thing!

Scutro, Andrew. 2006 (July 17). "CNO: Diversity 'Critical' to Navy's Future." *Navy Times*.

Scoppio, Grazia. 2007. "The 'Diversity Smart' Organization: A Conceptual Model for the Military". Proceedings of the 6th Biennial DEOMI EO/EEO Research Symposium, January 18-19, Patrick Air Force Base, Florida.

Dansby, Mickey R. and Dan Landis. 2001. "Intercultural Training in the United States Military." Pp. 9-28 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

Dunivin, Karen O. 1994. "Military Culture: Change and Continuity." *Armed Forces & Society* 20:531-547.

*Connell, RW and James Messerschmidt. 2005. "Hegemonic Masculinity: Rethinking the Concept" *Gender and Society* 19(6): read only pp. 829-833 to understand what is meant by "hegemonic masculinity" Dunivin refers to.

{optional: Katzenstein, Mary Fainsod and Judith Reppy. 1999. "Introduction: Rethinking Military Culture." Pp. 1-24 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.}

{optional: Whaley, Gary L. 2001. "Three Levels of Diversity: An Examination of the Complex Relationship between Diversity, Group Cohesiveness, Sexual Harassment, Group Performance, and Time." Pp. 59-75 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.}

Representation in the Military

Segal, David R. and Mady W. Segal. 2004. "America's Military Population." *Population Bulletin* 59, No. 4 (December): 1-40. [This is available online at www.prb.org. It will also be posted on Blackboard.]

Segal, Mady W., Meridith Hill Thanner, and David R. Segal. 2007. "Hispanic and African American Men and Women in the U.S. Military: Trends in Representation." *Race, Gender and Class* 14(3/4): 48-62.

{optional: Stewart, James B. and Juanita M. Firestone. 2001. "Looking for a Few Good Men: Predicting Patterns of Retention, Promotion, and Accession of Minority and Women Officers." Pp. 231-256 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.}

{optional: for more detail on representation, see GAO. 2005 (September). *Military Personnel: Reporting Additional Servicemember Demographics Could Enhance Congressional Oversight*. Report to Congressional Requesters.}

CLASS 3: HISTORY AND OVERVIEW OF RACE & ETHNICITY IN THE MILITARY (2/8)

Class session objectives include:

- Describe the major trends that have occurred in the racial and ethnic demographics of American military personnel with an emphasis on changes since WWII
- Analyze the factors responsible for these changes (both in the military and in civilian society)
- Analyze how these trends affect the military services

Key questions:

- How was racial integration achieved in society? How was racial integration achieved in the military and what factors were responsible for the change?
- How was racial integration in the military experienced by those we read?
- How did the process of racial integration in the military impact the military's relationship to civilian society and civil-military relations?

Readings:

Dance, L. Janelle. 2002. "There are no Agents Here: Scholarly Depictions of Black Americans." Chapter 1 in *Tough Fronts* Routledge: New York. Pp. 9-32.

Dempsey, Jason K. and Robert Y. Shapiro. 2009. "The Army's Hispanic Future." *Armed Forces & Society* 35(3): 526-561.

Gropman, Alan. 2006. "The Racial Integration of the U.S. Armed Forces." Pp. 199-210 in A. David Mangelsdorff, ed., *Psychology in the Service of National Security*. Washington, DC: American Psychological Association.

Nalty, Bernard C. 2003. *Long Passage to Korea: Black Sailors and the Integration of the U.S. Navy*. Series: *The U.S. Navy and the Korean War*. Washington, D.C.: Naval Historical Center.

Nacoste, Rupert W. 2001. "See No Evil, Hear No Evil: Senior Leaders' Social Comparisons and the Low Salience of Racial Issues." Pp. 133-144 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

Review relevant sections of Segal and Segal 2004 (which was read for Class 2)

Tiron, Roxana. 2008. "Black Members Seek Diversity in DoD Brass." *The Hill*, April 8.

{optional: Robert Schneller, Jr. 2005. *Breaking the Color Barrier: The U.S. Naval Academy's First Black Midshipmen and the Struggle for Racial Equality*. New York, NY: University Press. ISBN 0-8147-4013-8. See review at: Rod Clare. "Review of Robert J. Schneller Jr, Breaking the Color Barrier: The U.S. Naval Academy's First Black Midshipmen and the Struggle for Racial Equality," H-War, H-Net Reviews, July, 2005. URL:<http://www.h-net.org/reviews/showrev.cgi?path=8121127398050>.}

{optional: Dickson, Paul. 2008. "When Naval Academy Gave Up Jim Crow: Review of *Blue & Gold and Black: Racial Integration of the U.S. Naval Academy*." *Washington Times*, March 23.}

CLASS 4: HISTORY AND OVERVIEW OF GENDER IN THE MILITARY (2/15)

Class session objectives include:

- Describe the major trends that have occurred in the gender composition of American military personnel with an emphasis on changes since the implementation of the All-Volunteer Force
- Analyze the factors responsible for these changes (both in the military and in civilian society)
- Analyze how these trends affect the military services
- Compare and contrast racial and gender integration in the American military
- Explain the difference between military policy and practice regarding gender integration
- Apply feminist theories to the analysis of gender in the military
- Apply other theories to the analysis of gender in the military

Key questions:

- What major factors were responsible for achieving gender integration in the military? What are the similarities and differences between racial integration and gender integration in the military?
- What is the relationship between military culture and the exclusion or inclusion of new demographic groups (i.e. racial minorities, women)?
- How does the integration of women in the military compare to the integration of women in public society (civilian labor force, politics, etc)?

Readings:

Hall, Richard H. 2006. *Women on the Civil War Battlefield*. One-page summary from University Press of Kansas.

Harrell, Margaret C. and Laura L. Miller. 1997. "Summary." Pp. xv – xxi in *New Opportunities for Military Women, Effects upon Readiness, Cohesion, and Morale*. Santa Monica, CA: Rand.

Manning, Lory. 2008. *Women in the Military: Where they Stand*. 6th ed. Washington: Women's Research and Education Institute.

- Segal, Mady Wechsler. 1995. "Women's Military Roles Cross-Nationally: Past, Present, and Future." *Gender & Society* 9: 757-775.
- Snyder, R. Claire. 2003. "The Citizen Soldier Tradition and Gender Integration of the U.S. Military." *Armed Forces and Society* 29, 2: 185-204.
- West, Candace and Don. H. Zimmerman. 1987. "Doing Gender." *Gender and Society* 1(2): 125-151.
- Yoder, Janice D. and Loren Naidoo. 2006. "Psychological Research with Military Women." Pp. 211-223 in A. David Mangelsdorff, ed., *Psychology in the Service of National Security*. Washington, DC: American Psychological Association. [brief coverage of: history, attitudes, work and family, occupational sex segregation, promotion, sexual harassment, discrimination against lesbians, health care]
- {optional: Bourq, Chris and Mady W. Segal. 2001. "Gender, Sexuality, and the Military." Pp. 332-341 in Dana Vannoy, ed., *Gender Mosaics: Social Perspectives: (Original Readings)*. Los Angeles: Roxbury Publishing Company.}
- {optional: Iskra, Darlene, Stephen Trainor, Marcia Leithauser, and Mady W. Segal. 2002. "Women's Participation in Armed Forces Cross-Nationally: Expanding Segal's Model." *Current Sociology*, 50(5)2: 771-798.}
- {optional: Rosen, Leora N., et al. 1999. "Gender Composition and Group Cohesion in U.S. Army Units: A Comparison across Five Studies." *Armed Forces and Society* 25 (3), Spring: 365-386.}
- {optional: Devilbiss, M.C. 1985. "Gender integration and unit deployment: A study of GI Joe". *Armed Forces & Society*, 11: 523-552.}
- {optional: Iskra, Darlene M. 2009. *Breaking Through the Brass Ceiling: Strategies of Success for Elite Military Women*. Weisbaden, Germany: VS Verlag fur Sozialwissenschaften.}

Optional Readings on Arguments regarding Women in the Military:

- {optional: Simons, Anna. 2000. "Women Can Never Belong in Combat." *Orbis* (Summer): 451-461.}
- {optional: Iskra, Darlene M. 2007. "Attitudes toward Expanding Roles for Navy Women at Sea: Results of a Content Analysis." *Armed Forces & Society* 33: 203-223.}
- {optional: Segal, Mady Wechsler, and Amanda Faith Hansen. 1992. "Value Rationales in Policy Debates on Women in the Military: A Content Analysis of Congressional Testimony, 1941-1985." *Social Science Quarterly* 73, 2 (June): 296-309.}
- {optional: Fenner, Lorry M. and Marie E. deYoung. 2001. *Women in Combat: Civic Duty or Military Liability?* Washington, DC: Georgetown University Press. }
- {optional: Segal, Mady W. 1982. "The Argument for Female Combatants." Pp. 267-290 in Nancy L. Goldman, ed., *Female Soldiers - Combatants or Noncombatants?: Historical and Contemporary Perspectives*. Westport, CT.: Greenwood Press.}
- {optional: Tuten, Jeff W. 1982. "The Argument Against Female Combatants." Pp. 237-266 in Nancy L. Goldman, ed. *Female Soldiers – Combatants or Noncombatants? Historical and Contemporary Perspectives*. Westport, CT: Greenwood Press.}
- {optional: Burke, Carol. 1996. "Pernicious Cohesion" (pp. 205-219). In Stiehm, Judith Hicks, ed. 1996. *It's Our Military, Too! Women and the U.S. Military*. Philadelphia: Temple University Press.}

CLASS 5: SEXUAL ORIENTATION (2/22)

Class session objectives include:

- Describe the major trends that have occurred in the integration of lesbian, gays, and bisexuals (LGB) into the military (American and international) with an emphasis on changes since the implementation of, and now the repeal of "Don't Ask, Don't Tell"
- Analyze the factors responsible for these changes (both in the military and in civilian society)
- Analyze how these trends affect the military services
- Evaluate the advantages/disadvantages of research methods focused on the LGB military population

- Compare and contrast racial and gender integration with LGB integration into the American military

Key questions:

- How does the integration of allowing openly homosexual individuals to serve compare with the integration of other previously excluded groups?
- What lessons can be learned from the integration of racial minorities and women that can be applied to the military's recent repeal of DADT?
- What are the challenges military leaders will need to solve to successfully integrate LGB service members post-DADT?

Readings:

Moradi, Bonnie and Laura Miller. 2010. "Attitudes of Iraq and Afghanistan War Veterans toward Gay and Lesbian Service Members." *Armed Forces and Society* 36(3): 397-419.

Servicemembers Legal Defense Network (SLDN), "A Guide to 'Don't Ask, Don't Tell'".

Michael D. Palm Center, "Palm Center Study Finds Increase in Moral Waivers" and "New Poll of U.S. Troops Released by Palm Center". *Blueprints for Sound Public Policy*, vol. 1, issue 2, p. 1.

Basham, Victoria. 2009. "Effecting Discrimination: Operational Effectiveness and Harassment in the British Armed Forces." *Armed Forces & Society* 35(4): 728-744.

Benecke, Michele, Kelly Corbett, and C. Dixon Osburn. 1999. "Diminishing Core Values: The Consequences for Military Culture of 'Don't Ask, Don't Tell, Don't Pursue.'" Pp. 213-224 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.

Firestone, Juanita M. and Richard J. Harris. 2007. "The 'Don't Ask, Don't Tell, Don't Pursue' Policy and Lack of Organizational Change in the U.S. Military." Proceedings of the 6th Biennial DEOMI EO/EEO Research Symposium, January 18-19, Patrick Air Force Base, Florida.

Wilcox, Clyde and Robin M. Wolpert. 1996. "President Clinton, Public Opinion, and Gays in the Military." Pp. 127-145 in Craig A. Rimmerman, ed. 1996. *Gay Rights, Military Wrongs: Political Perspectives on Lesbians and Gays in the Military*. New York: Garland. [pub op and shows effects of leadership views in changing public opinion (Clinton)]

Burrelli, David F. 2005. *Homosexuals and U.S. Military Policy: Current Issues*. Washington D.C.: Congressional Research Service Report.

Lindsay, James J., Joseph J. Went, Jerome Johnson, and E.G. "Buck" Shuler, Jr. 2009. "Gays in the Military: A Bad Fit." *The Washington Post*, April 15, p. A19.

Shalikashvili, John M. 2009. "Gays in the Military: Let the Evidence Speak." *The Washington Post*, June 19, p. A25.

{optional: Burrelli, David F. 1993. *Homosexuals and U.S. Military Personnel Policy*. Washington D.C.: Congressional Research Service Report.}

{optional: Craig A. Rimmerman, ed. 1996. *Gay Rights, Military Wrongs: Political Perspectives on Lesbians and Gays in the Military*. New York: Garland.}

{optional: Burrelli, David F. 1996. *Policy Concerning Homosexuals in the U.S. Armed Forces*. Washington, D.C.: Congressional Research Service Report. <http://www.fas.org/man/crs/96-029.htm> (Updated report)}

{optional: Frank, Nathaniel. 2009. *Unfriendly Fire: How the Gay Ban Undermines the Military and Weakens America*. New York: St. Martin's Press.}

{optional: Levy, Yagil. 2007. "The Right to Fight: A Conceptual Framework for the Analysis of Recruitment Policy toward Gays and Lesbians." *Armed Forces & Society* 33(2): 186-202.}

{optional: Segal, Mady Wechsler. 2003. "Sexuality and the Military." *Armed Forces and International Security: Global Trends and Issues*, edited by Jean Callaghan and Franz Kernic. New Brunswick: Transaction Publishers.}

CLASS 6: INTERSECTIONALITY (2/29)

Class session objectives include:

- Summarize/apply intersectionality theory and analyze its application to social science research on the military
- Analyze how intersectionality affects the attention given to racial/gender demographic trends within the military
- Discuss knowledge gained by blending race, gender, and other social characteristics within diversity research
- Analyze the intersectionality of race and gender during World War II
- Analyze the determinants and consequences of cohesion in the 6888th unit studied by Moore 1996.
- Analyze how intersectionality affects the attention given to racial/gender/LGB demographic trends within the military

Key questions:

- How does the intersectional perspective enhance our knowledge about diversity issues in the military? In greater society?
- How has intersectionality been studied in the military? Does the intersectionality perspective speak to issues that were not accounted for in previous readings?

Readings:

Britton, Dana and Christine Williams. 1995. "'Don't Ask, Don't Tell, Don't Pursue': Military Policy and the Construction of Heterosexual Masculinity" *Journal of Homosexuality* 30(1):1-21.

Lundquist, Jennifer Hicke. 2008. "Ethnic and Gender Satisfaction in the Military: The Effect of a Meritocratic Institution." *American Sociological Review* 73(3): 477-496.

Moore, Brenda. 1999. "Reflections of Society: The Intersection of Race and Gender in the U.S. Army in World War II." Pp. 125-142 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.

Moore, Brenda L. and Schuyler C. Webb. 2000. "Perceptions of Equal Opportunity among Women and Minority Army Personnel." *Sociological Inquiry*, 70 (2), Spring: 215-239.

Nash, Jennifer C. 2008. "Re-thinking Intersectionality." *Feminist Review* pp.1-15.

{optional: Moore, Brenda L. 1996. *To Serve My Country, to Serve My Race: The Story of the Only African American WACs Stationed Overseas during World War II*. New York: New York University Press. [ISBN 0-8147-5522-4] }

{optional: Hall, Gwendolyn. 1999. "Intersectionality: A Necessary Consideration for Women of Color in the Military?" Pp. 143-162 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.}

{optional: Denis, Ann. 2008. "Intersectional Analysis: A Contribution of Feminism to Sociology." *International Sociology* 23(5): 677-694.}

{optional: Moore, Brenda. 2003. *Serving our Country: Japanese American Women in the Military during World War II*. Piscataway, NJ: Rutgers University Press.}

CLASS 7: PROFESSIONAL CLOSURE & THE EFFECTS OF PROPORTIONS ON GROUP CULTURE (3/7)

Class session objectives include:

- Identify key concepts in professional closure and tokenism perspectives
- Analyze how professional closure shapes the military (from small group interaction to overall demographics)

- Explain the relation between professional closure and group cohesion
- Discuss how tokenism processes affect military group culture

Key questions:

- How does the professional closure of the military compare to other professions and organizations?
- How does professional closure serve the institution of the military? How does it harm it? What will the military need to consider in the future with regards to professional closure and diversity issues?

Professional Closure

Segal, David R. and Meyer Kestnbaum. 2002. "Professional Closure in the Military Labor Market: A Critique of Pure Cohesion." Pp. 441-458 in *The Future of the Army Profession*, edited by Don M. Snider and Gale L. Watkins. New York: McGraw Hill.

Devilbiss, M.C. 1990. "Women in Combat: A Quick Summary of the Arguments on Both Sides. *Minerva*, VIII, No. 1 (Spring): 29-31.

Alvarez, Lizette. 2009. "G.I. Jane Breaks the Combat Barrier." *The New York Times*. <http://www.nytimes.com/2009/08/16/us/16women.html?emc=eta1>

{optional: any of the other in the "women at Arms" series: http://topics.nytimes.com/topics/news/us/series/women_at_arms/index.html}

{optional: Webb, James. 1979. "Women Can't Fight," *The Washingtonian* (November): 144- 148, 273, 275, 278, 280, 282.}

{optional: Roush, Paul. 1999. "A Tangled Webb the Navy Can't Afford." Pp. 81-100 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.}

{optional: Kirke, Charles. 2009. "Group Cohesion, Culture, and Practice." *Armed Forces & Society* 35(4): 745-753.}

{optional: Myers, Steven Lee. 2009. "Living and Fighting Alongside Men, and Fitting In." *The New York Times* <http://www.nytimes.com/2009/08/17/us/17women.html?pagewanted=1>}

Effects of Proportions

Kanter, Rosabeth Moss. 1977. "Some effects of proportions on group life: Skewed sex ratios and responses to token women" *American Journal of Sociology*, 82: 965-990.

Yoder, Janice D. 1994. "Looking Beyond Numbers: The Effects of Gender Status, Job Prestige, and Occupational Gender-Typing on Tokenism Processes" *Social Psychology Quarterly*, 57 (2): 150-159.

Pershing, Jana L. 2001. "Gender Disparities in Enforcing the Honor Concept at the U.S. Naval Academy." *Armed Forces & Society* 27, 3: 419-442.

{optional: Yoder, Janice D., Jerome Adams, and Howard T. Prince. 1983. "The Price of a Token." *Journal of Political and Military Sociology* 11 (Fall): 325-337.}

CLASS 8: HARASSMENT & ASSAULT (3/14)

Class session objectives include:

- Define key terms (including military-specific definitions)
- Analyze the factors responsible for changes in the formal reporting and response of the American military toward these issues
- Analyze how sexual harassment and sexual assault affect the military services
- Explain the difference, if any, between military policy and practice regarding harassment and sexual assault
- Analyze how sexual harassment, gender harassment, and sexual assault are connected to military culture
- Analyze the implications for leaders' behavior of research on today's topics

- Describe and evaluate the methods of research used for studying gender (including sexual harassment, gender harassment, and sexual assault) (especially in DoD surveys)
- Summarize results from the latest surveys
- Analyze trends over time in the incidence and nature of sexual harassment, gender harassment, and sexual assault
- Apply the research results to develop policy recommendations
- Analyze how the incidence of sexual harassment, gender harassment, and sexual assault at the service academies compares and contrasts with their respective services
- Analyze how the social situations at the service academies affects the incidence and nature of sexual harassment, gender harassment, and sexual assault

Key questions:

- How do the structural opportunities within the military impact the prevalence of sexual harassment, gender harassment, and sexual assault? What is the relationship between the culture of the military and harassment and assault in the military?
- How are professional closure, tokenism, and/or intersectionality related to the prevalence of sexual harassment and assaults in the military?
- How pervasive is gender harassment in the military (for both men and women)? What contributes to this?

Readings:

Sexual Harassment

Guenter-Schlesinger, Sue. 1999. "Persistence of Sexual Harassment: The Impact of Military Culture on Policy Implementation." Pp. 195-212 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.

Firestone, Juanita M. and Richard J. Harris. 1994. "Sexual Harassment in the U.S. Military: Individualized and Environmental Contexts." *Armed Forces and Society*, 21:25-43.

Pershing, Jana L. 2003. "Why Women Don't Report Sexual Harassment: A Case Study of an Elite Military Institution." *Gender Issues* 3-30.

Rosen, Leora N. and Lee Martin. 1997. "Sexual Harassment, Cohesion, and Combat Readiness on U.S. Army Support Units," *Armed Forces & Society*, 24: 221-244.

{optional: Estrada, Armando X. and Janice H. Laurence. 2009. "Examining the Impact of Training on the Homosexual Conduct Policy for Military Personnel." *Military Psychology* 21:62-80.}

Gender Harassment

Miller, Laura L. 1997. "Not Just Weapons of the Weak: Gender Harassment as a Form of Protest for Army Men," *Social Psychology Quarterly*, 60: 32-51.

{optional: Jensen, Kimberly. 2005. "A Base Hospital is Not a Coney Island Dance Hall." *Frontiers*, 26, 2: 206-235.}

Sexual Assault

Department of Defense. 2010. *FY09 Report on Sexual Assault in the Military*. [Executive Summary and review evidence from section VI only for major patterns/trends, rest of report provides mounds of specific data].

Morris, Madeline. 1999. "In War and Peace: Incidence and Implications of Rape by Military Personnel." Pp.163-194 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers.

{optional: TAB B in the above DoD 2010 report: *Navy and Marine Corps FY09 Report on Sexual Assault* [skim for important results].}

Recent Findings

Cook, Paul J. and Rachel N. Lipari. 2008 *Service Academy Gender Relations Survey*. [Executive summary only.]

Kimerling, Rachel, Amy E. Street, Joanne Pavao, Mark W. Smith, Ruth C. Cronkite, Tyson H. Holmes, and Susan M. Frayne. 2010. "Military-Related Sexual Trauma Among Veterans Health Administration Patients Returning From Afghanistan and Iraq." *American Journal of Public Health* 100(8): 1409-1412.

Washington Post. 2006 (August 24). "20% of Citadel Women Report Sexual Assaults." P. A9.

{optional: Department of Defense. *Annual Report on Sexual Harassment and Violence at the U.S. Military Service Academies: Academic Program Year 2008-2009* [executive summary, plus whatever selected evidence/policies of interest].}

CLASS 9: INTEGRATION ISSUES AT THE SERVICE ACADEMIES AND OTHER MILITARY TRAINING ENVIRONMENTS (3/28)

Class session objectives include:

- Describe why training environments, including the service academies, are unique and how this difference impacts integration
- Describe the major trends that have occurred regarding racial and gender integration at the service academies
- Analyze the factors responsible for these changes
- Analyze how integration affects the service academies with an emphasis on group culture
- Explain the difference between military policy and practice
- Design programs and policies to help alleviate integration problems, if there are any
- Predict potential negative effects that may occur if your recommendations are implemented

Key questions

- How does the environment of the service academy differ from the military? How does this impact on issues of diversity?
- The articles this week talk about issues at service academies and military institutes---how can you use the readings from this week and your knowledge from the course so far in leading midshipman at the Naval Academy?

Readings:

Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, especially Chapters 4 and 5. [Chapter 4: "Functions Relating to Gender-Integrated and Gender-Segregated Basic Training," pp. 95- 187; Chapter 5: "Alternative Views on Gender-Integrated and Gender-Segregated Basic Training," pp. 189-276.]

Kimmel, Michael. 2000. "Saving the Males: The Sociological Implications of the Virginia Military Institute and the Citadel," *Gender and Society* 14, Issue 4: 494-517.

Boldry, Jennifer, Wendy Wood, and Deborah A. Kashy. 2001. "Gender Stereotypes and the Evaluation of Men and Women in Military Training." *Journal of Social Issues* 57, 4: 689-706.

Kirby, Sheila Nataraj Kirby, Harry J. Thie, Scott Naftel, Marisa Adelson. 2010. *Diversity of Service Academy Entrants and Graduates*. Santa monica, CA:RAND. [Ch. 5 & Ch. 8]

{optional: GAO. 2003 (September). *Military Education: Student and Faculty Perceptions of Student Life at the Military Academies*. Report to the Subcommittee on Defense, Committee on Appropriations, House of Representatives. Washington, DC: GAO.}

{optional: GAO. 1993. "Naval Academy: Gender and Racial Disparities." Executive Summary, pp. 2-5 in *Report to the Chairman, Committee on Armed Services, U. S. Senate*. Washington, DC: Author.}

{optional: GAO. 1993. "Air Force Academy: Gender and Racial Disparities." Executive Summary, pp. 2-6 in *Report to the Chairman, Committee on Armed Services, U.S. Senate*. Washington, DC: Author.}

{optional: GAO. 1994. "Military Academy: Gender and Racial Disparities." Executive Summary, pp. 2-5 in *Report to Congressional Requesters*. Washington, DC: Author.}

{optional: Ender, Morten G., Jesse Germain, and Ryan Kelty. 2007. "Diversity at West Point: A Self-Study." Proceedings of the 6th Biennial DEOMI EO/EEO Research Symposium, January 18-19, Patrick Air Force Base, Florida.}

{optional: GAO. 2003 (September). *Military Education: DOD Needs to Enhance Performance Goals and Measures to Improve Oversight of Military Academies*. Report to the Subcommittee on Defense, Committee on Appropriations, House of Representatives. [Read the findings in the report relevant to diversity.]}

{optional: Disher, Sharon Hanley. 1998. *First Class: Women Join the Ranks at the Naval Academy*. Annapolis, MD: Naval Institute Press.}

{optional: Stiehm, Judith Hicks. 1999. "Women at the U.S. Army War College." Pp. 101-121 in in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.}

CLASS 10: WHO CAN SERVE? WHO DOES SERVE? PHYSICAL ABILITY, MENTAL ABILITY, AGE, REGION OF ORIGIN (INCLUDING IMMIGRANTS) (4/4)

Class session objectives include:

- Describe the trends in military recruitment and retention based on physical ability, mental ability, and age
- Compare and contrast arguments for expanding versus restricting military service based on mental and physical abilities
- Analyze the social construction of the arguments regarding these characteristics
- Describe the demographic trends regarding region of origin (consider both recruitment and retention trends)
- Describe the U.S. military's current policy on noncitizens serving in the military and the representation of immigrants in the military

Key questions:

- Recruitment/retention standards and recruitment/retention patterns (i.e. regional trends among others) impact who serves in the military—how do they impact the diversity issues of the military? Consider this from both a leadership perspective and the perspective of individual service members.
- Physical (dis)ability stratifies recruits, but service-connected disability may or may not disqualify someone from continuing on in service. Consider if and how standards around physical (and mental) ability to serve differ based on the nature, cause, and timing of the disability.

Current entry and retention requirements

Policies are branch-specific and difficult to find described formally (*can you find regulations for each service?*)

Asch, Beth, Christopher Buck, Jacob Alex Klerman, Meredith Kleykamp, and David S. Loughran. 2009. *Military Enlistment of Hispanic Youth: Obstacles and Opportunities*. Santa Monica: RAND. Chapter 2 [pp 7-18].

[Public Law 101-336](#). Text of the Americans with Disabilities Act, Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.

Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, recommendation on physical fitness (p. 87).

Intersection of physical ability with gender and age

Cohn, Carol. 2000. "How Can She Claim Equal Rights When She Doesn't Have to Do as Many Push-Ups as I Do? The Framing of Men's Opposition to Women's Equality in the Military." *Men and Masculinities* 3: 131-151.

Region of origin

Segal, David R. and Mady W. Segal. 2004. "America's Military Population." *Population Bulletin* 59, No. 4 (December): 1-40. [pp. 8-11]

Immigrants

Hattiangadi, Anita U., Aline O. Quester, Gary Lee, Diana S. Lien, Ian D. MacLeod (with David L. Reese and Robert W. Shuford). 2005. *Non-Citizens in Today's Military: Final Report*. Alexandria, VA: CNA.

Hattiangadi, Anita U., Gary Lee, Aline O. Quester. 2004. *Recruiting Hispanics: The Marine Corps Experience: Final Report*. Alexandria, VA: CNA.

CLASS 11: WHO SERVES? FAMILY, RELIGIOUS, AND SOCIO-ECONOMIC STATUS ORIGINS (4/11)

Class session objectives include:

- Describe the demographic trends in the military regarding region of origin and SES (consider both recruitment and retention trends)
- Describe the trends in family origin, particularly parental occupation of military personnel
- Describe the historic and current role of religion within the U.S. military
- Analyze the reasons for these demographic trends
- Analyze the consequences of these trends for the military
- Analyze how the military accommodates religious practice
- Discuss the effectiveness of the military's religious policies on service member morale and cohesion

Key questions:

- How do the restrictions on who serves in the military affect who eventually becomes the top leaders in the military? How might this impact the diversity and diversity issues in the military?
- How do differences in who chooses to enlist influence the level of diversity in the armed forces?
- How do we accommodate diversity while respecting the rights of all groups?

Family origin:

Faris, John H. 1981. "The All-Volunteer Force: Recruitment from Military Families." *Armed Forces & Society* 7(4):545-59.

Stander, Valerie A. and Merrill, Lex L.. 2000. *THE RELATIONSHIP OF PARENTAL MILITARY BACKGROUND TO THE DEMOGRAPHIC CHARACTERISTICS OF 11,195 NAVY RECRUITS* Report No. 00-14, supported by the Bureau of Naval Personnel, Department of the Navy. <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA432135&Location=U2&doc=GetTRDoc.pdf>

Policies on religion

DoD. 1988 (Feb. 3) Accommodation of religious Practices within the Military Services. DoD Directive Number 1300.17. (Certified Current as of Nov. 21, 2003)

Secretary of the Navy. 1997 (31 Dec.) "Accommodation of Religious Practices," SECNAV Instruction 1730.8A.

Religion

Huerta, Carlos C. and Schuyler C. Webb. 2001. "Religious Accommodation in the Military." Pp. 77-96 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

Washington Post 2006 (June 16). "Prayers in the Military: Oh, Lord, help Congress to stop its meddling" (editorial). P. A24

Greenslit, Lawrence P. 2006. "Religion and the Military: A Growing Ethical Dilemma." USAWC Strategy Research Project. U.S. Army War College, Carlisle Barracks, PA.

Jowers, Karen. 1996. "Army rules Muslim soldier can't wear religious scarf." *Navy Times*. Nov 11.

Socioeconomic status origins

Halbfinger, David M., and Steven A. Holmes. 2003 (March 30). "Military Mirrors Working-Class America." *The New York Times*.

Renehan, John. 2006 (July 28). "Why I Serve." *Chronicle of Higher Ed* (The Review Section): p. B5.

Berryman, Sue. 1988. "Who Serves? The Persistent Myth of the Underclass Army." In *Life in the Rank and File*. Boulder: Westview Press.

Kleykamp, Meredith. 2006. "College, Jobs, or the Military? Enlistment During a Time of War." *Social Science Quarterly* 87(2): 272-90.

{optional: Hammill, John P., David R. Segal, Mady Wechsler Segal. 1995. "Self-Selection and Parental Socioeconomic Status as Determinants of the Values of West Point Cadets." *Armed Forces and Society*, 22, 1, Fall: 103-115.}

Social Stratification by Rank

{optional: Lewis, Ralph. 1947. "Officer-Enlisted Men's Relationships." *The American Journal of Sociology* 52:410-419.}

CLASS 12: FAMILY STATUS (MARITAL STATUS, PREGNANCY, CHILDREN, DUAL SERVICE, SINGLE PARENT) (4/18)

Class session objectives include:

- Describe the major trends that have occurred in the family patterns of American military personnel over the past 40 years with an emphasis on changes since the implementation of the All-Volunteer Force
- Analyze how these trends affect the military services
- Analyze the different effects for different subgroups of service members (e.g., by sex, marital status, rank, life cycle stage, etc.)
- Analyze the consequences of family status on retention and readiness and how this impacts organizational attention to certain family types
- Analyze how family status is a dimension of diversity that affects status and treatment in the military

Key questions:

- What are the changes in the family patterns of American military personnel over the past 40 years? How do these trends impact the military?
- How is family status a dimension of diversity that affects status and treatment in the military? How does the effect of family on treatment in the military differ by: Gender? Race? Rank? Or other dimensions of diversity—how does family status intersect with these categorical differences?

Bradford H. Booth, Mady Wechsler Segal, and D. Bruce Bell with James A. Martin, Morten G. Ender, David E. Rohall, and John Nelson. 2007. *What We Know About Army Families: 2007 Update*. Fairfax, VA: ICF International. Prepared for U.S. Army Family and Morale, Welfare and Recreation Command. Chapters 1, 2, and 8 (the rest is optional).

<http://www.army.mil/fmwrc/documents/research/whatweknow2007.pdf>

Bourg, Chris. 1995. "Male Tokens in a Masculine Environment: Men with Military Mates," paper presented at the 1995 Annual Meeting of the American Sociological Association.

Harrell, Margaret. 2000. *Invisible Women: Junior Enlisted Army Wives*. Santa Monica: RAND. [Ch. 1 and Ch. 5]

Harrell, Margaret. 2001. "Army Officers' Spouses: Have the White Gloves Been Mothballed?" *Armed Forces and Society* 28:55-75.

Segal, Mady W. 1986, "The Military and the Family as Greedy Institutions." *Armed Forces & Society*, Vol. 13, No. 1 (Fall): pp. 9-38

Segal, Mady W. 1989. "The Nature of Work and Family Linkages: A Theoretical Perspective." Pp. 3-36 in Gary L. Bowen and Dennis K. Orthner, eds., *The Organization Family: Work and Family Linkages in the U.S. Military*. New York: Praeger.}

{optional: Military Community and Family Policy reports: <http://prhome.defense.gov/mcfp/Reports.aspx> [browse National Leadership Summit on Military Families, Social Compact and Quad. QOL review.]}

{optional: Military Family Demographics: <http://cs.mhf.dod.mil/content/dav/mhf/QOL-Library/Project%20Documents/MilitaryHOMEFRONT/Reports/2008%20Demographics.pdf>}

{optional: Lundquist, Jennifer Hickey. 2004. "When Race Makes No Difference: Marriage and the Military." *Social Forces* 83, no. 2 (2004): 731–57.}

{optional: Hogan, Paul F. and Rita Furst Seifert. 2010. "Marriage and the Military: Evidence That Those Who Serve Marry Earlier and Divorce Earlier." *Armed Forces & Society* 36(3): 420-38.}

{optional: Segal, Mady Wechsler. 1999. "Military Culture and Military Families." Pp. 251-262 in in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.}

CLASS 13: DIVERSITY IN POST-SERVICE CONCERNS AND VETERANS ISSUES + EFFECTS OF MILITARY SERVICE ON ATTAINMENT (4/25)

Class session objectives include:

- Describe the diversity of the military experience, by branch, component, occupational specialty, combat experience, length of service
- Relate diversity in military experience to post-military life, particularly work life
- Describe the status of "veteran" as a protected group; compare and contrast against other protected groups
- Analyze the effects of military service on subsequent socioeconomic status attainment
- Analyze and evaluate policies in place to assist veterans, and their effectiveness across diverse groups of veterans
- Identify ways in which other forms of human diversity studied in this course intersect with military experience to condition post-military life

Key questions:

- How does diversity of entrants into the military affect their military experience? How does your demographic and socioeconomic characteristics and military experience affect your post-service experience—short term and long term? Make sure to address the effects of military service on subsequent socioeconomic status.
- Based on the readings this week and your experiences in the military, what do you anticipate will be the needs of future veterans? How does this compare to other generations of veterans (WWII/Korean, Vietnam)?

Committee on the Initial Assessment of Readjustment Needs of Military Personnel, Veterans, and Their Families; Board on the Health of Selected Populations; Institute of Medicine. 2010. "PRELIMINARY FINDINGS" Pp. 61-116 in *Returning Home from Iraq and Afghanistan: Preliminary Assessment of Readjustment Needs of Veterans, Service Members, and Their Families*.

Kleykamp, Meredith. Forthcoming. "Labor Market Outcomes among Veterans and Military Spouses." In *Life Course Perspectives on Military Service*, eds. Janet Wilmoth and Andrew London, Routledge Advances in Sociology Series.

Effects of Military Service on Socioeconomic Attainment

Cooney, Richard T., Mady W. Segal, David R. Segal, and William W. Falk. 2003. "Racial Differences in the Impact of Military Service on the Socioeconomic Status of Women Veterans." *Armed Forces & Society* 30, No.1 (Fall): 53-86.

Kleykamp, Meredith. 2009. "A Great Place to Start? The Effect of Prior Military Service on Hiring." *Armed Forces & Society* 35, 2: 266-285.

Teachman, Jay. 2007. "Military Service and Educational Attainment in the All-Volunteer Era." *Sociology of Education* 80:359-374.

{optional: Greenberg, Greg and Robert Rosenheck. 2007. "Are Male Veterans at Greater Risk for Nonemployment than Nonveterans?" *Monthly Labor Review* Dec. 2007: 23-31.}

{optional: J. Teachman and L. Tedrow. 2007. "Joining Up: Did Military Service in the Early All Volunteer Era Affect Subsequent Civilian Income?" *Social Science Research* 36:1447-1474.}

Veterans Policy concerns

Veterans Employment Preferences: <http://opm.gov/staffingPortal/Vetguide.asp> [familiarize yourself with the basics]

And

EEOC statement: http://www.eeoc.gov/policy/docs/veterans_preference.html

USERRA: <http://www.dol.gov/elaws/userra.htm> [familiarize yourself with the basics]

{optional: Camacho, Paul R. and Paul L. Atwood. 2007. "A Review of the Literature on Veterans Published in Armed Forces & Society 1974-2006." *Armed Forces & Society* 33(3): 351-81.}

CLASS 14: LEADERSHIP IMPLICATIONS & ORGANIZATIONAL OUTCOMES+UNANSWERED QUESTIONS (5/2)

Class session objectives include:

- Describe how diversity of military personnel shapes organizational outcomes
- Describe the concept of "cultural competence" and analyze its relationship to diversity in the military
- Analyze the importance of cultural competence for military missions
- Relate leaders' understanding of diversity with organizational outcomes (consider policy versus practice)
- Evaluate how different military ranks experience diversity and discuss appropriate considerations for each rank (also considering service branch and occupation)
- Describe the state of military diversity at the DOD level and in the military services
- Provide recommendation on changes to policy and/or practice on issues related to service member diversity
- Analyze the basis for your recommendation
- Predict potential negative effects that may occur if your recommendations are implemented
- Identify important unanswered questions in the study of social stratification/diversity in the military

Key questions:

- How does the diversity of military personnel and their families shape organizational structure, outcomes, and culture?
- What has this course provided you with that you will carry forward in your military career?

Administration of Course Evaluation.

Segal, Mady W. and Chris Bourg. 2005. "Professional Leadership and Diversity in the Army." Pp. 705-722 in Don M. Snider and Lloyd J. Matthews, eds., *The Future of the Army Profession*, rev. and exp. 2nd ed. New York: McGraw Hill.

Moxley, W.T. 1999. "Leadership Considerations and Lessons Learned in a Mixed Gender Environment." *Minerva*, XVII, 3-4 (Winter): 58-67.

Lim, Nelson, Michelle Cho, and Kimberly Curry Hall. 2008. *Planning for Diversity Options and Recommendations for DoD Leaders*. Santa Monica: RAND. [selections TBD]

{Optional on Gender and Leadership: Boyce, Lisa A., and Ann M. Herd. 2003. "The Relationship between Gender Role Stereotypes and Requisite Military Leadership Characteristics." *Sex Roles* 49, Nos. 7/8: 365-78.}