

SOCIOLOGY 652: WOMEN IN THE MILITARY

Fall 2004

Dr. Mady Wechsler Segal

Tuesdays from 3:30 pm to 6:10 pm in Room 4111 Art-Sociology Bldg.

Locating Dr. Segal:

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COURSE DESCRIPTION AND GOALS

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. A cross-national perspective is employed.

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 considerations of efficiency and rationality.

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 we do about people who are parents? Should the two genders be treated the same or differently with regard to parental status?

This course is conducted as a seminar. 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.

It is **VERY IMPORTANT** that you complete the required reading on time and be prepared to discuss it in class. I 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 1 class 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.

Students in the class will often function as members of a simulated Presidential Commission on the Assignment of Women in the Armed Forces or a Congressional Commission on Military Training and Gender-Related Issues. They will decide what social scientific knowledge is needed to make policy recommendations to the U.S. president or to the Congress, individually and collectively find and present information, and share knowledge with each other.

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 and in other nations.
4. Analyze and discuss contemporary issues, situations, and problems relevant to women in the military using a sociological perspective.
5. Compare and contrast gender roles in the armed forces with gender roles in civilian society.
6. Analyze the social construction of gender in the armed forces and in civilian society.
7. Analyze the social construction of sexuality in the armed forces.
8. Evaluate methodology and findings of social science research on military women.
9. 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).
10. Demonstrate the ability to communicate all of the above effectively, both orally and in writing.

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

2. DISCUSS the strengths and weaknesses of sociological theories and concepts with regard to understanding the situation, trend, or policy issue.
3. PREDICT, using sociological theories and concepts, the societal, organizational, interpersonal, and individual consequences of a major change in organizational policy.
4. DISCUSS and EVALUATE possible policy actions.

COURSE REQUIREMENTS

Books:

Fenner, Lorry M. and Marie E. deYoung. 2001. *Women in Combat: Civic Duty or Military Liability?* Washington, DC: Georgetown University Press. ISBN (paper): 0-87840-863-0.

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

Manning, Lory and Vanessa R. Wight. 2002. *Women in the military: Where they stand*. 4th ed. Washington: Women's Research and Education Institute. [This will be provided in class].

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]

Other readings. Details on how to obtain these will be discussed in class. Most of these readings will be available through WebCT. Note: O/L means that the reading is available through UM Library E-Journals (<http://www.lib.umd.edu/>) or through JSTOR (<http://www.jstor.org/jstor/>).

You should be sufficiently familiar with each reading that you can summarize what the authors wrote, identify important terms and concepts, evaluate the basis for their conclusions, compare and contrast the approaches and findings of different readings, and synthesize the knowledge gained from the several readings together. To get to this level of familiarity, unless you have an extraordinary memory, you will likely need to do some writing after doing the reading and before class. You are strongly encouraged to write down questions for discussion in class. (You may, of course, also ask questions of clarification.)

Optional readings:

Optional readings are not required, but you may find them useful for your term papers or to pursue an area in greater depth. Some of the chapters in the optional books will be required. Most optional readings can be obtained from my graduate assistant, Darlene Iskra.

Optional Books:

Howes, Ruth H., and Michael R. Stevenson, eds. 1993. *Women and the Use of Military Force*. Boulder: Lynne Rienner Publishers. [ISBN 1-55587-329-4]

Katzenstein, Mary Fainsod and Judith Reppy, eds. 1999. *Beyond Zero Tolerance: Discrimination in Military Culture*. Lanham, Md: Rowman & Littlefield Publishers.

The Sociology Writing Group. 2000. *A Guide to Writing Sociology Papers*, 5th edition. New York: St. Martin's Press. (ISBN 0-312-13762-1)

Stiehm, Judith Hicks, ed. 1996. *It's Our Military, Too! Women and the U.S. Military*. Philadelphia: Temple University Press. [ISBN 1-56639-456-2]

Other optional readings are listed in the course schedule.

Class Participation

This class is a seminar. Be prepared to present your ideas on the readings and participate in class discussions.

Term Papers and Term Paper Proposals

Two papers are required. The first is on women's roles in one or two nations (not the U.S.) The second is an in-depth literature review on an area of research related to women's military roles. The assignments for the papers and the proposals are included in this syllabus.

You will be asked to present the findings from your papers 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). Keep in mind that you will be the group expert on your topics. (Imagine you are a member of a Presidential Commission and you want your fellow members to be able to make informed decisions.)

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

Peer Reviews of Proposals and Papers

For each paper, you will review two other students' proposals and draft papers. We will

discuss in class the details of how this will be done.

Final Examination

The final exam will probably be a take-home exam or another project or essay. (We will decide this in class and students will participate in the decision.) Sample questions are attached to this syllabus. If we decide on an exam, you are encouraged to write questions and submit them for consideration for the exam.

Accommodating Students with Disabilities

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

Note about deadlines

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

Summary of Due Dates for Written Work

Sept. 17 at noon: Paper 1 proposal due (to Mady's mailbox)
Oct. 8 at noon: Draft of Paper 1 due for peer review (by e-mail or hard copy)
Oct. 12 (Class 7): Peer review of Paper 1 due
Oct. 19 (Class 8): Paper 1 due
Oct. 29 at noon: Paper 2 proposal due (to Mady's mailbox)
Nov. 12 at noon: Draft of Paper 2 due for peer review (by e-mail or hard copy)
Nov. 16 (Class 12): Peer review of Paper 2 due
Nov. 23 (Class 13): Paper 2 due
Dec. 7 (Class 15): Take-home Final exam/Project due

SCHEDULE OF CLASSES AND READINGS (tentative)

Aug 31, Class 1: Introduction to Course

Introductions of students and professor

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

Possible viewing of "In Defense of a Nation: A History of Women in the Military"

Sept 7, Class 2: Introduction to the Study of Women in the Military

What are the questions? What information do we need to answer them?

What have been women's military roles in the past in the U.S. and other nations?

What is the current status of women's participation in the military institution in the U.S. and other nations?

What recent changes have taken place in women's military roles? Why?

What does the future hold? Why?

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

What are the policy issues concerning women in the military? How are these decided?

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?

What empirical evidence is there to help us answer these questions? What further evidence is needed to address these questions?

Objectives for this class session

Here are the above questions turned into objectives for this class. Upon completion of this class session, you should be able to do most the following, at least briefly and superficially. Greater depth of knowledge will be possible later in the semester on these same objectives.

- List the questions that are important in analyzing women in the military from a social scientific perspective (to include past, present, and future roles).
- Describe the kinds of information we need to answer our questions.
- Describe women's military roles in the past in the U.S. and other nations.
- Describe women's current participation in the military institution in the U.S. and other nations.
- Describe recent changes that have taken place in women's military roles.
- Analyze the reasons for recent changes in women's military roles.
- Identify the kinds of factors that affect women's military roles.

- Analyze discussions for women's military roles for underlying assumptions.
- * Identify issues for the future.
- Identify social forces that affect women's military roles.
- Analyze (and predict) differential impacts of different forces and under different conditions.
- Identify and analyze policy issues concerning women in the military.
- Describe, analyze, and explain how policy issues are decided.
- Identify social scientific theories that can be applied to questions about women's military roles.
- Apply social scientific theories to the study of women in the military.
- Discuss what knowledge is gained about women's military roles and about the validity of the theories from applying theories to the study of women in the military.
- Identify and analyze what empirical evidence exists to help us answer questions about women in the military.
- Identify what further evidence is needed to address these questions.

Read:

The course syllabus. Note any questions or suggestions you have.

Manning, Lory and Vanessa R. Wight. 2002. *Women in the Military: Where they stand*. 4th ed. Washington: Women's Research and Education Institute. [handed out in class]

Mitchell, Brian. 1998. *Women in the Military: Flirting with Disaster*. Washington, D.C.: Regnery Publishing. "Introduction: The G.I. Jane Deception. Chapter 1: Myths in the Making" (pp. 1-16). [Reading Packet]

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. [Reading packet.]

Quester, Aline O. and Curtis L. Gilroy, Curtis L. 2002. "Women and Minorities in America's Volunteer Military." *Contemporary Economic Policy* 20, no. 2: 111-121. [O/L]

Cooke, Miriam. 1996. "Subverting the Gender and Military Paradigms" (pp. 235-269). In Stiehm, ed.

Andersen, Margaret L. 1993. *Thinking About Women: Sociological Perspectives on Sex and Gender* (3rd edition). New York: Macmillan. "Sociological and Feminist Perspectives" (Chapter 1, pp.3-20), "The Social Construction of Gender" (Chapter 2, pp. 21-51), and "Women and Work" (Chapter 5, pp.101-139). (In Readings Packet.)

Sept 14: Class 3: Introduction to the Cross-National Study of Women in the Military
AND Resources on Women in the Military

We will discuss Paper 1 and the readings for today, including what they tell us should be covered for each nation. (This discussion will include an overview of information about women in the military in the U.S. and other nations, as contained in the readings.)

Read: Term Paper Assignments carefully.

Segal, Mady Wechsler. 1995. "Women's Military Roles Cross-Nationally: Past, Present, and Future." *Gender & Society* 9: 757-775. [O/L-JSTOR]

Iskra, Darlene, Stephen Trainor, Marcia Leithauser and Mady Segal. 2002. "Women's Participation in Armed Forces Cross-Nationally: Expanding Segal's Model." *Current Sociology*, 50(5)2: 771-798. [O/L]

Garcia, Sarah. 1999. "Military Women in the NATO Armed Forces." *Minerva*. Vol XVII, 2, Summer: 33-82.

Woodward, Rachel and Patricia Winter. 2004. "Discourses of Gender in the Contemporary British Army." *Armed Forces and Society* 30 (2) Winter: 279-301 [O/L]

The Sociology Writing Group. 2000. *A Guide to Writing Sociology Papers*, 5th edition. New York: St. Martin's Press. (ISBN 0-312-13762-1)

Optional: Dandeker, Christopher, and Mady Wechsler Segal. 1996. "Gender Integration in Armed Forces: Recent Policy Developments in the United Kingdom." *Armed Forces & Society* (Fall): 29-47.

Optional: Howes and Stevenson, Chapter 11: Richardson, Jo A., and Ruth H. Howes, "How three female national leaders have used the military" (pp. 149-166).

Fri., 17 September (not a class day)

Paper 1 proposal due by 12:00 Noon. (Put it in my mailbox.)

Sept 21, Class 4: Women's Roles in the Armed Forces: Historical Cycles and Current Patterns

(Proposal 1 returned with comments.)

Women's Roles in the Armed Forces: Historical Cycles and Current Patterns

(Focus on U.S., with possible reprise of overview of other nations from last class)

- History of American women's military roles, including African American women
- National legislation and policy on military women
- Women's current military roles
- Recent changes in women's military roles
- Family policies
- Research on military women

Read

Gluck, Sherna Berger. 1987. *Rosie the Riveter Revisited: Women, the War, and Social Change*. Boston: Twayne Publishers. Foreward (pp. ix-xiii), Introduction (pp. 2-18), Introductions to Parts II, III, IV, Conclusion (pp. 257-270), Appendix: Research Note (pp. 276-277). [Reading packet]

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.

Enloe, Cynthia. 1983. *Does Khaki Become You?: The Militarization of Women's Lives*. London: South End Press. Chapter 1. (In Readings Packet.)

Segal, Mady Wechsler. 1989. "The Nature of Work and Family Linkages: A Theoretical Perspective." In Gary L. Bowen and Dennis K. Orthner, eds., *The Organization Family: Work and Family Linkages in the U.S. Military*. New York: Praeger. (In Readings Packet.) [or something on family policies]

Optional: Moore, Brenda L. 1996. "From Underrepresentation to Overrepresentation: African American Women" (pp. 115-135). In Stiehm, ed.

Sept 28, Class 5: The Combat Question.

(Introduction to the issue.)

Peach, Lucinda Joy. 1996. "Gender Ideology in the Ethics of Women in Combat" (pp. 156-194). In Stiehm, ed.

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

Webb, James. 1979. "Women Can't Fight," *The Washingtonian* (November): 144- 148, 273, 275, 278, 280, 282. [Reading Packet]

Simons, Anna. 2000. "Women Can Never Belong in Combat." *Orbis* (Summer): 451-461. [O/L]

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

Campbell, D'Ann. 1992. "Combating the Gender Gulf." *Minerva* 3-4: 13-41. (In Readings Packet.)

Enloe, Cynthia. 1993. *The Morning After: Sexual Politics at the End of the Cold War*. Chapter 7: "The Politics of Constructing the American Woman Soldier" (pp. 201-227 + refs.). (In Readings Packet.)

Optional: Segal, Mady W. 1982. "The Argument for Female Combatants." Pp. 267-290 in Nancy L. Goldman, ed., *Female Soldiers - Combatants or Noncombatants?: Historical and Contemporary Perspectives*. Westport, Conn.: Greenwood Press.

Oct 5, Class 6: Characteristics and Changes in the Military Institution: Consequences for Women's Participation

- The nature of the armed forces
- Technological changes
- Military missions
- Military personnel policies
- Military culture
- Demographic context
- Wartime labor shortages
- Demographic variables and their effects on women's military participation
- Tooth to tail ratio in armed forces and their changes over time
- Draw down effects (as an example of the impact of personnel requirements)

Read:

Rank designations and insignia in the armed forces. [In reading packet or O/L.]

Woodruff, Todd. 2002. A Basic Primer on the U.S. Army. [In reading packet or O/L.]

Iskra, Darlene. 2002. A Basic Primer on the U.S. Navy. [In reading packet or O/L.]

[? add something recent on military missions – e.g., in Afghanistan and Iraq]

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

Richman-Loo, Nina, and Rachel Weber. 1996. "Gender and Weapons Design" (pp. 136 - 155). In Stiehm, ed.

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 Stiehm, ed.

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

Reread Segal, 1994. ("Women's Military Roles Cross-Nationally: Past, Present, and Future.")

Optional: Robert L. Goldich. 1989. *U.S. Army Combat-to-Support Ratios: A Framework for Analysis*. Washington, D.C.: The Library of Congress, Congressional Research Service. (CRS Report for Congress.)

Oct. 8 at noon: Draft of Paper 1 due to peer reviewers

Oct 12, Class 7: Relationship of Societal Institutions and Social Processes to Women's Military Roles: Citizenship and Equal Opportunity; Public Opinion on Women in Military

Peer Review of Paper 1 due.

Read:

- Segal, David R., Nora Scott Kinzer, and John C. Woelfel. 1977. "The Concept of Citizenship and Attitudes toward Women in Combat," *Sex Roles* 3: 469-477. [Reading Packet]
- Snyder, R. Claire. 2003. "The Citizen Soldier Tradition and Gender Integration of the U.S. Military." *Armed Forces and Society* 29, 2: 185-204. [O/L]
- Solms, Virginia. 1996. "Duty, Honor, Country: If You're Straight" (pp. 24-34). In Stiehm, ed.
- Moore, Brenda L. and Schuyler C. Webb. 2000. "Perceptions of Equal Opportunity among Women and Minority Army Personnel." *Sociological Inquiry*, 70 (2), Spring: 215-239. [Packet]
- 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. [O/L]
- [add something recent on public opinion]
- Optional: Segal, Mady Wechsler, and Amanda Faith Hansen. 1992. "Value Rationales in Policy Debates on Women in the Military: A Content Analysis of Congressional Testimony, 1941-1985." *Social Science Quarterly* 73, 2 (June): 296-309.

Oct 19, Class 8: Relationship of Societal Institutions and Social Processes to Women's Military Roles: Social Construction and Integration processes.

Read:

- Herbert, Melissa S. 1998. *Camouflage Isn't Only for Combat: Gender, Sexuality, and Women in the Military*. New York: New York University Press.
- 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.[O/L]
- Yoder, Janice D. 1994. "Looking Beyond Numbers: The Effects of Gender Status, Job Prestige, and Occupational Gender-Typing on Tokenism Processes" *Social Psychology Quarterly*, 57 (2): 150-159. [O/L]
- Devilbiss, M.C. 1985. "Gender integration and unit deployment: A study of GI Joe". *Armed Forces & Society*, 11: 523-552. [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.
- Bray, Robert M., Carol S. Camlin, John A. Fairbank, George H. Dunteman, Sara C. Wheelless. 2001. "The Effects of Stress on Job Functioning of Military Men and Women." *Armed Forces & Society* 27,3: 397-417 [O/L]
- Optional: Harris, Beverly C., Alma G. Steinberg, and Jacquelyn Scarville. 1994. "Why Promotable Female Officers Leave the Army." *Minerva: A Quarterly Report on Women and the Military* 12: 1-23.

Oct 26, Class 9: Relationship of Societal Institutions and Social Processes to Women's Military Roles: Cohesion.

Possible guest speaker(s): Margaret Harrell and Laura Miller

Read:

- Burke, Carol. 1996. "Pernicious Cohesion" (pp. 205-219). In Stiehm, ed.
- Rosen, Leora N., et al. 1999. "Gender Composition and Group Cohesion in U.S. Army Units: A Comparison across Five Studies." *Armed Forces and Society*, 25 (3), Spring: 365-386. [Reading Packet]
- Segal, David R. and Meyer Kestnbaum. 2002. "Professional Closure in the Military Labor Market: A Critique of Pure Cohesion." Pp. 441-458 in *The Future of the Army Profession*, edited by Don M. Snider and Gale L. Watkins. New York: McGraw Hill. [Reading packet]
- 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.
- 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.

Fri., October 29 (not a class day): **Proposal for Paper 2 due** by 12:00 Noon.

Nov 2, Class 10: The Service Academies and R.O.T.C.

Proposal 2 returned with comments.

Read:

- Mitchell, Billie. 1996. "The Creation of Army Officers and the Gender Lie: Betty Grable or Frankenstein" (pp. 35-59). In Stiehm, ed.
- 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. [O/L]
- 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. [Reading Packet]
- Fowler, Tillie K. et al. 2003. *Report of the Panel to Review Sexual Misconduct Allegations at the U.S. Air Force Academy*. Arlington, VA: Panel to Review Sexual Misconduct Allegations at the U.S. Air Force Academy. (Executive Summary, pp. 1-7, rest of report optional)
- GAO. 1993. "Naval Academy: Gender and Racial Disparities." Executive Summary, pp. 2-5 in *Report to the Chairman, Committee on Armed Services, U. S. Senate*. Washington, DC: Author. [Reading Packet]
- GAO. 1993. "Air Force Academy: Gender and Racial Disparities." Executive Summary, pp. 2-6 in *Report to the Chairman, Committee on Armed Services, U.S. Senate*. Washington, DC: Author. [Reading Packet]
- GAO. 1994. "Military Academy: Gender and Racial Disparities." Executive Summary, pp. 2-5 in *Report to Congressional Requesters*. Washington, DC: Author. [Reading Packet]
- Optional: Stiehm, Judith Hicks. 1981. *Bring Me Men and Women: Mandated Change at the U.S. Air Force Academy*. Berkeley: University of California Press.
- Optional: Campbell, D'Ann. Undated Manuscript. "Servicewomen & the Academies: The Football Cordon and Pep Rally as a Case Study of the Status of Female Cadets at the United States Military Academy." Austin Peary State University.

Nov 9, Class 11: The Present and the Future: Sexual Harassment and Gender Harassment
(Possible guest speaker: Rachel Noble Lipari)

Read:

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. [Reading Packet]

Lipari, Rachel N. and Anita R. Lancaster. 2003. *Armed Forces 2002 Sexual Harassment Survey*. Arlington, VA: Defense Manpower Data Center. [Order online at www.dti.mil/dtic/order or packet or get from Rachel]

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

D'Amico, Francine. 1997. "Tailhook: Deinstitutionalizing the Military's 'Woman Problem'," pp. 235-243 in Laurie Weinstein and Christie C. White, eds. *Wives and Warriors: women and the Military in the United States and Canada*. Westport, Conn.: Bergin & Garvey. [Reading Packet]

Davis, Karen D. 1997. "Understanding Women's Exit from the Canadian Forces: Implications for Integration," pp. 179-198 in Laurie Weinstein and Christie C. White, eds., *Wives and Warriors: women and the Military in the United States and Canada*. Westport, Conn.: Bergin & Garvey. [Reading Packet]

Optional: Department of the Army. 1997. *The Secretary of the Army's Senior Review Panel Report on Sexual Harassment*. 2 volumes. Washington, DC: Department of the Army. [Available on loan from Dr. Segal or on the WWW]

Optional: Morris, Madeline. 1996. "By Force of Arms: Rape, War, and Military Culture." *Duke Law Journal*, 45: 651-781.

Optional: Antecol, Heather and Deborah Cobb-Clark. 2001. "Men, Women, and Sexual Harassment in the U.S. Military." *Gender Issue* (Winter): 3-18.

Optional: GAO. 1995. "DoD Service Academies: Update on Extent of Sexual Harassment." Letter and Appendix I, pp. 1-23 in *Report to Congressional Requesters*. Washington, DC: Author.

Optional: Mottern, Jacqueline A., Richard S. Siegfried, and Evelyn P. Foote. 1998. *Methodological Issues in Measuring Sexual Harassment*. Paper presented at the American Sociological Association meetings, San Francisco, CA, 24 August.

Nov 16, Class 12: The Present and the Future (continued):
Gender-integrated vs. gender-segregated basic training

Readings:

- Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, especially Chapters 4 and 5. [Chapter 4: “Functions Relating to Gender-Integrated and Gender-Segregated Basic Training,” pp. 95- 187; Chapter 5: “Alternative Views on Gender-Integrated and Gender-Segregated Basic Training,” pp. 189-276.] [Can be obtained at www.house.gov/hasc]
- Boldry, Jennifer, Wendy Wood, and Deborah A. Kashy. 2001. “Gender Stereotypes and the Evaluation of Men and Women in Military Training.” *Journal of Social Issues* 57, 4: 689-706. [O/L]
- Reread: Snyder, R. Claire. 2003. “The Citizen Soldier Tradition and Gender Integration of the U.S. Military.” *Armed Forces and Society* 29, 2: 185-204. [O/L]
- Optional: Reed, Brian J. 1999. “Gender Integrated Basic Training: A Theoretical Analysis of the Continuing Debate.” *Minerva*, 17, 2, (Summer): 18-32.
- Optional: Mottern, Jacqueline A., David A. Foster, Elizabeth J. Brady, and Joanne Marshall-Mies. 1997. *The 1995 Gender Integration of Basic Combat Training Study*. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences. Study Report 97-01.

Nov 23, Class 13: The Present and the Future (continued).

PAPER 2 due.

Presentation of student papers.

Nov 30, Class 14: Women in Combat – reprise – now that we have learned so much!

Read:

Fenner, Lorry M. and Marie E. deYoung. 2001. *Women in Combat: Civic Duty or Military Liability?* Washington, DC: Georgetown University Press.

Dec 7, Class 15.

Final Examination due.

Wrap up.

Course evaluation.