

GOV 355M  
**The Military and American Politics**  
Fall, 2024  
The University of Texas at Austin

**Instructor**

Professor David L. Leal  
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**Class Information**

Class Location: RLP 0.128  
Class Hours: 5:00 - 6:30 PM  
Unique Number: 37310

**Teaching Assistant**

Kylie Smith  
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**Course Description**

This class will introduce students to the United States armed forces and discuss the implications of military service and international conflict for domestic politics and policy. While the military plays little direct governance role in a democracy, it is a large institution through which tens of millions of Americans have passed during times of war and peace. Scholars are increasingly aware of how military experiences can reshape the life course of individuals and have civic implications for groups and communities. In addition, wars and conflicts can fundamentally disrupt the political status quo of societies; reshape public policy through the creation and expansion of new government programs; and impact campaigns and elections. The 20<sup>th</sup> and 21<sup>st</sup> centuries have seen the U.S. participate in two world wars, a Cold War, the Global War on Terrorism, and numerous undeclared wars and other conflicts. Such events not only affect those who serve but also reshape the “home front” and the subsequent social, political, and economic life of the nation.

## Required Readings

Judith Hicks Stiehm. 2012. *The U.S. Military: A Basic Introduction*. Routledge.

Most of the course readings are available online or through the UT Libraries website: <https://www.lib.utexas.edu/>. Direct links are included below.

Readings without online availability (indicated by \*) can be found in the “Files” section of our course’s Canvas site.

The above book has limited availability through the UT Libraries website, so an ebook version can be obtained via the Longhorn Textbook Access option:

“The LTA (Longhorn Textbook Access) program is a new initiative that will significantly reduce the cost of course materials for students. In addition to having access to low-cost course materials, students enrolled in LTA courses:

- Will have access to course materials on or before the first day of class
- Will be able to access available course materials through Canvas
- Will pay for course materials online through the “What I Owe” Page
- Will be able to shop quickly, online, from home”

For more information, including “Opt In” and “Opt Out” dates, see:

<https://www.universitycoop.com/longhorn-textbook-access>

However, you are free to buy a paper copy online or in some other way, although the UT Co-op will not sell copies.

## Course Grade

### Exam #1

100 points; 1/3 of course grade

May include identification, essay, and multiple choice questions

Covers approximately first half of class

In class; bluebooks will be provided.

### Exam #2

100 points; 1/3 of course grade

May include identification, essay, and multiple choice questions

Covers approximately second half of class; may include cumulative questions

In class; bluebooks will be provided.

### Reflection Essays

100 points; 1/3 of course grade

For any ten (10) weekly topics, students will write a two-page essay (doubled spaced) with reflections, observations, comments, and questions about the readings and corresponding class discussion. This could include, for example, what you found to be the most interesting or unexpected. Due dates for each essay will be listed on our Canvas “Assignments” page. The instructor will discuss this assignment further in class. Each reflection essay is worth up to 10 points. You may not use ChatGPT or any other AI in the writing of your reflection essays.

### Also

Class attendance is not used in determining your course grade. Nevertheless, regular class attendance is highly recommended.

The class does not have a “final exam” during the final exam period at the end of the semester.

This class uses the [Canvas](#) course management system. The [University Resources for Students](#) Canvas site provides a list of resources for students as they engage with and navigate the course and the university.

### Grading

To determine your final course grade, divide your total number of points by 300 and find the letter grade that corresponds to your percentage.

Percentages are not rounded up or down. For example, 90.0%, 91.7%, and 92.9% are all A- grades.

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	Below 60%	F

### Honor Code

“The core values of the University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.”

## Policies

### **By taking this class, you agree to all of the following policies:**

- \* Make-up exams and late essays will only be allowed on a case-by-case basis. Please check with the instructor before an exam or the paper due date to discuss your situation and see what is allowable.
- \* Grades of “Incomplete” are generally not assigned, but please discuss your situation with the instructor if you believe an Incomplete may be necessary.
- \* If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A’s website for contact and more information: <https://disability.utexas.edu/>. If you are already registered with D&A, please discuss your Accommodation Letter with me as early as possible in the semester so we can review your approved accommodations.
- \* Accommodations for religious holidays. By UT policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
- \* All aspects of this course are subject to change depending on the public health context. Directives from UT or the State of Texas may therefore require changes that are large, small, and anything in-between.
- \* Important announcements will be made in class and via the class Canvas email list. It is the responsibility of students to make sure that the University knows their correct email address.
- \* The Canvas class email list can only be used for class purposes. Do not use it for any commercial or business activities, for example.
- \* Students who miss class should obtain notes from a classmate.
- \* Any complaints about grades must be initiated by your written or emailed explanation of why the decisions behind the assignment of your grade should be revisited. You will have one week after an exam or paper has been graded to submit this written explanation. After that period, all grades will be considered final and any discussion that we might have will be restricted to how you can do better on the next exam or essay.
- \* During class discussions, be respectful at all times.
- \* Computers and cell phones can only be used in class for academic purposes.
- \* Students must be prepared to show their UT identification card during exams.
- \* Consistent class attendance is the best way to ensure that no important announcements are missed.
- \* This syllabus is subject to change or adjustment by the instructor at any time.

## Scholastic Dishonesty

\*\*\*“Scholastic dishonesty’ includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor), or the attempt to commit such an act.” Section 11-802 (b), *Institutional Rules on Student Services and Activities*. If you have any questions about what constitutes scholastic dishonesty, you should consult with me and the following website: <http://deanofstudents.utexas.edu/conduct/>

\* Policy on Scholastic Dishonesty: “Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.”

### Emergency Evacuation Policy

\* Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

\* Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.

\* Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.

\* In the event of an evacuation, follow the instruction of faculty or class instructors.

\* Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.

\* Link to information regarding emergency evacuation routes and emergency procedures can be found at: <http://emergency.utexas.edu/>

\* Behavior Concerns Advice Line (BCAL): 512-232-5050,  
<http://operations.utexas.edu/units/csas/bcal.php>

### Sharing of Course Materials is Prohibited

“No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.”

### Senate Bill 212 and Title IX Reporting Requirements

“Under Senate Bill 212 (SB 212), the professor and TAs for this course are required to report for further investigation any information concerning incidents of sexual harassment, sexual assault, dating violence, and stalking committed by or against a UT student or employee. Federal law and university policy also requires reporting incidents of sex- and gender-based discrimination and sexual misconduct (collectively known as Title IX incidents). This means we cannot keep confidential information about any such incidents that you share with us. If you need to talk with someone who can maintain confidentiality, please contact University Health Services (512-471-4955 or 512-475-6877) or the UT Counseling and Mental Health Center (512-471-3515 or 512-471-2255). We strongly urge you make use of these services for any needed support and that you report any Title IX incidents to the [Title IX Office](#).”

## Course Schedule

<b>Week 1</b>	Tuesday, August 27 Thursday, August 29
<b>The U.S. Military: The Basics</b>	

Judith Hicks Stiehm. *The U.S. Military: A Basic Introduction.*

- Chapter 1: Introduction
- Chapter 2: The A, B, Cs

\* Barbara Schading with Richard Schading and Virginia Slayton. 2006. *A Civilian's Guide to the U.S. Military.*

- Chapter 1: Military Rank and Protocol
- Chapter 8: Other Important Aspects of the U.S. Military

### Internet Resources

U.S. Department of Defense. [U.S. Military Rank Insignia.](#)

Wikipedia. “[Awards and Decorations](#) of the United States Armed Forces.”

Congressional Research Service. “Defense Primer: [The United States Space Force.](#)”

<b>Week 2</b>	Tuesday, September 3 Thursday, September 5
<b>The U.S. Military: Organization and Capabilities</b>	

Judith Hicks Stiehm. *The U.S. Military: A Basic Introduction.*

- Chapter 3: Strategy, Doctrine, Tactics, and Skills
- Chapter 4: The Military in Action
- Chapter 5: Weapons and Capabilities
- Chapter 6: The Budget

\* Col. Raymond Bluhm, Jr., and Col. James Motley. 1995. *The Soldier's Guidebook.*

- Chapter III, The Army Team.

Deborah Avant. 2008. “Contracting for Services in U.S. Military Operations.” In *Inside Defense: Understanding the U.S. Military in the 21st Century.*

<b>Week 3</b>	Tuesday, September 10 Thursday, September 12
<b>Military Recruitment: Who Serves?</b>	

RAND Corporation. 2006. “I Want You! The Evolution of the [All-Volunteer Force.](#)”

RAND Corporation. 2018. “[Life as a Private](#): A Study of the Motivations and Experiences of Junior Enlisted Personnel in the U.S. Army.”

-Chapter Two: Recruitment: Joining the Army

#### Media

“[Air Force Recruiting](#) Rebounds while Army, Navy Still Struggle.”

*Air Force Times*

“[Amid Recruiting Woes](#), Active Duty End Strength to Drop Again in 2024.”

*Military Times*

“One-Third of US Military Could be [Robotic](#) by 2039: Milley.”

*Military Times*

#### Research Articles

Todd Woodruff, Ryan Kelty, and David Segal. 2006. “[Propensity to Serve](#) and Motivation to Enlist among American Combat Soldiers.” *Armed Forces & Society*.

John Eighmey. 2006. “[Why Do Youth Enlist?](#) Identification of Underlying Themes.” *Armed Forces & Society*.

#### Classic

Charles C. Moskos, Jr. 1977. “[From Institution to Occupation](#): Trends in Military Organization.” *Armed Forces & Society*.

<b>Week 4</b>	Tuesday, September 17 Thursday, September 19
<b>Demographic Profile of the Military</b>	

Council on Foreign Relations. 2020. "[Demographics of the U.S. Military.](#)"

Pew Research Center. 2017. "6 Facts about the U.S. Military and Its [Changing Demographics.](#)"

U.S. Army. 2022. "[Active Component Demographics.](#)"

Migration Policy Institute. 2024. "[Immigrant Veterans](#) in the United States."

Cara Wong. 2007. "[Who Fights?](#) Substitution, Commutation, and 'Green Card Troops.'" *DuBois Review*.

<b>Week 5</b>	Tuesday, September 24 Thursday, September 26
<b>Civil-Military Relations and the Citizen Soldier Tradition</b>	

Mackubin Thomas Owens. 2017. "[Civil–Military Relations.](#)" *Oxford Research Encyclopedias*.

William Ruger. 2008. "Civilian Means of Control." In *Inside Defense: Understanding the U.S. Military in the 21st Century*.

Jason Dempsey. 2009. *Our Army: Soldiers, Politics, and American Civil-Military Relations*.

Princeton University Press.

-Chapter 5: Conservatism

-Chapter 6: Party Affiliation

David Leal. 2008. "The Citizen-Soldier, Then and Now: The National Guard, Military Reserves, and ROTC." In *Inside Defense: Understanding the U.S. Military in the 21st Century*.

<b>Week 6</b>	Tuesday, October 1 Thursday, October 3
<b>Public Opinion about the Military</b>	

Gallup. 2023. “[Confidence in U.S. Military](#) Lowest in Over Two Decades.”

RAND Corporation. 2023. “[What Americans Think](#) about Veterans and Military Service.”

Jim Golby and Peter Feaver. 2019. “[Thank You for Your Lip Service?](#) Social Pressure to Support the Troops.” *War on the Rocks* blog.

#### Research Articles

Jim Golby, Lindsay Cohn, and Peter Feaver. 2016. “Thanks for Your Service: Civilian and Veteran Attitudes after Fifteen Years of War.” In *Warriors and Citizens: American Views of Our Military*. Hoover Institution Press.

Meredith Kleykamp, Crosby Hipes, and Alair MacLean. 2018. “[Who Supports U.S. Veterans and Who Exaggerates Their Support?](#)” *Armed Forces and Society*.

David Burbach. 2019. “[Partisan Dimensions](#) of Confidence in the U.S. Military, 1973-2016.” *Armed Forces & Society*.

<b>Week 7</b>	Tuesday, October 8 Thursday, October 10
<b>Veterans and Social Policy</b>	

Theda Skocpol. 1993. “[America's First Social Security System](#): The Expansion of Benefits for Civil War Veterans.” *Political Science Quarterly*.

Suzanne Mettler. *Soldiers to Citizens: The G.I. Bill and the Making of the Greatest Generation.*  
 -Introduction: Civic Generation  
 -Chapter 6: Creating Active Citizens  
 -Chapter 7: Making Democracy

<b>Week 8 (Part I)</b>	Tuesday, October 15
<b>Congress and the Military</b>	

Pew Research Center. 2022. “[New Congress Will Have a Few More Veterans](#), but Their Share of Lawmakers is Still Near a Record Low.”

Michael F. Morris. 2008. “The Military and Congress.” In *Inside Defense: Understanding the U.S. Military in the 21st Century*.

David Tier. 2023. “[The Relationship Between Military Service and Legislative Behavior](#) for U.S. Representatives in Recent Congresses.” *Armed Forces & Society*.

<b>Week 8 (Part II)</b>	Thursday, October 17
<b>** EXAM #1 **</b>	During Class

<b>Week 9</b>	Tuesday, October 22 Thursday, October 24
<b>The Casualty Gap</b>	

Brian Gifford. 2005. “[Combat Casualties and Race](#): What Can We Learn from the 2003–2004 Iraq Conflict?” *Armed Forces & Society*.

Christian Appy. 1993. *Working-Class War: American Combat Soldiers & Vietnam*. University of North Carolina Press.

- Introduction
- Chapter 1

Douglas Kriner and Francis Shen. 2010. *The Casualty Gap: The Causes and Consequences of American Wartime Inequalities*. Oxford University Press.

- Preface
- Chapter 1: The Casualty Gap
- Chapter 4: Do Casualty Gaps Matter?
- Chapter 7: Political Ramifications of the Iraq Casualty Gap

<b>Week 10</b>	Tuesday, October 29 Thursday, October 31
<b>Veterans and Political-Civic Engagement</b>	

Research Articles

David L. Leal and Jeremy Teigen. 2018. “[Military Service and Political Participation](#) in the United States: Institutional Experience and Voting.” *Electoral Studies*.

Helmut Norpoth. 2020. “[Lost in the New Deal Realignment](#): GI Joe.” *PS: Political Science & Politics*.

David K. Richardson. 2023. “[The Electoral Impact of Military Experience](#): Evidence from U.S. Senate Elections (1982–2016).” *Armed Forces & Society*.

Steven L. Foy and Salvatore J. Restifo. 2018. “[Reliably Republican?](#) Shifts in U.S. Veterans’ Political Party Affiliation from 1974 to 2016.” *Sociological Spectrum*.

Tyson Chatagnier and Jonathan Klingler. 2023. “[Would You Like to Know More?](#) Selection, Socialization, and the Political Attitudes of Military Veterans.” *Political Research Quarterly*.

Rebecca Nesbit and David Reingold. 2011. “[Soldiers to Citizens](#): The Link between Military Service and Volunteering.” *Public Administration Review*.

<b>Week 11</b>	Tuesday, November 5 Thursday, November 7
<b>The Military and the Life Course</b>	

### Overview

Janet M. Wilmoth and Andrew S. London. 2013. “Life-Course Perspectives on Military Service: An Introduction.” In *Life Course Perspectives on Military Service*. Routledge.

Ryan Kelty and David R. Segal. “The Military as a Transforming Influence: Integration into or Isolation from Normal Adult Roles?” In *Life Course Perspectives on Military Service*. Routledge.

### Research Articles

Rachel Shattuck and Meredith Kleykamp. 2018. “[Conducive Characteristics](#) or Anti-Racist Context? Decomposing the Reasons for Veterans’ High Likelihood of Interracial Marriage” *Population Research and Policy Review*.

Wendi L. Johnson and Peggy C. Giordano. 2021. “[The Role of Marriage and Military Service on Reoffending](#): Race, ‘The Respectability Package,’ and the Desistance Process.” *Armed Forces & Society*.

Alair MacLean and Meredith Kleykamp. 2016. “[Income Inequality and the Veteran Experience](#).” *The Annals of the American Academy of Political and Social Science*.

Alair MacLean and Meredith Kleykamp. 2021. “[Generations of Veterans](#): Socioeconomic Attainment from World War II to the Contemporary Era.” *Social Science History*.

Ugur Orak and Mark H. Walker. 2021. “[Military Service: A Pathway to Conformity or a School for Deviance?](#)” *Crime & Delinquency*.

<b>Week 12</b>	Tuesday, November 12 Thursday, November 14
<b>Veterans and the Presidency</b>	

Jeremy Teigen. 2018. *Why Veterans Run: Military Service in American Presidential Elections, 1789-2016*. Temple University Press.

- Chapter 1: Veterans Running for President
- Chapter 2: Explaining Why Veterans Run
- Chapter 7: The “Greatest Generation”: Dwight Eisenhower through Bob Dole

<b>Week 13, Part I</b>	Tuesday, November 19
<b>African Americans and the Military</b>	

\* Charles Moskos and John Sibley Butler. 1996. *All That We Can Be: Black Leadership and Racial Integration the Army Way*. Basic Books.

-Chapter 1: Success Story, With Caveats

-Chapter 3: Making it: Afro-Americans in Today's Army

Christopher S. Parker. 2009. “[When Politics Becomes Protest](#): Black Veterans and Political Activism in the Postwar South.” *Journal of Politics*.

U.S. Army: [Black Americans in the U.S. Army](#).

<b>Week 13, Part II</b>	Thursday, November 21
<b>Latinos and the Military</b>	

Jason Dempsey and Robert Shapiro. 2009. “[The Army's Hispanic Future](#).” *Armed Forces & Society*.

Richard Griswold Del Castillo. 2008. *World War II and Mexican American Civil Rights*.

University of Texas Press

-Chapter 4: The War and Changing Identities: Personal Transformations

-Appendix F: Raul Morin, excerpts from *Among the Valiant: Mexican-Americans in WWII and Korea*.

<b>Week 14</b>	** Thanksgiving Break, November 25-29 **
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<b>Week 15 (Part I)</b>	Tuesday, December 3
<b>Women and the Military</b>	

Judith Hicks Stiehm. 2008. "Women, Women, Everywhere..." In *Inside Defense: Understanding the U.S. Military in the 21st Century*.

Emma Moore. 2020. "[Women in Combat](#): Five-Year Status Update."

<b>Week 15 (Part II)</b>	Thursday, December 5
<b>** EXAM #2 **</b>	During Class