



SOCY464: Military Sociology

Fall 2014

University of Maryland

Department of Sociology

TTH 9:30-10:45, ASY3207

Dr. Meredith Kleykamp

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Phone: 5-6409 (not preferred, emergency only)

II. General Information about the Course

This course uses a sociological approach to the study of armed forces and their relation to society. We will use sociological theories, concepts, empirical research, as well as documentary films, personal accounts and other cultural artifacts to investigate the military as a social institution where people, other institutions, societies, and cultures intersect. These intersections and the tensions and conflict that often arise from them are the basis of this course. Active participation in the course themes through in-class discussions and online writing is required and there will be a good deal of work involved in this upper-level course. Although the subject of the military is at the forefront of current events, this course examines past events and policies as well as current ones to help us understand the forces shaping the contemporary military, and anticipate its likely future. As a word of caution: the subject can provoke deep-seated feelings, emotions, and opinions. Some in this course will have served in the military and seen combat, some may have grown up in military families, some will be strong pacifists or anti-militarists. Many may have little connection to or knowledge of the American military. All views are welcomed in the class, so you must treat each other with respect, civility, and an open-mind. I expect the course material to challenge your assumptions, no matter what your political views or connection to the military. This is neither an anti-war class, nor a jingoistic celebration of military superiority. We will be engaging with important ideas, not all of which you agree with. Any opinion you might hold (positive or negative) about issues in the course **MUST** be debated and discussed in relation to theories, concepts, and evidence from scholarly sources. The overarching goal of this course is that you gain a balanced understanding of the military in terms of who serves and why, under what conditions, and with what consequence to themselves, their families, and society. I look forward to a lively and engaging semester talking about a subject that is incredibly timely and newsworthy.

The objectives of the course are:

1. To understand and explain the relationship between armed forces and society in the past and present, and to suggest possible forms of these relationships in the future.
2. To use sociological ideas and principles to analyze current challenges facing military organizations and populations.
3. To have a working knowledge of the military structures in the U.S so that you may be an informed citizen and/or leader.
4. Communicate effectively the above in writing and discussion by doing the following:
 - a. ANALYZE problems using sociological concepts
 - b. EVALUATE the strengths and weaknesses of various arguments
 - c. HYPOTHESIZE the consequences of a major change in military organization or policy on the basis of concepts and prior evidence.

Prerequisite: 6 credits of sociology or permission of department. Students taking this course should be familiar with basic sociological concepts, as expected after taking 2 courses in sociology. Students are expected to have regular access to a computer, access to and regular use of ELMS/Canvas, regular access to the email account used for official UMD communications as this address will be used for the course distribution list.

Important Dates (Major graded events): **Midterm Examination:** Thursday Oct. 16, 9:30-10:45am,
Final Examination: Monday December 15, 8-10am

III. Course Materials

There are no required textbooks. All required readings will be made available on the course Canvas/ELMS site. They will be available to you for printing at your own expense. All registered students should automatically be provided access to the course through ELMS.

IV. Outline of the Information to be covered in the Course

Exam dates are inflexible, though I reserve the right to adjust the schedule as needed. Any adjustments to the schedule will be announced in class and on ELMS and/or email. A more detailed course schedule will be available on the ELMS site.

Intro (Ch. 1)1 day
 Military organization 101. approx 2 days
 Civil-military relations approx 2 days
 Why do people volunteer? The I/O thesis approx 2 days
 What happens when they don't? The Draft approx 2 days
 Socialization in a Total Institution 2 days
 "In the rear with the gear": Military Families 2 days
Mid-term Exam **Oct 13**
 Diversity in the Military approx 4 days
 Life After the Military approx 2 days
 Those Who Served-Veteran policies approx 2 days
 Militarization of society approx 2 days
 Power elite and M-I-C, Even today? approx 1 day
 Militarization of society case study. approx 2 days
Final Exam **Monday Dec. 15, 8-10am**

V. Homework/Quiz Expectations & Participation

There will be a few short homework assignments in this course, and a few unannounced reading quizzes. All work to be submitted in class is due no later than when the class period begins (to give you a sense of how military time works!) Assignments will be accepted via email at least one hour before the start of class including students who are ill or are away. **Any student who does not turn in an assignment by the time specified will be given a zero points for the assignment.**

I expect all students to come to class every time. Please don't miss class and ask if you missed anything important—YOU DID (or else I would have just cancelled class if we were doing nothing)! I will personally monitor participation in in-class discussions based on my subjective judgment of the quality and consistency of your engagement with the class. I also ask that you maintain a class response journal through the Canvas site. This response journal is meant as a way to catalogue your reactions and responses to the course material and ideas. It is fairly informal in nature, but know that I (but no one else) will be reading these periodically to get a sense for your personal intellectual engagement with the material. I expect you to write about your reactions, thoughts and reflections in your response journal each week. These assessments of your participation broadly defined with the course comprise 20% of your course grade.

Participation: Class discussion will be an important part of this course, and participation is a major component of your grade. Participation will be evaluated by your level of participation in class discussions (asking and responding to questions in class, which I'll note daily) and from your online participation through the journal on ELMS. **You are expected to write at least 1-2 pages (~500-1000 words) each week in response to the course readings, materials, and discussions. You will be allowed 3 "off" weeks to be used at your discretion.** Your journal writings should be substantive and thoughtful and reflect that you have read and thought about the material, but they can be personal in nature. This is meant to have you think hard about what you think about the relationship between the military and society and where you are positioned in that relationship. Feel free to express a different perspective than the author of our readings, or me, or the class. But do so thoughtfully, not just in a reactionary way. **These entries for the week must be completed before our Thursday class, which should give you all a good starting**

point for discussions in class (a way to prime the pump.) The rest of the participation/HW points come from a few assignments due in class and an overall evaluation of your in-class participation, which includes attendance as a pre-requisite for participation. These journal writings are not meant as a haze, but a way for those who do not often speak up in class to show they too are engaging and participating with the material. As an upper division course, you should be expected to do some writing beyond the two short papers to demonstrate your critical thinking and synthesizing skills.

VI Mid Terms and Final Exam Information and Expectations

Exams will cover all previously untested material in the course, including readings, lectures/presentations, and films. Exams will consist of some short answers including multiple choice or true/false, short response questions, and essays. They are closed book and closed notes. I will hold a review session in which the class will help generate good questions for the exam, and these questions will comprise part of the questions on the exam.

On exam day, students should arrive to class with no more in their hands than UM Student I.D., paper and pencil. If students must bring items to class, expect to receive a zero on the exam if during the exam a student is caught using anything more than a writing implement and paper unless explicitly allowed in the exam instructions.

Absence from the midterm or final exam will require a medical excuse from the Health Center or a medical doctor; a self-signed note is not acceptable. No student will be allowed to take the exam if arriving more than 5 minutes late. Each exam is worth 25% of the final grade. Students are expected to take the final exam during the final examination time slot assigned by the registrar.

VII Papers

Each of you will write two short papers, around 4-5 pages, over the course of the semester, I will distribute the paper assignments in advance of their due date (TBD) to give you ample time to prepare for the short paper.

Please use the American Sociological Association citation style in your papers (parenthetical citation style in text, followed by a list of cited references.) Please use 12 point, double spaced, Times New Roman font. Part of your grade on these papers will evaluate grammar, spelling and overall attention to the usual important details in writing. Please spell-check your paper and read it out loud to identify awkward sentences. Some of the best ideas and insights are hampered by the worst kinds of grammatical errors. Don't get in your own way!

VIII Grade Determination for Course

Grading reflects your grasp of the material. Grades are not settled by diplomacy or negotiation.

Final grades will be based on the following:

Assignment	Point value
Participation and homework/quizzes	200
Midterm exam	250
Final exam	250
Short papers	300 (2x150)
TOTAL	1000

I use a standard grading scheme:

Grade	Percent
A-, A, A+	900+ points (900-929.9, 930-969.9, 970-1000)
B-, B, B+	800-899.9 points (800-829.9, 830-869.9, 870-899.9)
C-, C, C+	700-799.9 points (700-729.9, 730-769.9, 770-799.9)
D-, D, D+	600-699.9 points (600-629.9, 630-669.9, 670-699.9)
F	Below 600 points

Failure to perform passing work in any single area will likely compromise your final course grade.

Extra credit: There may be occasional opportunities for extra credit including points on the exams for answering optional questions, for attending events I announce in class, and for in class activities as I see fit, but I won't entertain proposals from individual students on extra credit opportunities (i.e. don't ask me how you can dig yourself out of a poor grade at the end of the semester.) I do not guarantee any extra credit will be available; it is intended as an extra reward for attention paid to something I feel is important but perhaps beyond the scope of the class as designed. Any extra credit opportunity will be made equally available to all class members.

Attendance: Attendance is a necessary but not sufficient condition for passing this course. It is factored into your grade in two ways: if you miss class you obviously cannot get points for participation. I also use attendance to make decisions on borderline grades; I will not round up at all if you have more than 2 absences (i.e. a 59.87 will be an F).

Grade Appeals: If you feel I have made an error in grading your work, you must submit a written appeal, documenting the purported error, and explaining how I was incorrect within a week of when you received the grade. In reviewing my grading, any mistakes, including those in your favor may be corrected.

IX. Expectations of Students in the Class

You are expected to attend all lectures and complete all assigned readings. You will be tested on material presented in class, in handouts (including the syllabus), in films viewed, or in assigned readings. Expect to spend a considerable amount of time outside of class to do the readings and complete the homework or assignments. And expect that any homework assigned may take you several hours to complete.

If you are having difficulty in this course, seek help before it is too late. I am happy to answer questions, clarify points, and help you find additional resources. In this course you **MUST** attend class regularly and you must have read and processed material from the text **BEFORE** lecture or discussion to be successful. Lecture and discussion time presumes basic familiarity with the assigned materials, as I do not intend to repeat or replicate those items, rather to expand on them in class.

In this class, students may bring their laptop to class to take notes only. We live in a technologically dense world-I get it. I'd like to have a class where I don't feel the need to define a ton of rules and regulations for classroom behavior in this area because it respects you as competent adults capable of making appropriate decisions. Please live up to that expectation! But if you are using devices for non-class purposes and that becomes a distraction to me or the rest of the class I **WILL** ask you to leave, and to not bring your devices back subsequently. Note that anyone sitting behind your screen sees what you are seeing as well and therein lies much of the distraction. Please turn your phone ringers off while in class. If these devices are seen and/or used during an exam, the exam will be collected from the student and the student will no longer be allowed to continue taking the exam. The exam score will be noted as 0. Exams will begin promptly at the start of class.

Make-up exams will only be offered for official excused absences, and should be scheduled to take place immediately upon return to classes.

Students are expected to treat each other with respect. Disruptive behavior of any kind will not be tolerated. Students who are unable to demonstrate civility with one another, class guests, teaching assistants, or me will be subject to referral to the Office of Student Conduct or to the University Campus Police. You are expected to adhere to the Code of Student Conduct.

Communication with instructor: Office hours are times when I am guaranteed to be available (barring an emergency). If you have a scheduling conflict during my office hours I can meet with you at another time by appointment. Please know that I have other non-teaching obligations to the Sociology department and UMD and am not always available at your convenience. I presume we are all members of the electronic age. I use ELMS and a course distribution list as primary means of disseminating course information. Both rely on your official UMD email account, thus you should check whatever that is regularly and ensure it is functioning. If you do not get emails sent to the course reflector, you need to ensure UMD is using your preferred email address. I prefer emails over phone calls. If something regarding this course is decided over the phone or in-person, send me an email so that I can

confirm the details with you; we all know sometimes two participants in a conversation walk away with different views on what was concluded. **I cannot guarantee that I will receive or respond to e-mails outside of regular business hours but I will get back to you within 48 hours (I travel a bit for my research work).** I strive to communicate with students in a professional and respectful manner, and expect the same in return. Like you all, I send and receive hundreds of email and text messages, tweets, etc... but the professor-student interaction is not a casual one. I expect that you will communicate with me in a manner that respects the formal roles we each hold. Please compose emails which are well written, grammatically correct, spell checked, and convey an appropriate tone.

X. Academic Integrity

Please recall the Honor Pledge at (<http://www.studenthonorcouncil.umd.edu/code>). You will be asked to write out the honor pledge, sign and date, before every exam and before a paper is due. It is noted below. I will refer students to the Student Honor Council if a student violates the Code of Academic Integrity. XF is the usual penalty given by the Student Honor Council for a student found in violation of the Code of Academic Integrity

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/paper/examination."

XI. Students with Disabilities

I will make every effort to accommodate students who are registered with the Disability Support Service (DSS) Office and who provide me with a University of Maryland DSS Accommodation form which has been updated for the Fall 2014 semester. Only written DSS documentation of the accommodation will be considered and I am only legally allowed to accommodate a disability registered through DSS. I am not able to accommodate students who are not registered with DSS.

XII. Medical Excuses

In my class, you (student) or a guardian must email me (preferred) or call me PRIOR to class to inform me that you will not be in attendance due to illness or injury thus will miss the class deadline. On the very next class session that you are in attendance, you must present me with a self-signed note for missing one single lecture/recitation/laboratory. This note must include the date of illness and a statement that the information you have provided is true. You must also state that if your absence is found to be false, you understand that you will be referred to the Office of Student Conduct. The statement must be signed and dated. Do understand that **only one self-signed note for one absence will be allowed**. For non-consecutive absences or a major assignment/exam (either of the two papers and the two exams), I will require a Health Center or medical doctor's health excuse. If you do not inform me or if you do not present me with timely documentation, 0 points will be given to you for class participation/homework/exam/paper. Note: In the case that you are unable to get a written medical excuse, you may ask your provider for a copy of your medical notes for the specific visit(s) in question.

XIII. Religious Observance

Students must provide me by the second week of class, in writing, a request for a make-up exam for an exam date on this syllabus that you are unable to make due to a specific religious observance (you must specify the event) on a specific date. Please refer to the Online Catalog Policy on Religious Observance. Please remember that accommodations are NOT made for travel to and from the religious observance.

XIV. Copyright

Any materials I provide you with, including my lectures, powerpoints, course assignments and handouts are protected by copyright and are not to be distributed outside the course (i.e. you are in violation of the law should you provide them to any sharing website, or third party who might distribute them without my explicit permission.) I do not post my slides, nor do I allow students to photograph them for saving. Research has shown that both attending class and taking hand written notes is the most effective way of learning course material.

XV. Course Evaluation

I take your course evaluation very seriously. Each year I revise my syllabus, course assignments and exams based on the feedback I receive on the course evaluation. I am not only interested in the scores that you give this class

but I am also very interested in the specific comments you have about this course. I want to encourage each student in this class to evaluate not only my class but all of your classes. One important campus-wide evaluation is the online evaluation at the end of the semester. **CourseEvalUM** will be open to students to complete their evaluation for Fall 2014 courses toward the end of classes. Students can go directly to the website (www.courseevalum.umd.edu) to complete their evaluations.

XVI. University Emergency Closing

In the event that the University is closed for an emergency or extended period of time, I will communicate to you via email or phone to indicate schedule adjustments, including rescheduling of examinations and assignments due to inclement weather and campus emergencies. Official closures and delays are announced on the campus website <http://www.umd.edu>. The snow phone line is 301-405-SNOW, as well as local radio and TV stations.

XVII. Spring 2014 Important Dates

Tues, Sept. 2

Mon., Sept. 15

Thurs, Oct 13, 9:30-10:45

Tues., Nov. 11

Thurs., Nov. 27-28

TBD

Thurs., Dec. 11

Mon., Dec. 15, 8:00-10:00am

First Day of Class

Drop/Add Dates for Undergrads, *(End of Schedule Adjustment)*

MIDTERM EXAM (documentation req. for absence)

Last Day for a student to drop one course with a "W"

Thanksgiving Break

Course EvalUM Open

Last day of classes

FINAL EXAM, SOCY464 (documentation req. for absence)

SOCY464: Military Sociology Course Schedule, Detailed

Please see the ELMS "Modules" page for an updated schedule with links to readings.

	<p>Background: Overview of the Sociology of the Military</p> <p>For 1st class Tuesday:</p> <p>Please read the bibliography on military sociology from Oxford Bibliographies, written by Morten Ender so that you have a feel for what this course and the field more broadly will be about. We naturally cannot cover every topic, so this document provides you some suggested readings in areas we may not cover.</p>	
<p>9/2-9/4</p>	<p>Week 1: Military 101</p> <p>Tuesday:</p> <p>Please read the bibliography on military sociology from Oxford Bibliographies, written by Morten Ender so that you have a feel for what this course and the field more broadly will be about. We naturally cannot cover every topic, so this document provides you some suggested readings in areas we may not cover.</p> <p>*Ender, Morton. (2013). Military Sociology. <i>Oxford Bibliographies Online: Sociology</i>. doi: 10.1093/obo/9780199756384-0079 http://www.oxfordbibliographies.com/view/document/obo-9780199756384/obo-9780199756384-0079.xml (accessed 1-Sep-2014).</p> <p>For Thursday:</p> <p>Please have read the first chapter by David Segal from his book <i>Recruiting for Uncle Sam</i> on trends in the nature of the US military (Chapter 2 is optional.)</p> <p>*Segal, David R. (1989). Chapter 1 in <i>Recruiting for Uncle Sam: Citizenship and military manpower policy</i>. Lawrence, KS: University Press of Kansas.</p> <p>Read the pages 1-24 in the draft white paper from SAHMSA on understanding military culture. Read it along with the pdf's on ranks and command structure in the military to understand how the hierarchy in the military works and how it drives military life.</p> <p>* http://beta.samhsa.gov/sites/default/files/military_white_paper_final.pdf</p> <p>UCMJ first 2 sections as background:</p> <p>* http://www.hqmc.marines.mil/Portals/135/MJFACTSHTS%5B1%5D.html</p> <p>* Part 1: http://usmilitary.about.com/od/justicelawlegislation/a/miljustice.htm</p> <p>TO DO for next class (9/9):</p> <p>Use the below two sites and the pdf's on rank structure and organization to complete the worksheet (file worksheet1.pdf) and bring to class to hand in Tuesday 9/9 [See Canvas Site for links]</p>	
<p>9/9-9/11</p>	<p>Week 2: Civil-Military Relations</p> <p>Handbook Ch.8.pdf (2.102 Mb)</p> <p>For Tuesday:</p> <p>Please read the article from Peter Fever for Tuesday. You should also skim the selections from Janowitz and Huntington to get the flavor of the classic scholarship on civil-military relations, and their main positions. Ch. 8 from the Handbook of Military Sociology is an optional reading that reviews civil-military relations theories and research.</p> <p>* Feaver, P. D. (1996). The civil-military problematique: Huntington, Janowitz, and the question of civilian control. <i>Armed Forces & Society</i>, 23(2), 149-178.</p> <p>* Janowitz, M. (1964). <i>The Professional Soldier: A Social And Political Portrait</i> Author: Morris Janowitz, Publisher: Free Press Pages: 464 Publi.</p>	

	<p>* Huntington, S. P. (1957). <i>The soldier and the state: The theory and politics of civil-military relations</i> (Vol. 514). Harvard University Press.</p> <p>* Caforio, G. (Ed.). (2006). Chapter 8 Civil-Military Relations. <i>Handbook of the Sociology of the Military</i>. Springer.</p> <p>For Thursday: Read the following pieces that reveal 2 “revolts” that exemplify the kinds of contemporary disagreements that became instant case studies in civil-military relations. (This looks like a lot, but it's all pretty short and related.) Consider how the "Generals Revolt" and LTC Yingling's article relate to civil-military relations. These are from the initiation of the war in Iraq-how have things changed since then, if at all?</p> <p>Generals' Revolt: Revolt against Rumsfeld How Bush Wrecked the Army</p> <p>Paul Yingling and the Aftermath: A Failure in Generalship It's Patriotic to Criticize Challenging the Generals</p>	
9/16-9/18	<p>Week 3: Why We Serve & the I/O thesis</p> <p>Dr. Kleykamp is away this week. We will watch “The Recruiter” for Tuesday [hopefully I’ll get it streamed online], and will not meet in class Thursday. You will have a writing assignment for Thursday TBD, but the reading assignments still hold.</p> <p>For Tuesday: Film, "The Recruiter" in class, possibly online streaming</p> <p>For Thursday: Moskos's classic piece on the I/O thesis Woodruff et al article on Propensity to Serve Kleykamp article on determinants of enlistment</p>	
9/23-9/25	<p>Week 4: The Draft</p> <p>For Tuesday: Short history (Janice Laurence?) UMD policy debate papers: pg 1-13 here.</p> <p>For Thursday: Do You feel a Draft? Charlie Moskos on the draft</p> <p>FYI, if interested further: Bernie Roesteker's HUGE work on the AVF http://www.rand.org/pubs/monographs/2007/RAND_MG265.pdf</p>	
9/30-10/2	<p>Week 5: Military Socialization goffman.pdf (3.861 Mb) krebs.pdf (188.796 Kb)</p> <p>For Tuesday: Goffman on Total Institutions (selections) + video in-class</p> <p>For Thursday: Ron Krebs article on Socialization</p>	
10/7-	<p>Week 6: Military Families [possible guest speaker this week]</p>	

10/9	<p>invisible women.pdf (323.812 Kb) mady greedy.pdf (3.002 Mb) white gloves.pdf (2.048 Mb) working around the military.pdf (2.026 Mb)</p> <p>Military Families: For Tuesday: Mady Segal, Military and Family as Greedy Institutions Meg Harrell, Have the White Gloves been Mothballed? Selections of film, "Brats " in class</p> <p>For Thursday: Meg Harrell, Summary Chapter from Working around the Military Meg Harrell, Conclusion (Ch. 5) to Invisible Women</p>	
10/14-10/16	<p>Week 7: Review and Exam For Tuesday: Review</p> <p>For Thursday: Exam</p>	
10/21-10/23	<p>Week 8: Diversity, part I [from here, these readings may be changed as there is so much happening right now around diversity that I will likely adjust as we go] moskos and butler001.pdf (3.667 Mb)</p> <p>For Tuesday, Racial and Ethnic minorities in the Military: Segal and Segal America's Military Population http://www.prb.org/pdf04/59.4AmericanMilitary.pdf pg 18-23 Moskos and Butler "Army Lessons for American Society" (pdf attached)</p> <p>For Thursday Women in the Military: Segal and Segal http://www.prb.org/pdf04/59.4AmericanMilitary.pdf pg.26-30 Segal Women Past, Present Future: http://gas.sagepub.com/cgi/reprint/9/6/757 The First Wave http://afs.sagepub.com/cgi/reprint/26/2/229 NYT pieces on Women at War (LINK)</p>	
10/28-10/30	<p>Week 9: Diversity (part II) Bowling AFS.pdf (449.521 Kb)</p> <p>For Tuesday, spotlight on Sexual assault and Harassment in the Military: watch Invisible War streamed before class</p> <p>For Thursday Sexual minorities in the Military : Belkin: http://www.palmcenter.org/files/active/1/2003_BelkinInParameters.pdf Belkin: http://www.palmcenter.org/files/active/0/DADT%20and%20military%20reputation.pdf Firestone etc... (Link may be jacked up, or troublesome if not on UMD IP address, See pdf attached) http://afs.sagepub.com/cgi/reprint/31/3/411</p>	
11/4-11/6	<p>Week 10: Consequences of military service For Tuesday: Consequences for individuals Kleykamp AFS 2009 Lundquist Maclean, combat</p> <p>For Thursday: IOM report, selections TBA</p>	

11/11-11/13	<p>Week 11: The Veteran Experience</p> <p>For Tuesday:</p> <p>starr001.pdf (3.012 Mb) Paul Starr chapter from "The Discarded Army" TBD</p> <p>For Thursday:</p> <p>TBD Wilbur Scott, selections</p>	
11/18-11/20	<p>Week 12: Militarization of Society</p> <p>bacevichoped.pdf (45.338 Kb) The Normalization of War.doc (60 Kb) NYT piece on USMEX border "War on the Border" enloeshort.pdf</p> <p>For Tuesday:</p> <p>"Normalization of War" and selections from Bacevich's "The New American Militarism" (NAM) Again, these ideas are from the beginning of the wars in Iraq and Afghanistan-how might Bacevich's argument have to be changed if he wrote this today?</p> <p>For Thursday:</p> <p>Selected works from Cynthia Enloe (enlowshort.pdf), Optional: only AFTER you read the other pieces: Bacevich's oped The mp3 (explicit) on ELMS was provided by a former student and former Marine. It's done by active duty soldiers and takes on the hip-hop trope of referring to people as "Soldiers". Also read NYT piece on USMEX border "War on the Border" from a few weeks ago.</p>	
11/25	<p>Week 13: The Power Elite</p> <p>For Tuesday:</p> <p>Watch documentary: "Why We Fight"</p> <p>Read selections from C. Wright Mills' "The Power Elite" (a classic work in sociology) mills001.pdf (1.233 Mb) mills008.pdf (1.552 Mb) mills009.pdf (1.6 Mb) mills011.pdf (1.35 Mb) NYT expose on retired generals in the media. http://www.nytimes.com/2008/04/20/washington/20generals.html</p>	
12/2-12/4	<p>Week 14: Militarization of Society-Policing</p> <p>For Tuesday:</p> <p>Selections TBD, Radley Balko's "Rise of the Warrior Cop"</p> <p>For Thursday:</p> <p>Readings TBD on Gov't program to distribute excess military equipment to police forces, and Ferguson, MO.</p>	
12/9-12/11	<p>Week 14: Wrap-up & review</p>	

