

Tentative syllabus – subject to change

Tuesdays from 11:10 A.M. to 1:50 P.M. in Room 1117 Art-Sociology Bldg.

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COURSE DESCRIPTION AND GOALS

Work and family are the two most important life domains for most people. While both have been traditional areas of sociological study, they were separate areas of research. Growing emphasis is being placed on the relationship between these two major social institutions in contemporary society and therefore in social science. This course covers the relationship between the work organization and the family in the armed forces of the U.S.

Topics to be covered include: theoretical approaches to the study of work and family; description of the military family life style; demographic profiles of military families; organizational demands on service members and their families; the effects of the organizational demands on families (e.g., effects of separations on family roles; effects of geographic mobility on children); roles of military spouses; coping with stress in military families; military family well-being; family policy in the military (including family support programs).

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

1. Describe and synthesize sociological concepts, principles, and theories used in the study of the relationship between the military and family institutions.
2. Apply the scientific method to the study of military families from a sociological perspective.
3. Explain the relationship between work and family in the armed forces of the United States (and perhaps other nations).
4. Analyze and discuss contemporary issues, situations, problems, and policies relevant to military families using a sociological perspective.
5. Compare the relationship between work and family in the military with work and family relations in civilian society.
6. Evaluate methodology and findings of social science research on military families.
7. 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 program related to military families, you can:

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

To understand these goals, please review the Key Learning Outcomes.

COURSE REQUIREMENTS

Readings

You are expected to complete all required readings specified for each class on time. You should be familiar enough with each reading to 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 from the several readings. To be able to do this, unless you have an extraordinary memory, you will likely need to do some writing on the readings before class. I strongly encourage you to write down questions for discussion in class. (You may, of course, also ask questions of clarification.)

Books

Martin, James A., Leora N. Rosen, and Linette R. Sparacino, eds. 2000. *The Military Family: A Practice Guide for Human Service Providers*. Westport, Conn.: Praeger Publishers. 2000. [ISBN 0-275-96540-6.] [Abbreviated on this list as MARTIN]

Booth, Bradford, Mady Wechsler Segal, and D. Bruce Bell with James A. Martin, Morten G. Ender, and John Nelson. 2007. *What We Know About Army Families: 2007 Update*. Caliber, an ICF Company. [Abbreviated on this list as BOOTH or Booth et al. 2007] Copy handed out in class. Available online at <http://www.army.mil/fmwrc/documents/research/whatweknow2007.pdf>

Bianchi, Suzanne M., and Lynne M. Casper. 2000. "American Families." *Population Bulletin*, vol. 55, no. 4 (Washington, DC: Population Reference Bureau, Inc., December). [Abbreviated on this list as Bianchi and Casper 2000.]

Segal, Mady Wechsler, and Jessie J. Harris. 1993. *What We Know About Army Families*. U.S. Alexandria, VA: Army Research Institute for the Behavioral and Social Sciences. Special Report 21. [NTID ADA # 271 989] [Abbreviated on this list as S/H] [on Blackboard]

Harrell, Margaret C. 2000. *Invisible Women: Junior Enlisted Army Wives*. Santa Monica, CA: RAND. [ISBN 0-8330-2880-4] **Note:** This publication can be downloaded from a PDF file from: <http://www.rand.org/publications>. Click on "online publications"; click on "research publications;" click on "Military Personnel, Training and Health;" scroll down to "Invisible Women," click on PDF.

Electronic Texts: All of the required journal articles, book chapters, newspaper articles, etc. are posted on Blackboard. <http://elms.umd.edu>

Presentations and Papers

Special Expertise Days and Special Expertise Papers

In addition to the required readings, for 3 different class sessions, you should read additional sources, using several methods of locating these sources: a systematic literature search, using recent sources (including those that are required readings) to locate other recent references on your topic, and a list of optional readings. For these class sessions (your "special expertise days"), you will have done more reading than most of the rest of the class; we will rely on you to share with us what you learned from these readings. For some of these sessions, we will divide up the topics for the day among the "special experts" for the day. Each expert should present a 15 minute summary of what they have learned, identify questions for discussion, and lead the discussion. Your oral summary should include major conclusions you derive from the readings and questions that remain unanswered by existing research. If time permits in your presentation, you can also describe the research on which conclusions are based and critique the research. (If time does not permit, we will all discuss these together.) Handouts are helpful in making short presentations and sharing your knowledge.

You should hand in a paper (about 5-8 pages, but there is no minimum or maximum) for each of the topics that are your special expertise topics. (These are due at the class following the one for which you were the expert so that you have a chance to revise your paper in light of class discussion.) These should include: a summary of each of the readings covered (including methods of research, results, and contribution of the piece), an integration of what we know in the area, a sense of what questions remain, and what kinds of research need to be done to answer those questions.

During Class 2, we will assign your special expertise days; come to class with your preferences. We may have multiple presenters for some classes. You may need work together as a team in preparing for the class, dividing up the topic into sub-topics. You may also meet with me in advance of the class if you wish.

Final Project: Policy Paper

Each of you will write (individually) a policy analysis paper. Based on relevant research, you will make a recommendation regarding military family policy. You could recommend a change from current policy and/or recommend leadership practices that would benefit families in some area. You must present evidence bearing on all sides of the policy and make your recommendation on the basis of the weight of the evidence. This paper will likely be between 3 to 5 pages (but there is no minimum or maximum).

Optional: Term Paper and Term Paper Proposal

You may opt to write a term paper in lieu of the policy paper and one of the expertise days; it can coincide with the topic of one of your two expertise days.

The term paper is to be a review of the research literature on some aspect of the relationship between work and the family, comparing military families to civilian families. The assignment for the term paper and the proposal is included in this syllabus.

Class Participation

I expect that you will participate in class discussions. This class is a seminar. Be prepared to present your ideas on the readings.

Note about deadlines

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

Disability accommodation

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

Approximate point values of required work

Class participation (including special expertise days presentations)	20%
Papers based on expertise days (20% each):	60%
Policy Paper	20%

SOCY 654: Military Families. SCHEDULE OF CLASSES (Tentative)

Note: All assignments are to be completed before the start of class on that day.

Class 1: 29 January.

INTRODUCTION TO THE COURSE

Class session objectives include:

- Get acquainted with each other
- Describe and discuss course objectives, procedures, requirements, etc.
- Describe and analyze overview of military family issues
- Describe and analyze conceptual model of military policies, programs, and practices on family outcomes (and effects of family outcomes on organizational outcomes)

Class 2: 5 Feb.

OVERVIEW OF WORK AND FAMILY LINKAGES IN THE MILITARY

Class session objectives include:

- Determine student experts for each class session
- Describe, analyze, and discuss the linkage between work and family
- Discuss how the military has changed over time and the consequences of these changes for military families

Readings:

Read the syllabus!

Choose your 3 preferred special expertise days (with back up choices)

Pear, Robert. 2006. "Married and Single Parents Spending More Time With Children, Study Says," *New York Times*.

Booth et al., Chapter 1: "Introduction," *What We Know About Army Families: 2007 Update* (pp. 1-9).

"Foreword" by Gary Bowen and "Introduction" by James A. Martin, Leora N. Rosen, and Linette R. Sparacio. In MARTIN.

Martin, James A., and Peggy McClure. "Today's Active Duty Military Family: The Evolving Challenges of Military Family Life". In MARTIN.

Martin, James A. "Afterword: The Changing Nature of Military Service and Family Life" in MARTIN.

S/H, "Foreword" (p. ix), "Who Should Read This Report and Why" (pp. xiii-xiv); Chapter 1: "Introduction" (pp. 1-5); Chapter 7: "Continuing Issues" (pp. 53-54).

Orthner, Dennis K., Gary L. Bowen, and Varga G. Beare. 1990. "The Organization Family: A Question of Work and Family Boundaries." *Marriage and Family Review* 15: 15-36.

Weinstein, Laurie, and Christie C. White. 1997. "Wives." Introduction (pp. 1-3) to Part I 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.

Class 3: 12 February.

MILITARY FAMILY RESEARCH AND THEORY

- Review relevant sociological theories and perspectives
- Evaluate how these theories can be applied to the study of military families
- Describe the kinds of research on families, including military families
- Evaluate the advantages and disadvantages of different research methods

Readings:

Bianchi, Suzanne M., and Lynne M. Casper. 2000. "American Families." *Population Bulletin*, vol. 55, no. 4 (Washington, DC: Population Reference Bureau, Inc., December).

Segal, Mady Wechsler. 1989. "The Nature of Work and Family Linkages: A Theoretical Perspective." In B/O, pp. 3-36.

Herzog, Hanna. 2004. "Family-Military Relations in Israel as a Genderizing Social Mechanism." *Armed Forces & Society* 31, No. 1 (Fall): 5-30.

Segal, Mady Wechsler. 2006. "Military Family Research." Pp. 225-234 in A. David Mangelsdorff ed., *Psychology in the Service of National Security*. Washington, DC: American Psychological Association.

Class 4: 19 February.

**DEMOGRAPHICS OF MILITARY FAMILIES &
CHANGES IN FAMILY PATTERNS**

Class session objectives include:

- Describe the major trends that have occurred in the family patterns of American military personnel over the past 40 years or so.
- Describe changes that have occurred over the past 10 or 15 years.
- Analyze the factors responsible for these changes (in the military and in civilian society).
- Analyze how these trends affect the military services.
- Analyze how these trends have affected the attention paid to families by the military services.

Readings:

S/H, Chapter 2: "Demographics of Army Families" (pp. 7-12).

Booth et al., Chapter 2: "Characteristics of Army Families and Army Life," *What We Know About Army Families: 2007 Update* (pp. 10-27)

Segal, David R., and Mady Wechsler Segal. 2004. "America's Military Population." *Population Bulletin*, vol. 59, no. 4 (Washington, DC: Population Reference Bureau, Inc., December).

Segal, Mady Wechsler, and David R. Segal. 2003. "Implications for Military Families of Changes in the Armed Forces of the United States." In Giuseppe Caforio, ed., *Handbook of Military Sociology*.

Manning, Lory. 2005. *Women in the military: Where they stand*. 5th ed. Washington: Women's Research and Education Institute. [This will be provided in class].

Lundquist, Jennifer Hickey. 2004. "When Race Makes No Difference: Marriage and the Military." *Social Forces* 83 (Dec.): 731 – 757.

Lundquist, Jennifer Hickey. 2005. "Family Formation among Women in the U.S. Military: Evidence from the NLSY." *Journal of Marriage and Family* 67 (February): 1-13.

Class 5: 26 February

**ORGANIZATIONAL OUTCOMES:
RETENTION, READINESS, MORALE, & COMMITMENT**

Class session objectives include:

- Analyze the impact of families on retention and readiness.
- Include analysis of the variables that affect retention and readiness.
- Analyze the different effects for different subgroups of service members (e.g., by sex, marital status, rank, life cycle stage, etc.).
- Analyze the consequences of family impacts on retention and readiness for organizational attention to families.

Readings:

S/H, Chapter 3: "Army Families and Personnel Retention" (pp. 15-21); Chapter 4: "Army Families and Mission Readiness" (pp. 23-32).

Bourg, C. and Segal, M.W. 1999. "The impact of family supportive policies and practices on organizational commitment to the Army," *Armed Forces & Society*, 25 (4): 633-652.

Rosen, Leora and Durand, Doris. 1995. "The Family Factor and Retention among Married Soldiers Deployed in Operation Desert Storm," *Military Psychology*, 7 (4): 221-234.

Class 6: 4 March. **FAMILY WELL-BEING**

Class session objectives include:

- Define what is meant by family well-being (and "family adaptation"). Compare and contrast the various measures of family well-being (and family adaptation).
- Analyze the relationship between family structure (and family life cycle stage) and adaptation to the military way of life.
- Describe service member and family member attitudes toward military life. Identify the variables that affect these attitudes. Analyze the bases of these relationships.
- What insights about these processes are gained by applying various sociological theories?

Readings organized by topic:

Family Well-Being

Booth et al. Chapter 5: "Well-being within Army Families," *What We Know About Army Families: 2007 Update* (pp. 68-86).

S/H, Chapter 5: "Family Adaptation to the Army" (pp. 34-44).

Russo, Theresa J. 1999. "Family Stress and Adaptation." Pp. 87-92 (chapter goes to p. 108) in McCLURE.

American Psychological Association Presidential Task Force on Military Deployment Services for Youth, Families and Service Members. 2007. *The Psychological Needs of U.S. Military Service Members and Their Families: A Preliminary Report*. February. [Available online at: <http://www.apa.org/releases/MilitaryDeploymentTaskForceReport.pdf>] Read Executive Summary (pp. 4-8), Introduction (pp. 9-15), Section I: "Current Mental Health Needs within Military Communities Related to Deployment" (pp. 16-30).

Reading or guest speaker on financial well-being.

The Impact of Family Characteristics on Family Well-Being:

Wolpert, David S. et al., "The Special Case of the Young Enlisted Family," in MARTIN.

Westhuis, David J., Richard J. Fafara, and Philip Ouellette. 2006. "Does Ethnicity Affect the Coping of Military Spouses?" *Armed Forces & Society* 32, No. 4 (July): 584-603.

Harrell, Margaret C. 2000. *Invisible Women: Junior Enlisted Army Wives*. Santa Monica, CA: RAND.

Class 7: 11 March.

**THE MILITARY’S ORGANIZATIONAL DEMANDS
AND LIFE-STYLE CHARACTERISTICS:
FAMILY SEPARATION AND REUNION (including POW/MIA)**

Class session objectives include:

- Analyze the effects of separations and reunions on military families.
- Under what conditions do these effects appear to greater or lesser extents?
- Explain these relationships using sociological theories.
- In what ways are the effects on POW/MIA families similar to and different from other separations?
- In what ways are the effects of wartime separation similar to and different from other separations? Compare and contrast separations for peace operations with separations due to more routine deployments (such as for training) and with wartime separation.
- On the basis of the research findings, what advice would you give to military families to help them minimize the potentially negative effects of separations?
- What policy recommendations would you make to the armed forces to minimize the negative effects while maintaining mission readiness?

Reading:

Booth et al. Chapter 3: “Deployments—Separation and Reunion Among Active Component (AC) Soldiers and Their Families,” *What We Know About Army Families: 2007 Update* (pp. 28-47).

Henderson, Kristin. 2006. “Part III: Coming Home,” in *While They’re at War: The True Story of American Families on the Homefront*. Houghton-Mifflin Company: Boston, pp. 226-304.

Rosen, Leora N., Doris B. Durand, and James A. Martin. “Wartime Stress and Family Adaptation” in MARTIN.

Rosen, Leora N., and Doris B. Durand. “Marital Adjustment during Deployment”. In MARTIN.

Reserve Component Families

Pryce, Josephine G., Dorothy Ogilvy-Lee, and David H. Pryce. “The ‘Citizen-Soldier’ and Reserve Component Families,” in MARTIN.

Booth et al. Chapter 4: “Unique Issues for Reserve Component (RC) Soldiers and Families,” *What We Know About Army Families: 2007 Update* (pp. 48-67).

Class 8: 25 March.

CHILDREN IN MILITARY FAMILIES

Class session objectives include:

- Apply sociological (including social psychological) theories to hypothesize what characteristics of the military life style would have effects on the cognitive and emotional development of military children.
- Describe and evaluate the available research to test these hypotheses.
- Design additional research to test these hypotheses.

Readings:

View film, "Brats: Our Journey Home,"

Booth et al. Chapter 6: "Children in Army Families," *What We Know About Army Families: 2007 Update* (pp. 87-100).

Watanabe, Henry K., and Peter S. Jensen. "Young Children's Adaptation to a Military Lifestyle" in MARTIN.

Jeffreys, Dorothy J., and Jeffrey D. Leitzel. "The Strengths and Vulnerabilities of Adolescents in Military Families" in MARTIN.

Child Maltreatment

Brewster, Albert L. "Responding to Child Maltreatment Involving Military Families" in MARTIN.

Salas, Martha, and Leasley Besetsny. "Transition into Parenthood for High-Risk Families: The New Parent Support Program" in MARTIN.

Gibbs, Deborah A., Sandra L. Martin, Lawrence L. Kupper, & Ruby E. Johnson. 2007. "Child Maltreatment in Enlisted Soldier's Families during Combat-Related Deployments." *Journal of the American Medical Association* 298, No. 5 (Aug. 1): 528-535.

Class 9: 1 April.

**FAMILY WELL-BEING (continued)
FAMILY VIOLENCE and FAMILY DISSOLUTION**

Class session objectives include:

- Define family violence.
- Analyze the characteristics of American military personnel and of the military life style you would hypothesize to have effects on the potential for family violence.
- Evaluate the research evidence on family violence in the military.
- Compare and contrast the responses of the military services to family violence cases with those of civilian agencies.
- Analyze the advantages and disadvantages that military communities have in responding to family violence, compared to civilian communities.
- Describe and evaluate the research evidence on divorce in the military.
- Analyze the effects of military lifestyle characteristics on divorce

Family Violence

Brannen, Stephen J., and Elwood R. Hamlin II. "Understanding Spouse Abuse in Military Families". In MARTIN.

Family Dissolution:

Karney, Benjamin & John S. Crown. 2007. *Families under Stress: An Assessment of Data, Theory, and Research on Marriage and Divorce in the Military*. Santa Monica, CA: RAND. Summary (pp. xvii-xxxiii).

Gimbel, Cynthia and Alan Booth. 1994. "Why Does Military Combat Adversely Affect Marital Relations?" *Journal of Marriage and Family*, 56, 3: 691-703.

Lundquist, Jennifer Hickey. 2006. The Black-White gap in marital dissolution among young adults: What can a counterfactual scenario tell us? *Social Problems*, 3: 421 – 441.

Class 10: 8 April.

THE MILITARY'S ORGANIZATIONAL DEMANDS AND LIFE-STYLE CHARACTERISTICS: GEOGRAPHIC MOBILITY, LIVING OVERSEAS, RETIREMENT, TRAUMATIC LOSS, LONG HOURS, & SHIFT WORK

Class session objectives include:

- Describe the characteristics of the military life style that have effects on military families. Compare and contrast the armed services with respect to the extent to which service members and their families experience these life style characteristics. Compare and contrast active duty families with reserve component families.
- Analyze how these characteristics have changed over time.
- Analyze the effects of these characteristics (on family well-being, retention, and readiness).
- Apply sociological theories to predict or explain these effects.
- On the basis of the research findings, what advice would you give to military families to help them minimize the potentially negative effects of each of the lifestyle characteristics?
- What policy recommendations would you make to the armed forces to minimize the negative effects of each of the lifestyle characteristics while maintaining mission readiness?

Readings organized by topic:

Overview

Burrell, Lolita et al. 2006. "The Impact of Military Lifestyle Demands on Well-Being, Army, and Family Outcomes," *Armed Forces & Society*, 23 (1): 43-58.

Rosen, Leora N., and Doris B. Durand. "Coping with the Unique Demands of Military Family Life", in MARTIN.

Geographic Mobility

(Covered in overview reading and in earlier readings)

Living Overseas

Retirement

Wolpert, David S. "Military Retirement and the Transition to Civilian Life" in MARTIN.

Shift Work

Hertz, Rosanna, and Joy Charlton. 1989. "Making Family under a Shiftwork Schedule: Air Force Security Guards and their Wives." *Social Problems* 36 (December): 491-507.

Death and Serious Injury

American Psychological Association Presidential Task Force on Military Deployment Services for Youth, Families and Service Members. 2007. *The Psychological Needs of U.S. Military Service Members and Their Families: A Preliminary Report*. February. (pp. 25-27)

Ender, Morten G., Mady Wechsler Segal and Sandra Carson Stanley. 1999. "Role Conformity and Creativity: Soldiers as Administrators and Caregivers after Loss." *Journal of Personal and Interpersonal Loss*, 4:1-23.

Henderson, Kristin. 2006. *While They're at War: The True Story of American Families on the Homefront*. Houghton-Mifflin Company: Boston, pp. 232-247, 254-260, 266-277.

Class 11: 15 April.

**ROLES OF MILITARY SPOUSES:
EMPLOYMENT, EDUCATION, GENDER CONSTRUCTION, & VOLUNTEER WORK**

Class session objectives include:

- Describe the types of roles played by military spouses now and in the past.
- Analyze how changes in American society have been affecting these roles.
- Define role strain (in general).
- Analyze (theoretically and empirically) the role strain that military spouses experience.

? Guest speaker(s): Meg Harrell and/or Richard Cooney

Readings:

Durand, Doris B. "The Role of the Senior Army Wife", in MARTIN.

Russo, Theresa, Lea M. Dougherty, and James A. Martin. "Military Spouse Employment: Challenges and Opportunities" in MARTIN.

Papanek, Hanna. 1973. "Men, Women, and Work: Reflections on the Two-Person Career." *American Journal of Sociology* 78 (January): 852-872.

Harrell, Margaret C. 2002. "Army Officer's Spouses: Have the White Gloves Been Mothballed?" *Armed Forces and Society*, 28, 1:55-75.

Hosek, James, Beth Asch, C. Christine Fair, Craig Martin, & Michael Mattock. 2002. *Married to the Military: The Employment and Earnings of Military Wives Compared with Those of Civilian Wives*. Santa Monica, CA: RAND. Summary (pp. xi-xvi).

(Review) Bianchi, Suzanne M., and Lynne M. Casper. 2000. "American Families." *Population Bulletin*, vol. 55, no. 4 (Washington, DC: Population Reference Bureau, Inc., December). [Abbreviated on this list as Bianchi and Casper 2000.]

RAND. 2005. *Working around the Military: Challenges of Military Spouse Employment*. Research Brief.

Simons, Anna. 1997. *The Company They Keep: Life Inside the U.S. Army Special Forces*. New York: The Free Press. Author's Note, Prologue, and Chapter on "Wives and Other Women".

Class 12: 22 April.

MILITARY COMMUNITY AND INFORMAL SOCIAL SUPPORT

Class session objectives include:

- Compare and contrast military communities in the U.S. to civilian communities.
- Compare and contrast American military communities overseas with those in the States.
- Describe problems that exist in military communities.
- Design programs and policies to help to alleviate some of these problems.
- Analyze the role of social support in military family adaptation.

Readings:

Booth et al. Chapter 7: "Informal and Formal Support of Army Families," *What We Know About Army Families: 2007 Update* pp. 101-105 (chapter ends on p. 125).

Segal, Mady Wechsler. 1986. "Enlisted Family Life in the U.S. Army: A Portrait of a Community." In David R. Segal and H. Wallace Sinaiko, eds., *Life in the Rank and File: Enlisted Men and Women in the Armed Forces of the United States, Australia, Canada, and the United Kingdom*. Washington, DC: Pergamon-Brassey's, pp. 184-211.

Marriott, Barbara. 1997. "The Social Networks of Naval Officers' Wives: Their Composition and Function." Pp. 19-33 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.

Class 13: 29 April

FORMAL SUPPORT SERVICES TO MILITARY FAMILIES

Class session objectives include:

- Describe the support services that the armed forces provide to families.
- Compare and contrast the different armed services on their family support programs.
- Analyze the advantages and disadvantages that the military services have compared to civilian communities in the provision of family support services.
- Describe and analyze problems with the delivery of family support services in the military. What might be done to remedy these problems?

? Guest speaker: Jim Martin

Readings:

Booth et al. Chapter 7: "Informal and Formal Support of Army Families," *What We Know About Army Families: 2007 Update* (pp. 106-125).

S/H, Chapter 6: "Community Support Programs" (pp. 45-51).

National Council on Family Relations. 2002. *Family Focus On: Military Families*. Issue FF13, March.

Martin, James A., Mark A. Vaitkus, Louis M. Mikolajek, and Malcolm D. Johnson. 1993. "Desert Storm: Army Families in Europe." *Military Review* (April): 21-27.

Harrison, Deborah, and Lucie Laliberté. 1997. "Gender, the Military, and Military Family Support." Pp. 35-53 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.

Class 14: 6 May

MILITARY FAMILY POLICY

Course session objectives include:

- Describe the state of military family policy at the Department of Defense level.
- Describe the state of military family policy in the military services.
- What recommendations would you make for changes in policies within DOD and the services to improve the quality of life for military families?
- Be sure to analyze the basis for your recommendations.
- Predict potential negative effects that may occur if your recommendations are implemented.

Readings:

Booth et al. Chapter 8: "Toward a 21st Century Model of Support for Army Families," *What We Know About Army Families: 2007 Update* (pp. 126-131).

Review policy recommendations in S/H and in BOOTH

Stanley, Jay, Mady Wechsler Segal, and Charlotte Jeanne Laughton. 1990. "Grass Roots Family Action and Military Policy Responses," *Marriage and Family Review* 15: 207-223.

Albano, Sondra. 1994. "Military Recognition of Family Concerns: Revolutionary War to 1993." *Armed Forces & Society* 20:283-302.

Martin, James et al. 2004. Building Strong Communities for Military Families. NCFR Policy Brief.

Carlson, Allan. 1993. "Your Honey or Your Life: The Case for the Bachelor Army." *Policy Review* (66):45-52.

Class 15: 13 May.

Course wrap-up. Review. State of the field. Catch-up day.

Final exam: Thursday, May 15 from 8-10 a.m. - Final Project: Policy Paper due

OPTIONAL 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 aspect of the relationship between work and the family, comparing military families to civilian families. 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.). You should include a review of the literature on both military and civilian families relevant to your topic.

The paper is to be analytic, not merely descriptive. While you may include descriptions of something, your major goal is to address issues. For example, if you are interested in family support programs in the military services (or in one service) and how they compare to comparable civilian programs, in addition to describing the programs, you want to analyze them in some way, such as why they are provided, whom they serve, how effective they are, etc. If such information is not available in the literature, then this is an important issue itself and you can discuss what kind of research is necessary to close the gaps in our knowledge.

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 about your interests. I am happy to discuss your interests, give you relevant references, etc. Do not, however, use me as a substitute for your own literature search.

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!) Feel free to consult with me (and with reference librarians in McKeldin Library) for advice.

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.)

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 20 to 25 pages. This assignment is difficult to complete in less than 15 pages and more than 30 is too long (without some special reason).

Term Paper Proposal

You must do library research prior to writing the proposal. McKeldin Library has many resources and will certainly be the best place to find research on civilian families. Be sure to use data bases of scholarly journals. For information about military families, one good non-academic internet source is: <http://www.militaryhomefront.dod.mil/>

Read the entire term paper assignment before attempting the proposal.

The proposal should be typed (double spaced with at least 1" margins). The format for the proposal (with point values shown for each component) is:

- a. Title: This should be brief but describe your paper topic. **(1 pt)**
- 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 take about 2-4 pages. **(10 pts)**
- 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 data bases and what key words you have used (or plan to use). **(9 pts)**
- 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). It should be clear from your summary how this source will contribute to the analysis in your paper. Each of the reference should be in the standard bibliographic format described in Sociology Writing Group (2001) (see Optional Books) (plus add an annotation). This is the same as shown in detail as Style B in *The Chicago Manual of Style*. It can also be found in major sociological journals such as the *American Sociological Review*. As an alternative, you may use APA (American Psychological Association) format.

(30 pts)

Total (50 pts)

Term Paper

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

Hand in with your paper: your graded proposal, peer reviews of proposals, peer reviews of paper.

The term paper should contain the following elements:

1. Abstract. (20 pts)

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. (Be sure that the abstract answers all of these questions.)

2. Analysis and interpretation. (300 pts)

(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? (This includes analysis of both civilian and military families.) What are the strengths and weaknesses of each study? Use subheadings to make the organization clear.

3. Summary, further research needed, and conclusion. (40 pts)

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). (Be sure that the summary and conclusion section answer all of these questions.)

4. Citations in the text and Bibliography. (50 pts)

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 as described in Sociology Writing Group (2001) (see Optional Books). This is the same as shown in detail as Style B in *The Chicago Manual of Style*. It is also used in American Sociological Association journals, such as *The American Sociological Review* or *Social Psychology Quarterly*. As an alternative, you may use APA (American Psychological Association) format.

Please pay **very careful attention to the requirements for academic honesty**; if you have any questions about what is permitted, ask!

5. Presentation. (40 pts)

Your paper should communicate well - with clarity, organization, correct grammar, spelling, punctuation, style, neatness, etc. (Inadequate proofreading can result in loss of all these points needlessly! 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 dot matrix copies, please). Number the pages.

Total for paper itself	(450 pts)
Proposal	(50 pts)
Total for paper	(500 pts)

OPTIONAL READINGS: Suggestions for expertise days and papers

Note: Older references are included primarily as sources of information for those earlier years and for changes over time, not to describe the situation today. This is especially true of sources of demographic data. However, much earlier research on family processes is still applicable today.

(If a reference says "From Bibliography for What We Know Update" or is in blue, see Booth et al. or check online for full reference.)

Some suggested sources for other readings:

Journal data bases (e.g., JSTOR)

Bibliographies in recent sources, including required course reading.

<http://www.militaryhomefront.dod.mil/>

BOOKS

Blau, Francine D., and Ronald G. Ehrenberg, eds. 1997. *Gender and Family Issues in the Workplace*. New York: Russell Sage Foundation.

Bowen, Gary L., and Dennis K. Orthner, eds. 1989. *The Organization Family: Work and Family Linkages in the U.S. Military*. New York: Praeger. [Abbreviated as B/O]

Hunter, Edna J. 1982. *Families under the Flag: A Review of Military Family Literature*. New York: Praeger.

Hunter, Edna J., and D. Stephen Nice, eds. 1978. *Military Families: Adaptation to Change*. N.Y.: Praeger.

Kaslow, F., ed. 1993. *The Military Family in Peace and War*. New York: Springer Publishing.

McClure, Peggy. 1999. *Pathways to the Future: A Review of Military Family Research*. Scranton, PA: Military Family Institute, Marywood University.

Hamilton I. McCubbin, Hamilton I., Barbara B. Dahl, and Edna J. Hunter, eds. 1976. *Families in the Military System*. Newbury Park, CA: Sage Publications.

Moen, Phyllis. 1992. *Women's Two Roles: A Contemporary Dilemma*. New York: Auburn House.

Spain, Daphne, and Suzanne M. Bianchi. 1996. *Balancing Act: Motherhood, Marriage, and Employment among American Women*. New York: Russell Sage.

The Sociology Writing Group. 2001. *A Guide to Writing Sociology Papers*, 5th edition. New York: St. Martin's Press. (ISBN 1-57259-951-0)

Basic readings on the U.S. armed forces for those not familiar with the military:

Iskra, Darlene M. 2002. "A Basic Primer on the U.S. Navy." Unpublished. College Park: University of Maryland.

Uniformed Services Almanac. 2002. "Selected Personnel Statistics."

Woodruff, Todd. 2002. "A Basic Primer on the U.S. Army." Unpublished. College Park: University of Maryland.

OVERVIEW OF WORK AND FAMILY LINKAGES IN THE MILITARY

See also books listed above.

Alt, Betty and Bonnie Stone. 1990. *Uncle Sam's Brides: The World of Military Wives*. New York: Walker and Company.

Department of Defense (DoD). 1994. *1992 Department of Defense Surveys of Officers and Enlisted Personnel and Their Spouses: Background and Characteristics of Military Families*. Rockville, MD: Westat, Inc.

Janofsky, Barbara J. 1989. "The Dual-Career Couple: Challenges and Satisfaction." In B/O, pp. 97-115.

McClure, Peggy, and Michael D. Shaler. "Conclusion" in McCLURE.

Orthner, Dennis K., Gary L. Bowen, and Varga G. Beare. 1990. "The Organization Family: A Question of Work and Family Boundaries." *Marriage and Family Review* 15:15-36.

Segal, Mady W. "Military Culture and Military Families." In Mary Fainsod Katzenstein and Judith Reppy, eds. *Beyond Zero Tolerance: Discrimination in Military Culture*. (Lanham, Maryland: Rowman & Littlefield, 1999), pp. 251-261.

Thorton, Arland. 1989. "Changing Attitudes toward Family Issues in the United States." *Journal of Marriage and the Family* 51: 873-893.

Military Families in Other Nations:

See also papers presented at recent meetings of IUS (Inter-University Seminar on Armed Forces and Society).

Freeman, D.G.H. 1994. "The Canadian Military Family: A Way of Life." *The Social Worker*, 62(2): 85-88.

Kacen, Lea and Gita Sofa. 1997. "Support Groups As 'Shock Absorbers' in Periods of Transition: a Case Study of Groups From Parents of Soldiers in Israel." *International Social Work* 40:277-88.

Liddel, Christine. 1988. "The Social Interaction and Activity Patterns of Children From Two San Groups Living As Refugees on a Namibian Military Base." *Journal of Cross-Cultural Psychology* 19(3):341-60.

DEMOGRAPHICS & CHANGES IN MILITARY FAMILY PATTERNS

See also recent surveys, such as those by the Department of Defense (e.g., Defense Manpower Data Center) and the services (e.g., Survey of Army Families).

Bianchi, Suzanne M., and Daphne Spain. 1996. "Women, Work, and Family in America." *Population Bulletin*, vol. 51, no. 3 (Washington, DC: Population Reference Bureau, Inc., December).

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Department of the Army. 1997. *Army Demographics: Demographic Profile as of 07 Feb 97*. Washington, D.C.: Headquarters, Department of the Army, Office of the Deputy Chief of Staff for Personnel, Human Resources Directorate.

Griffith, J.D., Doering, Z.D., & Mahoney, B.S. 1986. *Description of spouses of officers and enlisted personnel in the U.S. armed forces: 1985. A report based on the 1985 DoD surveys of officer and enlisted personnel and military spouses*. Arlington, VA: Defense Manpower Data Center.

Military Family Clearinghouse. 1992. *Military Family Demographics: Profile of the Military Family*. Arlington, VA: Office of the Assistant Secretary of Defense (Force Management and Personnel), Personnel Support, Families, and Education, Office of Family Policy, Support, and Services, Military Family Clearinghouse.

Military Family Resource Center. 2000. Profile of the Military Community: 2000 Demographics. Download from the MFRC web site: <http://www.mfrc.calib.com/pubs.htm>

Morrison, Peter A. 1991. *Congress and the Year 2000: A Demographic Perspective on Future Issues*. Santa Monica, CA: RAND.

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Bowen, Gary L. 1989. "Family Factors and Member Retention: A Key Relationship in the Work and Family Equation." In Bowen and Orthner 1980, pp. 37-57.

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Orthner, D. K. 1990. *Family Impacts on the Retention of Military Personnel*. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences. Research Report 1556.

READINESS

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

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MORALE, JOB SATISFACTION, & COMMITMENT

See also results of recent surveys.

Lakhani, Hyder, and Paul A. Gade. 1992. "Career decisions of dual military career couples: a multidisciplinary analysis of the U.S. Army." *Journal of Economic Psychology* 13, 1: 153-166.

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FAMILY WELL-BEING AND ADAPTION (OVERVIEW)

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IMPACT OF RACIAL CHARACTERISTICS ON WELL-BEING

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WELL-BEING OF WOMEN IN A MASCULINE INSTITUTION

Devilbiss, M.C. "The Changing Role of Women in the Military and Its Impact on the Family" in McCLURE.

Moen, Chapter 3: "Patterns, Problems, and Payoffs for Women" (pp. 37-60).

Rosen, Leora N., and Linda Z. Moghadam. 1991. "Predictors of General Well Being Among Army Wives." *Military Medicine* 156: 357-361.

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Luther, Raminder K. "Financial Management Difficulties" in McCLURE.

ENLISTED: WELL-BEING

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