

SOCIOLOGY 464: MILITARY SOCIOLOGY SYLLABUS

Spring Semester 2004
Tues, Thurs. 11:00 a.m. - 12:15 p.m.
Room 3207 Art-Sociology Building

Staff: Dr. David R. Segal
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Irving Smith

SECTION I: INTRODUCTION

1. Course Goals:

a. Welcome to the study of the Military Sociology. This course guide should assist you in the organization of your efforts toward successful completion of this course. Careful study of its contents will enable you to organize this field of study better.

b. In this course, we will examine the military as a social institution. With the help of sociological concepts, theories, and methods, we will analyze both the internal organization and practices of the armed forces and the relationships between the military and other social institutions. To understand the military and its place in society, it is necessary to consider the historical forces that have shaped the present. Thus, we will examine past events and policies as well as current ones. And while our primary focus is on the American military and its relationship to American society, we also investigate the armed forces of other societies. Thus, you should complete this course with a sense of some of the alternative ways that societies organize and relate to their military institutions.

c. As a 400-level course, this course is designed to provide a forum for analysis of a specific set of ideas that contribute to our understanding of military forces from a sociological perspective. Since it is a more advanced course that can carry graduate credit, in order for classroom time to be meaningful, you must always be prepared to participate in classroom discussions.

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

1. Describe and synthesize sociological concepts, principles, and theories used in the study of the military.
2. Apply the scientific method to the study of the military from a sociological perspective.
3. Explain the military as a social institution, and its impact on individuals, other social institutions, and the entire society of the U.S. as well as other nations.
4. Analyze and discuss contemporary military issues, situations, and problems, using a sociological perspective.
5. Evaluate sociological research findings related to concepts used in the sociology of the military
6. Demonstrate the ability to communicate all of the above effectively, both orally and in writing.

These course goals represent what we expect you to be able to do upon successful completion of

the course. Complete understanding of the course goals is critically important because it is the vehicle by which you will be evaluated. Our major goal in this course will be to provide the intellectual background so that given an existing situation, trend, or program related to war, you as an informed citizen can:

1. ANALYZE it, using sociological theories and concepts, in terms of the reciprocal relationship between the military and society.
2. DISCUSS the strengths and weaknesses of sociological theories and concepts with regard to understanding and explaining the situation, trend, or program.
3. PREDICT, using sociological theories and concepts, the organizational and societal consequences of a major change in organizational policy.

It is important for you to review Section 3 (Key Learning Outcomes) of the course guide so that you better understand what we expect you to be able to do in terms of the course goals.

2. Advanced Studies Information

You may have chosen this course as part of your CORE Liberal Arts and Sciences Studies Program, the general education portion of your degree program. CORE Advanced Studies Analysis of Social and Ethical Problems courses are designed to ensure that you will gain an understanding of how a field outside your major considers and deals with social and ethical problems. A faculty and student committee approved this CORE Advanced Studies course because it will allow you to experience an intellectual discipline at a deeper level than do the CORE Distributive Studies courses and because it promises to involve you actively in the learning process. Please take advantage of the opportunities this course offers to you.

3. Accommodating Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please contact me (Dr. Segal) as soon as possible (but no later than the end of the second week of classes).

4. Evaluation and Grading

- a. 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. In putting this philosophy into action, the largest part of the process has already been accomplished. This course guide contains the learning activities for which you are responsible. I provide the resources and experiences; you assume the responsibility for learning the material.
- b. Grades will be based upon the following:
 - (1) Mid-term Examination: This in-class essay examination will evaluate the degree to which you have achieved the course goals (from readings and discussion) for the first part of the term.

- (2) Term Paper: You will be responsible for defining a research question in military sociology, conducting the library research, and preparing both a proposal and a final written report. Additional information and guidance is provided in Section 4.
- (3) Final Examination: The final examination, which is cumulative, will evaluate the extent to which you have achieved the course goals. This will be an essay examination administered during the scheduled final examination period.
- (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, beyond regular class discussions, to participate in, and contribute to, the class.
- (5) Summary of the grading system:

<u>Requirement</u>	<u>Course %</u>
Mid-Term	25%
Term Paper	35%
Final Examination	30%
<u>Course Participation</u>	<u>10%</u>
Total	100%

- c. To promote organization and foster equity, there are substantial 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), are excused beforehand due to an officially documented conflicting University activity at which your presence is essential, or are deployed unexpectedly on a military operation.

5. Course Administration

a. Professor : Dr. David R. Segal
 Office: 4145 Art-Sociology Bldg.
 Telephone: 301-405-6439 (If I am on the phone or not in the office, after several rings, voice mail engages and you can leave a message.)
 Office Hours: Tues, Thurs. 2:00p.m.-3:00p.m., and by appointment
 E-mail: dsegal@socy.umd.edu

T.A. : Yuko Kurashina
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T.A. : Irving Smith
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after several rings, voice mail engages and you can leave a message.)
Office Hours: Wed. 2:00p.m.-3:00p.m., and by appointment
E-mail: ismith@socy.umd.edu

- b. Section 2 of this guide represents an outline of the course with specific module objectives. The reading assignment for each class is also specified.
- c. Key Learning Outcomes: A list of learning outcome terms and their meanings, intended to provide explicit guidance on the level of performance required for study and discussion, is provided in Section 3.
- d. Required Readings: Each student should possess the following required texts, which is available for purchase at both "campus" bookstores [the abbreviation used in the reading assignments for each text is given at the end of each reference]:

Recruiting For Uncle Sam, by David R. Segal (Lawrence: University Press of Kansas, 1989) [DS]

In addition, there will be several articles on armed forces and society, containing other required readings, which can be found online. In most cases the links to these articles will be provided.

Additionally, we will distribute the following report:

David R. Segal, *Organizational Designs for the Future Army*.

It is **VERY IMPORTANT** that you complete the required reading on time and be prepared to discuss it in class.

SECTION 2: COURSE SCHEDULE AND CLASS ASSIGNMENTS

Take careful note of the following:

* Prior to attending each class you should SUMMARIZE the readings listed as assigned for that period. Readings are to be completed before the class under which they are listed.

* 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.

Lesson Module One

Periods 1-2

Introduction to Sociology of the Military

Introduction of Class Members

Module Objectives:

Upon completion of this module you should be able to:

- SUMMARIZE relevant experience and expertise among class members.
- DESCRIBE how we will study the sociology of the military.
- DESCRIBE how sociologists approach the study of the military.
- DESCRIBE the landmark sociological research and theory on the American military.
- ANALYZE the ways in which the American armed forces have changed since these works were published.
- IDENTIFY contemporary military issues that sociologists study.

Period 1 (Jan 27)

- Introductions and Course Overview

Period 2 (Jan 29)

Readings:

- Read this Syllabus!
- Segal, David R and Mady Wechsler Segal. 1993. "Military Sociology." In *International Military and Defense Encyclopedia*, edited by Trevor N. Dupuy. Washington, D.C.: Pergamon-Brassey's International Defense Publishers, Inc. (included in syllabus).
- David R. Segal, "Organizational Designs for the Future Army." Pp. 1-21.

- David R. Segal, "Social Trends and the Citizen-Soldier." Chapter 1 in DS.

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

- 1) What are the kinds of questions that sociologists usually ask?
- 2) How do these relate to the military?
- 3) How would sociologists use these questions in studying the military?
- 4) What are the methods of research sociologists use?

Lesson Module Two

Periods 3-7

The Sociology of American Military Forces

Module Objectives:

Upon completion of this module you should be able to:

- DESCRIBE the sociological issues that have been raised in the analysis of American enlisted personnel.
- IDENTIFY the changes that have taken place in the American enlisted force from a sociological perspective.
- COMPARE and CONTRAST the officer corps and the enlisted forces of the American military with regard to issues of sociological relevance.
- DESCRIBE landmark sociological research and theory on the American military.
- ANALYZE the ways in which the American armed forces have changed since these early works were published.

Readings:

Period 3 (Feb. 3)

- David R. Segal, "Changes in American Military Manpower Policy," Chapter 2 in DS.
- Suchman, Edward A., Leland C. Devinney, and Samuel A. Stouffer. 1949. "The Old Army and the New." In *The American Soldier: Adjustment During Army Life*, Volume I. Princeton: Princeton University Press.
- Galston, William A. 2003. "A Sketch of Some Arguments for Conscription." *PHILOSOPHY & PUBLIC POLICY QUARTERLY* Volume 23, Number 3 (Summer 2003):2-7.
<http://www.puaf.umd.edu/IPPP/reports/vol23summer03/vol23summer03.pdf>

- Fullinwide, Robert K. 2003. "Conscription—No." *PHILOSOPHY & PUBLIC POLICY QUARTERLY* Volume 23, Number 3 (Summer 2003):8-13.
<http://www.puaf.umd.edu/IPPP/reports/vol23summer03/vol23summer03.pdf>

Period 4 (Feb. 5)

- Segal, David R., "Measuring the Institutional/Occupational Change Thesis," *Armed Forces and Society*, 12:3 (Spring 1986), 351-376 (on reserve in Library).

Period 5 (Feb. 10)

- Huntington, Samuel P., "Ch. 4: Power, Professionalism, and Ideology: Civil-Military Relations

in Theory," *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, (Cambridge, MA: Belknap Press of Harvard University Press, 1957), 80-97. (on reserve in Library)

- Janowitz, Morris. 1960. "Professionals in Violence." In *The Professional Soldier: A Social and Political Portrait*. New York: The Free Press (in Library on reserve).

Period 6 (Feb. 12)

- David R. Segal, David R. and Mady Wechsler Segal. 1983. "Change in Military Organization." *Annual Review of Sociology* 9: 151-170. Stable URL:

<http://links.jstor.org/sici?sici=0360-0572%281983%299%3C151%3ACIMO%3E2.0.CO%3B2-D>

- Charles C. Moskos, Jr. 1976. "The Military." *Annual Review of Sociology* 2: 55-77.

<http://links.jstor.org/sici?sici=0360-0572%281976%292%3C55%3ATM%3E2.0.CO%32-T>

Period 7 (Feb. 17)

- Moskos, Charles C., John Allen Williams and David R. Segal, "Armed Forces after the Cold War," Moskos, Charles C., John Allen Williams and David R. Segal, (editors), *The Postmodern Military: Armed Forces After the Cold War*, (New York, NY: Oxford University Press, 2000), 1-13 (in Library on reserve).

BBC – "Pentgon Power CD" (available on Web CT).

Lesson Module Three

Periods 8-12

Social Trends and Issues

Module Objectives:

Upon completion of this module you should be able to:

- DEFINE citizenship and DEFINE cohesion.
- DESCRIBE how national culture influences the relationship between the roles of citizen and soldier.
- DESCRIBE how organizational policies and practices influence cohesion.
- ANALYZE how societal and organizational changes affect civic consciousness and cohesion as motivations for effective military service.
- DEFINE socialization and DESCRIBE the process as it occurs in the military institution.

Readings:

Period 8 (Feb. 19)

- David R. Segal, "Changes in American Social and Military Organizations." Chapter 3 in DS.

Period 9 (Feb. 24)

- David R. Segal, "The Welfare State and Military Service." Chapter 4 in DS.

Period 10 (Feb. 26)

- Reading: David R. Segal and Mady Wechsler Segal, "The Demography of the American Military." Population Bulletin. Forthcoming (Available on Web CT).

Period 11 (Mar. 2)

- Avant, Deborah. 2001. "Selling Security: Post Cold War Private Security Services in Historical Perspective." Paper presented at the 2001 Annual Meeting of the American Political Science Association, San Francisco, 30 August-2 September (Available on Web CT).

Period 12 (Mar. 4)

- Segal, David R. and Meyer Kestnbaum. "Professional Closure in the Military Labor Market: A Critique of Pure Cohesion" in Lloyd J. Matthews (ed.). *The Future of the Army Profession*. USA: McGraw-Hill Companies, Inc. 2002 (Available on Web CT).

The Military and the Family

Module Objectives:

Upon completion of this module you should be able to:

- DESCRIBE the nature of family and community life in the military.
- ANALYZE the ways in which the military affects the family and community life of its members and vice versa.
- DEFINE social institution and ILLUSTRATE social institutions.
- DEFINE total institution and greedy institution
- ANALYZE the military and the family as greedy institutions
- ANALYZE how changes in the military institution are affecting military families.

Readings:

Period 13 (Mar. 9)

- Mady Wechsler Segal, "Enlisted Family Life in the U.S. Army: A Portrait of a Community" (Available on Web CT).
- Gary L. Bowen and Peggy McClure, "Military Communities" in Pathways to the Future: A Review of Military Family Research, edited by Peggy McClure. Scranton, PA: Military Family Institute, Marywood University (Available on Web CT).

Period 14 (Mar. 11)

- Segal, Mady Wechsler. 1988. "The Military and the Family as Greedy Institutions." In The Military: More Than Just a Job?, edited by Charles C. Moskos and Frank R. Wood. Washington, D.C.: Pergamon-Brassey's International Defense Publishers, Inc. (on reserve in Library)
- Mederer, Helen, and Laurie Weinstein, Choices and Constraints in a Two Person Career: Ideology, Division of Labor, and Well Being among Submarines Officers' Wives." Journal of Family Issues. 13 (3): 334-350 (on reserve in Library).

Period 15 (Mar. 16)

- Segal, David R. and Mady Wechsler Segal, "Changes in the American Armed Forces: Implications for Military Families," in Pathways to the Future: A Review of Military Family Research, edited by Peggy McClure Scranton, PA: Military Family Institute, Marywood University (Available on Web CT).

Period 16 (Mar. 18)

- **Term Paper Proposals Due**

- Bell, Bruce D. and Walter R. Schumm, "Family Adaptation to Deployments." In Pathways to the Future: A Review of Military Family Research, edited by Peggy McClure Scranton, PA: Military Family Institute, Marywood University (Available on Web CT).

SPRING BREAK: MARCH 21-28

Period 17 (Mar. 30)

- **MID-TERM EXAMINATION** on Modules 1 to 4
- **Term Paper Proposals Returned**

Diversity and the Military: Race, Gender, and Sexual Orientation

Module Objectives:

Upon completion of this module you should be able to:

- DESCRIBE the patterns of social representation and processes of integration that have occurred in the American armed forces with respect to race, gender and sexual orientation.
- COMPARE and CONTRAST race, gender, and sexual orientation as they relate to integration in the U.S. armed forces.
- COMPARE and CONTRAST the integration experiences of the U.S. forces with those of other nations.
- ANALYZE, DISCUSS, and EVALUATE the policy issues of women in combat and homosexuals in the military.

Readings:

Period 18 (Apr.1)

- David R. Segal, "Race, Gender, and the American Military." Chapter 5 in DS.
- Butler, Remo. 1999. "Why Black Officers Fail." Parameters, Autumn: 54-69.

<http://carlisle-www.army.mil/usawc/Parameters/99autumn/butler.htm>

- Moskos, Charles C. and John Sibley Butler. 1997. All That We Can Be: Black Leadership and Racial Integration the Army Way. Basic Books: New York, NY (on reserve in Library). **Chapters to be determined.**

Period 19 (Apr. 6)

- Mady W. Segal, "Gender and the Military" (Available on Web CT).
- Mary Christina Bourg and Mady Wechsler Segal, "Gender and Sexuality in the Military" (Available on Web CT).

Period 20 (Apr. 8)

- Firestone, Jaunita M. and Richard J. Harris. 1999. "Changes in Patterns of Sexual Harassment in the U.S. Military: A Comparison of the 1988 and 1995 Surveys" *Armed Forces and Society* 21:25-43 (Available on Web CT).
- 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.
<http://links.jstor.org/sici?sici=0190-2725%28199703%2960%3A1%3C32%3ANJWOTW%3E2.0.CO%3B2-P>

Period 21 (Apr. 13)

- Burrelli, David F. 1993. Policy Concerning Homosexuals in the U.S. Armed Forces. Washington, D.C.: Congressional Research Service Report.
<http://www.fas.org/man/crs/96-029.htm> (Updated report)
- BRIEF OF SOCIAL SCIENTISTS AND MILITARY EXPERTS AS *AMICI CURIAE*
http://www.gaymilitary.ucsb.edu/ResearchResources/ExpertAmicusBrief_USvMarcum.doc

Period 22 (Apr. 15)

- (Download and read the materials from the Rand Organization website:
<http://www.rand.org/publications/MR/MR323/>)
- In class we will view the Congressional testimony video on "Gays in the Military"

Period 23 (Apr. 20)

Prepare for the debate

DEBATE ON GAYS IN THE MILITARY: THE DON'T ASK, DON'T TELL, DON'T PURSUE POLICY.

Lesson Module Six

Periods 24-26

The Military and Other Social Institutions

Module Objectives:

Upon completion of this module you should be able to:

- ANALYZE the ways in which the military affects other social institutions.
- ANALYZE the ways in which other social institutions affect the military.
- DISTINGUISH among effects at different levels of analysis

Readings:

Period 24 (Apr. 22)

- Cohen, Jere, Rebecca L. Warner, and David R. Segal. 1995. "Military Service and Educational Attainment in the All-Volunteer Force." *Social Science Quarterly* 76:88-104 (on reserve in the Library).
- Teachman, Jay D., Vaughn R.A. Call, and Mady W. Segal. 1993. "Military Service and Educational Attainment in the All-Volunteer Force." *Journal of Family Issues*, Vol.14 No.2: 291-313.
<http://pcift.chadwyck.com/pcift/search?source=bconfig.cfg&Action=SearchOrBrowse&SEARCH=Search&HISTLOGGING=N&JID=h180>

Period 25 (Apr. 27)

- Eisenhower's Farewell Address to the Nation - <http://mcadams.posc.mu.edu/ike.htm>
- Booth, Bradford; Falk, William W; Segal, David R; Segal, Mady Wechsler Segal. 2000. *Gender & Society* 14(1): 318-332 (Available on Web CT).

Period 26 (Apr. 29)

- Term Paper Due

- Desch, Michael A. 1995. "U.S. Civil-Military Relations in a Changing International Order." In *US. Civil Military Relations: In Crisis or Transition*, edited by Don M. Snider and Miranda A. Carlton-Carew. Washington, D.C.: The Center for Strategic and International Studies (on reserve in Library).
- Segal, David R. 1995. "U.S. Civil-Military Relations in the Twenty-first Century: A Sociologist's View." In *US. Civil Military Relations: In Crisis or Transition*, edited by Don M. Snider and Miranda A. Carlton-Carew. Washington, D.C.: The Center for Strategic and International Studies (on reserve in the Library).

Armed Forces and National Purpose

Module Objectives:

Upon completion of this module you should be able to:

- DESCRIBE how changes in the domestic and international environment have affected national socio-political goals and national military missions.
- PREDICT how technological changes and changing relations among nations are likely to alter military organization and missions in the near future.
- EVALUATE the organization of modern military forces and the motivations of military personnel in terms of their appropriateness for missions they are likely to confront.

Readings:

Period 27 (May 4)

- Snider, Don M. And Gayle L. Watkins, "The Future of Army Professionalism: A Need for Renewal and Redefinition," Parameters, XXX:3 (Autumn 2000), 5-20.
<http://carlisle-www.army.mil/usawc/Parameters/00autumn/snider.htm>
- David R. Segal, "Organizational Designs for the Future Army." Pp. 22-52.

Period 28 (May 6)

- Segal, David R. 1995. "Five Phases of United Nations Peacekeeping: An Evolutionary Typology." Journal of Political and Military Sociology 23:65-79 (on reserve in Library).
- Segal, David R., Mady Wechsler Segal, and Dana P. Eyre. 1992. "The Social Construction of Peacekeeping in America." Sociological Forum 7:121-136.
<http://links.jstor.org/sici?sici=0884-8971%28199203%297%3A1%3C121%3ATSCOPI%3E2.0.CO%3B2-L>

Period 29 (May 11)

War on terror

FINAL EXAMINATION: THURSDAY, MAY 13, 8:00 A.M.-10:00 A.M.

SECTION 3: 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)

ACTION VERBS WITH DEFINITIONS

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

Identify To recognize and 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 an event.

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

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

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 examples, figures 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.

concept, theory or principle to forecast an outcome.

Apply

To use learned material such as rules, concepts, principles or theories to solve a problem in a given situation.

Explain

To use a given theory or concept to account for the occurrence of given phenomenon.

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.

Predict

To use a

ANALYSIS: Requires breaking a situation, issue, or event into its constituent elements so that the assumptions or components are made clear and the relationships between them are made explicit. Analysis subsumes comprehension of material to be analyzed.

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: Require 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.

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

Discuss

To state arguments for and against an issue, concept, or term.

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.

SECTION 4: TERM PAPER AND TERM PAPER PROPOSAL

(Keep a copy for yourself of all written work you hand in.)

The term paper is to be a review of the research literature on some area within military sociology. Your goal is to summarize the literature on the topic (what the crucial issues are, what the research evidence tells us, what is known and what is not, etc.) In your term paper you will SUMMARIZE, SYNTHESIZE, ANALYZE, and EVALUATE the available literature on your chosen topic.

Be sure to focus your literature review on research and writing in books by social scientists, scholarly journals, governmental research reports, and papers delivered at professional meetings. Use primary sources that you have read; avoid secondary references. The emphasis should be on empirical research (and theoretical explanations). You may use some official military publications without empirical research results where appropriate, but do not use them as substitutes for research reports. Minimize use of newspapers and popular magazines; use them where necessary for up to date factual information not available in other sources.

If you need help in selecting a paper topic and/or in deciding how to approach a topic, please feel free to talk to me (Dr. Segal) about your interests. I am happy to discuss your interests, give you relevant references, etc. Do not, however, use us as substitute for your own literature search. You should try to develop a basic bibliography BEFORE you seek our help. Some broad topics are:

1. Change in the military profession
2. Institutional and occupational changes in the military
3. The sociology of the accession or promotion system
4. The sociology of veterans
5. Military cohesion
6. Military families
7. Race, gender, or sexual orientation in the military
8. Social stratification and the military
9. Socialization within the military
10. Application of a contemporary or classical sociological theory to the military
11. The relationship between the military institution and another social institution (legal, religious, political, economic, the media, etc.)
12. The sociology of peacekeeping operations (or operations other than war)

You will have to narrow the topic to something manageable. For example, if the major area that interests you is "military families," what is it you want to investigate about military families (e.g.,

children in military families, spouses, single parents in the military, effects of separation on military families, etc.)? Note that your project must go beyond the required course material. The basic readings should be where you start on your project, not where you finish it. If you write on a topic covered by the required readings and do not go beyond these readings, you will fail on the paper. If you do not even use the required readings as a starting point, you will fail on the paper, and are unlikely to pass the course.

One of the major goals of this assignment is for you to develop the skills to do such a social scientific literature search. The search is expected to take time and effort and require you to learn techniques you do not already possess. (So don't get frustrated if it takes time and isn't immediately successful!)

You may also include analysis of empirical data in your paper, if relevant data are available to you and you can complete the analysis in time. (This is not a requirement for the paper.)

There is no minimum or maximum length for the paper. However, 20 pages (typed, double-spaced) is reasonable and I expect that most papers will be in the range of 15 to 25 pages. This assignment is difficult to complete in less than 10 pages and more than 30 is too long (without some special reason). Papers are not judged by their length.

The term paper and proposal must be written in a scholarly way. They are not informal pieces of writing. You must integrate the approaches and information you get from a variety of sources. A term paper should contain your own ideas and synthesis of others' ideas; it must not be merely a string of quotes.

Please pay very careful attention to the requirements of academic honesty. **Any direct quotes from a source must be enclosed in quotes. A paraphrase from a published source must also identify the source. Changing only a few words is not acceptable as a paraphrase; either you use your own words, paraphrase substantially, or use a direct quote as properly indicated.** You must write this paper; using someone else's work without credit is plagiarism. If you have any questions about what is permitted, ask!

Term Paper Proposal

You must do library research prior to writing the proposal. Determine what studies have been done in this area and what the findings were. You must formulate a research question that you will attempt to answer through the review of the relevant literature. I will not accept a term paper for which I have not approved a proposal, and the evaluation of the proposal will be included in your term paper grade.

Read the entire paper assignment before attempting the proposal.

The proposal should be typed (double-spaced with at least 1" margins). The format for the proposal is:

- a. **Title:** This should be brief but describe your paper topic.
- b. **Statement of Research Question:** This should be a description of the issues you will address

in your paper. This statement should show that you have already gained some knowledge from scanning the sources of information. This should be between 1 and 3 pages.

c. **Project Design and Execution:** In this section you will describe how you plan to find the literature relevant to your topic. This will include what you have already done and what you plan to do. Be specific--describe which indexes and what topic headings you have used (or plan to use).

d. **Annotated Bibliography:** Provide an initial annotated bibliography consisting of at least 10 sources that will provide you with information relevant to your paper. An annotated bibliography includes, for each source, a full bibliographical reference and a short summary of the content (1-5 sentences). The format for the citations in the bibliography should be that used in American Sociological Association journals, such as The American Sociological Review or Social Psychology Quarterly. This is the same format shown in detail as Style B in The Chicago Manual of Style.

Term Paper

The term paper should contain the following elements:

1. **Abstract:** This is a brief (one page maximum) statement about: What were you investigating? How did you proceed? What were the main findings? Include the major results and conclusions. The reader should learn something from reading the Abstract; it should not only describe what questions you asked but also what major answers you found.

2. **Statement of the problem:** This is a brief statement of the question you were seeking to answer, and why it is sociologically interesting.

3. **Project design and execution:** Where did you collect your information, what kind of information did you collect, how did you collect it, and how did you analyze it? Include a description of your systematic literature search (including what indexes you consulted and what key words you used).

4. **Analysis and interpretation:** (This is the major body of your paper and can/should be divided into subheadings where appropriate.) This is where you SYNTHESIZE, ANALYZE, and EVALUATE the information you have found. What does the research on your topic show? Under what conditions do certain findings seem to hold and under what conditions are other conclusions warranted? What is the significance of various study results? Which of the studies have methodologies that make their results generalizable and to what populations?

5. **Summary, further research needed, and conclusion:** What were the main findings? What general conclusions are warranted by the literature? What questions remain unanswered? What future research needs to be done to answer these questions? Be specific (you must say more than that further research is needed).

6. **Citations in the text and Bibliography:** Your report should contain citations in the text (where appropriate) and a bibliography at the end with full references. The citations and

references should show evidence that you have reviewed relevant professional literature dealing with the subject. The format for the citations in the text and the bibliography should be that used in the American Sociological Association journals, such as **The American Sociological Review** or **Social Psychology Quarterly**. This is the same format shown in detail as Style B in The Chicago Manual of Style. Please **pay very careful attention to the requirements for academic honesty**; if you have any questions about what is permitted, ask!

7. **Presentation:** Your paper should communicate well -- with clarity, organization, correct grammar, spelling, punctuation, style, neatness, etc. You are allowed to have someone else proofread your paper and you can correct it before you hand it in. The paper must be typed, double-spaced, with large enough margins for comments (at least 1"), and be readable (no light copies, please). Number the pages. I will not grade papers that have not been proofread, and I will not pass papers that do not communicate effectively.