

HONORS 209A: WOMEN IN THE U.S. MILITARY

Fall 2003
Tuesday & Thursday, 11: 00 A.M. to 12:15 P.M.
Room 0103 Anne Arundel Hall.

Dr. Mady Wechsler Segal

Locating Dr. Segal:

Office: 4127 Art-Sociology Bldg. Office phone: 301-405-6433
(Phone has voice mail so you can leave a message for me.)
Office hours: By appointment.
(I'll usually be in my office on Tuesday from 1:00-4:00 P.M and Thursday from 1:00-3:00 P.M.)

FAX: 301-314-6892

E-mail: msegal@socy.umd.edu

Listserve address: Honors209A@bsoslist.umd.edu

Teaching Assistant: Darlene Iskra
Office: 4127 Art-Sociology Bldg. Office phone: 301-314-7776
Office hours: Tuesday and Thursday 9:30 A.M. to 10:30 A.M., or by appointment.
FAX: 301-314-6892
E-mail: diskra@socy.umd.edu

SECTION I: INTRODUCTION

1. Course Description and Goals

This course is included in the CORE Distributive Studies, Social Sciences & History-Social or Political History [SH] and Human Cultural Diversity [D] categories. (CORE program goals are included below.)

Students in this course analyze past, present, and future trends in women's roles in the military using relevant theory and empirical research from the fields of sociology, psychology, history, political science, and demography. We will cover women's roles in the armed forces from the traditional (e.g., nurses and clerical workers) to the unusual (e.g., those who disguised themselves as men in years past to be in combat and today's fighter pilots).

Students learn how women's roles in the armed forces (as well as in other social and occupational contexts) 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.

We will read about women's experiences in the military, including how men treat them. We will analyze the effect of race/ethnicity on military involvement and experience.

Policy questions are addressed in the course, including the arguments and evidence that serve to support different positions on the issues. These questions include: Should women be allowed to volunteer for combat roles? Should women be conscripted if men are? Should women be required to serve in combat on the same basis as men? What should the military do about people who are parents? Should the two genders be treated the same or differently with regard to parental status? Should basic training be gender-integrated? The class will sometimes function as a mock Congressional Commission to gather evidence and make decisions.

Students are expected to come to each class prepared to discuss the readings, as well as to go beyond the knowledge contained in the required readings. Much of the work of the course is done outside of class by the students independently of the professor. 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.

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 used in the study of women in the military.
2. Apply the scientific method to the study of military women from a sociological perspective.
3. Explain women's roles in the armed forces of the United States over time.
4. Compare and contrast gender roles in the armed forces with gender roles in civilian society.
5. Analyze and discuss the social construction of gender in the armed forces and in civilian society.
6. Analyze and discuss contemporary issues, situations, problems and policies relevant to women in the military using a sociological perspective.
7. Explain the relationship between work and family in the armed forces of the United States and its effects on military men and women.
8. Analyze and discuss contemporary issues, situations, problems, and policies relevant to military families using a sociological perspective.
9. Compare and contrast family roles in the armed forces with family roles in civilian society.
10. Apply knowledge about women in the military to related social issues (e.g., racial and ethnic diversity in the military, sexual orientation and the military).

11. Evaluate methodology and findings of social science research on military women.
12. 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. One **major goal** in this course will be to provide the intellectual background so that, given a situation, trend, or policy issue related to military women, you can:

1. ANALYZE it, using sociological (and other social scientific) theories and concepts as they are applied in the study of women's military roles (including historical experiences).
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.

It is important for you to review Section 4 (Key Learning Outcomes) of the syllabus so that you better understand what I expect you to be able to do in terms of the course goals.

2. CORE Program Goals

You may have chosen this course as part of you CORE Liberal Arts and Sciences Studies Program, the general education portion of your degree program. This course is approved for both the CORE Distributive Studies and CORE Human Cultural Diversity curriculums. CORE Distributive Studies courses are designed to ensure that you will take a look at several different academic disciplines and the way they create and analyze knowledge about the world. A faculty and student committee approved this CORE Distributive Studies course because it will introduce you to ideas and issues that are central to a major intellectual discipline and because it promises to involve you actively in the learning process. CORE Human Cultural Diversity courses are designed to ensure that you will examine experiences, perspectives, and values different from those that are dominant in the United States or Europe. A faculty and student committee approved this CORE Human Cultural Diversity course because it will introduce you to ideas and human experiences often overlooked in the curriculum. Please take advantage of the opportunities this course offers you.

3. Evaluation and Grading

The evaluation and grading of student work in this course is based on the assumption that learning is most effective as well as most enjoyable when students are evaluated against a known objective standard rather than against one another. This syllabus contains the learning activities

for which you are responsible. I provide the resources and experiences; you assume the responsibility for learning the material.

Grades will be based upon the following:

- (1) **Mid-term Examination:** This will be a take-home essay examination to evaluate the degree to which you have achieved the course goals (from readings and discussion) for the first part of the term.
- (2) **Written Assignments:** You will be responsible for reading, reviewing, and analyzing two books on women and the military. One book must be a personal memoir, and the second, a historical or sociologically based book on women in the military. A list of suggested books is in section 3. If you find a book you would like to read that is not on this list, present it to Dr. Segal for approval. Additional information and guidance is provided in section 3.
- (3) **Final Examination:** The final examination, which is cumulative, will evaluate the extent to which you have achieved the course goals. This will probably be an essay examination administered during the scheduled final examination period, but will probably also include a take home exam portion. We will discuss this in class to decide.
- (4) **Course Participation:** Your participation in class will be evaluated for demonstration of achievement of course goals. Throughout the course you will be provided with a variety of opportunities to participate in, and contribute to, the class. These include in-class discussion, in-class quizzes, written work on reading (see “tickets” below), and other assignments.

You will determine how much each of these portions of your grade is worth, and must tell me in writing by the beginning of class 10. The minimum value of each section is 20%, the maximum is 30%; but all four portions should add up to 100%. For example Student 1 might want the book reviews to be the most important portion of the grade, while Student 2 might want the course participation grade to count the most. Thus, their individual grade summaries might be:

	Student 1	Student 2
Mid-Term	20%	20%
Book Reviews	30%	25%
Final Examination	25%	25%
Course Participation	25%	30%
Total	100%	100%

Summary of the grading system:

<u>Requirement</u>	<u>Course %</u>
Mid-Term	20-30%
Book Reviews	20-30%
Final Examination	20-30%
Course Participation	20-30%
Total	100%

Note about deadlines: To promote organization and foster equity, there are penalties for late work. You are expected to take examinations on the dates scheduled and hand in written work on time. Exceptions can be made if you are ill (with physician's certification), have a family emergency (also with written proof), or are excused beforehand due to an officially documented conflicting activity at which your presence is essential.

Keep a copy for yourself of any written work you hand in.

4. Required Readings

Each student should possess the following required texts. [The abbreviation used in the reading assignments for each text is given at the end of each reference]:

Herbert, Melissa S. 1998. *Camouflage Isn't Only for Combat: Gender, Sexuality, and Women in the Military*. New York: New York University Press. [MSH]

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] [BLM]

In addition, a packet of articles on women in the military, containing **other required readings**, will be made available. Optional readings will be available for copying as desired.

It is **VERY IMPORTANT** that you complete the required reading on time and be prepared to discuss it in class. In order to ensure the reading assignments are completed, each student will be required to hand in a **"ticket"** discussing each of the readings of the day, which may include questions or summaries (see paragraph below). These "tickets" must be handed in before each class period and will comprise a portion of your participation grade. However, we recognize the presence of role conflict in our society today. Therefore, to ease the conflict resulting from unavoidable role overload, you will be allowed to come to 2 classes during the semester when you have been unable to complete the required reading. When you come to class unprepared in this way, hand in a **CERTIFICATE OF ACCEPTABLE TEMPORARY UNPREPAREDNESS** ("CATU"). Hand in your "CATU" at the beginning of class.

NOTE: THE CATU DOES NOT EXCUSE YOU FROM THE DAY'S READINGS ENTIRELY, IT ONLY EXCLUDES YOU FROM COMPLETING THEM BY THAT

PARTICULAR CLASS. YOU ARE STILL EXPECTED TO READ AND KNOW THE MATERIAL FOR CLASS DISCUSSIONS, PAPERS AND EXAMS.

The “**tickets**” show that you are sufficiently familiar with each reading. The tickets may 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. You are strongly encouraged to write down questions for discussion in class. (You may, of course, also ask questions of clarification). **At the least, each ticket should contain two main points and one discussion question for each reading.** Assignments listed separately for some classes will be the ticket for the day in lieu of above.

To summarize, at the beginning of each class, the student should present either a “ticket” to enter class or a CATU.

5. Book Reviews

Two book reviews are required. The first will report on a biography or a personal memoir of a woman who was or is in the military. The second will report on research on women’s military roles, which may be historical or sociological (or from another social scientific perspective); the book may be written by one author or an edited collection with multiple authors. See Section 3 of syllabus for specific requirements and a listing of approved books. Each student will choose and read two of the books on the list. A sign up list will be distributed in class so there are no duplications of readings. You will present one of the reviews in class. These presentations should be organized and informative, but should not be stressful! The goal is to share your new knowledge with your classmates (and me, but I don’t count as much!). You will be the group expert on your books.

6. Accommodating Students with Disabilities

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

7. Summary of Due Dates for Written Work

Every class: Ticket

Oct. 16 (Class 14): Mid-term exam due

Nov. 4 (Class 19): Book Review 1 (of biography or memoir) due

Dec. 4 (Class 27): Book Review 2 (of historical or social science research book) due

Dec. 11 (class 29): Take home part of final exam due

Dec. 15 (8:00-10:00 A.M): Final exam

SECTION 2: COURSE SCHEDULE AND CLASS ASSIGNMENTS

(Subject to change if circumstances warrant)

Take careful note of the following:

- * Prior to attending each class you should SUMMARIZE the readings, in writing, as assigned for that period. Readings are to be completed before the class under which they are listed. The written summary, questions or other assignments will serve as your “ticket” to class.
 - * Prior to class attendance you will be expected to have mastered the major terms and concepts used in the readings for that period. That is, you must be able to DESCRIBE, ILLUSTRATE and IDENTIFY the key terms used by the author of all assigned readings.
 - * You should prepare in this way for every class during the semester.
 - * Although we may not discuss each reading specifically, you will be expected to know the concepts and information derived from the readings, for exams and quizzes.
-

Lesson Module One

Classes 1-6

Introduction to Women in the Military

Module Objectives:

Upon completion of this module you should be able to:

- DESCRIBE how we will study the sociology of women in the military.
- DESCRIBE Sociology
- DEFINE important sociological terms
- ILLUSTRATE and APPLY the important sociological terms and concepts
- APPLY the scientific method to the study of military women from a sociological perspective.
- DESCRIBE (and begin to EXPLAIN) women's historical and current roles in the armed forces of the United States.
- EXPLAIN how traditional military socialization processes affect military policies and women's military roles.

Questions to think about while reading (use your prior knowledge as well as new knowledge from the readings):

- What are the kinds of questions that sociologists usually ask?
- How do these relate to the military?
- How would sociologists use these questions in studying women in the military?
- What are the methods of research sociologists use?
- What historical military roles have women held?

Class 1: Tuesday, Sept. 2: Introduction to course & course outline

- Introduction of professor, TA & students
- Discussion of student goals and objectives
- Introduction to the course
 - Course objectives
 - Course requirements and procedures
 - Overview of the field and outline of the course

Class 2: Thursday, Sept. 4: Short history of women in the military and current facts

- Viewing of "In Defense of a Nation: A History of Women in the Military"
- Discussion of women's historical participation in the armed services.

Readings (to be completed **before** coming to class) [total pages: 46 plus syllabus]

Read this Syllabus!

Manning, Lory and Vanessa R. Wight. 2003. *Women in the Military: Where they stand*. 4th ed. Washington: Women's Research and Education Institute. [Handed out in class.]

Bourg, 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. In reading packet.

Glossary of sociological terms. In reading packet.

Assignment ticket: Answer these study questions:

- 1. When did women first come into the military officially and what were their roles?**
- 2. What is the current percentage and numbers of women in each of the services?**
- 3. What restrictions on women's roles are currently in effect in today's military? List by service.**
- 4. Write down one comment and one question about the syllabus.**

Optional:

2001 Demographic profile of the military is available on-line at <http://mfrc.calib.com> under "statistics." The 2000 and 1999 reports are also available on line, if interested.

Class 3: Tuesday, Sept. 9: Overview of the issue of women in combat

- DESCRIBE current policies
- SUMMARIZE arguments for and against women in ground combat
- ANALYZE what information and evidence we need to EVALUATE to the arguments (so that we, as members of a Congressional Commission, can make informed recommendations)

Readings [total pages: 46]

Franke, Linda Bird. 1997. "Prologue: The Life and Death of Major Marie Rossi." Pp. 13-19 in *Ground Zero: The Gender Wars in the Military*. New York: Simon & Schuster. In reading packet.

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

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

Peach, Lucinda. 1996. "Gender Ideology in the Ethics of Women in Combat". Pp 156 – 194 in *It's Our Military, Too!* Edited by Judith Hicks Stiehm. Philadelphia: Temple University Press. In reading packet.

Assignment ticket:

- 1. Are women currently allowed in combat jobs? If so, which ones?**
- 2. List the arguments both for and against women in combat.**

Optional:

Segal, Mady W. 1982. "The Argument for Female Combatants." Pp. 267-290 in *Female Soldiers: Combatants or Noncombatants?* Edited by Nancy Loring Goldman. Westport, Conn.: Greenwood Press.

Tuten, Jeff M. 1982. "The Argument Against Female Combatants." Pp 237-265 in *Female Soldiers: Combatants or Noncombatants?* Edited by Nancy Loring Goldman. Westport, CT: Greenwood Press.

Marlowe, David H. 1983. "The Manning of the Force and the Structure of Battle: Part 2 - Men and Women." Pp. 189-199 in *Conscripts and Volunteers: Military Requirements, Social Values, and the All-Volunteer Force*, edited by Robert K. Fullinwider. Totowa, N.J.: Rowman and Allanheld.

Miller, Laura. 1998. "Feminism and the Exclusion of Army Women from Combat." *Gender Issues*, 16, 3, (Summer): 33-65.

Class 4: Thursday, Sept. 11: The Military and Social Change

-Discussion of U.S. military structure, missions, rank structure and culture

-Discussion of recent changes in the military institution

Readings: [total pages: 34]

Rank designations and insignia in the armed forces. In reading packet.

Woodruff, Todd. 2002. A Basic Primer on the U.S. Army. In reading packet.

Iskra, Darlene. 2002. A Basic Primer on the U.S. Navy. In reading packet.

Dunivan, Karen O. 1994. "Military Culture: Change and Continuity." *Armed Forces and Society*, 20: 531-547. In reading packet.

Devilbiss, M.C. 1996. "To Fight, to Defend, and to Preserve the Peace: The Evolution of the U.S. Military and the Role of Women Within It." Pp. 195-202 in *It's Our Military, Too!* edited by Judith Hicks Stiehm. Philadelphia: Temple University Press. In reading packet.

Assignment ticket:

- 1. What characteristics of the military traditionally have made it an institution that excludes or limits women's roles?**
- 2. How has the military changed in ways that would make it more likely for women to be integrated into it?**

Class 5: Tuesday, Sept. 16: Women's Roles in the Armed Forces

-Discussion of women's evolving roles in the military – focus on World War II.

Readings: [total pages: 83]

Chapter 1: "Introduction" in BLM.

Chapter 2: "A Changing Military Structure" in BLM

Chapter 4: "Just American Soldiers Going to do a Job" in BLM

Chapter 5: "Serving in the European Theater of Operations..." in BLM.

Assignment ticket:

- 1. Describe the social and cultural conditions women faced in deciding to join the military.**
- 2. Describe the social and cultural conditions women faced once she entered the military.**

Class 6: Thursday, Sept. 18: World War II (con't)

Readings: [Total pages: 29]

D'Ann Campbell. 1984. "A Crushing Defeat in This Man's Army." Pp. 18-46 in *Women at War with America*, Cambridge: Harvard University Press.

Assignment ticket: Write and hand in at least two potential mid-term (essay) questions from this module's readings and class discussions.

?? Saturday, Sept. 20, 4-7 P.M: Possible party at Mady Segal's house with military women.

Perspectives on Gender and the Military

Module Objectives:

Upon completion of this module you should be able to:

- COMPARE and CONTRAST gender roles in the armed forces with gender roles in civilian society.
- ANALYZE the social construction of gender in the armed forces and in civilian society.
- ANALYZE the social construction of sexuality in the armed forces.
- EVALUATE methodology and findings of social science research on military women.
- EXPLAIN women's historical and current roles in the armed forces of the United States and how they relate to changes in societal norms
- IDENTIFY differences between women's roles in the U.S. and other countries.
- ANALYZE the factors that influence these differences

Questions to think about while reading:

What social forces affect women's military roles? What are the differential impacts of different forces and under what conditions?

What are the underlying assumptions for women's military roles?

What social scientific theories can be applied to all of these questions about women's military roles? What knowledge is gained about women's military roles and about the validity of the theories?

How can feminist theory be used to explain the experiences of women in the military?

Class 7: Tuesday, Sept. 23: Feminist Theory and Women in the Military

-Discussion of various theoretical perspectives applicable to women in the military.

Readings [Total pages: 42]

Andersen, Margaret L. 1993. "Sociological and Feminist Perspectives." Chapter 1, pp.3-20 in *Thinking About Women: Sociological Perspectives on Sex and Gender*, 3d ed. New York: Macmillan. In reading packet.

Carter, April. 1998. "Should Women be Soldiers or Pacifists?" Pp. 33-37 in *The Women and War Reader*, edited by Lois Ann Lorentzen and Jennifer Turpin. New York: New York University Press. In reading packet.

Segal, Mady Wechsler. 1995. "Women's Military Roles Cross-Nationally: Past, Present, and Future." *Gender & Society* 9: 757-775. In reading packet.

Assignment ticket: Write down 2 major points and 1 question or comment for discussion on each reading for today.

Optional (I will summarize in class)

Feinman, Ilene Rose. 2000. "Feminist Antimilitarism/Feminist Egalitarian Militarism." Chapter 1, pp. 11-43 in *Citizenship Rights*. New York: New York University Press.

Class 8: Thursday, Sept. 25: Social Construction of Gender

Discussion of:

- “Nature” vs. “Nurture”
- differences between “sex” and “gender”
- construction of gender via socialization processes & expectations
- male military socialization and heterosexual masculinity

Readings [Total pages: 85]

Andersen, Margaret L. 1993. "The Social Construction of Gender." Chapter 2, pp. 21-51 in *Thinking About Women: Sociological Perspectives on Sex and Gender*, 3d ed. New York: Macmillan. In reading packet.

Chapters 1 & 2 in MSH.

Assignment ticket:

Write down 2 main points from each reading that helps us to answer the following questions:

What social forces affect women's military roles?

What are the differential impacts of different forces and under what conditions?

Class 9: Tuesday, Sept. 30: The Social Construction of Sexuality in the Armed Forces

Readings: [Total pages: 83]

Chapters 3, 4, 5 in MSH, and pp. 131-138.

Assignment ticket:

Answer the following study questions:

1. **What does Herbert mean by “doing gender”?**
2. **What types of behaviors must military women “do” in order to balance their femininity and the behavioral requirements of the military?**
3. **What other research methods could be used to answer the questions Herbert raises?**
4. **What kind of study would you design to answer these questions?**
5. **Hand in at least two potential mid-term questions from this module’s readings and class discussions.**

Optional:

Methodological Appendix pp. 131-186 in MSH.

Britton, Dana and Christine Williams. 1998. “Don’t Ask, Don’t Tell, Don’t Pursue: Military Policy and the Construction of Heterosexual Masculinity.” In *Reading Between the Lines: Toward an Understanding of Current Social Problems*. Mayfield Publishing Company.

Work, Family, and the Military

Module Objectives:

Upon completion of this module you should be able to:

- DISCUSS the concept of “greedy institutions” as applied to work and family in the armed forces of the United States.
- ANALYZE and discuss contemporary issues, situations, problems, and policies relevant to military families using a sociological perspective.
- COMPARE the relationship between work and family in the military with work and family relations in civilian society.

Questions to think about while reading:

How do family issues differ between the military and civilian workers?

What is a greedy institution?

Why is the family greedier for women than men?

Why is the military a greedy institution? How is it greedier than any other job? Or is it?

How can the military become more family friendly without impairing military readiness?

Class 10: Thursday, Oct. 2: Women, Work, & Family [Dr. Segal away; Darlene will lead class]

- Women’s roles in society: family patterns, family roles, relationship between work and family.
- Labor force participation: occupational segregation; public opinion; public values as they affect public policy; women’s interests, job and career choices; historical cycles of women’s paid labor.

Readings [Total pages: 75]

Andersen, Margaret L. 1993. "Women and Work." Chapter 5, pp.101-139 in *Thinking About Women: Sociological Perspectives on Sex and Gender*, 3d ed. New York: Macmillan. In reading packet.

Campbell, D’Ann. 1984. “Volunteer, Worker, or Housewife? The Choices Women Made.” Chapter 3, pp. 64-100 in *Women at War with America*, Cambridge: Harvard University Press. In reading packet.

Assignment ticket: Write down 2 major points and 1 question or comment for discussion on each reading for today.

Class 11: Tuesday, Oct. 7: Overview of Work and Family Linkages in the Military.

Readings [Total pages: 52]

Segal, Mady Wechsler. 1986. "The Military and the Family as Greedy Institutions." *Armed Forces & Society*, 13(1): 9-38. In reading packet.

Martin, James A. and Peggy McClure. 2000. "Today's Active Duty Military Family: The Evolving Challenges of Military Family Life." Pp. 3-24 in *The Military Family*, edited by James A. Martin, Leora N. Rosen and Linette R. Sparacino. Westport: Praeger. In reading packet.

Assignment ticket: Be prepared for a short quiz on today's readings.

Class 12: Thursday, Oct. 9: Non-Traditional Families and the Military

Take-home part of mid-term examination handed out.

Hand in (at beginning of class) choices for book reviews – 1st, 2nd, and 3rd choice for each.

Readings [Total pages: 42]

Carlson, Allan. 1993. "Your Honey or Your Life: The Case for the Bachelor Army." *Policy Review*, 66 (Fall): 45-53. In reading packet.

Adamec, Christine A. 1983. "Single Parents in the Military." *Single Parent*, 26(4) (May): 15-17. In reading packet.

Gibbs, Nancy. 2003. "An American Family Goes to War." *Time*, March 16. Downloaded from: www.time.com/time/magazine/printout/0,8816,433209,00.html. In reading packet.

McClure, Peggy and Valerie Stander. Undated. "Military Marriages in the 1990's." Scranton, PA: Military Family Institute of Marywood University. In reading packet.

Optional:

Reynolds, Valerie LaJetta. 1991. *Issues Surrounding the Deployability of Single and Dual-Service Parents in the Navy*. Monterey: Naval Post-Graduate School.

Stoddard, Ellwyn R. 1994. "Married Female Officers in a Combat Branch: Occupational-Family Stress and Future Career Choices." *Minerva*, 12, 2: 5-14.

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.

Assignment ticket: Answer the following study questions:

Using the concept of a "greedy institution:"

- 1. Identify some of the unique pressures that single and dual military families face?**
- 2. Describe the norm of the single soldier/sailor/ airman/marine and how it affects family life in the military for both men and women.**

Class 13: Tuesday, Oct 14: Catch-up and/or Review

Class 14: Thursday, Oct. 16: TAKE-HOME MIDTERM EXAM DUE – AT BEGINNING OF CLASS.

Possible panel on family experiences in the military.

Lesson Module Four

Classes 15-19

The Dynamics of Gender and Racial Integration

- DESCRIBE and ANALYZE interpersonal dynamics on the job (military and other predominantly male occupations):
- DESCRIBE and ANALYZE men's attitudes toward and acceptance of women
- DEFINE cohesion
- ANALYZE the relationship between diversity (including by gender) and cohesion
- ANALYZE the relationship between cohesion and performance (including military effectiveness)
- ANALYZE the relationship between gender diversity and group performance

Class 15: Tuesday, Oct. 21: Women, work, and changing roles

- Social norms about men's and women's roles
- Sociological analysis of group processes

Readings [Total pages: 45]

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. In reading packet.

Goode, William J. 1982. "Why Men Resist." Pp. 131-150 in *Rethinking the Family: Some Feminist Questions*, edited by Barrie Thorne and M. Yalom. New York: Longman. In reading packet.

Assignment ticket: Answer the following study questions:

- 1. Identify the perceptual distortions and behavioral consequences for token women as described by Kanter (1977).**
- 2. Briefly describe Goode's thesis on why men resist women's quest for equality.**

Class 16: Thursday, Oct. 23: Race and Gender in the Military

Readings [total pages: 46]

Chapter 3: "Fight Our Battles and Claim our Victories" in BLM.

Quester, Aline O. and Curtis L. Gilroy. 2002. "Women and Minorities in America's Volunteer Military." *Contemporary Economic Policy*, 20, 2, April: 111-121. In reading packet.

Assignment ticket: Analyze how Moore's narrative coincides with the issues of integration depicted in Quester and Gilroy.

Optional

D'Amico, Francine. 1997. "Policing the U.S. Military's Race and Gender Lines." Pp. 199-234 in *Wives and Warriors: Women and the Military in the United States and Canada*, edited by Laurie Weinstein and Christie C. White. Westport, Conn.: Bergin & Garvey.

Armor, David J. 1996. "Race and Gender in the U.S. Military." *Armed Forces & Society*, Fall: 7-27.

Class 17: Tuesday, Oct 28: Gender Integration Dynamics

Readings [Total pages: 50]

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. In reading packet.

Devilbiss, M.C. 1985. "Gender Integration and Unit Deployment: A Study of GI Joe." *Armed Forces & Society*, 11: 523-552. In reading packet.

Assignment ticket:

Write down 2 major points and 1 question or comment for discussion on each reading for today.

Optional

Titunik, Regina F. 2000. "The First Wave: Gender Integration and Military Culture." *Armed Forces & Society* 26: 229-257.

Moskos, Charles. 1993. "From Citizen's Army to Social Laboratory." *Wilson Quarterly*, 17 (Winter): 83-94.

Franke, Linda Bird. 1997. "The Unwinnable War: Successful Women, Threatened Men." Pp. 241-260 in *Ground Zero: The Gender Wars in the Military*. New York: Simon & Schuster.

Class 18: Thursday, Oct. 30: Readiness, Cohesion and Morale

Possible Guest appearance by Margaret "Meg" Harrell

Readings [Total pages: 42]

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. In reading packet.

Mitchell, Brian. 1998. "Introduction: The G.I. Jane Deception" and Chapter 1 "Myths in the Making." Pp. 1-16 in *Women in the Military: Flirting with Disaster*. Washington, D.C.: Regnery. In reading packet.

Chapter 7: "Cohesion, Conflict and Phenomenology" pp. 179- 198 in BLM.

Assignment ticket: Describe the kinds of evidence each author uses to arrive at his/her conclusions. Do you agree or disagree with their views? Why or why not?

Optional:

Kinzer, Nora Stewart. 1991. "An Academic Overview." Chapter 2, pp. 11-30 in *Mates and Muchachos: Unit Cohesion in the Falklands/Malvinas War*. Washington: Brassey's.

Class 19: Tuesday, Nov. 4: Sexual Harassment and Gender Harassment.

- Discussion of the differences between sexual harassment and gender harassment.
- Some underlying sociological perspectives on harassment

*****First Book Review Due*** - at beginning of class**

(Be sure to follow the guidance contained in this syllabus.)

Readings [Total pages: 54]

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. In reading packet.

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. In reading packet.

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

Optional:

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

Gruenwald, Juliana. 1997. "Women in the Military: Mission in Progress." *Congressional Quarterly Weekly Report*, 55: 1962-1966.

Assignment ticket: Write down 2 major points and 1 question or comment for discussion on each reading for today

Contemporary and Future Policy Issues

Module Objectives:

Upon completion of this module you should be able to:

- IDENTIFY contemporary issues that sociologists study.
- ANALYZE and discuss contemporary issues, situations, and problems relevant to women in the military using a sociological perspective.
- APPLY knowledge about women in the military to related social issues (e.g., racial and ethnic diversity in the military, sexual orientation and the military).
- EVALUATE the arguments about women in combat
- PREDICT the future of women's roles in the military
- IDENTIFY future policy issues concerning women in the military.
- DESCRIBE, ANALYZE, and DISCUSS how these issues might affect women in the military.
- ANALYZE the implications of women's future military roles for the social construction of gender in society generally – and vice versa

Questions to think about while reading:

What are the current issues for women in the military?

Should women be allowed in ground combat? What are the most important arguments about this? What is the evidence that exists to evaluate the arguments?

Do cultural norms continue to include protection of women in war?

How is the military institution today similar to and different from the past? How do women fit in? This includes: What are today's missions? How does each service organize itself to carry out these missions? What are the characteristics of the people that the service wants to attract and keep? How does women's participation relate to the service's missions, organization, personnel requirements, traditions, etc.?

Class 20: Thursday, Nov. 6: Gender-integrated vs. gender-segregated training
(Basic Training) [Dr. Segal's slides of basic training]

Readings [Total pages: 54]

Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, Executive Summary, pp. xxv-xliv. In reading packet.

Reed, Brian J. 1999. "Gender Integrated Basic Training: A Theoretical Analysis of the Continuing Debate." *Minerva*, 17, 2, (Summer): 18-32. In reading packet.

Assignment ticket: Write down 2 arguments favoring gender integrated training and 2 arguments favoring gender-segregated training. How are they socially constructed?

Class 21: Tuesday, Nov. 11: Gender-integrated vs. gender-segregated training (cont)
Be prepared to discuss the arguments surrounding this issue in a possible in-class panel.

Optional:

Commission on Military Training and Gender Related Issues, Vol. 1, Chap. 4 & 5 pp. 95-276.
Downloadable from: <http://www.house.gov/hasc/reports> under: 'additional materials'.

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.

Campbell, D'Ann and Francine D'Amico. 1999. "Lessons on Gender Integration from the Military Academies." Pp.67-79 in *Gender Camouflage: Women and the U.S. Military*, edited by Francine D'Amico and Laurie Weinstein. New York: New York University Press.

Burke, Carol. 1996. "Pernicious Cohesion." Pp. 205-219 in *It's Our Military, Too!* edited by Judith Hicks Stiehm. Philadelphia, PA: Temple University Press.

Class 22: Thursday, Nov. 13: Arguments concerning women's expanding roles in the military, past and present. Case study: Women in Submarines

Readings: [Total pages: 56]

DACOWITS. 2000. "Submarine Personnel Assignment" pg. 1 of 7 in *Spring Issue Book-Forces Development & Utilization Subcommittee*. Downloaded from www.dtic.mil/dacowits. In reading packet.

United States Navy. 2000. "Navy Response to Request for Information #1 Submarine Personnel Assignment." In reading packet.

Brower, J. Michael. 2000. "The Enemy [Below]...The Brass Above." *Naval Institute Proceedings*, June. Downloaded from www.usni.org. In reading packet.

Boyle, Richard. 1999. "Women Should Not Serve In Submarines." *Naval Institute Proceedings*, December. Downloaded from www.usni.org. In reading packet

Trost, Carlisle A. H. 2000. "Not in Our Submarines." *Naval Institute Proceedings*, Sept. Downloaded from www.usni.org. In reading packet.

Manning, Lory. 2000. "Not in Our Submarines." *Naval Institute Proceedings*, Oct: 28. In reading packet.

Iskra, Darlene. 2003. "Attitudes Towards Navy Women at Sea: Results of a Content Analysis." Paper presented at the IUS Biennial Conference, October, Chicago, Ill. In reading packet.

Assignment ticket: Identify at least 3 arguments for and 3 arguments against expanding women's military roles, to include serving on submarines.

Class 23: Tuesday, Nov. 18: The Media and the portrayal of women in the military

Readings [Total pages: 50]

Hanson, Christopher. 2002. "Women Warriors: How the press and helped – and hurt- in the battle for equality." *Columbia Journalism Review*, May June. [11 pages]. In reading packet.

Spears, Sally. 1998. "Epilogue: Sally's Story." Pp. 269-293 in *Call Sign Revlon: The Life and Death of Navy Fighter Pilot Kara Hultgreen*. Annapolis: Naval Institute Press. In reading packet.

Lee, Martha F. and Cynthia Nantais. 1999. "Women in the United States Military: Protectors or Protected? The Case of Prisoner of War Melissa Rathbun-Nealy." *Journal of Gender Studies*, V. 8, N 2: 181-191. In reading packet.

Huus, Kari. 2003. "POW video reopens gender debate." MSNBC News accessed at http://www.msnbc.com/modules/exports/ct_email.asp?/news/890275.asp. In reading packet.

Assignment ticket: Write down 2 major points and 1 question or comment for discussion on each reading for today

Class 24: Thursday, Nov. 20: WOMEN AT SEA CONFERENCE

(Attendance optional, all or part, entrance fee will be covered by school)

WOMEN AT SEA: A Quarter –Century Retrospective. A Naval History Symposium, 8 am to 5 pm, Navy Memorial, 701 Pennsylvania Ave NE, Washington, DC. Metro: Archives. Pre-registration required. We will discuss in class.

Class 25: Tuesday, Nov. 25: Pregnancy and the Military

Readings [Total pages: 49]

Franke, Linda Bird. 1997. "The Pregnancy Wars: Conspiracies, Myths and Propaganda." Pp. 104- 129 in *Ground Zero: The Gender Wars in the Military*. New York: Simon & Schuster. In reading packet.

McConachie, Vicki. 2000. "The Military and Motherhood: The Effects of the Unstated Norm." Pp. 250-264 in *Women in Uniform: Perceptions and Pathways*, edited by Kathryn Spurling and Elizabeth Greenhalgh. University College: Australian Defence Force Academy. In reading packet.

McAllister, Graham. 2002. "JOs Can Help Reduce Unplanned Pregnancies." *U. S. Naval Institute Proceedings*, Vol 128, 7, 1, 193 (July): 81-82, (with reader comments). In reading packet.

Assignment ticket: Why is pregnancy such a volatile issue in the military? Should current policy be changed, as suggested by Ensign McAllister? Why or why not?

Thursday, Nov. 27: No class.
Have a wonderful Thanksgiving holiday!!!

Class 26: Tuesday, Dec. 2: Women in Combat (revisited)

Readings [total pages: 26]

De Groot, Gerard J. 1995. "From Drivers to Jet Pilots: the Changing Role of Servicewomen." *Army Quarterly and Defence Journal*, 125: 293-296. In reading packet.

Ricks, Thomas E. and Steve Vogel. 2000. "'Killed in Action': Is Gender an Issue?" *The Washington Post*, Oct. 23: A03. In reading packet.

Simon, Rita J. 2001. "Preface," pp. ix-xi in Fenner, Lorry M and Marie E. deYoung, *Women in Combat: Civic Duty or Military Liability?* Washington DC: Georgetown University Press. In reading packet.

Breuer, William B. 1997. "We're Talking About the Battlefield." Pp 150-155 in *War and American Women: Heroism, Deeds, and Controversy*. Westport, CT: Praeger. In reading packet.

Simons, Anna. 2000. "Women Can Never Belong in Combat." *Orbis* (Summer): 451-461. In reading packet.

ASSIGNMENT:

- 1. To which combat jobs are women now assigned?**
- 2. What is the most prevalent argument against women in direct ground combat.**
- 3. What is the most prevalent argument for allowing women in direct ground combat.**
- 4. Explain how these arguments reflect current social norms.**

Class 27: Thursday, Dec 4: Book Review Presentations and/or Review of the course

*****Second Book Review Due*** (at beginning of class)**

Final exam (take-home part) handed out in class

Class 28: Tuesday, Dec. 9: Book Review Presentations
Course evaluations.

Class 29: Thursday, Dec 11: Book Review Presentations/Final comments or questions

Hand in take home final exam (at beginning of class).

Bring questions for discussion.

FINAL EXAM: Monday, December 15, 8-10 am

SECTION 3: BOOK REVIEWS

Assignment:

The purpose of an analytical book review is to see through the “surface” text of a book to its “inner workings.” The first book reviewed must be a personal memoir. The second book must be a historical or researched book on women in the military or some area related to women's military roles. A list of acceptable books for review are at the end of this section.

Your goal of the book review is to examine the author’s main points or arguments, how he/she went about explaining them and the sets of assumptions that underlie them, and analyze them given our knowledge of the military and women in the military based on the course readings. For example, in your review of a memoir, you should think about and discuss how the experiences of the author coincides with issues discussed in class and the readings. The author may have experienced gender or sexual harassment, and you could discuss her actions and experiences as they relate to the research. A woman may have been a “first” and you might discuss how her experiences coincide with Kanter’s (1977) discussion on token women from the Class 15 readings. In your review of the second book, you should identify the social scientific perspectives the book contains and discuss how they add to our knowledge of women in the military or complement the issues we have already studied.

The paper is to be analytic, not merely descriptive. A simple recapitulation or summary of the work’s contents as the author organizes it does not usually provide your reader with an adequate understanding of the book’s contents as a set of arguments or a narrative embodying a cluster of presuppositions. While you may include descriptions, your major goal is to address issues. In your paper you will SUMMARIZE, SYNTHESIZE, ANALYZE, and EVALUATE the chosen books. While the author had several hundred pages in which to make his/her points, you must draw your conclusions in just a few double spaced pages. Thus, you must reorganize the author’s scheme and framework of arguments and assumptions for your own purposes according to your understanding and/or presentation needs.

Each book review must be written in a scholarly way. They are not informal pieces of writing. The reviews should contain your own ideas and synthesis of others' ideas; it must not be merely a string of quotes.

There is no minimum or maximum length for each paper. I expect that it is likely for the papers to be between 6 to 10 pages. Papers are not judged by their length. Each review should be typed, double-spaced, with a 12 point or larger font, at least 1 inch margins, and with page numbers. Include a full reference for the book (in the format as on the list of books, which is the same as used for our course readings).

The following topics and questions aim to help you examine the book as a whole according to the larger framework of assumptions that generate its contents.

For the Biography/Memoir:

1. When did the woman/women serve?
2. What were the policies regarding women in the military in the United States at the time?
3. How were her service experiences affected by the roles of women in the military at the time?
4. Analyze how special historical circumstances affected her experiences.
5. How long did she serve? Describe how her experiences change over time. Analyze why these changes occurred.
6. Describe how she was treated by her superiors, peers and subordinates. Analyze how this varied by the gender of the others and how it changed over time and why.
7. Compare and contrast her treatment with others we read about this semester.
8. Analyze how the behavior of other military personnel (or anticipation of their behavior) with whom she interacted affected her behavior. Analyze how her behavior affected others' behavior.
9. Analyze her career opportunities and her perceptions of them.
10. Describe any gender or sexual harassment she experienced and what she did about it. Analyze how this affected her career and her treatment by others.

For the Researched/Historical:

1. When was it written? What were the policies regarding women in the military in the United States at the time? How do these affect the findings?
2. What are the chief goals of the work as indicated by the author/editor in the preface or introduction to the book? What are the actual major themes or ideas of the book in your own opinion? What methods of research are used? Does the author support her/his argument(s), how well, and by what means?
3. To what extent do the author's arguments and story depend upon his/her evidence and/or to what extent do they depend upon larger assumptions about human nature and society, ethics and political uses?
4. Social scientists regard evidence as crucial in their own work, so too with the reading of secondary works as narratives and sets of arguments. How does the author use evidence? Does the author employ the types of evidence he/she needs to support his/her case in the larger sense of the argument? Is much of the evidence presented in the book beside the point(s) actually argued or implied?
5. How do the findings and conclusions compare and contrast with research in the required course readings?

If you keep these topics and questions in mind as you read a book, you will become a much more active reader. Remember, however, that the questions cannot be applied mechanically in your review. The guidelines offer suggestions for thinking about a book, not a step-by-step manual for easy application. You must make decisions about how to construct your

arguments, choose the moral or political uses of your reviews, and rally evidence for your own case.

Please pay very careful attention to the requirements for academic honesty; if you have any questions about what is permitted, ask! **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 (with quotation marks and a page number).** You must write this review; using someone else's work without credit is plagiarism.

Here are some possible books to be reviewed. If a book you would like to review is not on this list, bring the book to Dr. Segal for approval. Note, it is recommended that you see if a copy of the book you want to review is available at your local library (Many of these memoirs may not be available at McKeldin). Dr. Segal and Darlene also have some of these books in their personal libraries, and can be borrowed.

Memoirs/Biographies:

- Aleshire, Peter. 2001. *Warrior Woman: The Story of Lozen: Apache Warrior and Shaman*. New York: St. Martin's Press.
- Alsmeyer, Marie Bennett. 1981. *The Way of the WAVES: Women in the Navy*. Conway, AR: HAMBА.
- Alsmeyer, Marie Bennett. 1982. *Old WAVES Tales: Navy Women: Memories of World War II*. Conway, AR: HAMBА.
- Barkalow, Carol. 1990. *In the Men's House: An inside account of life in the Army by one of West Point's first female graduates*. New York: Poseidon Press.
- Bigler, Philip. 1996. *Hostile Fire: The Life and Death of First Lieutenant Sharon Lane*. Arlington, VA: Vandamere.
- Billings, Charlene W. 1989. *Grace Hopper: Navy Admiral and Computer Pioneer*. Hillside, NJ: Enslow.
- Brion, Irene. 1997. *Lady GI: A Woman's War in the South Pacific the Memoir of Irene Brion*. Novato, CA.: Presidio Press.
- Brodie, Laura Fairchild. 2000. *Breaking Out: VMI and the Coming of Women*. New York: Pantheon Books.
- Carl, Ann B. 1999. *A Wasp Among Eagles: A Woman Military Test Pilot in World War II*. Washington, DC: Smithsonian Institution Press.

- Chevrillon, Claire. 1995. *Code Name Christine Clouet: A Woman in the French Resistance*. College Station, TX: Texas A&M University Press.
- Cochran, Jacqueline and Maryann Bucknum Brinley. 1987. *Jackie Cochran: The autobiography of the greatest woman pilot in aviation history*. Toronto: Bantam Books.
- Cornum, Rhonda . 1992. *She Went to War: The Rhonda Cornum story*. Novato, CA: Presidio Press.
- Collins, Winifred Quick with Herbert M. Levine. 1997. *More Than a Uniform: A Navy woman in a Navy man's world*. Denton, TX: University of North Texas Press.
- Converse, Mary Allen. 1987. *Captain Mary: The Biography of Mary Parker Converse, Captain, U.S.M.M.* Kingsport, New York: American Merchant Marine Museum.
- Cottam, Kazimiera J. 1998. *Women in War and Resistance: Selected Biographies of Soviet Women Soldiers*. Nepean, Ontario: New Military Publishing.
- Cummings, Missy. 1999. *Hornet's Nest: The Experiences of One of the Navy's First Female Fighter Pilots*. San Jose, CA: Writer's Showcase.
- Danner, Dorothy Still. 1995. *What a Way to Spend a War: Navy Nurse POWs in the Philippines*. Annapolis: Naval Institute Press.
- Dempsey, Deborah and Joanne Foster. 1998. *The Captain's a Woman: Tales of a merchant mariner*. Annapolis, MD: Naval Institute Press.
- DePauw, Linda Grant. 1982. *Seafaring Women*. Boston: Houghton Mifflin Company.
- Diekman, Diane J. 2001. *Navy Greenshirt: A leader made, not born*. Kearney, NE: Morris Publishing.
- Disher, Sharon Hanley. 1998. *First Class: Women Join the Ranks at the Naval Academy*. Annapolis: Naval Institute Press.
- Dubowski, Cathy East. 1991. *Clara Barton: Healing the Wounds*. Englewood Cliffs, NJ: Silver Burdett.
- Early, Charity Adams. 1989. *One Woman's Army: A black officer remembers the WAC*. College Station: Texas A & M University Press.
- Edmonds, S. Emma E., Elizabeth D. Leonard (Introduction). 1999. *Memoirs of a Soldier, Nurse and Spy: A woman's adventure in the union army*. Dekalb: Northern Illinois Press.

- Escott, Beryl E. 1995. *Our Wartime Days: The WAAF in World War II*. Stroud, UK: Sutton Publishers, Ltd.
- Farmborough, Florence. 1974. *With the Armies of the Tsar: A nurse at the Russian Front 1914-18*. New York: Stein and Day.
- Fessler, Dian Burke. 1996. *No Time for Fear: Voices of American Military Nurses in World War II*. Ann Arbor: Michigan State University Press.
- Flinn, Kelly. 1997. *Proud to Be: My life, the Air Force, the controversy*. New York: Random House.
- Freeman, Lucy and Alma Bond. 1992. *America's First Woman Warrior: The Courage of Deborah Sampson*. New York: Paragon.
- George, Jackie with Susan Ottaway. 1999. *She Who Dared: Covert operations in Northern Ireland with the SAS*. Barnsley, South Yorkshire: Leo Cooper.
- Granger, Byrd Howell. 1991. *On Final Approach: The Women Airforce Service Pilots of World War II*. Scottsdale, Arizona: Falconer Publishing Company.
- Hancock, Joy Bright. 1972. *Lady in the Navy: A personal reminiscence*. Annapolis, MD: Naval Institute Press.
- Hayton-Keeva, Sally. 1987. *Valiant Women in War and Exile: Thirty-Eight True Stories*. San Francisco: City Lights.
- Hodgson, Marion Stegeman. 1996. *Winning My Wings: A Woman Airforce Service Pilot in World War II*. Annapolis: Naval Institute Press.
- Hovis, Bobbi. 1992. *Station Hospital Saigon: A Navy nurse in Vietnam 1963-1964*. Annapolis, MD: Naval Institute Press.
- Jacobs, Helen Hull. 1943. *By Your Leave, Sir: The story of a Wave*. New York: Dodd, Mead & Company.
- Kochendoerfer, Violet A. 1994. *One Woman's World War II*. Lexington: University Press of Kentucky.
- Kennedy, Claudia J. with Malcolm McConnell. 2001. *Generally Speaking: A memoir by the first woman promoted to three-star general in the United States Army*. New York: Warner Books.
- Larson, Rebecca D. 1997. *White Roses: Stories of Civil War Nurses*. Gettysburg, PA: Thomas Publications.

- Larson, Rebecca D. 1993. *Blue and Gray: Roses of Intrigue*. Gettysburg, PA: Thomas Publications.
- Litoff, Judy Barrett and David C. Smith. 1997. *American Women in a World at War: Contemporary accounts from World War II*. Wilmington, DE: Scholarly Resources, Inc.
- Litoff, Judy Barrett and David C. Smith. 1994. *We're in this War, Too: World War II letters from American Women in Uniform*. New York: Oxford University Press.
- MacDonald, Eileen. 1991. *Shoot the Women First*. New York: Random House.
- Mace, Nancy with Mary Jane Ross. 2001. *In the Company of Men: A woman at the Citadel*. New York: Simon and Schuster.
- Marshall, Kathryn. 1987. *In the Combat Zone: An Oral History of American Women in Vietnam, 1966-1975*. Boston: Little, Brown and Co.
- Miller, Grace Porter. 1999. *Call of Duty: A Montana Girl in World War II*. Baton Rouge: Louisiana State University Press.
- Moore, Molly. 1993. *A Woman at War: Storming Kuwait with the U.S. Marines*. New York: Charles Scribners.
- Norman, Elizabeth. 1999. *We Band of Angels: The untold story of American nurses trapped on Bataan by the Japanese*. New York: Random House.
- Norman, Elizabeth. 1990. *Women at War: The story of fifty military nurses who served in Vietnam*. Philadelphia: University of Pennsylvania Press.
- Oates, Stephen B. 1994. *A Woman of Valor: Clara Barton and the Civil War*. New York: The Free Press.
- Pateman, Yvonne C. 1997. *Women Who Dared: American female test pilots, flight-test engineers and astronauts, 1912-1996*. California: Norstahr Publishing.
- Pryor, Elizabeth Brown. 1987. *Clara Barton, Professional Angel*. Philadelphia: University of Pennsylvania Press.
- Redmond, Juanita. 1943. *I Served on Bataan*. Philadelphia: J.B. Lippincott Company.
- Saywell, Shelley. 1986. *Women in War: From World War II to El Salvador*. Ontario: Penguin Books.

- Sheafer, Silvia Anne. 1996. *Women in America's Wars: Collective Biographies*. Springfield, NJ: Enslow Publishers, Inc.
- Sheldon, Sayre P. 1999. *Her War Story: Twentieth-Century Women Write About War*. Carbondale: Southern Illinois University Press.
- Sorel, Nancy Caldwell. 2000. *The Women who Wrote the War*. New York: Perennial.
- Soto, Shirlene Ann. 1977. *The Mexican Woman: A Study of her Participation in the Revolution, 1910-1940*. Albuquerque: University of New Mexico.
- Spears, Sally. 1998. *Call Sign Revlon: The life and death of Navy fighter pilot Kara Hultgreen*. Annapolis: Naval Institute Press.
- Stark, Suzanne J. 1996. *Female Tars: Women aboard ship in the age of sail*. Annapolis: Naval Institute Press.
- Tayloe, Roberta Love. 1988. *Combat Nurse: A Journal of World War Two*. Santa Barbara, CA: Fithian Press.
- Travis-Bildahl, Sandra. 1996. *A Day in the Life of a Midshipman*. Annapolis: Naval Institute Press.
- Turner, Karen Gottschang with Phan Thanh Hao. 2000 (?) *Even the Women must Fight: Memories of war from North Vietnam*. New York: John Wiley & Sons.
- Van Devanter, Lynda. 1983. *Home Before Morning: The story of an Army nurse in Vietnam*. New York: Beaufort.
- Vaughan, Elizabeth, Petillo Carol, ed. 1985. *The Ordeal of Elizabeth Vaughan: a Wartime Diary of the Philippines*. Athens, GA: University of Georgia Press.
- Velazquez, Loreta Janeta. 1972. *The Woman in Battle: A Narrative of the Exploits, Adventures, and Travels of Madame Loreta Janeta Velazquez, Otherwise Known as Lieutenant Harry T. Buford, Confederate States Army*. Reprint of 1876 ed. New York: Arno.
- Walker, Keith. 1997. *A Piece of My Heart: The stories of twenty-six American women who served in Vietnam*. Novato, CA: Presidio Press.
- Whitelaw, Nancy. 1995. *Grace Hopper: Programming Pioneer*. New York: W.H. Freeman and Company.
- Wingo, Josette Dermody. 1994. *Mother Was a Gunner's Mate: World War II in the WAVES*. Annapolis: Naval Institute Press.

- Woolsey, Jane Stuart. 2001. *Hospital Days: Reminiscence of a Civil War Nurse*, 2nd ed. Roseville, MN: Edinborough Press.
- Yianilos, Theresa Karas. 1994. *Woman Marine: A Memoir of a Woman Who Joined the U.S. Marine Corps in World War II to "Free a Marine to Fight."* La Jolla CA: La Jolla Book Publishing Company.
- Zeinert, Karen. 2001. *Those Extraordinary Women of World War I*. Brookfield, CT: Millbrook Press.
- Zeinert, Karen. 2000. *The Valient Women of the Vietnam War*. Brookfield, CT: Millbrook Press.
- Zeinert, Karen. 1998. *Those Courageous Women of the Civil War*. Brookfield, CT: Millbrook Press.
- Zeinert, Karen. 1996. *Those Incredible Women of World War II*. Brookfield, CT: Millbrook Press.
- Zeinert, Karen. 1996. *Those Remarkable Women of the Revolution*. Brookfield, CT: Millbrook Press.
- Zeinert, Karen. 1995. *Elizabeth Van Lew: Southern Bell, Union Spy*. Parsippany, NJ: Dillon Press.

Researched/Historical Books:

- Addis, Elisabetta, Valeria E. Russo, and Lorena Sebesta, Eds. 1994. *Women Soldiers: Images and Realities*. New York: St. Martin's Press.
- Adkinson, Gerald L. 1997. *From Trust to Terror: Radical Feminism is Destroying the U.S. Navy*. Camp Springs, MD: Atkinson Associates Press.
- Anderson, Karen. 1981. *Wartime Women: Sex roles, family relations and the status of women during World War II*. Westport, CT: Greenwood Press.
- Anderson, Madelyn Klein. 1995. *So Proudly they Served: American Military Women in World War II*. New York: F. Watts.
- Auslander, Adrienne Munich, Helen M. Cooper and Susan Merrill Squier. 1989. *Arms and the Woman: War, Gender, and Literary Representation*. Chapel Hill: University of North Carolina Press.
- Berkin, Carol R. and Clara M. Lovett, Eds. 1980. *Women, War and Revolution*. New York: Holmes & Meier.

- Binkin, Martin and Shirley J. Bach. 1977. *Women and the Military*. Washington DC: The Brookings Institution.
- Blacksmith, E.A., ed. 1992. *Women in the Military*. New York: Wilson.
- Breuer, William B. 1997. *War and American Women: Heroism, Deeds and Controversy.* Westport, CT: Praeger Publishers.
- Campbell, D'Ann. 1984. *Women at War with America: Private lives in a patriotic era*. Cambridge: Harvard University Press.
- Chang, Ina. 1991. *A Separate Battle: Women and the Civil War*. New York: Dutton.
- Cole, Jean Hascall. 1992. *Women Pilots of World War II*. Salt Lake: University of Utah Press.
- Coleman, Penny. 1992. *Spies! Women in the Civil War*. Cincinnati, OH: Betterway Books.
- Cosner, Shaaron. 1988. *War Nurses*. New York: Walker and Company.
- Cottam, K. Jean, Ed. 1984. *The Golden-Tressed Soldier*. Manhattan, KS: Sunflower University Press.
- Cottam, K. Jean, Ed. 1984. *In the Sky Above the Front: A Collection of Memoirs of Soviet Air Women Participants in the Great Patriotic War*. Manhattan, Kansas: Sunflower University Press.
- D'Amico Francine and Laurie Weinstein. 1999. *Gender Camouflage: Women and the U.S. Military*, edited by Francine D'Amico and Laurie Weinstein. New York: New York University Press.
- Dean, Donna. 1997. *Warriors Without Weapons – The Victimization of Military Women*. Pasadena, MD: The MINERVA Center.
- DeGroot, Gerard J. and Corinna Peniston-Bird, eds. 2000. *A Soldier and A Woman: Sexual Integration in the Military*. New York: Longman.
- De Paw, Linda Grant. 1998. *Battle Cries and Lullabies: Women in war from prehistory to the present*. Norman: University of Oklahoma Press.
- Dever, John Patrick and Maria C. Dever. 1995. *Women and the Military: Over 100 Notable Contributors, Historic to Contemporary*. Jefferson, NC: McFarland & Co.
- Dombrowski, Nicole. 1999. *Women and War in the Twentieth Century: Enlisted with or without Consent*. New York: Garland.

- Ebbert, Jean and Marie-Beth Hall. 2002. *The First, the Few, the Forgotten: Navy and Marine Corps women in World War I*. Annapolis, MD: Naval Institute Press.
- Ebbert, Jean and Marie-Beth Hall. 1999. *Crossed Currents: Navy women in a century of change*, 3rd ed. Washington, DC: Brassey's.
- Edgerton, Robert B. 2000. *Women Warriors: The Amazons of Dahomey and the Nature of War*. Boulder, CO: Westview Press.
- Elshtain, Jean Bethke and Sheila Tobias. eds. 1990. *Women, Militarism and War: Essays in History, Politics, and Social Theory*. Rowman & Littlefield.
- Elshtain, Jean Bethke. 1987. *Women and War*. New York: Basic Books.
- Enloe, Cynthia. 1993. *The Morning After: Sexual politics at the end of the Cold War*. Berkeley: University of California Press.
- Enloe, Cynthia. 1983. *Does Khaki Become You? The Militarization of Women's Lives*. Boston: South End Press.
- Feinman, Ilene Rose. 2000. *Citizenship Rights*. New York: New York University Press.
- Fenner, Lorry M. and Marie E. deYoung. 2001. *Women in Combat: Civic duty or military liability?* Washington, DC: Georgetown University Press.
- Franke, Linda Bird. 1997. *Ground Zero: The Gender Wars in the Military*. New York: Simon & Schuster.
- Fraser, Antonia. 1989. *The Warrior Queens*. New York: Alfred A. Knopf.
- Freedman, Dan and Jacqueline Rhoads, eds. 1987. *Nurses in Vietnam: The Forgotten Veterans*. Austin: Texas Monthly Press.
- Gavin, Lettie. 1997. *American Women in World War I: They Also Served*. Boulder: University Press of Colorado.
- Gluck, Sherna B. 1987. *Rosie the Riveter Revisited: Women, the war, and social change*. Boston: Twayne Publishers.
- Goldman, Nancy L., ed. 1982. *Female Soldiers - Combatants or Noncombatants? Historical and Contemporary Perspectives*. Westport, Conn.: Greenwood Press.
- Goldstein, Joshua S. 2001. *War and Gender*. New York: Cambridge University Press.

- Godson, Susan H. 2001. *Serving Proudly: A History of Women in the U.S. Navy*. Annapolis, MD: Naval Institute Press.
- Gruhitz-Hoyt, Olga. 1995. *They Also Served: American Women in World War II*. New York: Birch Lane Press.
- Gutmann, Stephanie. 2000. *The Kinder, Gentler Military: Can America's Gender-Neutral Fighting Force Still Win Wars?* New York: Scribner.
- Hall, Richard. 1993. *Patriots in Disguise: Women Warriors of the Civil War*. New York: Paragon.
- Haynsworth, Leslie and David Toomey. 1998. *Amelia Earhart's Daughters: The wild and glorious story of American women aviators from World War II to the dawn of the space age*. New York: Morrow.
- Higonnet, Margaret Randolph, Jane Jenson, Sonya Michel and Margaret Collins Weitz, eds. *Behind the Lines: Gender and the Two World Wars*. New Haven, CT: Yale University Press.
- Holm, Jeanne. 1992/1982. *Women in the Military: An unfinished revolution*. Rev. ed. Novato, CA: Presidio Press.
- Howes, Ruth H. and Michael R. Stevenson, eds. 1993. *Women and the Use of Military Force*. Boulder, CO: Lynne Rienner Publishers.
- Isaksson, Eva, ed. 1988. *Women and the Military System*. Worcester: Billing and Son, Ltd.
- Jackson, Kathi. 2000. *They Called Them Angels: American Military Nurses of World War II*. Westport, CT: Praeger.
- Janda, Lance. 2002. *Stronger than Custom: West Point and the Admission of Women*. Westport, CT: Praeger.
- Jensen, Kimberly, Ed. 1997. *Women, War and the Military from the American Revolution to the Post Cold-War Era*. New York: Garland.
- Johnson, Louanne. 1986. *Making Waves*. New York: St. Martin's.
- Johnson, Jesse. 1974. *Black Women in the Armed Forces, 1942-1974*. New York: Hampton J. Johnson.
- Jones, David E. 1997. *Women Warriors: A History*. Washington, DC: Brassey's.

- Katzenstein, Mary Fainsod. 1998. *Faithful and Fearless: Moving feminist protest inside the Church and Military*. Princeton, NJ: Princeton University Press.
- Keil, Sally van Wagenen. 1979. *Those Wonderful Women in Their Flying Machines*. New York: Rawson, Wade Publishers.
- Kuhn, Betsy. 1999. *Angels of Mercy: The Army Nurses of World War II*. New York: Atheneum.
- Laffin, John. 1968. *Women in Battle*. New York: Abelard-Schuman.
- Larson, C. Kay. 1995. *'Til I Come Marching Home: A brief history of American women in World War II*. Pasadena, MD: The Minerva Center.
- Leonard, Elizabeth D. 1999. *All the Daring of the Soldier: Women of the Civil War Armies*. New York: W.W. Norton & Company.
- Lorentzen, Lois Ann and Jennifer Turpin. 1998. *The Women and War Reader*. New York: New York University Press.
- Loring, Nancy H. (ed). 1984. *Women in the United States Armed Forces: Progress and Barriers in the 1980s: 52-71*. Chicago: Inter-University Seminar on Armed Forces and Society.
- Manegold, Catherine S. 2000. *In Glory's Shadow: Shannon Faulkner, the Citadel and a changing America*. New York: Alfred A. Knopf.
- Massey, Elizabeth. 1994. *Women in the Civil War*. Omaha: University of Nebraska Press.
- McMichael, William H. 1997. *The Mother of All Hooks: The Story of the U.S. Navy's Tailhook Scandal*. New Brunswick: Transaction Publishers.
- Merryman, Molly. 1997. *Clipped Wings: The Rise and Fall of the Women Airforce Service Pilots of World War II*. New York: New York University Press.
- Meyer, Leisa D. 1996. *Creating GI Jane: Sexuality and Power in the Women's Army Corps during World War II*. New York: Columbia University Press.
- Minerva: Quarterly Report on Women and the Military (Special Issue: Women Prisoners Of War) 16.3&4 (1998)
- Mitchell, Brian. 1998. *Women in the Military: Flirting with Disaster*. Washington, D.C.: Regnery.
- Monahan, Evelyn and Rosemary L. Neidel. 2000. *All this Hell : U.S. nurses imprisoned by the Japanese*. Lexington, Ky.: University Press of Kentucky.

- Moore, Frank. 1866. *Women of the War: Their Heroism and Sacrifice*. Hartford, CT: S.S. Scranton & Co.
- Morden, Bettie J. 1990. *The Women's Army Corps 1945-1978*. Washington, DC: Center of Military History United States Army.
- Myles, Bruce. 1981. *Night Witches: the untold story of Soviet women in combat*. London: Mainstream Publishing.
- Noggle, Anne. 1994. *A Dance with Death: Soviet Airwomen in World War II*. College Station: Texas A&M University Press.
- Noggle, Anne. 1990. *For God, Country, and the Thrill of It: Women Airforce Service Pilots in World War II*. College Station: Texas A&M University Press.
- Pennington, Reina. 2001. *Women, Wings and War: Soviet Airwomen in World War II Combat*. Lawrence, KS: University Press of Kansas.
- Putney, Martha S. 1992. *When the Nation was in Need: Blacks in the Women's Army Corps during World War II*. Metuchen, NJ: The Scarecrow Press, Inc.
- Ringenberg, Margaret J. with Jane L. Roth. 1998. *Girls Can't Be Pilots: An Aerobiography*. Fort Wayne, IN: Daedalus Press.
- Rogan, Helen. 1981. *Mixed Company: Women in the modern Army*. New York: G.P. Putnam.
- Rossiter, Margaret. 1986. *Women in the Resistance*. New York: Praeger.
- Rustad, Michael L. 1982. *Women in Khaki: The American enlisted woman*. New York: Praeger.
- Salas, Elizabeth. 1990. *Soldaderas in the Mexican Military: Myth and History*. Austin: University of Texas Press.
- Sarnecky, Mary T. 1999. *A History of the U.S. Army Nurse Corps*. Philadelphia: University of Pennsylvania Press.
- Scharr, Adela Riek. 1986. *Sisters in the Sky: Volume I--the WAFS*. Gerald, MO: Patrice Press.
- Scharr, Adela Riek. 1986. *Sisters in the Sky: Volume II--the WASP*. Gerald, MO: Patrice Press.
- Schneider, Dorothy and Carl J. 1991. *Into the Breach: American women overseas in World War I*. New York: Viking.
- Schneider, Dorothy and Carl J. 1988. *Sound Off! American Military Women Speak Out*. New York: E.P. Dutton.

- Segal David R. and John D. Blair, eds. 1978. *Youth and Society: Issue devoted to Women in the Military*, 10, 2 (December): 99-224.
- Shea, Nancy. 1943. *The WAACs*. New York: Harper & Brothers.
- Simon, Rita James, ed. 2001. *Women in the Military*. New Brunswick: Transaction Publishers.
- Skaine, Rosemarie. 1999. *Women at War: Gender Issues of Americans in Combat*. Jefferson, NC: McFarland & Company.
- Soderbergh, Peter A. 1994. *Women Marines In The Korean War Era*. Westport, CT: Praeger.
- Soderbergh, Peter A. 1992. *Women Marines: The World War II Era*. Westport, CT: Praeger.
- Spurling, Kathryn and Elizabeth Greenhalgh, eds. 2000. *Women in Uniform: Perceptions and Pathways*. University College: Australian Defence Force Academy.
- Stanley, Sandra Carson. 1993. *Women in the Military*. New York: Julian Messner.
- Sterner, Doris M. 1996. *In and Out of Harm's Way: A History of the Navy Nurse Corps*. Seattle: Peanut Butter Publishing.
- Stiehm, Judith Hicks, ed. 1996. *It's Our Military, Too!* Philadelphia, PA: Temple University Press.
- Stiehm, Judith H. 1989. *Arms and the Enlisted Woman*. Philadelphia: Temple University Press.
- Stiehm, Judith Hicks. 1981. *Bring Me Men & Women: Mandated change at the U.S. Air Force Academy*. Berkeley: University of California Press.
- Stott, Leda. 1989. *Women and the Armed Struggle for Independence in Zimbabwe (1964-1979)* Edinburgh: Centre of African Studies.
- Stremlow, Mary. 1990. *Coping with Sexism in the Military*. New York: Rosen Publishing Inc.
- Stremlow, Mary V. 1986. *A History of the Women Marines, 1946-1977*. Washington, DC: History and Museums Division, HQ USMC.
- Stremlow, Mary V. 1994. *Free A Marine To Fight: Women Marines In World War II*. Washington, DC: History and Museums Division, HQ USMC.
- Strum, Philippa. 2002. *Women in the Barracks: The VMI case and equal rights*. Lawrence: University Press of Kansas.

- Tanner, Doris Brinker. 1996. *Zoot Suits and Parachutes and Wings of Silver, Too! The World War II Air Force Training of Women Pilots 1942-1944*. Paducah: Turner Publishing Company.
- Taylor, Sandra C. 1998. *Vietnamese Women at War: Fighting for Ho Chi Minh and the Revolution*. Lawrence: University Press of Kansas.
- Tétreault, Mary Ann. 1994. *Women and Revolution in Africa, Asia, and the New World*. Columbia: University of South Carolina Press.
- Thomson, Robin J. 1992. *The Coast Guard and Women's Reserve in World War II*. Washington, DC: US Coast Guard Historical Office.
- Tilley, John A. 1996. *A History of Women in the Coast Guard*. Washington, DC: US Coast Guard Historical Office.
- Tomblin, Barbara Brooks. 1996. *G.I. Nightingales: The Army Nurse Corps in World War II*. Lexington: University Press of Kentucky.
- Treadwell, Mattie B. 1971. *The Women's Army Corps*. Washington, DC: Office of the Chief of Military History, United States Army.
- Verges, Marianne. 1991. *On Silver Wings: The Women Airforce Service Pilots of World War II*. New York: Ballantine Books.
- Varner, Lavinia and John Sandilands. 1992. *Women Beyond the Wire: a story of prisoners of the Japanese, 1942-1945*. London: Joseph.
- Weinstein, Laurie and Christie C. White, eds. 1997. *Wives and Warriors: Women and the Military in the United States and Canada*. Westport, CT: Bergin & Garvey.
- Weitz, Margaret C. 1995. *Sisters in the Resistance: How Women Fought to Free France 1940-1945*. New York: John Wiley.
- Wekesser, Carol and Matthew Polesetsky, eds. 1991. *Current Controversies: Women in the Military*. San Diego: Greenhaven Press, Inc.
- Whitman, Sylvia. 1993. *Uncle Sam Wants You! Military Men and Women of World War II*. Minneapolis, MN: Lerner.
- Willenz, June A. 1983. *Women Veterans: Americas forgotten heroines*. New York: Continuum.
- Williams, Christine L. 1989. *Gender Differences at Work: Women and men in nontraditional occupations*. Berkeley: University of California Press.

Williams, Kathleen Broome. 2001. *Improbable Warriors: Women Scientists and the U.S. Navy in World War II*. Annapolis, MD: Naval Institute Press.

Williams, Vera S. 1994. *WASPs: Women Airforce Service Pilots of World War II*. Osceola, WI: Motorbooks International.

Wheelwright, Julie. 1989. *Amazons and Military Maids: Women who dressed as men in pursuit of life, liberty and happiness*. London: Pandora.

Worth, Richard. 1999. *Women in Combat: The Battle for Equality*. Hillside, NJ: Enslow.

Zimmerman, Jean. 1995. *Tailspin: Women at War in the Wake of Tailhook*. New York: Doubleday.

SECTION 4

Key Learning Outcomes

The following learning outcome terms reflect course goals and performance objectives.

The learning outcomes are presented in order of an ascending hierarchy. Those terms which require little original thought are presented first. When evaluating student performance, the instructor assumes the lower level skills have been mastered in performance objectives that are stated at a higher level. The terms will be used in examinations as defined here.

Cognitive Domain

(Level of understanding)

KNOWLEDGE: Requires recall of specific information, concepts and theories from reading assignments, films, and class discussions.

Action verbs with definitions

Identify: To recognize and indicate indicate specific information such as definitions, names, Principles, etc.

List To reproduce an itemized set of terms, principles or things in a prescribed order if appropriate.

Define To state the meaning of a term.

Describe To give a detailed account of a theory, concept, thing or event.

Differentiate To give a detailed account of distinctions between related theories, concepts, things or events.

COMPREHENSION: Requires, in addition to recall, demonstrated awareness of the implications of reading assignments, films and class discussions. Comprehension subsumes knowledge of the material.

Summarize To express in concise form without losing key ideas.

Illustrate To make plain, clear and intelligible a term, concept, or theory by means of figures, examples, comparisons, etc.

	Infer	To draw conclusions or make generalizations suggested by a specific set of data.
	Classify	To place concepts, terms, objects, words or situations in categories according to specific criteria.
	Relate	To bring into logical or natural association by stating the connection between concepts, theories, terms, issues, etc.
	Predict	To use a concept, theory or principle to forecast an outcome.
APPLICATION: Requires the use of abstractions from reading assignments, classes and films to solve particular problems. It includes the ability to predict a probable outcome. Application subsumes comprehension of the material to be applied.	Apply	To use learned material such as rules, concepts, principles, or theories to solve a problem
	Explain	To use a given theory or concept to account for the occurrence of a given phenomenon.
	Analyze	To break down a situation, issue or event into its component parts, summarizing the relationships among the components.
	Compare	To state similarities by bringing theories, concepts, paradigms or principles together for the purpose of demonstrating likeness.
	Contrast	To state dissimilarities by bringing theories, concepts, paradigms, or principles together for the purpose of demonstrating unlikeness.

SYNTHESIS: Requires combining elements or parts so as to form a new whole.

Synthesize	To combine separate elements into a functional and structured new whole.
Design	To conceive, contrive or create a plan which draws on two or more elements and has reasoned purpose or intent.
Discuss	To state arguments for and against an issue, concept, or term.

EVALUATION: Requires judgment about the value of material based on quantitative or qualitative criteria.

Evaluate	To form a conclusion as to whether a concept, principle, theory, etc., is right, just or valid when compared against definite criteria established by the instructor or provided by the student.
----------	--