

Behavioral Sciences & Leadership

358

Military and Society



Course Syllabus



Fall 2012 – The Basics

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Course Goals:

Welcome to *Military and Society*! This course will introduce you to a subfield in the discipline of Sociology known more commonly as Military Sociology. Our purpose is to provide you with an overview of this subfield – and the broader interdisciplinary designation, Military and Society – and to explore some of its major components and issues. Along with that, you will become acquainted with a theoretical and conceptual apparatus, derived primarily from Sociology, for organizing and exploring this material.

Since the military is your chosen profession, at least for the foreseeable future, much of this material should have great personal relevance for you. Hopefully, in addition to finding it a very interesting field of study, you will discover here a set of analytical tools and knowledge base for making sense of your unfolding military experience.

This course examines militaries, and warfare, and their relationships to the societies and cultures in which they are located. We examine how militaries are put together and how individuals fit into them. Underlying questions are: Where and how does the military fit into the host society? How “unique” is the military as a societal institution compared to other institutions? What are the forms that warfare takes? In what ways are these processes the same in all societies, and in what ways are they different?

Specific course goals include:

1. To describe and synthesize sociological concepts, principles, and theories used in the study of the military and warfare;
2. To apply the scientific method to the study of the military and warfare from a sociological perspective;
3. To explain the military as an institution in the United States and in other nations;
4. To analyze and discuss contemporary military issues, situations, and problems using a sociological perspective;
5. To demonstrate the ability to communicate all of the above effectively, both orally and in writing.

Website:

(website identified) - your umbilical cord, as least as far as this course is concerned. General information for the course and specific assignments for each class period are

posted on this site. Find it, embrace it, bookmark it, check it every day (ok, every other day). *This is your life-line to a successful venture in BehSci 358.*

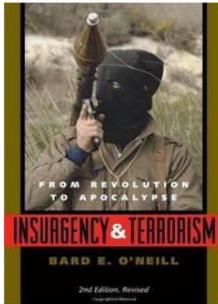
Required Texts:

- 1) Dave Grossman, LtC, US Army (ret.) and Loren Christensen



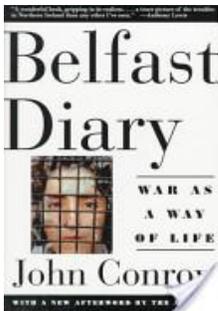
On Combat: The Psychology and Physiology of Deadly Conflict in War and in Peace. 2nd edition. PPCT Research Publications, 2007. available in paperback

- 2) Bard O'Neill



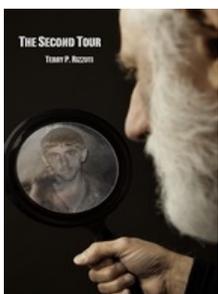
Insurgency and Terrorism: From Revolution to Apocalypse, 2nd edition, Dulles, Va.: Potomac Books, 2005. available in paperback and as e-book

- 3) John Gilroy



Belfast Diary: War as a Way of Life. Boston, Mass.: Beacon Press, 1995. available in paperback

- 4) Terry Rizzuti



The Second Tour. United Kingdom: Spinetinglers Publishing, 2011. available in paperback

LtC Dave Grossman's book, *On Combat*, is the follow-up to his very successful, *On Killing*. The latter is considered a classic, though it is not without deserved criticism. You might be thinking – I'm in the Air Force, I'm going to be a pilot (or maintenance or intelligence officer), so I don't need to know this stuff. Think again. One big purpose of our aircraft is to kill people (and/or destroy things) and, as a pilot, you'll be the bringer of this mayhem and in the other roles, like it or not, you're the facilitator. There are few things worse than mindless killers, in our out of uniform. You should find this book enlightening and useful. Please order the **2007 2nd edition**. **We'll begin using this book sometime during the week of Aug 20th – so order it from your favorite source today!**

The hottest topic is in military circles for some time now, at least within the Army and Marine Corps (less so among Air Force and Navy, who still are struggling to be relevant) is irregular/guerilla/counterinsurgency warfare. We'll try to reach an understanding as to why. *I and T*, by Bard O'Neill, Professor at the National War College, provides a framework for classifying the characteristics of irregular warfare. Cadets, and most people for that matter, know almost nothing about COIN or, if they do have some inkling, think it simply means "being nice." Nope. Not good enough. Bottom line: to do COIN, you need to have a full range of social and cultural skills to complement the usual military ones. And, as an airman, you can be among the first on your block to speak knowledgeably about these critically important issues. Please order the **2005 2nd edition**.

I have substituted *Belfast Diary* for *Kaboom*, *The Good Soldiers*, and *Generation Kill* – all books that I used successfully in this slot over the last few years. Why the changes? One, *GK* takes place in the first 3 months of the Iraq war in the spring of 2003, so it doesn't give us recent enough snapshot. *Kaboom* worked really well too, but, as in the case of all three books, cadets seemed to get only part of the way through the labyrinth. *BD* is written by journalist John Conroy and based on his year of living in Belfast in the mid-1980s. I know, that was 25 years ago. But, his descriptions allow us to see urban warfare at the street's-eye view. Maybe if you can see the issues there, you will be able to extrapolate the lessons to others settings, like the Middle East. That's my hope. Please order the **updated 1995 edition**.

Finally, want to know something about what it's like for a war to follow a soldier/sailor/airman/Marine home, as it often is wont to do? That's what *The Second Tour* is all about – war and its aftermath. We've learned a lot about this since Vietnam and, especially as an officer, you need to be up-to-date. Please order the **updated 2011 edition**.

Note: *each cadet is required to own his/her own copy of all required materials*. These books are available from discount on-line sources (a couple as e-books). Simply order them from your favorite book-source. You asked: treat us like adults! Ok, here's a chance.

Ok, now that you've read pp 3-4, send me an e-mail by 0630 hrs, 10 Aug, saying, "gimme five" – i.e., give me 5 points toward the final grade in the course for reviewing this material in advance.

Course Format:

The course provides three kinds of activities for learning. First, you will be given reading assignments every couple of days. As you will quickly see, it is essential for you to do all reading assignments in timely fashion. To assist you in this endeavor, I will post the reading assignments and focus questions (*Preflights*) on the course website (see **Website** above). You are expected to read the material, thoughtfully answer the items on the *Preflight*, and post your response by 0630 on the day class meets.

Second, we will typically discuss things in have class. This allows you to talk about the material with other students, explain that which you do understand, obtain information about things you don't understand, and apply your newfound sociological knowledge to problems and issues of the day. Much of these discussions center around the *Preflights*.

Finally, there are two types of graded “events. There are three GRs consisting of ”explain your choice” multiple choice and short answer questions. Also, there are some written assignments, consisting of a book analysis of each of the four books and a concise summary paper due toward the end of the course. These written materials comprise your Course Project. Consequently, there is no final exam.

Grades:

You don't have to do anything if you don't want to, and you can have any old grade you choose. Whoops, sorry, lost my head for a moment there. Believe it or not, you probably can achieve the exact grade you want to have. All it takes for an “A” is consistent, focused effort (and corresponding performance). But you've heard all that before.

A great deal of human learning occurs in a social context. Accordingly, I encourage you to devote time to cooperative learning with your classmates and anyone else with whom you might choose to discuss topics and issues in this course (this includes me).

Your grades, however, will be based on individual performance. **You may share and discuss class material with others in the class prior to testing and to writing, but GR answers, book reports, and preflights must be yours and yours alone.**

Your final grade will be determined by the following components:

<u>Component</u>	<u># of points</u>	<u>Pts for Prog</u>	<u>% of final grade</u>
Graded Reviews (3)	450	150	59.6%
Course Project:*			
Book reports (4)	200	50	26.5%
“gimme five”	5		.6%
Preflights	<u>100</u>	<u>35</u>	<u>13.3%</u>
	755	235	100.0%
		31.1%	

* The four Book reports and the Final paper comprise the “Class Project” which takes the place of a Final exam for this course.

Explanation of each component:

1. Graded Reviews – required for course completion

The three graded reviews will be given, roughly, on T11, T22, and T33. The GR will cover material from assigned readings as well as class discussions and lectures and will be in a multiple-choice/explain-your-choice and short-answer format. I will hand out a study guide in advance of the GR. Of course, you may study together and share notes and other materials. Each GR is worth 165 points, collectively 495 points (60.7% of final grade).

2. Book reports – required for course completion

You will be writing a 5-page “book report” on the Grossman book before Prog and similar reports for the books after Prog. Each report is due at the end of the section dealing with a particular book. A book report shall contain the following sections:

Part 1, *what was this book about? 1-2 pages.* This section should summarize in balanced fashion what the author had to say. If the author should read this section of your report, he should be able to say, “now that’s a good representation of what I wrote.”

Part 2, *what criticisms or concerns, if any, do you have? 1 page.* Here you should spell out a critique of the book, i.e., express your support or concerns about the substantive merit and/or evidence presented by the author. Please make your points in a professional manner (“this just sucks!” doesn’t cut it). If you have no concerns, you should explain why not.

Part 3, *what are the main “take away” or learning points? 1-2 pages.* Finally, on balance, what can you say are the main things you learned from the book. These may be positive or negative points or a combination of the two. Having invested a week (or so) in reading, discussing, and listening, what do you walk away with from the book?

These reports should be thoughtfully written and edited. You may draw on ideas and discussion from the class in formulating your position or you may go “on-line” and try to find other reviews of the book in question. However, *what you write must be your own work and if you do read and use review material from other sources, you must cite it in your report.*

3. Preflights – recommended for course completion

Class participation is crucial to success in this class. Participation means showing up for each class having completed the assigned readings and *Preflights* (where specified), asking questions about anything in the readings or discussion that seems unclear or objectionable, offering arguments and responses, and listening to the arguments and responses of others.¹

¹ Class participation guidelines are adapted from syllabus of Professor Stephen H. Kellert (Hamline University) and Maj. Rick Cooney (U.S. Air Force Academy).

Reading assignments, *Preflights*, and other information for each day of class are listed on the course website (see **Website** above). To view the information, move to the correct calendar month and simply click on a specific class period (M2, M3, etc.). If a *Preflight Check* is due for an upcoming class period, do the reading assignment, complete the questions listed in the *Preflight Check*, and submit your answers prior to 0600 hrs on the day of the class period.

Evaluation of class participation falls into the following categories:

A-range: Submits virtually all *Preflights* in thoughtful, timely manner. Actively participates in small-group and class discussions. Regularly makes helpful, relevant contributions to discussion and occasionally offers observations that challenge other participants to think about the material in new ways.

B-range: Submits most *Preflights* in thoughtful manner and virtually all of them on time. Actively participates in small-group and class discussions. Occasionally makes helpful, relevant contributions to discussion.

C-range: Submits most *Preflights* in a timely manner. Regularly and actively pays attention to discussion. Occasionally contributes to small-group discussions.

D or F range: *Preflights* often not submitted on time or, if submitted on time, completed in a careless manner. Does not regularly pay attention to discussion and rarely contributes to small-group/class discussions.