

PL482: Armed Forces & Society



DoD Photos: <https://www.defense.gov/observe/photo-gallery/igphoto/2002226587/>

Course Guide - Spring 2020 I and K Hours – Thayer Hall 369

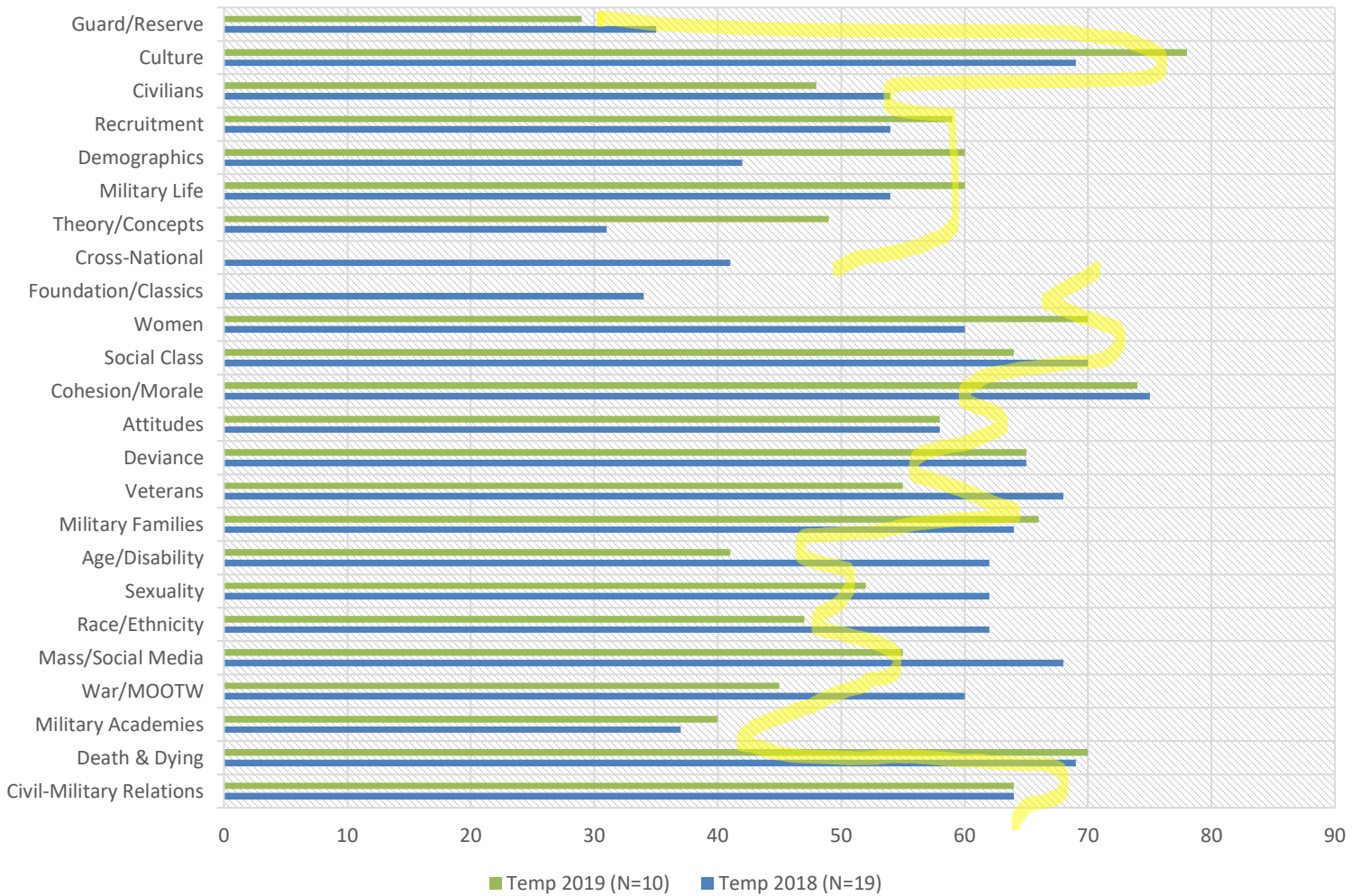
TABLE OF CONTENTS		Page
I.	Military Sociology Awakenings	4
II.	Welcome to Armed Forces & Society	5
III.	Areas of Expectations	6
IV.	Behavioral Objectives	8
V.	Books	9
VI.	Evaluation and Grading	10
VII.	Course Schedule Overview & Important Due Dates	13
VIII.	Course Administration	14
IX.	Modules, Lessons, and Readings	15
X.	Capstone Team Paper Guidance	28
XI.	PL482 Group Discussant Evaluation Form (Rubric)	32

CONTACT INFORMATION:¹

Professor Morten G. Ender
Professor of Sociology
 Co-Director of the Diversity and Inclusion Studies Minor
 Thayer Hall #282B
 Email: morten.ender@westpoint.edu
 845.938.5638 (office)

¹ **Morten G. Ender** is Professor of Sociology at the United States Military Academy at West Point. He has taught a variety of sociology courses at West Point, most recently *Qualitative Research Methods*. He completed his B.A. in Sociology from Sonoma State University and his M.A. and Ph.D. in Sociology from the University of Maryland. His recent scholarly articles appear in *Armed Forces & Society*, *The Journal of Military Learning*; *Res Militaris*; and *Military Psychology*. He has been a Guest Scientist at the Walter Reed Army Institute of Research in Washington, DC. His first book is *Military Brats and Other Global Nomads: Growing Up in Organization Families* (Greenwood Press, 2002) and his most recent is *Inclusion in the U.S Military: A Force for Diversity*. (Lexington Books, 2017).

Sociology Cadets Headed into PL482 in Fall: Temperature Ratings 0 to 100 Degrees for Armed Forces & Society Topics



The above table presents the mean temperature ratings from 0 to 100 degrees for topics in PL482: *Armed Forces & Society*. Cadets registered for PL482 are sent an email link in late fall before the spring semester course begins. The link is a Qualtrics survey asking them to rate 24 topics that have traditionally been taught in PL482. The table includes data from the fall of 2018 (N=19) and 2019 (N=10). The response rate for 2019 is 30 percent. The hottest topics are culture, cohesion/morale, and death and dying. The lowest temps are for Guard/Reserve, age and disability, and surprisingly, military academies. Cadets are fairly consistent across the two years. The top 11 topics will be covered this semester. There were two open-ended comments: **“Just to hear expectations on how we can do well in the class as students”** and **“I think that the current deportation of veterans under the Trump Administration and the question of service of undocumented immigrants is a very interesting topic that I would like to explore.”**

WAR DEPARTMENT
THE CHIEF OF STAFF
WASHINGTON, D. C.

2 January 1946

Dear Taylor:

* * * * *

A feature that I should like very much to see included in the curriculum is a course in practical or applied psychology. I realize that tremendous advances have been made in the matter of leadership and personnel management since I was a Cadet. Nevertheless I am sure that it is a subject that should receive the constant and anxious care of the Superintendent and his assistants on the Academic Board and these should frequently call in for consultation experts both from other schools and from among persons who have made an outstanding success in industrial and economic life. Too frequently we find young officers trying to use empirical and ritualistic methods in the handling of individuals - I think that both theoretical and practical instruction along this line could, at the very least, awaken the majority of Cadets to the necessity for handling human problems on a human basis and do much to improve leadership and personnel handling in the Army at large.

* * * * *

Sincerely,



Major General Maxwell D. Taylor
Superintendent,
U. S. Military Academy
West Point, N. Y.

I. MILITARY SOCIOLOGY AWAKENINGS

Military sociology is deeply rooted in the United States. Yet, it has a marginal standing in American Sociology. Military sociology is born in war during World War II. General Dwight Eisenhower commissioned *The American Soldier* series studies during WWII. Emerging out of the study findings are the origins of the Sociology Program at USMA. There is no sociological studies at West Point prior to World War II but coinciding with the positive experience of sociologists working on *The American Soldier* series during the war, General Eisenhower wrote a letter dated January 2, 1945, to West Point's then-Superintendent Major General Maxwell Taylor (see above). Eisenhower offered an observation that too many young officers were using "... ritualistic methods in the handling of individuals" and this necessitated "... handling human problems on a human basis." While this letter did not directly result in a Sociology Program, it did pave the way for

behavioral and social science courses designed to “. . . *awaken* [italics added] the majority of Cadets . . .” that ultimately led to the establishment of the Department of Behavioral Sciences and Leadership in 1977.

In this course, we will examine deeply rooted topics that have emerged out of sociology including those at the individual, collective, social institutional, societal, and cultural levels. The purpose of the course is to develop an understanding of a range of social topics at the intersection of the military from the micro to the macro level including issues of (in)equality from a social, historical, and contemporary military issues—all as a capstone experience.

The purpose suggests that we will examine the people side of civil-military relations. This focus allows us to gain an understanding of the military in terms of who serves and under what conditions.

II. WELCOME TO ARMED FORCES & SOCIETY

Welcome to the study of *Armed Forces and Society*. The United States Military Academy at West Point first offered a sociology course in 1963. Two years later, in the Fall of 1965, *Military Sociology* was offered for the first time. The first sociology majors graduated USMA in 1986.

Military Sociology has been available at various times under different names at West Point. Not only has *Military Sociology* thrived at USMA, it has been a cornerstone course in the Sociology Program and in the Department of Behavioral Science and Leadership. *Armed Forces and Society* is a Military Sociology course. The course is one of a few such courses offered in the U.S. Given the USMA mission, it has the added goal of inculcating you—our future Army leaders—with a sociological imagination.

This course guide should assist you in the organization of your efforts toward successful completion of this course. Careful study of its contents will set the conditions for success in PL482.

In this course, we will examine topics that have long been of concern in the American and other militaries. With the help of sociology, we will analyze both the internal organization and practices of the armed forces and the relationships between the military and other social institutions. To understand the military and its place in society, it is necessary to consider the historical forces that have shaped the present. Thus, we will examine past events and policies as well as current ones. While our primary focus is on the American military and its relationship to American society, we will also fold in research on armed forces of other societies. Thus, you should complete this course with a sense of some of the alternative ways that societies organize and relate to their military institutions. You should approach this course as a capstone experience—to bring together the breadth and depth of your undergraduate experience to bear on topics in both written and oral analysis.

This course combines discussion with application. For classroom time to be meaningful, you must *always* be prepared to participate in classroom discussions. The specific course goals that we seek to accomplish in this course are to:

1. Apply the scientific method to the study of the militaries from a sociological perspective;
2. Explain the military as a social institution in the United States and in other nations;
3. Analyze and discuss contemporary civil-military issues, situations, and problems using a sociological perspective;
5. Evaluate sociological research findings related to concepts used in the sociology of the military, armed forces, society;
6. Apply your knowledge to the military as a sociological social force and social product and provide informed recommendations to make the institution better;
7. Demonstrate the ability to communicate all of the above effectively, both orally and in writing in an applied capstone project.

III. AREAS OF EXPECTATION

In this course, there are eight areas of expectation that I would like you to pursue. These are general academic course goals. These general course goals are discussed below:

Cultural Perspective: All humans are embedded in cultural life. Culture encompasses all features of life associated with groups of people—both material and nonmaterial culture including language, acts, symbols, rituals, customs and rules of etiquette, religious beliefs, and values. These elements of culture shape, organize, and sustain the collective life of peoples. From a sociological perspective, this course encourages you to develop an appreciation of culture with special consideration for the intersection of race, ethnicity, gender, class, sexual orientation, and the military.

Historical Perspective: The course relies heavily on history. The past is used as a perspective to examine the intersection of armed forces and society. The student should ask the question: “Does the uses of the past assume it is possible to know history in an objective sense? The student should consider that historical events are observed from more than one perspective.

Understanding Human Behavior: Sociology is concerned with understanding human behavior as it is informed by group experiences. Edward Byron Rueter’s *Handbook of Sociology* (1946) notes:

The Folk Sociology

In a loose but not wholly inaccurate sense, sociology is as old as associated life and as universal as human thought. The contacts of men [people] and

their relations in groups are as general as human life itself. The adjustments of people to their habitats, the conflicts with rival groups, experience with famine, disease, population pressure, migration, the development of class and caste divisions, and other items of personal and group life are known to men [people] in all circumstances. These and other social phenomena are matters of observation and reflection: men [people] everywhere think more or less coherently about the conditions of associated life and about their relations and obligations to their fellow men [humans]. Sociology begins when men [people] reflect and generalize about social reality and human relationships (p. 4).

Communication: This course cultivates students' ability to communicate through written and interpersonal (verbal) contexts. All of your assignments involve the reading of primarily written text—especially primary sources. The degree of comprehension you develop will be assessed through written and verbal presentation. You should be able to discern what the reading is about, so what in terms of its relation to previous research, and now what will we do with this knowledge.

Life-long Learning: This course encourages students to pursue a continued education in the area of armed forces and society and the study of the military and war from a sociological perspective. The acquisition of books is meant to be an investment in human and intellectual capital. Take advantage of the opportunity to build your personal library—in the years to come, a rich library will bring you great satisfaction and use.

Creativity: This course aspires to open intellectual, personal, and social development in terms of thinking, feelings, and acting creatively. Creative thinking can assist in problem solving and providing explanatory power to a particular phenomenon. Creative thinking includes preparation, incubation, persistence, technical assistance, analogies, adversity, and practice; ultimately, we seek to build the skill of imaginative innovation.

Critical Thinking: This course encourages some level of and systematic adherence to testing and evaluating—critical thinking. In 1906², William Graham Sumner published a land-breaking study of the foundations of sociology and anthropology titled, *Folkways*. He documented the tendency of the human mind to think sociocentrically and the parallel tendency for schools to serve the (uncritical) function of social indoctrination . . . at the same time, Sumner recognized the deep need for critical thinking in life and in education:

Criticism is the examination and test of propositions of any kind which are offered for acceptance, in order to find out whether they correspond to

² This section is taken from <http://www.criticalthinking.org/pages/sumnersquos-definition-of-critical-thinking/412>. It is a link on The Critical Thinking Community website (<http://www.criticalthinking.org/>), which is an outstanding site for information on critical thinking, inquiry, and analysis.

reality or not. The critical faculty is a product of education and training. It is a mental habit and power. It is a prime condition of human welfare that men and women should be trained in it. It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our earthly circumstances. Education is good just so far as it produces well-developed critical faculty . . . A teacher of any subject who insists on accuracy and a rational control of all processes and methods, and who holds everything open to unlimited verification and revision is cultivating that method as a habit in the pupils. Men [and women] educated in it cannot be stampeded . . . They are slow to believe. They can hold things as possible or probable in all degrees, without certainty and without pain. They can wait for evidence and weigh evidence . . . They can resist appeals to their dearest prejudices . . . Education in the critical faculty is the only education of which it can be truly said that it makes good citizens (pp. 632, 633).

Finally, the knowledge from this course is a tool so that you might *anticipate and respond effectively to the uncertainties of a changing technological, social, political, and economic world*. Similarly, one might ask, what is Sociology? Well, one working definition is that “Sociology is the scientific study of society and human behavior [to include] the impact that various forms of government have on people’s lives, the social consequences of production and distribution, culture, [and] the consequences of material goods, group structure, and belief systems” (James Henslin, *Sociology: A Down-to-Earth Approach*, 2000). There is a close tie and inextricable link between sociology as a discipline and this larger goal. As such, we take charge of this relationship and use the PL482 course as a mechanism and opportunity for cadets to have and develop an integrative experience—thus this course and your term paper is the culminating, capstone experience of PL482. The course is an on-going integration of a diffuse array of sources coming to bear on your research question. Consider it a significant integrative and developmental experience.

Self-Awareness: One additional focus of this course is to enhance students’ self-awareness. This course encourages self-awareness. Self-awareness comes out of the West Point leader development system. “The self-concept,” to quote Morris Rosenberg, “is the totality of an individual’s thoughts and feelings with reference to one self as an object.” In this case, students are challenged to examine social dimensions of service members, the military institution, officership, peace, war, and the generalized intersection of armed forces and society from a sociological and social historical perspective.

IV. BEHAVIORAL OBJECTIVES

Our behavioral objectives in this course are deceptively simple: namely to read, write, and speak well within a sociological context. You will have frequent opportunities to carry out these activities throughout the semester. The following notes regarding what we mean by these activities are based on Mortimer Adler and Charles Van Doren’s, *How to Read a Book* (New York: MJF Books, 1972).

Read Well. Reading sociology for understanding demands that you think and reflect upon the material until it becomes clear and meaningful. The reward is that you will leave the course with more robust and valid categories and frameworks for understanding why society works the way it does.

Write Well: It is a nagging mystery for many why they seem to have little trouble speaking but have a great deal of difficulty writing. To the extent that they really are good speakers and their words read well in print, the best recommendation is more practice with pen and keyboard. More often than not, however, the problem is a failure to actually read what one has written. Due to laziness or a time crunch, we often submit our written work "unrehearsed." Just as our speeches and briefings are rarely polished until we have walked through them a number of times, so too are our first drafts until we have edited them.

If you cannot read your written words out loud comfortably, they are clearly in need of editing. At the same time, your written work should not simply be a transcript of your speech. Slang or colloquial terms, tangential asides, and the like may occasionally be permissible in speech, but are distracting on the printed page. You should read good writing in order to know what quality writing looks like. Seek remedial help elsewhere.

Speak Well: Rules for good writing apply equally for good speaking. For example, the lack of complete sentences and paragraphs is even more noticeable on the printed page than in speech. In addition, your otherwise fine work will lose credibility if you use words incorrectly or imprecisely. No one is impressed by fancy words that are meaningless. Most importantly, your presentations must have a clear structure that takes the reader down the path of a logical argument to some conclusion. In this regard, good transitions are essential for moving your presentation (and the audience) along and to avoid becoming repetitive.

V. BOOKS

Ender, Morten G. (2009). *American Soldiers in Iraq: McSoldiers or Innovative Professionals?*. London and NY: Routledge.

Rohall, David E., Morten G. Ender, and Michael D. Matthews (2017). *Inclusion in the American Military: A Force for Diversity*. New York: Lexington.

Zimmerman, S. Rebecca, Todd C. Helmus, Corday Ogletree, and Marek N. Posard (2019). *Life as a Private: Stories of Service from the Junior Ranks of Today's Army*. Santa Monica, CA: RAND Corp (available on-line from the RAND Corp at: https://www.rand.org/pubs/research_reports/RR2749.html).

VI. EVALUATION AND GRADING

The evaluation and grading of student work in this course is based on the assumption that learning is most effective as well as most enjoyable when students are evaluated against a known objective standard rather than against one another. In putting this philosophy into action, the largest part of the process has already been accomplished. This course guide contains the learning activities for which you are responsible. I provide the resources and experiences; you assume the responsibility for learning and applying the material.

Qualitative Definition of an A+ Paper

An “A” paper excites the reader, accommodates itself well to the intended question or outline, and presents well-detailed and persuasive evidence. The paper exhibits thoughtful reasoning, sharp insight, creativity, and elegance. The organization supports the flow of the argument with apt explanations, descriptions, evidence, and synthesized scholarly citations. The paper uses fully developed paragraphs in a logical arrangement. The conclusion not only solidifies and summarizes a sound overarching argument, but it also states other intriguing implications. The argument draws on relevant theories, concepts, professionally salient points, and other beneficial factors. The prose primarily uses an active voice, and rarely applies a passive voice. The paper possesses only a few minor errors, none of which undermines the overall effectiveness of the paper. Papers that stray away from these standards receive lowered grades.

Grades will be based upon the following:

- 1) Class Participation:** Your participation in class will be evaluated for demonstration of achievement of course goals and contributing to the course in a positive way. Throughout the course you will be provided with a variety of opportunities to contribute to the class. Contributing to the course in positive way involves actively engaging in the discussions as not just a presenter or prepared by asking and engaging, supporting peers, and generally in a focused and mindful **student-centered** your preparedness and to robust, relevant discussions, debates, and conversations will help us apply and cultivate our sociological imaginations to better analyze armed forces and society. Participation will be tracked in every class meeting and is worth 200 points/20 percent of the course grade;

Contribute to the course in a positive way.

participant, but being answering questions, and critiquing your moving the course along way. We will establish a **learning environment;** willingness to contribute

- 2) **Group Discussant:** Collective members of three will be responsible for a topic of learning across two lessons. Ideally, you should select a topic that is practical for your group: timing and content. Your team’s task is to facilitate a discussion that will yield academic and professional relevance. I will help contribute to and guide the conversation, but you are the main initiator and facilitator. Sign up for two discussants, you will create a class that illuminates the main points of the readings (What?, So What?, and Now What?)—so you need to own this stuff! Feel free to discuss with me your prioritized preferred discussant topics as soon as your group wishes. I’ll pass around a sign-up for a “first-come, first-served” basis. Your discussant will total 250 points or 25 percent of your course grade. There is a discussant criteria sheet at the end of the Course Guide.

What?
So what?
Now what?

- 3) **IPR/CITI Training Certification/IRB:** Your group will need to make an in-process review (IPR) presentation to the class of no more than 10 minutes of your group term paper. Your advisor should be present. Your team will need to complete the appropriate IRB forms—I will send out a sample early in the semester—I and/or your advisor can review. This will need to be submitted and approved before you can begin any human subjects research. Finally, each member of your team will need to have completed their CITI Training Certification (remember this from PL363? - <https://www.citiprogram.org/>). All of this is due on March 3/Lesson #16. This is worth 100 points/10 percent of your final grade.

PRESENTATION NOTES: Projects Day versus TEE Presentations. Projects not completing an IRB or not requiring an IRB can be presented on Projects Day. Other projects will not go public and will be presented during TEE Week/Time.

- 4) **Capstone Project:** There is no TEE for this course (N.B. see note above). You will be responsible for defining a research question in military sociology, conducting library research, submitting an IRB for conducting research, and collecting and analyzing some form of data in both a final written report and a presentation. Criteria for the paper can be viewed later in the CG. The group term paper will account for 350 points or 35 percent of your course grade. Term papers are due the Friday before TEE week begins. Capstones are open projects from traditional analysis to evaluation based on Moskos’ Postmodern Military model to an ethnographfilm—be bold.

- 5) **Capstone Presentation Panel or Poster:** The Capstone Paper Presentation will account for 100 points or 10% of the PL482 grade. Panels will be established (or Poster Presentations are an option) for Projects Day. Other group presentations will occur at the TEE with the remaining cadets and advisors. Historically, the Sociology Program presentations gain standing room only. If there’s a conflict between thesis cadets and group term Capstone Projects we’ll try and make accommodations. Panel presentations will follow IPR presentations.

Projects Day

Grading Scale

Your final grade in PL482 is based on the total points that you earned on your Graded Requirements. The percentages and letter grade equivalents are:

A+ 97-100%	A 93-96.9%	A- 90-92.9%
B+ 87-89.9%	B 83-86.9%	B- 80-82.9%
C+ 77-79.9%	C 73-76.9%	C- 70-72.9%
D 67-69.9%	F 0-66.9%	

"A" Work: (1) Complies with Dean's Criteria, and is theoretically sound; (2) Is organized and unified in presentation, e.g. accurately and effectively uses concepts in assessment and application; (3) Maintains a level of excellence throughout, and shows originality and creativity in the design of leader actions; (4) Is free of errors in grammar, punctuation, word choice, spelling and format, e.g. meets the requirements of correctness and style.

Maintains a level of excellence throughout.

- "B" Work: Meets the requirements in (1), (2), and (4) above, but demonstrates less originality or creativity.
- "C" Work: Meets the requirements in (1) and (2), but contains relatively little creativity or originality and a few flaws. Reads like a first draft.
- "D" Work: Fails to realize several critical elements of (1) thru (4), and to meet some of the criteria in significant ways.
- "F" Work: Fails to realize several critical elements of (1) thru (4); does not meet the criteria, and contains serious errors or flaws.

As you will note in these descriptions of graded work, you will be evaluated for the style and organization of your written work, and not just the theoretical content. The established Dean's writing standards of correctness, style, organization and substance will always apply.

GRADED EVENTS

<u>Graded Events</u>	<u>Weight</u>	<u>Percent</u>
Individual Class Participation	200	20
Group Discussant	250	25
IPR/CITI Training Certification/IRB/Advisor	100	10
Capstone	350	35
Capstone Presentation	100	10
Total	1000	100

VII. SUMMARIZED COURSE SCHEDULE OVERVIEW & SPECIAL NOTES

Date	LSN	DESCRIPTION	SPECIAL NOTES
1/9	1	Course Introduction / Military Sociology	Ender
1/13	2	<i>Life as a Private: Stories of Service from ...</i>	Ender
1/16	3	Classics / Demographics	Ender
1/21	4	Cohesion and Morale in the Military I	Cadet Team
1/24	5	Cohesion and Morale in the Military II	Cadet Team
1/28	6	War / MOOTW / Attitudes / Boredom I	Cadet Team
1/30	7	War / MOOTW / Attitudes / Boredom II	Cadet Team
2/4	8	Popular Culture and the Military I	Cadet Team
2/9	9	Popular Culture and the Military II	Cadet Team
2/10	10	Death & Dying in the Military I	Cadet Team
2/14	11	Death & Dying in the Military II	Cadet Team
2/19	12	Capstone Team Meetings with Advisors	In-Class - All
2/21	13	Sex/Gender I	Cadet Team
2/25	14	Sex/Gender II	Cadet Team
2/27	15	Research Drop: Capstone Project Meeting	Out of Class Meetings
3/3	16	IPR/CITI Training/IRB/Presentations	Presentations
3/5	17	Sexuality I	Cadet Team
3/7-3/15	---	Spring Break	
3/17	18	Sexuality II	Cadet Team
3/19	19	Race & Ethnicity I	Cadet Team
3/24	20	Race & Ethnicity II	Cadet Team
3/26	21	Social Class and the Military I	Cadet Team
3/30	22	Social Class and the Military II	Cadet Team
4/3	23	Military Families I	Cadet Team
4/7	24	Military Families II	Cadet Team
4/10	25	TRIP SECTION – DC & RAND Corp	Voluntary
4/14	26	Deviance in the Military I	Cadet Team
4/16	27	Deviance in the Military II	Cadet Team
4/21	28	Mass and Social Media and the Military I	Cadet Team
4/24	29	Mass and Social Media and the Military II	Ender / Absalon OICs
4/30	---	Capstone Presentations	All
5/5	30	Course Wrap-Up	Ender
5/8	30/40	Capstone Due - 1630	Ender
TEE Week		Non-Projects Day Capstone Presentations	All Remaining

VIII. COURSE ADMINISTRATION

Class Preparation: We'll spend the majority of class time discussing the merits and limitations of sociological arguments and applying sociological concepts to the real world. We'll often engage in activities in and around military matters. We cannot do this unless we have a common language and are familiar with the basic concepts in the readings. *Therefore, before coming to class, I expect each of you to actively read the assignments listed and be prepared to contribute to the course in a positive way.* We will use the "What?," "So What?," and "Now What?" strategy for class discussion of each article around a particular theme or topic.

Recommended Book: Harris, Angelique and Alia R. Tyner-Mullings (2017). *The Sociology Student's Guide to Writing*. Los Angeles, CA: Sage.

Class Absence: If you are absent from class for any reason, try to let me know prior to your absence. Additionally, it is your responsibility to gain the information presented in class and in the readings.

Additional Instruction: Additional Instruction is readily available. If you need help, make an appointment to see me as early as possible. Do not wait until a minor problem reaches crisis proportions before seeking assistance.

Rules of Engagement: We will show, both within and outside of our classroom, respect for law and order, personal honor, and the rights of others. Further, in our class: 1) everyone is allowed to feel they can work and learn in a safe and caring environment; 2) everyone learns about, understands, appreciates, and respects varied races, ethnicities, classes, genders, religions, ages, physical and mental abilities, and sexualities; 3) everyone matters; 4) all individuals are to be respected and treated with dignity and civility; and 5) everyone contributes in sharing in the responsibility in making our class, and the Academy, a positive and better place to live, work, and learn. If you feel you cannot honor this code of conduct, we encourage you to withdraw from the course.

Recordings: Department policy forbids the taping or recording of any class or portion of a class without the written permission of the instructor, any speakers or guests, and each cadet attending the class.

I look forward to sharing this learning experience with you and welcome your ideas concerning how we can make our time together more rewarding.

IX. This section of the course guide represents an outline of the course with specific lesson and module objectives. The reading assignments are also specified. This course is structured around a series of modules:

Module One:	<i>Introduction to Military Sociology</i>
Module Two:	<i>Micro Issues in the Military</i>
Module Three:	<i>Macro Issues in the Military</i>
Module Four:	<i>(In)Equality in the Military</i>
Module Five:	<i>Mezzo Issues in the Military</i>
Module Six:	<i>Course Wrap Up</i>

Module One: *Introduction to Military Sociology*

1/9	1	Course Introduction / Military Sociology	Ender
1/13	2	<i>Life as a Private: Stories of Service from ...</i>	Ender
1/16	3	Classics / Demographics	Ender

Lesson 1 Introduction / Military Sociology
Introduction to the course and each other

1. Read Course Guide
2. Skim: *Military Sociology* on Wikipedia
http://en.wikipedia.org/wiki/Military_sociology
3. Efflandt, Scott, & Reed, Brian. (2001). “Developing the warrior-scholar.” *Military Review*. 81(4):82-89. (Available at:
<http://www.au.af.mil/au/awc/awcgate/milreview/efflandt.pdf>

Lesson 2 Read the book *Life as a Private: Stories of Service from ...*

Lesson 3 Theory/Concepts/Methods/Classics/Demographics

1. Siebold, Guy. 2009. “Core issues and theory in military sociology.” Available on-line. *Armed Forces & Society*
2. Segal, David R. and Mady Wechsler Segal (2004), “America’s Military Population,” *Population Bulletin* 29(4). Available at:
<http://www.prb.org/Articles/2005/AmericasMilitaryPopulation.aspx>
3. HQDA: Current US Army Demographical Profile (Google or instructor will provide)
4. “Social Trends and the Citizen-Soldier.” Chap. 1 (pp. 1-16) from Segal, David R. 1989. *Recruiting for Uncle Sam: Citizenship and military manpower policy*. Lawrence, KS: University of Kansas Press (Hand-Out).
5. Moskos, Charles C. “Toward a Postmodern Military: The United States as a Paradigm,” in C.C. Moskos, J.A. Williams, and D.R. Segal (Eds.). *The postmodern military: armed forces after the Cold War* (pp. 14-31). NY: Oxford University Press. (Hand-out)

Module Two: *Micro Issues in the Military*

1/21	4	Cohesion and Morale in the Military I	
1/24	5	Cohesion and Morale in the Military II	

Lesson 4 Cohesion and Morale I

1. Shils, Edward A. Shils, & Janowitz, Morris. (1948). “Cohesion and disintegration in the Wehrmacht in World War II.” *Public Opinion Quarterly*, 12(2):280-315.
2. Homans, George C. 1946. "The Small Warship." *American Sociological Review* 11: 294-300.
3. Savage, Paul L. and Gabriel, Richard A. (1976). “Cohesion and Disintegration in the American Army.” *Armed Forces and Society* 2(3):340-376.
4. Ender, Morten G. (2009). Chapter 1: “Introduction” in *American Soldiers in Iraq*;
5. Ender (2009) Chapter 3: “Troop Morale,”: in *American Soldiers in Iraq*;

Lesson 5 Cohesion and Morale II

1. Böhmelt, Tobias, Abel Escribà-Folch, and Ulrich Pilster (2018). “Pitfalls of Professionalism? Military Academies and Coup Risk,” *Journal of Conflict Resolution*, 1-29.
2. Thomas, Jeffrey L., Amanda L. Adrian, Michael D. Wood, Coleen L. Crouch, James D. Lee, and Amy B. Adler (2018). “Mental Health and Stress Among Army Civilians, Spouses, and Soldiers in a Closing Military Community,” *Armed Forces & Society*,
3. Käihkö, Ilmari (2018). “Broadening the Perspective on Military Cohesion,” *Armed Forces & Society*
4. TBD

1/28	6	War / MOOTW / Attitudes / Boredom I
1/30	7	War / MOOTW / Attitudes / Boredom II

Lesson 6: War/MOOTW/Attitudes/Boredom I

1. Harris, Jesse and David R. Segal (1985). “Observations from the Sinai: The Boredom Factor” *Armed Forces & Society*, 11(2):235-248.
2. Ender, Morten G. (2009). “Creeping Banality: The Boredom Factor and American Soldiers”: in *American Soldiers in Iraq*
3. Helmus et al. Chapter “Satisfaction with the Army Experience,” in *Life as a Private*.
4. BASS/GENZ and Attitudes

Lesson 7: War/MOOTW/Attitudes/Boredom II

- TBD

Module Three: *Macro Issues in the Military*

2/4	8	Popular Culture and the Military I
2/9	9	Popular Culture and the Military II

Lesson 8 Culture and the Military I

1. Winslow, Donna. “Military Organization and Culture from Three Perspectives” (handout)
2. Ender, Morten G. (2009). Chapter titled “McSoldiers” in *American Soldiers*
3. Helmus, Todd C., S. Rebecca Zimmerman, Marek N. Posard, Jasmine L. Wheeler, Corday Ogletree, Quinton Stroud, and Margaret C. Harrell (2018). Chapters titled “Executive Summary” and “Life in the Unit,” Available online at: https://www.rand.org/pubs/research_reports/RR2252.html.
4. Sparrow, Robert, Rebecca Harrison, Justin Oakley, and Brendan Koegh (2018). “Playing for Fun, Training for War: Can Popular Claims About Recreational Video Gaming and Military Simulations be Reconciled?” *Games and Culture*, 13(2):174-192.

Lesson 9 Culture and the Military II

1. Absalon, Jacob et al. “Popular Culture and the Military” (Handout).
2. Nathan, Joseph and Nicholas Alex. (1972). “The uniform: A sociological perspective,” *American Journal of Sociology*, 77(40):719-730.
3. Langkjaer, Michael A. (2010). “Then how can you explain Sgt Pompous and the Fancy Pants Club Band?: Utilization of military uniforms and other paraphernalia by pop groups and the youth counterculture in the 1960s and subsequent periods,” *Textile History*, 41(1): 182-213.
4. Favara, Jeremiah. (2018). “Good Black Soldiers: Race, Masculinity, and US Military Recruiting in the 1970s,” *Critical Military Studies*. Available online:
<https://www.tandfonline.com/doi/abs/10.1080/23337486.2018.1463759>

2/10	10	Death & Dying in the Military I	
2/14	11	Death & Dying in the Military II	
2/19	12	Research Team Meetings with Advisors	In-Class - All

Lesson 10 Death I

1. Ender chapter on Fatalities in *American Soldiers*
2. 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):1-23. Available on-line at:
http://www.tandfonline.com/toc/upil19/1/2#.UmU0BsHD_IU.
3. Ender, Morten G. and Joan M. Hermsen. (1996). “Working with the bereaved: U.S. Army experiences with nontraditional families.” *Death Studies*, 20:557-575. Available on-line at:
http://www.tandfonline.com/toc/udst20/current#.UmU3ysHD_IU.
4. Ender, Morten G., Paul T. Bartone, and Thomas A. Kolditz (2003). “The fallen soldier: Death and the U.S. military,” pp. 544-555. In Clifton D. Bryant (ed.). *Handbook of Death and Dying: The Responses to Death* (VOL Two). (Thousand Oaks, London, and New Delhi: Sage).

Info at: <https://us.sagepub.com/en-us/nam/handbook-of-death-and-dying/book220815>.

Lesson 11 Death II

1. icasaulties.org and <https://dcas.dmdc.osd.mil/dcas/pages/main.xhtml> and <https://fas.org/sgp/crs/natsec/RL32492.pdf>
2. Helmkamp, James C. and Richard D. Kennedy (1996). “Causes of Death in U.S. Military Personnel: A 14-Year Study, 1980-1993,” *Military Medicine*, 161, 6.
3. Moore, George E., Kay D. Burkman, Margaret N. Carter, and Michael R. Peterson (2001). “Causes of death or reasons for euthanasia in military working dogs: 927 cases (1993–1996),” *Journal of the American Veterinary Medical Association*, 219(2):209-214. Available: <https://avmajournals.avma.org/doi/abs/10.2460/javma.2001.219.209>.
4. Miller, Laura, Gerardo Pacheco, Jud C. Janak, Rose C. Grimm, Nicole A. Dierschke, Janice Baker, and Jean A. Orman 2018). “Causes of Death in Military Working Dogs During Operation Iraqi Freedom and Operation Enduring Freedom, 2001–2013,” *Military Medicine*, 183, (9-10):e467–e474.
5. Ase, Cecilia and Maria Wendt (2017). “Gendering the new hero narratives: Military death in Denmark and Sweden,” *Cooperation and Conflict*, 53(1):23-41.
6. TBD

Lesson 12 Research Team Meetings with Advisors

Invite your advisors to class to have consultations.

Module Three: (In)Equality in the Military

2/21	13	Sex/Gender I	
2/25	14	Sex/Gender II	
2/27	15	Research Drop: Team Project Meeting	Out of Class Meetings
3/3	16	IPR/CITI Training/IRB/Presentations	All

Lesson 13 Sex/Gender I

1. Read Chapter 1 (Intro.) of *Inclusion in the American Military: A Force for Diversity*.
2. Ender, Morten G. (2009). Real G.I. Janes: American Female Soldiers in War,”: in *American Soldiers in Iraq* (Chapter 7)
3. Read Chapter 6 Laurence, (Women as US Soldiers) of *Inclusion in the American Military: A Force for Diversity*
4. Baaz, Maria Eriksson (2009). “Why Do Soldiers Rape? Masculinity, Violence, and Sexuality in the Armed Forces in the Congo,” *International Studies Quarterly*, 53:495-518.
5. Miller, Laura (1997). “Not just weapons for the weak: Gender harassment as a form of protest for Army men.” *Social Psychology Quarterly*.
6. Rosen, Leora N. and Lee Martin. 1998. “Sexual Harassment, Cohesion, and Combat Readiness in U.S. Army Support Units,” *Armed Forces & Society* 24(2) 221-244.

Lesson 14 Sex/Gender II

- TBD

Lesson 15 Research Drop: Capstone Project Meeting

- Meet with your team and/or Advisors to move project forward
- Prepare for presentations

Lesson 16 IPR/CITI Training/IRB with Advisors

- Complete CITI Training
- Complete IRB
- Make In-Class Presentations / 10-minute presentations

3/5	17	Sexuality I
3/7-3/15	---	Spring Break
3/17	18	Sexuality II

Lesson 17 LGBTQ

1. Read Chapter 7 (Lesbian and Gay Service Members) from *Inclusion in the American Military: A Force for Diversity*.
2. Read Chapter 8 (Transgender Soldiers) in *Inclusion in the American Military: A Force for Diversity*.
3. Ender, Morten G., Diane M. Ryan, Danielle A. Nuzkowski, Emma Sarah Spell and Charles B. Atkins (2017). "Dinner and a conversation: Transgender at West Point and beyond," *Social Sciences*, 6(1): 27. doi: 10.3390/socsci6010027. Available online at: <http://www.mdpi.com/2076-0760/6/1/27/htm>.
4. Sinclair, G. Dean (2009). "Homosexuality and the Military: A Review of the Literature," *Journal of Homosexuality*, 56:701-718.

Lesson 18

1. Scheper, Jean. 2013. "Lesbians Bait the Military: The L[ast] Word on "Don't Ask, Don't Tell"?" *Feminist Media Studies*, 14(3): 437-451. Available: <https://www.tandfonline.com/doi/abs/10.1080/14680777.2013.806339?journalCode=rfms20>

3/19	19	Race & Ethnicity I
3/24	20	Race & Ethnicity II

Lesson 19 Race and Ethnicity

1. Chapter 2 (African Americans) in *Inclusion in the American Military: A Force for Diversity*.
2. Smith, Irving III (2010). "Why Black Officers Still Fail," *Parameters*, Autumn pp. 1-16. <http://www.carlisle.army.mil/usawc/parameters/Articles/2010autumn/Smith.pdf>
3. Burk, James and Evelyn Espinoza Sandoval (2012). "Military Race Relations," *Annual Review of Sociology* 38: 401-422.

Lesson 20 Race and Ethnicity

1. Read Chapter 3 (Hispanic Americans) in *Inclusion in the American Military: A Force for Diversity*.
2. Armor, David and Gilroy, Curtis. 2010. "Changing Minority Representation in the U.S. Military," *Armed Forces & Society* 36(2): 223–246.
3. Ender, Morten G., David E. Rohall, and Michael D. Matthews (2015). "Intersecting identities: Race, military affiliation, and youth attitudes toward war," *War & Society*, 34(3): 230-246. Available on-line at: <http://www.maneyonline.com/toc/war/34/3>.
4. Read Chapters on Asian Americans (Ch. 4) in *Inclusion in the American Military: a Force for Diversity*.
5. Native Americans (Ch. 5) in *Inclusion in the American Military: A Force for Diversity*.

3/26	21	Social Class and the Military I
3/30	22	Social Class and the Military II

Lesson 21 Social Class I

1. Kleykamp, Meredith A. (2006), "College, Jobs, or the Military? Enlistment During a Time of War," *Social Science Quarterly*, 87(2): 272–290.
2. Segal, David R. 1986. "Measuring the Institutional/Occupational Change Thesis," *Armed Forces & Society* 12(3):351-376.
3. Hamill, John P., Segal, David R. & Segal, Mady Wechsler (1995). "Self-selection and parental socio-economic status as determinants of the values of West Point cadets," *Armed Forces & Society*, 22(1):103-115. (Available on EBSCO) <http://www-internal.library.usma.edu/>.

Lesson 22 Social Class II

1. Helmus, Todd chapter titled "Financial, Health, and Social Lives of Soldiers," in *Life as a Private*. Available online at: https://www.rand.org/pubs/research_reports/RR2252.html.
2. TBD

Module Five: *Mezzo Level Issues in the Military*

4/3	23	Military Families I
4/7	24	Military Families II
4/10	25	TRIP SECTION – DC & RAND Corp

Lesson 23 Mil Fam I

1. Ender, Morten. *History of Army Wives*. (Hand-Out)
2. Chapter. 2 (Pp. 1-27) in Booth, Bradford, Mady Segal, Bruce Bell, James Martin, Morten Ender, and John Nelson. 2007. *What We Know About Army Families: 2007 Update*. Fairfax, VA: ICF International. Also available online at <http://www.mwrbrandcentral.com/HOMEPAGE/Graphics/Research/whatweknow2007.pdf>
3. Segal, Mady Wechsler. 1986. "The Military and the Family as Greedy Institutions." *Armed Forces & Society* 13(1):9-38.
4. Harrell, Margaret C. (2000). *Invisible Women: Junior Enlisted Army Wives*. Santa Monica, CA: RAND Corp. Available: https://www.rand.org/pubs/monograph_reports/MR1223.html.
5. Dimiceli, Erin E., Mary A. Steinhardt & Shanna E. Smith (2009). "Outcomes among Wives of Deployed Military Servicemen." *Armed Forces & Society* 2010 36: 351

Lesson 24 Mil Fam II

1. Gustavsen, Elin (2017). "The Privatized Meaning of Wartime Deployments: Examining the Narratives of Norwegian Military Spouses," *Ethos*, 45(4):514-531.
2. Lundquist, Jennifer Hickers. (2004). "When Race Makes no Difference: Marriage and the Military," *Social Forces*, 83(2):731–757.
3. Houseworth, Christina A. and Keoka Grayson (2019). "Intermarriage and the U.S. Military," *Armed Forces & Society* (Online First).
4. Ender TBD

5. Military Brats film Trailer – www.dodlive.mil/2010/04/15/documentary-focuses-on-the-life-of-military-children/

Lesson 25

TRIP SECTION – DC & RAND Corp

4/14	26	Deviance in the Military I
4/16	27	Deviance in the Military II

Lesson 26 Deviance I

1. Crosbie, Thomas and Meredith Kleykamp (2017). “Fault Lines of the American Military Profession,” *Armed Forces & Society*.
2. Wong, Leonard and Stephen Garras (2015). *Lying to Ourselves: Dishonesty in the Army Profession*. Watch here: <https://www.youtube.com/watch?v=1wQAmHmriNg>. Volume is available here: <https://ssi.armywarcollege.edu/pubs/people.cfm?authorID=1>.
3. Bray, Robert M. Mary Ellen Marsden, L. Lynn Guess, and John R. Herbold. (1989). “Prevalence, Trends, and Correlates of Alcohol Use, Nonmedical Drug Use, and Tobacco Use Among U.S. Military Personnel,” *Military Medicine*, 154 (1):1–11.

Lesson 27 Deviance II

1. Jacob Bucher (2012). “Soldiering with substance: substance and steroid use among military personnel,” *Journal of Drug Education*, 42(3): 267-292
2. Baktir, Yusuf, Mehmet Mustafa Icer, and Jessica Craig. (2018). “Military and Crime: A Systematic Review of the Literature,” *Deviant Behavior*, 1-19.

4/21	28	Mass and Social Media and the Military I
4/24	29	Mass and Social Media and the Military II

Lesson 28 Social and Mass Media I

1. Ender, Morten G., Kathleen M. Campbell, Toya J. Davis, and Patrick R. Michaelis (2007). "Greedy media: Army families, embedded reporting, and the war in Iraq." *Sociological Focus*, 40(1):48-71. <http://www.tandfonline.com/doi/abs/10.1080/00380237.2007.10571298>.
2. Schumm, Walter R., D. Bruce Bell, Morten G. Ender, and Rose E. Rice (2004). "Expectations, use, and evaluations of communications media among deployed peacekeepers." *Armed Forces & Society*, 30(4):649-662.
3. Fleming, J.H. and Scott, B.A. (1991). "The costs of confession: The Persian Gulf War POW tapes in historical and theoretical perspective." *Contemporary Social Psychology*, 15(4), (December):127-138.
4. Bryan, Craig J., Jonathan E. Butner, Sungchoon Sinclair, Anna Belle O. Bryan, Christina M. Hesse, and Andree E. Rose (2018). "Predictors of Emerging Suicide Death Among Military Personnel on Social Media Networks," *Suicide and Life Threatening Behavior*, 48(4):413-430.

Lesson 29 Social and Mass Media II

1. Ori Swed, Connor McDevitt Sheehan, John Sibley Butler (2019). "The Digital Divide and Veterans' Health: Differences in Self-Reported Health by Internet Usage," *Armed Forces & Society* (Online First).
2. GENZ Social Media Uses and Gratifications
3. TBD

Module Six: Course Wrap-Up

4/30	---	Projects Day: Capstone Presentations	All
5/5	30	Course Wrap-Up	Ender
5/8	---	Term Papers Due - 1630	Ender
TEE Week	---	Non-Projects Capstone Presentations	All Remaining

April 30 **Capstone Projects Day Presentations / Panels**

May 5 **Course Wrap-Up**

Lesson 30

- Department Head Course Evaluations
- End-of-Course Evaluations
- Summations

May 8 **Term Papers Due – 1630**

TEE WEEK: Non-Projects Day Presentations

- Presentations during TEE times and dates
- Projects not done at Projects Day

X. Capstone Team Paper Guidance/Rubric

ABSTRACT (25 points)

Upon completion of the entire paper, you are to provide an abstract, which offers a summary of the work that does not exceed 1-page length. The abstract is located after the title page. The abstract summarizes the problem statement and main findings of the paper. Specifically, this begins with the problem statement, followed by a summary of the literature, methods, major findings, and key discussion points of the paper.

INTRODUCTION/Problem Statement (25 points)

(Tell me what you're going to do)

Grab your reader with a kick-a** sentence: *The U.S. military is McDonaldized. Or Soldiers are funny. Or Poker increases morale in the barracks.*

Write a coherence of the problem being investigated

Provide a rationale and amplification of the problem (why is it worthy of investigation)?

This is usually stated in a sentence, which begins with the words, "The purpose of our paper is to...."

LITERATURE REVIEW (75 points)

(Tell me why this is relevant to your stated problem)

Support and shape the problem statement

Integrate around and lead to an understanding of the problem statement

Direct the methodology and data collection strategy (basically sets up what is to follow in the paper)

Establish possible hypotheses or research questions

METHODOLOGY (75 points)

(Tell me how you designed your study around the stated problem)

Describe your population/sample, procedures, measures, analysis technique/implements, (de)limitations, and if necessary a reflective statement.

RESULTS/DATA ANALYSIS: (75 points)

(Tell me what you found from your data analysis)

Present exhaustive findings (mine the data for all issues related to your stated problem).

Discuss the limitations of your data and results

Use tables or graphs or charts or photographs to condense/summarize/and display results

DISCUSSION (25 points)

(Reiterate what you've done and discuss the importance of your work)

Summarize results—basically your contribution

Discuss results in light of stated problem and literature

Re-emphasize the limits of your study and but put forth the strength of your work

CONCLUSION (25)

(Tell me what you told me and now what?)

Reemphasize much of what you said before.

Re-highlight the major literature and the major finding(s)
Identify some possible policy implications or interventions
Discuss future research on this topic

Format/Style: (25 points)

Clarity of Abstract
Document properly according to the Dean's guidance and APA formatting.
Organize paper in a coherent manner around the stated problem
Tell your story with active voice, flow, and engagement
Free paper of grammatical and spelling errors
15-25 pages in length

Citations in the Text and Bibliography – APA Format

Documentation of in-text citations:

“Direct quotes require this kind of documentation” (Smith 2015: 15).

Parenthetical documentation: the use of ideas from other sources (but not direct quotes) would require this kind of format (Smith 2015).

A synthesis of **multiple sources** is highly encouraged in papers, and this sentence provides an example of how to document multiple sources that pertain to the same point, theory, concept, or thought in a paper (Jones & Stanley 2014; Peters, et al. 2013; Smith 2015; Rohall, Ender, and Matthews, 2006).

Bibliography:

The paper needs a well-organized and accurate bibliography.

APA Format:

Rohall, D. E., Ender, M.G., & Matthews, M.D. (2006). “The effects of military affiliation, gender, and political ideology on attitudes toward the wars in Afghanistan and Iraq.” *Armed Forces & Society*, 33(1): 59-77.

An “A” paper will excel in each of these seven areas. A “B” paper generally excels in these areas but has minor problems in one or more areas. A “C” paper suffers noticeably in two or more areas but continues to satisfy the rubric by addressing a section. A “D” or “F” paper indicates a basic failure to organize the paper around an identifiable problem statement, collect data from appropriate sources, or analyze the data in an exhaustive manner. Note that a review of the literature does not constitute data collection and analysis.

Plausible topics for your research paper may include but are not limited to the following:

- 1) Race, gender, or sexual orientation in the military
- 2) Race and occupational distributions in the military
- 3) Portrayals of service members in TV programs

- 4) Native American women in the military
- 5) War and Popular Music
- 6) Minority group outcomes in the service-academies
- 7) Attitudes toward minorities
- 8) Women at West Point
- 9) Hate groups and the Military
- 10) Religious accommodation in the military
- 11) Conscientious objection
- 12) Occupational sex segregation in the military
- 13) Disability in the Army
- 14) Murder in the military
- 15) Drinking, Smoking and Cadets
- 16) Army Football and Morale
- 17) Elder abuse in the Military
- 18) The Military of [ANY NATION HERE]
- 19) Iraqi women soldiers
- 20) Women in combat
- 21) Poverty in the military?
- 22) Cadet v. ROTC Attitudes
- 23) Race, Ethnicity, or Gender and the news media
- 24) LGBT and the military

Past and Possible Projects

Past Projects

- **Confederate Monuments at West Point**
- **Female Military Homicide**
- **Military Traffic Fatalities**
- **Transgender and Military Service**
- **Military Brats and West Point**
- **Social Media Use and the Military**
- **The Future of Military Children**

Current Potential Projects

- **Lactation Rooms and the Military**
- **Lost Military Letters Project**
- **Evaluating the Diversity and Inclusion Studies Minor**
- **Visual Representations of West Point**

THIS PAGE IS INTENTIONALLY LEFT BLANK

XI. PL482 Group Discussant Evaluation Form (Rubric)

Group's Name: _____

Topic/Lessons: _____

Lesson Organization	Excellent	Very Good	Satisfied	Un Satisfactory	Failed/ No Show	COMMENTS
1. Was the two-day outline organized in a thoughtful manner and within the allotted time?	10-9	8	7	6	5-0	
2. Was the goal presented to the class in a clear and coherent manner/BLUF given?	10-9	8	7	6	5-0	
3. Were the concepts from the readings covered in class?	10-9	8	7	6	5-0	
4. Did the lesson leaders use innovative methods to emphasize the course material?	10-9	8	7	6	5-0	
5. Did the discussants show confidence in their knowledge of subject?	10-9	8	7	6	5-0	
6. Did the lesson leaders blow our hair back in terms of enthusiasm and engagement?	10-9	8	7	6	5-0	
7. Did the lesson leaders show concern for their audience?	10-9	8	7	6	5-0	
8. Did the lesson leaders provide any assessment evidence (re-visit the BLUF)?	10-9	8	7	6	5-0	
9. Did the lesson leaders introduce new material to the class?	10-9	8	7	6	5-0	
10. Overall evaluation in terms of preparedness, presentation, personal style, balance, and poise.	10-9	8	7	6	5-0	
Cumulative Point Total						

NOTES: