

SOCY 699L: Diversity in the Military

Fall 2007

Tuesdays, 12:30 to 3:10 P.M.
Room 1101 Art-Sociology Bldg.

Teaching team:

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Note: This is a tentative syllabus. Not all the readings and session topics are firm yet. Students will have a say in how the class progresses. We will discuss this in class at our first meeting and subsequently.

COURSE DESCRIPTION AND GOALS

Students in this course will analyze the effects of various individual characteristics, especially gender, race/ethnicity, religion, and sexual orientation, on military involvement and experience. Students learn how the roles in the armed forces (as well as in other social and occupational contexts) of people with diverse characteristics (past, present, and future) are a function of the interplay between cultural forces (values, norms, beliefs, attitudes) and other factors, such as technological change, demographic patterns, occupational structures, labor shortages, and the goal of military effectiveness. Policy questions are addressed, including arguments and evidence supporting different positions on the issues of inclusion and exclusion of certain groups. We will use relevant theory and empirical research from the fields of sociology, psychology, history, political science, and demography. Implications for leader behavior are analyzed.

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 diversity in the military.
2. Apply the scientific method to the study of military diversity from a sociological perspective.
3. Explain the effects of diversity in the armed forces of the United States and in other nations.
4. Analyze and discuss contemporary issues, situations, and problems relevant to diversity in the military using a sociological perspective.
5. Compare and contrast diversity in the armed forces with diversity in civilian society.
6. Compare and contrast different dimensions of diversity in the armed forces.
7. Analyze the social construction of diversity in the armed forces and in civilian society.
8. Analyze the history of diversity in the military with attention to similarities and differences in different dimensions (including socio-economic status, race, gender, and sexual orientation)
9. Evaluate methodology and findings of social science research on diversity in the military.
10. Analyze the effects of leaders' behavior on acceptance of diversity in the military.
11. 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 diversity in the military, you can:

1. ANALYZE it, using sociological (and other social scientific) theories and concepts as they are applied in the study of diversity in the military (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

Required Readings

Books

Katzenstein, Mary Fainsod and Judith Reppy, eds. 1999. *Beyond Zero Tolerance: Discrimination in Military Culture*. Lanham, Maryland: Rowman & Littlefield. [ISBN 0-8476-9316-3] [Abbreviated on syllabus as Katzenstein and Reppy]. [out of print]

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].

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]

Segal, David R. and Mady W. Segal. 2004. "America's Military Population." *Population Bulletin* 59, No. 4 (December): 1-40. [This is available in the bookstore and online at www.prb.org]

Nalty, Bernard C. 2003. *Long Passage to Korea: Black Sailors and the Integration of the U.S. Navy*. Series: *The U.S. Navy and the Korean War*. Washington, D.C.: Naval Historical Center.

Other Readings: Details on these will be discussed in class. [For help with locating and using these resources, contact Heather Ridolfo.] Most are available through Blackboard. Go to: www.elms.umd.edu

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/>).

Class Participation

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. 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. You are expected to participate in the discussion in class.

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

Papers and Briefing

Each student will be required to write and hand in 3 individual papers during the semester. At the end, the class will present a briefing as a group. For all written work, **you must include citations** (in either APA or ASA format) to the relevant references from which you obtained your information.

Paper 1.

Compare and contrast race/ethnicity and gender in the military on dimensions of analysis in the Diversity Matrix (including representation, policy, history, policy implementation, comparison with civilian society, progress and timing of changes, treatment of individuals, aspects of the characteristics, arguments, etc.) For example, what are the similarities and differences in the arguments in discourse about inclusion of women and the inclusion of African Americans (or Latinos, Philipinos, etc.)? How have policies of exclusion and inclusion changed over time? What are the similarities and differences in the policies over time? Compare and contrast the implementation of these policies and the treatment of individuals. These are just some of the dimensions of your comparison and contrast. Focus on the similarities and differences, not on the details of race and gender separately. This paper is expected to be between 8 and 12 pages or so (typed, double spaced).

Paper 2.

Compare and contrast sexual orientation in the military with race/ethnicity and gender. For example, what are the similarities and differences in the arguments in discourse about inclusion of people with different characteristics on these variables. How have policies of exclusion and inclusion changed over time? What are the similarities and differences in the policies over time? Compare and contrast the implementation of these policies and the treatment of individuals. These are just some of the dimensions of your comparison and contrast. Focus on the comparison and contrast – not on the details of race/ethnicity, gender, and sexual orientation. This paper is expected to be between 10 and 15 pages or so.

Paper 3.

Apply one dimension of analysis from our Social Diversity Matrix to all of the diversity characteristics in the matrix. We may combine some dimensions for this; for others, we may split some dimensions into more than one part so that more than one student will work on a single dimension (but only one of the parts). This paper is expected to be about 10 pages (between 8 & 12 pp.). We may also have you apply the dimension only to some military situations (e.g., service academies, a particular time in history, a specific military service, etc.) We will divide up the class so you each have a unique analysis.

Briefing. The briefings are directly related to your last paper. As a group, you will conduct a briefing for the Secretary of Defense and the Chiefs of all of the services on what you collectively have learned about diversity in the military. The written work for this will be briefing slides and accompanying notes –with citations to sources of information. Individual contributions should be made clear in the written work (unlike usual military briefings). We will decide in class how to divide up the group and the briefings. The entire briefing should be planned for 60 minutes total, with time allowed for discussion beyond that.

Grading weights: All 5 components of your grade (Class Participation, Paper 1, Paper 2, Paper 3, and the Briefing) will have approximately equal weight.

Accommodating Students with Disabilities

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

Religious Accommodation

If any of our classes, including the final examination, are on days when you cannot attend due to religious observance, please let Dr. Segal know in writing by September 11.

Academic Integrity

The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu>.

To exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

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. (Others' procrastination and time management difficulties should not be allowed to create crises for us!)

Class dates

1. Sept. 4
2. Sept. 11
3. Sept. 18
4. Sept. 25
5. Oct. 2
6. Oct. 9
7. Oct. 16
8. Oct. 23
9. Oct. 30
10. Nov. 6
11. Nov. 13
12. Nov. 20
13. Nov. 27
14. Dec. 4
15. Dec. 11

Final Exam: Dec. 18, 1:30 to 3:30 P.M.

Summary of Due Dates for Written Work

Class 6 – Oct. 9 (12:30 P.M.). Paper 1 due

Class 10 – Nov. 6 (12:30 P.M.). Paper 2 due

Class 14 – Dec. 4 (12:30 P.M.). Paper 3 due

Final exam period: Tuesday, Dec. 18, 1:30 to 3:30 P.M. Oral Briefing due.

Social Diversity Matrix (as a list)

We will, as a group, re-evaluate and revise this matrix.

SOCIAL DIVERSITY CHARACTERISTICS

Gender
Race
Ethnicity
Sexual orientation
Religion
Socioeconomic status origins
Region of origin
Family status (marital status & # children)
Physical ability and mental ability
Age

DIMENSIONS OF ANALYSIS

Aspects of the characteristics (actual and in discourse)

Ascribed or achieved
Stereotypes
Visibility
Associated behaviors

Structural dynamics: Historic

Policy and legal restrictions
Proportional representation
Progress and timing of changes – in policies and representation
Implementation of change
Treatment of and attitudes toward individual military members
Comparison with civilian society

Structural dynamics: Current

Policy and legal restrictions
Proportional representation
Treatment of and attitudes toward individual military members
Implementation of change
Comparison with civilian society

Cultural dynamics

Arguments for inclusion/exclusion (#s, roles)
Sources of pressure to change
Sources of resistance to change
Effects of serving personnel attitudes on policy
Cultural preferences (e.g., warrior paradigms, gendered institution)
Organizational and leader support (e.g., apprenticeship, mentoring, other opportunities)

CLASS SCHEDULE (tentative)

Note: Required readings are listed under the class by which you should read them.

Readings are listed under each topic for the class

Class 1

Introduction to the Course

Introduction to the Study of Diversity in the Military

Introduction of students and teaching team

Administration of Course Assessment

What is diversity?

Why is it important?

Why is it important for military officers (including in the Navy and Marine Corps)?

What do you know about it (in general and in the military)?

What do you hope to learn in this course?

Social Diversity Matrix: Diversity Characteristics and Dimensions of Analysis

Levels of Analysis

Some Perspectives/Theories (e.g., Social Construction Theory, Standpoint Theory, Exchange Theory, Feminist Theories, Conflict Theory)

Class 2

Introduction to Diversity in the Military - continued **Group Representation in the Military**

Scutro, Andrew. 2006 (July 17). "CNO: Diversity 'Critical' to Navy's Future." *Navy Times*.

Social Diversity Matrix

Scoppio, Grazia. 2007. "The 'Diversity Smart' Organization: A Conceptual Model For The Military". Proceedings of the 6th Biennial DEOMI EO/EEO Research Symposium, January 18-19, Patrick Air Force Base, Florida.

Katzenstein, Mary Fainsod and Judith Reppy. 1999. "Introduction: Rethinking Military Culture." Pp. 1-24 in *Beyond Zero Tolerance: Discrimination in Military Culture*, edited by Mary Fainsod Katzenstein and Judith Reppy. Lanham: Rowman and Littlefield Publishers, Inc.

Dansby, Mickey R. and Dan Landis. 2001. "Intercultural Training in the United States Military." Pp. 9-28 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

Whaley, Gary L. 2001. "Three Levels of Diversity: An Examination of the Complex Relationship Between Diversity, Group Cohesiveness, Sexual Harassment, Group Performance, and Time." Pp. 59-75 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

Representation in the Military

Segal, David R. and Mady W. Segal. 2004. "America's Military Population." *Population Bulletin* 59, No. 4 (December): 1-40. [This is available in the bookstore and online at www.prb.org]

Segal, Mady W., Meridith Hill Thanner, and David R. Segal, "Latinos and African Americans in the U.S. Military: Trends in Representation" (unpublished)

Stewart, James B. and Juanita M. Firestone. 2001. "Looking for a Few Good Men: Predicting Patterns of Retention, Promotion, and Accession of Minority and Women Officers." Pp. 231-256 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

{Optional: for more detail on representation, see GAO. 2005 (September). *Military Personnel: Reporting Additional Servicemember Demographics Could Enhance Congressional Oversight*. Report to Congressional Requesters.}

Class 3

History and Overview of Race and Gender in the Military

Race

Gropman, Alan. 2006. "The Racial Integration of the U.S. Armed Forces." Pp. 199-210 in A. David Mangelsdorff, ed., *Psychology in the Service of National Security*. Washington, DC: American Psychological Association. [Obtain references from book.]

Nalty, Bernard C. 2003. *Long Passage to Korea: Black Sailors and the Integration of the U.S. Navy*. Series: *The U.S. Navy and the Korean War*. Washington, D.C.: Naval Historical Center.

{Optional: Robert Schneller, Jr. 2005. *Breaking the Color Barrier: The U.S. Naval Academy's First Black Midshipmen and the Struggle for Racial Equality*. New York, NY: University Press. ISBN 0-8147-4013-8.}

Gender

Yoder, Janice D. and Loren Naidoo. 2006. "Psychological Research with Military Women." Pp. 211-223 in A. David Mangelsdorff, ed., *Psychology in the Service of National Security*. Washington, DC: American Psychological Association. [brief coverage of: history, attitudes, work and family, occupational sex segregation, promotion, sexual harassment, discrimination against lesbians, health care] [Obtain references from book.]

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].

Snyder, R. Claire. 2003. "The Citizen Soldier Tradition and Gender Integration of the U.S. Military." *Armed Forces and Society* 29, 2: 185-204.

Hall, Richard H. 2006. *Women on the Civil War Battlefield*. One-page summary from University Press of Kansas.

{optional: 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.} [get from author]

{optional: Segal, Mady Wechsler. 1995. "Women's Military Roles Cross-Nationally: Past, Present, and Future." *Gender & Society* 9: 757-775. [JSTOR or available from the author]}

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

Class 4

Race and Gender Intersectionality

Moore, Brenda. 1999. "Reflections of Society: The Intersection of Race and Gender in the U.S. Army in World War II." Pp. 125-142 in Katzenstein and Reppy.

Hall, Gwendolyn. 1999. "Intersectionality: A Necessary Consideration for Women of Color in the Military?" Pp. 143-162 in Katzenstein and Reppy.

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]

Class 5

Professional Closure

Military Culture and Diversity

Effects of Proportions

Race and Gender: Some Research Evidence

Professional Closure

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.

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

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

Roush, Paul. 1999. "A Tangled Webb the Navy Can't Afford." Pp. 81-100 in Katzenstein and Reppy.

Military Culture and Diversity

Kier, Elizabeth. 1999. "Discrimination and Military Cohesion: An Organizational Perspective." Pp. 25-52 in Katzenstein and Reppy.

Burke, Carol. 1999. "Military Folk Culture." Pp. 53-64 in Katzenstein and Reppy.

{ optional: Hillman, Elizabeth. 1999. "Dressed to Kill? The Paradox of Women in Uniforms." Pp. 65-80 in Katzenstein and Reppy. }

Effects of Proportions

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.

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.

{ optional: Yoder, Janice D., Jerome Adams, and Howard T. Prince. 1983. "The Price of a Token." *Journal of Political and Military Sociology* 11 (Fall): 325-337. }

Race and Gender: Some Research Evidence

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.

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.

Nacoste, Rupert W. 2001. "See No Evil, Hear No Evil: Senior Leaders' Social Comparisons and the Low Salience of Racial Issues." Pp. 133-144 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

{optional: 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.}

{optional: Devilbiss, M.C. 1985. "Gender integration and unit deployment: A study of GI Joe". *Armed Forces & Society*, 11: 523-552.}

Optional Readings on Arguments regarding Women in the Military:

{optional: Simons, Anna. 2000. "Women Can Never Belong in Combat." *Orbis* (Summer): 451-461.}

{optional: Iskra, Darlene M. Forthcoming. "Attitudes toward Expanding Roles for Women at Sea: Results of a Content Analysis." *Armed Forces and Society*.}

{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.}

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

{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.}

{optional: Burke, Carol. 1996. "Pernicious Cohesion" (pp. 205-219). In Stiehm, Judith Hicks, ed. 1996. *It's Our Military, Too! Women and the U.S. Military*. Philadelphia: Temple University Press.}

Class 6: Paper 1 due.

Diversity programs and policies in the services
Research on diversity in the services

Guest speaker on the Air Force:

RICHARD T. COONEY, JR., MAJ, USAF
Chief, Diversity Research and Analysis
Office of Strategic Diversity Integration
Office of the Assistant Secretary of the Air Force (Manpower and Reserve Affairs)

Class 7

Sexual Orientation

Possible guest speaker: someone from Servicemembers Legal Defense Network

Servicemembers Legal Defense Network (SLDN), "'Don't Ask, Don't Tell' Dismissals Decline to Record Low". *The Front Lines*, 2007 *First Quarter* newsletter, p. 2.

Michael D. Palm Center, "Palm Center Study Finds Increase in Moral Waivers" and "New Poll of U.S. Troops Released by Palm Center". *Blueprints for Sound Public Policy*, vol. 1, issue 2, p. 1.

Benecke, Michele, Kelly Corbett, and C. Dixon Osburn. 1999. "Diminishing Core Values: The consequences for Military Culture of 'Don't Ask, Don't Tell, Don't Pursue.'" Pp. 213-224 Katzenstein and Reppy.

Firestone, Juanita M. and Richard J. Harris. 2007. "The 'Don't Ask, Don't Tell, Don't Pursue' Policy and Lack of Organizational Change in the U.S. Military." Proceedings of the 6th Biennial DEOMI EO/EEO Research Symposium, January 18-19, Patrick Air Force Base, Florida.

Wilcox, Clyde and Robin M. Wolpert. 1996. "President Clinton, Public Opinion, and Gays in the Military." Pp. 127-145 in Craig A. Rimmerman, ed. 1996. *Gay Rights, Military Wrongs: Political Perspectives on Lesbians and Gays in the Military*. New York: Garland. [[pub op and shows effects of leadership views in changing public opinion (Clinton)]]

Burrelli, David F. 1993. *Homosexuals and U.S. Military Personnel Policy*. Washington D.C.: Congressional Research Service Report.

Burrelli, David F. 2005. *Homosexuals and U.S. Military Policy: Current Issues*. Washington D.C.: Congressional Research Service Report.

Optional:

Craig A. Rimmerman, ed. 1996. *Gay Rights, Military Wrongs: Political Perspectives on Lesbians and Gays in the Military*. New York: Garland.

Burrelli, David F. 1996. *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)

Class 8

Intersections between Sexual Orientation and Gender/Race Issues

Segal, David, Mady Wechsler Segal, and Bradford Booth. 1999. "Gender and Sexual Orientation Diversity in Modern Military Forces: Cross-National Patterns." Pp. 225-250 in Katzenstein and Reppy.

Embser-Herbert, Melissa Sheridan. 2005. "A Missing Link: Institutional Homophobia and Sexual Harassment in the Military." Pp. 215-242 in James E. Gruber and Phoebe Morgan, eds., *In the Company of Men: Male Dominance and Sexual Harassment*. Boston: Northeastern University Press.

Comparing and contrasting Sexual Orientation with Race/ethnicity and Gender: What are the similarities and differences on the Dimensions of Analysis in our Matrix?

What are the relationships among the variables?

For example, how is treatment of women related to treatment of homosexuals/bisexuals? How is treatment of racial/ethnic minorities related to treatment of women? How is treatment of racial/ethnic minorities related to treatment of homosexuals?

Class 9
Sexual Harassment, Gender Harassment, and Sexual Assault

Sexual Harassment

Guenter-Schlesinger, Sue. 1999. "Persistence of Sexual Harassment: The Impact of Military Culture on Policy Implementation." Pp. 195-212 in Katzenstein and Reppy.

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.

Pershing, Jana L. 2003. "Why Women Don't Report Sexual Harassment: A Case Study of an Elite Military Institution." *Gender Issues* 3-30.

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.

Gender Harassment

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.

Jensen, Kimberly. 2005. "A Base Hospital is Not a Coney Island Dance Hall." *Frontiers*, 26, 2: 206-235.

Sexual Assault

Morris, Madeline. 1999. "In War and Peace: Incidence and Implications of Rape by Military Personnel." Pp.163-194 in Katzenstein and Reppy.

Washington Post. 2006 (August 24). "20% of Citadel Women Report Sexual Assaults." P. A9.

{Optional: Department of Defense. 2005 (June). Report of the Task Force on Sexual Harassment and Violence at the Military Service Academies.}

Class 10. Paper 2 due

**Guest speaker: Dr. Rachel Noble Lipari, DMDC –
DoD sexual and gender harassment surveys (including at the academies)**

Class 11: Integration issues in Military Academies and Other Military Training

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.]

GAO. 2003 (September). *Military Education: Student and Faculty Perceptions of Student Life at the Military Academies*. Report to the Subcommittee on Defense, Committee on Appropriations, House of Representatives. Washington, DC: GAO. [Focus on issues of diversity in the report.]

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.

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.

GAO. 1994. "Military Academy: Gender and Racial Disparities." Executive Summary, pp. 2-5 in *Report to Congressional Requesters*. Washington, DC: Author.

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.

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.

{optional: Ender, Morten G., Jesse Germain, and Ryan Kelty. 2007. "Diversity at West Point: A Self-Study." Proceedings of the 6th Biennial DEOMI EO/EEO Research Symposium, January 18-19, Patrick Air Force Base, Florida.}

{optional: GAO. 2003 (September). *Military Education: DOD Needs to Enhance Performance Goals and Measures to Improve Oversight of Military Academies*. Report to the Subcommittee on Defense, Committee on Appropriations, House of Representatives. [Read the findings in the report relevant to diversity.]}

{optional: Disher, Sharon Hanley. 1998. *First Class: Women Join the Ranks at the Naval Academy*. Annapolis, MD: Naval Institute Press.}

{optional: Stiehm, Judith Hicks. 1999. "Women at the U.S. Army War College." Pp. 101-121 in Katzenstein and Reppy.}

Class 12
Religion
Region of origin
Socioeconomic status origins

Policies on religion

DoD. 1988 (Feb. 3) Accommodation of religious Practices Within the Military Services. DoD Directive Number 1300.17. (Certified Current as of Nov. 21, 2003)

Secretary of the Navy. 1997 (31 Dec.) "Accommodation of Religious Practices," SECNAV Instruction 1730.8A.

Religion

Huerta, Carlos C. and Schuyler C. Webb. 2001. "Religious Accommodation in the Military." Pp. 77-96 in *Managing Diversity in the Military*, edited by Mickey R. Dansby, James B. Stewart and Schuyler C. Webb. New Brunswick: Transaction Publishers.

Washington Post 2006 (June 16). "Prayers in the Military: Oh, Lord, help Congress to stop its meddling" (editorial). P. A24

Greenslit, Lawrence P. 2006. "Religion and the Military: A Growing Ethical Dilemma." USAWC Strategy Research Project. U.S. Army War College, Carlisle Barracks, PA.

Jowers, Karen. 1996. "Army rules Muslim soldier can't wear religious scarf." *Navy Times*. Nov 11.

Region of origin

Segal, David R. and Mady W. Segal. 2004. "America's Military Population." *Population Bulletin* 59, No. 4 (December): 1-40. [pp. 8-11]

Socioeconomic status origins

Halbfinger, David M., and Steven A. Holmes. 2003 (March 30). "Military Mirrors Working-Class America." *The New York Times*.

Renehan, John. 2006 (July 28). "Why I Serve." *Chronicle of Higher Ed* (The Review Section): p. B5.

Berryman, Sue. 1988. "Who Serves? The Persistent Myth of the Underclass Army." In *Life in the Rank and File*. Boulder: Westview Press.

Hammill, John P., David R. Segal, Mady Wechsler Segal. 1995. "Self-Selection and Parental Socioeconomic Status as Determinants of the Values of West Point Cadets." *Armed Forces and Society*, 22, 1, Fall: 103-115.

{Optional: Stouffer, Samuel. 1949. "The Old Army and The New". Chapter 2, p 54 – 81 in Stouffer, Samuel A., Edward A. Suchman, Leland C. DeVinney, Shirley A. Star, and Robin M. Williams, Jr. *The American Soldier: Adjustment during Army Life* (Volume I). Princeton: NJ: Princeton University Press.}

Class 13
Physical ability
Mental ability
Age

Current entry and retention requirements -
Military Personnel Policy: <http://www.dod.mil/prhome/mpp.html>

Public Law 101-336. Text of the Americans with Disabilities Act, Public Law 336 of the 101st Congress, enacted July 26, 1990. The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, State and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services.

Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, Congressional Commission on Military Training and Gender-Related Issues, *Final Report*, July 1999, recommendation on physical fitness (p. 87). [in its own file]

Intersection of physical ability with gender and age

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.

Class 14
Paper 3 due

Family status (marital status and number of children; dual service; single parent)

Current Policies-

Military Community and Family Policies: <http://www.dod.mil/prhome/mcftp.html>

Segal, Mady Wechsler. 1999. "Military Culture and Military Families." Pp. 251-262 in Katzenstein and Reppy.

Bourg, Chris. 1995. "Male Tokens in a Masculine Environment: Men with Military Mates," paper presented at the 1995 Annual Meeting of the American Sociological Association.

Segal, Mady W. 1986, "The Military and the Family as Greedy Institutions." *Armed Forces & Society*, Vol. 13, No. 1 (Fall): pp. 9-38

OR

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Class 15

Leadership Implications

Segal, Mady W. and Chris Bourg. 2005. "Professional Leadership and Diversity in the Army." Pp. 705-722 in Don M. Snider and Lloyd J. Matthews, eds., *The Future of the Army Profession*, rev. and exp. 2nd ed. New York: McGraw Hill.

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

{Optional on Gender and Leadership: Boyce, Lisa A., and Ann M. Herd. 2003. "The Relationship between Gender Role Stereotypes and Requisite Military Leadership Characteristics." *Sex Roles* 49, Nos. 7/8: 365-78.}

The Diversity Matrix

Discussion and revision of the matrix
Administration of Course Assessment Post-test

Final exam period: Tuesday, Dec. 18, 1:30 to 3:30 P.M. Oral Briefing due.