

General Studies Gold Request Form

Consult the [General Studies Request FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being sent to the Senate.

Submission Information

College/School

College of Integrative Sciences and Arts (CLS)

Department/School

School of Applied Sciences and Arts (CASA)

Submission Type

New Request

Requested Effective Date

Fall 2025

ASU Request

Is this request for a permanent course or a topic?

Permanent Course

Subject Code

MVS

Course Number

100

Units/Credit Hours

3

Course Information

Enter the course catalog information, found in the [web course catalog](#) or [Kuali CM](#).

Course Title

Introduction to Military Studies

Course Catalog Description

Focuses on the way interdisciplinary scholars in national security at the interface of history and political science ask questions and propose answers. Introduces the basics of research, writing and criticism with an eye toward how solutions are constructed from diverse sources. Evaluates primary and secondary sources including identifying purpose, intended audience and biases.

Enrollment Requirements (Prerequisites, Corequisites, and/or Antirequisites)

Credit is allowed for only IDS 150 or MVS 100

Is this a crosslisted course?

Yes

List all crosslisted courses by subject code and number.

Is this course offered by (shared with) another academic unit?

No

Shared or Crosslisted Departments/Schools

School of Applied Sciences and Arts (CASA)

Statement of Support #1

Statement of Support #2

Statement of Support #3

No Response

No Response

No Response

If this course or topic already carries a different General Studies Gold (not Maroon) designation than the one being requested, please check this box.

General Studies Gold Designation Request

Requested Designation

American Institutions (AMIT)

Attach a representative syllabus for the course, including course learning outcomes and descriptions of assignments and assessments.

[MVS 100 Syllabus.docx](#)

American Institutions (AMIT)

In each American Institutions course, students will discuss people, ideas, institutions, movements and structural forces that have created and transformed the United States. Students will analyze struggles over the meaning of America's constitutional democracy. Throughout the course, students will analyze a wide range of sources drawn from both past and present and contemplate American history, ideals, and institutions in global as well as national contexts. In doing so, students will refine their ability to make and evaluate reasoned arguments, engage in civil debate, and participate constructively in civic life.

In an American Institutions course, students must be exposed to the following knowledge or sources:

AMIT Element 1: Principles of American constitutional democracy and how they are applied under a republican form of government.

1. Identified Topic or Source

Development of the Military

The U.S. Military: A basic Introduction by J.H. Stiehm

In "The U.S. Military: A Basic Introduction" by Judith Hicks Stiehm, the development of the military is discussed in the context of the principles of American constitutional democracy and how these principles are applied under the U.S.'s republican form of government. The book outlines several constitutional principles and their influence on the structure and function of the U.S. military:

1. Civilian Control of the Military:

Principle: Civilian control is a fundamental principle of American constitutional democracy, ensuring that the military remains under the authority of elected officials rather than military leaders. This aligns with the Constitution's separation of powers and checks and balances.

Application: The U.S. Constitution establishes the President as the Commander-in-Chief (Article II, Section 2) while granting Congress the power to declare war, raise and support armies, and regulate military forces (Article I, Section 8). This division ensures that military power is controlled by elected representatives, reflecting the republican values of accountability and civilian oversight.

2. Federalism and State Militias:

Principle: The U.S. military system incorporates elements of federalism, balancing power between the national government and the states. The Constitution permits states to maintain militias (now the National Guard), allowing for a decentralized military structure that serves both federal and state interests.

Application: The federal government has the authority to call state militias into federal service, providing flexibility in defense and emergency situations. This arrangement reflects a republican government's goal of distributing power and ensuring that no single entity has total control over the armed forces.

3. Separation of Powers and Checks and Balances:

Principle: The separation of powers is central to American constitutional democracy, dividing government responsibilities among different branches to prevent any one branch from gaining too much authority. This also applies to military powers and decision-making.

Application: The power to declare war is vested in Congress, while the President oversees the military as Commander-in-Chief. This setup creates a system of checks and balances where military action requires collaboration between the executive and legislative branches, ensuring that decisions reflect broader public interests and are not solely dictated by one branch.

4. Protection of Individual Rights and Liberties:

Principle: The Constitution protects individual rights and liberties, even within military institutions. The military is bound by the Constitution and must operate within the legal framework that ensures these rights are not arbitrarily infringed.

Application: Military members are granted specific legal protections, such as due process under the Uniform Code of Military Justice (UCMJ). Additionally, the Posse Comitatus Act limits the military's role in domestic law enforcement to protect civilian authority and prevent the abuse of military power in civilian affairs, consistent with republican principles.

5. Limited Government and the Use of Force:

Principle: Limited government is a cornerstone of American democracy, ensuring that the government's powers are defined and restricted by law. This principle is crucial when it comes to the military, as it prevents the misuse of force and protects the rights of citizens.

Application: The Constitution restricts the duration of military funding appropriations to two years (Article I, Section 8), ensuring periodic congressional oversight and reaffirmation. This limits the potential for a perpetual standing army and maintains legislative control over the military's scope and mission.

6. Republican Representation and Military Policy:

Principle: In a republican form of government, elected representatives make decisions on behalf of the people. This principle applies to the military, as Congress, composed of representatives elected by the citizens, has the authority to shape military policy.

Application: Congress determines the budget, approves the structure and size of the military, and establishes policies for the armed forces. This republican approach ensures that the military remains accountable to the public through their elected representatives.

1. Location in Syllabus

Module 1

2. Identified Topic or Source

Civil - Military Relations

A Primer on US Civil–Military Relations for National Security Practitioners by Dr. Jessica Blankshain

In "A Primer on US Civil–Military Relations for National Security Practitioners" by Dr. Jessica Blankshain, the principles of American constitutional democracy are explored, particularly how they manifest in the relationship between civilian authorities and the military under the U.S.'s republican form of government. The article emphasizes several key principles and their applications:

1. Civilian Control of the Military:

Principle: One of the foundational principles of American democracy is that the military remains subordinate to civilian authority. This reflects the idea that power should rest with elected officials and not with the military establishment.

Application: The President serves as the Commander-in-Chief (Article II, Section 2), while Congress has the authority to declare war, fund the military, and regulate it (Article I, Section 8). This separation ensures that military power is controlled by elected representatives, preventing military leaders from gaining undue influence and maintaining civilian oversight, which is central to republican governance.

2. Checks and Balances:

Principle: The U.S. Constitution divides powers among the legislative, executive, and judicial branches to prevent any one branch from dominating or misusing military power.

Application: The separation of powers is evident in military policy, where Congress controls the funding and legislative authority over the military, while the President, as Commander-in-Chief, directs its operations. This ensures collaboration and oversight between the branches, making it harder for unilateral military action to occur without public and legislative support, reflecting the republican principle of checks and balances.

3. Federalism and the National Guard:

Principle: Federalism, which divides power between the national government and the states, is also evident in how the military is structured. The Constitution allows states to maintain militias, now known as the National Guard, which can be federalized during national emergencies.

Application: The dual control of the National Guard serves as a check on federal power, enabling states to retain some military authority. This arrangement supports the federalist and republican idea that power should be distributed to prevent centralization and preserve local autonomy while maintaining national defense capabilities.

4. Limited Government and Accountability:

Principle: The idea of limited government means that even military authority must operate within constitutional constraints and be accountable to the public.

Application: The War Powers Resolution and the requirement for congressional approval for military action are examples of how the U.S. maintains limits on executive military authority. This reinforces the concept of limited government, ensuring that decisions to engage in military action are scrutinized and debated by elected representatives, keeping military power in check.

5. The Role of Congress in Military Oversight:

Principle: In a republican government, the legislature represents the people and plays a crucial role in shaping and overseeing military policy.

Application: Congress's responsibilities include approving the defense budget, setting military regulations, and overseeing the Department of Defense. This legislative authority ensures that military actions and policies are transparent and subject to public debate, embodying the republican value of government accountability through representative institutions.

6. The Balance Between National Security and Individual Rights:

Principle: A key tenet of American democracy is protecting individual rights, even while ensuring national security. This requires a careful balance, especially in civil-military relations.

Application: Dr. Blankshain highlights how military actions, domestic deployments, and security measures must comply with constitutional protections like the Posse Comitatus Act, which limits the use of the military in domestic law enforcement. This balance reflects the commitment to uphold individual rights while maintaining security, an essential aspect of republican governance.

2. Location in Syllabus

Module 2

AMIT Element 2: The US Constitution and major American constitutional debates.

1. Identified Topic or Source

Constitution

Standing Army vs. Militia:

Debate: One of the central debates was whether the United States should maintain a standing army or rely on state militias. Many feared that a standing army could become a tool for tyranny, threatening the liberty of citizens, as had occurred in some European monarchies.

Resolution: The Constitution granted Congress the power to raise and support armies but also limited appropriations for military funding to two years at a time (Article I, Section 8). It also allowed for state militias, which could be federalized in times of need (now the National Guard).

The analysis of the GI Bill and its constitutional implications on veterans' rights

Debate: The GI Bill was rooted in the federal government's power to promote the "general welfare" under Article I, Section 8 of the Constitution. There was debate over whether such an extensive set of benefits, including education, housing, and unemployment assistance, fell within Congress's authority.

Implications: The GI Bill was defended on the grounds that supporting veterans directly benefited the nation as a whole, promoting economic stability, workforce development, and social cohesion. The federal government argued that these benefits were an extension of its responsibility to assist those who had served and sacrificed for the country's defense.

1. Location in Syllabus

Module 2

Module 6

2. Identified Topic or Source

The U.S. Military: A basic Introduction by J.H. Stiehm

Debate about civilian and military relations

Federal Control over the Military:

Debate: The balance of power between the federal government and the states was a critical issue. The concern was how much control the federal government should have over the military compared to individual states.

Resolution: The Constitution established federal authority over the military, granting Congress the power to raise and regulate armed forces and giving the President the role of Commander-in-Chief (Article II, Section 2). However, states retained the right to maintain militias and appoint their officers, with Congress able to organize, arm, and discipline them.

2. Location in Syllabus

Module 1

AMIT Element 3: Founding documents that have shaped American institutions.

1. Identified Topic or Source

U.S. Constitution and its influence on military hierarchy and civilian and military relations

The U.S. Constitution, along with other founding documents, has had a profound influence on the structure of military hierarchy and the nature of civilian-military relations. These foundational texts set the legal and organizational framework that governs how the military operates within American society, ensuring it remains accountable to civilian authority and aligned with democratic principles. Below are the key ways in which the Constitution and founding documents have shaped these aspects:

1. Civilian Control of the Military:

Constitutional Basis: The principle of civilian control is firmly rooted in the U.S. Constitution. Article II, Section 2 designates the President as the Commander-in-Chief of the armed forces, ensuring that the military is under the direct command of an elected civilian leader. This decision was influenced by fears of military dominance and the experiences of other nations where the military held too much power.

Federalist Papers: Federalist No. 69 by Alexander Hamilton emphasized the importance of civilian control, differentiating the American system from monarchies and demonstrating that the President's military authority would be balanced by legislative power.

2. Separation of Powers and Checks and Balances:

Constitutional Provisions: Article I, Section 8 grants Congress the power to declare war, raise and support armies, provide and maintain a navy, and regulate the armed forces. This separation ensures that military decisions are not made unilaterally by the executive branch. Congress's

power of the purse also serves as a critical check on the military, as it controls the defense budget and must approve military funding every two years.

Federalist Papers: The Federalist Papers, particularly No. 24 and No. 26, argued for the need for legislative oversight to prevent a standing army from becoming a threat to liberty. These essays supported the notion that Congress's control over military funding would act as a safeguard against potential abuses of military power.

3. Federalism and the National Guard:

Constitutional Framework: The Constitution allows states to maintain their militias (now the National Guard), which can be called into federal service by the President. This setup, outlined in Article I, Section 8 and the Militia Clauses, ensures a balance of military power between the federal government and the states.

Founding Debates: The debates at the Constitutional Convention and the Federalist Papers reflected concerns about both federal dominance and the risks of state militaries. The compromise allowed for a dual structure where state militias could serve state interests but could also be mobilized to serve the national defense.

4. Limited Government and Accountability:

Constitutional Design: The Constitution places limitations on military power, emphasizing that it must operate under civilian law and be accountable to civilian authorities. The Constitution's emphasis on regular elections, term limits for the presidency, and the requirement for congressional approval of military funding reinforce this.

Bill of Rights: The First Amendment protects the right to protest and petition the government, including military policies. The Third Amendment, which prohibits the quartering of soldiers in private homes without consent, reflects the founders' desire to limit military intrusion in civilian life.

Reference:

Hamilton, A. (2012). *The federalist papers*. Dutton/Signet.

1. Location in Syllabus

Module 2

2. Identified Topic or Source

The GI Bill of 1944

The GI Bill of 1944, also known as the Servicemen's Readjustment Act, is one of the most influential pieces of legislation in American history. It shaped American institutions by expanding opportunities for veterans and transforming social, educational, and economic structures in the United States. The GI Bill was designed to support returning World War II veterans and had a profound impact on American society, influencing public policy and institutions for decades. Here's how it shaped American institutions:

1. Expansion of Higher Education:

Educational Benefits: The GI Bill provided veterans with tuition and living stipends, making higher education accessible to millions who would not have otherwise had the opportunity.

Institutional Impact: The increase in veterans attending college led to a dramatic expansion of higher education institutions. Colleges and universities built new facilities and expanded programs to accommodate the influx of students, reshaping the American education system. It also led to the development of community colleges and vocational training programs, widening access to diverse forms of education beyond traditional four-year degrees.

2. Promotion of Homeownership and Suburbanization:

Housing Benefits: The GI Bill provided low-interest, zero-down-payment home loans for veterans, making homeownership attainable for millions. This spurred the growth of suburbs, transforming the American landscape and leading to the development of suburban communities across the country.

Institutional Changes in Housing and Finance: The bill played a role in expanding the real estate market and the banking sector, as institutions adapted to meet the demand for mortgages and housing developments. The federal government's involvement in guaranteeing loans also led to long-term changes in housing finance policies.

3. Economic Growth and Middle-Class Expansion:

Labor Market Impact: By funding education and homeownership, the GI Bill facilitated veterans' transition into skilled jobs, boosting the postwar economy. It helped create a larger, more educated workforce, contributing to a thriving middle class.

Shaping the American Dream: The GI Bill institutionalized the idea that veterans deserved economic opportunity and support, reinforcing the concept of the "American Dream." This expectation influenced policies supporting economic mobility and shaped labor and economic institutions well into the 20th century.

4. Development of Veterans' Services and Support Networks:

Veterans Administration (VA): The GI Bill expanded the role of the Veterans Administration (now the Department of Veterans Affairs) in providing services to veterans. The VA became a central institution in supporting veterans' education, homeownership, and healthcare, becoming a model for how government agencies could provide comprehensive benefits.

Long-Term Institutional Impact: The VA's expansion due to the GI Bill set a precedent for future veterans' benefits programs, establishing a framework for how the federal government supports those who serve. This expanded the influence of the VA and solidified its role in shaping policies for veterans.

5. Civil Rights Implications and Disparities:

Inequitable Distribution of Benefits: While the GI Bill was transformative, it also highlighted and reinforced racial disparities. African American veterans, particularly in the South, faced discrimination and were often denied access to the full benefits of the bill, such as education and home loans. This was due to systemic racism, including segregation in schools and discriminatory lending practices.

Influence on Civil Rights Movements: The inequities in GI Bill implementation became a focal point for civil rights advocates, influencing movements that sought to expand educational and

economic opportunities for marginalized groups. The lessons learned from these disparities led to further legislative efforts to address inequality and shape institutions to be more inclusive.

6. Shaping Future Legislation and Veterans' Benefits:

Model for Future GI Bills: The success of the 1944 GI Bill set a precedent for subsequent versions, including those for Korean War, Vietnam War, and post-9/11 veterans. These later iterations built on the structure established in 1944, continuing the tradition of educational and economic support for service members.

Broader Policy Influence: Beyond veterans' benefits, the principles of the GI Bill influenced broader social policies, such as federal support for higher education (e.g., Pell Grants) and housing finance reform. It demonstrated the government's role in creating opportunities for social mobility and the importance of supporting citizens' transitions during significant life changes.

Reference:

Lawrence, P. R. (n.d.). *Veterans' Benefits for You: Get What You Deserve*. United States: Humanix Books.

2. Location in Syllabus

Module 6

AMIT Element 4: Landmark policy achievements and Supreme Court cases.

1. Identified Topic or Source

The GI Bill as a landmark policy achievement

The GI Bill, officially known as the Servicemen's Readjustment Act of 1944, stands as a landmark policy achievement in American history. It fundamentally reshaped the post-war landscape of education, housing, and the economy, establishing a new paradigm for how the nation supports its veterans. Here are several key points that illustrate its significance:

1. Transformational Impact on Education:

Increased Access to Higher Education: The GI Bill made education accessible to millions of veterans by covering tuition and providing stipends for living expenses. It facilitated a significant increase in college enrollment, with around 7.8 million veterans using the educational benefits by 1956. This shift led to a more educated workforce, contributing to innovation and productivity in various sectors.

Development of Educational Institutions: The demand for higher education resulted in the expansion and diversification of colleges and universities, including the growth of community colleges and vocational training programs. This created a more inclusive educational landscape that catered to a broader range of students.

2. Promotion of Homeownership and Economic Growth:

Housing Benefits: The GI Bill provided veterans with low-interest, zero-down-payment loans, significantly promoting homeownership. This facilitated the growth of the suburban housing market, reshaping American demographics and lifestyles.

Economic Stimulus: By enabling veterans to purchase homes and pursue education, the GI Bill acted as a catalyst for post-war economic growth. It contributed to the expansion of the middle class, increased consumer spending, and stimulated the construction industry.

3. Strengthening of the Middle Class:

Middle-Class Expansion: The benefits offered by the GI Bill were instrumental in creating a more prosperous middle class. Veterans who accessed education and housing benefits were able to secure better jobs, leading to upward mobility and improved standards of living for their families.

Societal Impact: The GI Bill solidified the concept of the "American Dream," emphasizing that hard work and education could lead to economic stability and success. This narrative became a core element of American identity in the post-war era.

4. Influence on Veterans' Services and Policy:

Establishment of the VA: The GI Bill significantly expanded the role of the Veterans Administration (now the Department of Veterans Affairs) in providing services to veterans. It set a precedent for how the government supports those who have served in the military, leading to ongoing discussions about veterans' rights and benefits.

Long-Term Legislative Impact: The success of the GI Bill established a model for future veterans' benefits programs, including those for Korean War, Vietnam War, and post-9/11 veterans. Subsequent legislation continued to build on its foundational principles, ensuring that veterans receive necessary support.

5. Addressing Inequality and Social Change:

Disparities in Benefits: While the GI Bill was transformative, it also highlighted systemic inequalities, particularly for African American veterans who often faced discrimination in accessing its benefits. This reality sparked discussions about civil rights and equality, contributing to the broader civil rights movement.

Legacy of Advocacy: The inequities experienced by some veterans led to increased advocacy for equitable access to benefits and opportunities, influencing future legislation and policies aimed at addressing social justice and inclusion.

6. Legacy and Continuing Relevance:

Ongoing Adaptation: The principles behind the GI Bill continue to be relevant today as new generations of veterans return from service. Modern iterations of the GI Bill, such as the Post-9/11 GI Bill, reflect ongoing commitments to support veterans' reintegration into civilian life.

Influence on National Policy: The GI Bill has served as a model for various social policies, including educational funding and housing initiatives, highlighting the government's role in creating opportunities for citizens and promoting social mobility.

Reference:

1. Location in Syllabus

Module 6

2. Identified Topic or Source

Henderson v Shinseki 2011 (Veteran Resources)

Henderson v. Shinseki (2011) is a significant landmark case in the context of veterans' rights and benefits, primarily because it shaped the interpretation of legal standards governing veterans' appeals for benefits from the Department of Veterans Affairs (VA). This Supreme Court decision established crucial precedents for how veterans' claims are processed and upheld the importance of ensuring that veterans receive fair treatment in the claims process. Here are several key points highlighting its significance as a landmark policy achievement:

1. Clarification of Statutory Interpretation:

Statutory Deadlines: The case revolved around the interpretation of the statutory deadlines for filing appeals related to VA benefits. The Supreme Court ruled that veterans are not strictly bound by the 120-day deadline to file a Notice of Appeal to the Court of Appeals for Veterans Claims (CAVC) if they demonstrate that they were prevented from filing due to circumstances beyond their control.

Impact on Veterans' Rights: This ruling clarified that the VA must provide clear guidance and assistance to veterans navigating the appeals process, acknowledging the unique challenges they face when accessing benefits.

2. Emphasis on Fairness and Equity:

Increased Access to Justice: The decision underscored the principle that veterans should not be penalized for failing to meet deadlines if they have reasonable justifications. This approach promotes fairness and reflects a commitment to ensuring that veterans can pursue their rights without being hindered by procedural barriers.

Focus on Veterans' Needs: The ruling recognized the difficulties veterans may encounter, such as mental health issues or service-related disabilities, which can impede their ability to comply with filing deadlines. It emphasized the need for the VA to consider these factors when adjudicating claims.

3. Strengthening of Judicial Oversight:

Role of the Judiciary: Henderson v. Shinseki reaffirmed the judiciary's role in overseeing the VA's processes. The Supreme Court's decision reinforced the importance of judicial review in ensuring that veterans receive just treatment in their claims and appeals, holding the VA accountable for its actions.

4. Impact on Legislative and Administrative Policy:

Encouragement for Reform: The ruling encouraged the VA and lawmakers to examine and reform existing policies and practices to better accommodate veterans' needs in the appeals

process. It highlighted the need for a more supportive and accessible system for veterans navigating benefits claims.

Response to Criticism: The decision responded to longstanding criticism regarding the complexity and opacity of the VA claims process. It provided a legal framework that demanded clearer guidelines and more accessible resources for veterans seeking to understand their rights.

5. Broader Implications for Veterans' Advocacy:

Empowerment of Veterans: The ruling empowered veterans by reinforcing their rights in the claims process. It affirmed that veterans are entitled to due process and equitable treatment under the law, contributing to a broader culture of advocacy for veterans' rights.

Awareness and Education: *Henderson v. Shinseki* raised awareness about the legal challenges veterans face in obtaining benefits. It spurred efforts to educate veterans about their rights and the processes involved in appealing claims, promoting informed advocacy and engagement.

2. Location in Syllabus

Module 6

AMIT Element 5: Economic knowledge necessary to assess policy options affecting both the public and private sectors.

1. Identified Topic or Source

The economic impact of military benefits on veterans and their families

Assessing policy options affecting military benefits for veterans and their families requires a solid understanding of economic principles, particularly regarding how these benefits impact both public and private sectors. The economic impact of military benefits, including pay and benefits as well as the Blended Retirement System (BRS) implemented in 2018, plays a crucial role in shaping the financial well-being of veterans and their families. Here's an analysis of these aspects:

1. Pay and Benefits

A. Direct Economic Impact on Veterans and Families

Income Stability: Military pay and benefits provide a stable income source for veterans and their families, which can reduce financial stress and improve quality of life. Regular paychecks allow for budgeting, savings, and investment, fostering economic stability.

Healthcare Benefits: Access to healthcare through the Department of Veterans Affairs (VA) or TRICARE enhances veterans' health outcomes and reduces out-of-pocket medical expenses. Improved health can lead to increased productivity and reduced economic burdens on families.

Housing Benefits: Programs like the GI Bill support homeownership and education, contributing to wealth accumulation. Financial assistance for housing enables veterans to invest in stable living conditions, fostering community stability and economic growth.

2. Blended Retirement System (BRS) 2018

A. Overview of the Blended Retirement System

The BRS combines traditional military retirement benefits with a defined contribution plan (similar to a 401(k)), providing service members with greater flexibility and choice in retirement savings. It is designed to enhance financial security for military personnel and adapt to a more mobile workforce.

B. Economic Implications for Veterans

Greater Retirement Options: By incorporating a defined contribution component, the BRS allows service members to accumulate retirement savings that can be accessed after leaving the military. This promotes financial literacy and encourages personal savings, potentially leading to increased economic security.

Encouragement of Service Retention: The BRS offers matching contributions for service members who choose to contribute to their retirement plans. This incentivizes long-term service, which can enhance workforce stability and reduce recruitment costs for the military.

Impact on Transition to Civilian Life: The flexibility of the BRS aids in the transition from military to civilian employment. Veterans can better plan for retirement, enabling them to invest in further education or entrepreneurial ventures.

1. Location in Syllabus

Module 4

2. Identified Topic or Source

Barker V Kansas 1992

Parties Involved: James Barker, a veteran of the United States Army, was the plaintiff against the state of Kansas.

Legal Issue: The central issue in Barker v. Kansas revolved around the constitutionality of Kansas tax laws, specifically how they treated military retirement pay. Barker challenged the state's taxation of his military retirement benefits, arguing that it violated the Uniformed Services Employment and Reemployment Rights Act (USERRA) and principles of equal protection.

Supreme Court Decision:

The U.S. Supreme Court ruled in favor of Kansas, upholding the state's right to tax military retirement benefits. The Court concluded that states have the authority to tax income derived from military service, thus establishing a precedent regarding the taxation of veterans' benefits at the state level.

1. Economic Principles in Taxation

Equity and Fairness: The decision in Barker v. Kansas highlights the importance of understanding equity in taxation. Policymakers must consider how tax policies affect different groups, including veterans, and whether such policies promote fairness or disproportionately burden specific populations.

Revenue Generation vs. Benefit Provision: States often rely on taxation to generate revenue for public services, including education, healthcare, and veterans' benefits. Understanding the economic implications of taxing military retirement pay is crucial for balancing the need for revenue with the need to support veterans.

2. Implications for Public Sector Policy

Impact on State Budgets: Taxation policies have direct implications for state budgets and the allocation of resources. Assessing how changes in taxation, particularly concerning military benefits, can affect funding for veteran services and programs is essential for informed policy decisions.

Public Perception and Support: Public sentiment towards taxing military benefits can influence voter support for policy changes. Understanding the economic impact on veterans can guide policymakers in shaping tax policies that are politically viable and socially accepted.

2. Location in Syllabus

Module 4

AMIT Element 6: International context of American institutions and the evolution of America's role in international affairs.

1. Identified Topic or Source

Strategic Management Plan (SMP): Fiscal years 2022-2026

The SMP aims to establish a comprehensive approach to managing U.S. resources in alignment with national security objectives. It emphasizes the need for adaptability in response to evolving global threats and challenges.

The plan outlines strategic priorities that are intended to enhance America's role in international affairs, including partnerships, military readiness, and global stability.

Key Strategic Priorities

Strengthening Alliances and Partnerships: The plan highlights the importance of strengthening alliances (e.g., NATO, ASEAN) and building new partnerships to address shared security challenges, such as terrorism, cyber threats, and climate change.

Modernization of Military Capabilities: The SMP emphasizes the need for modernization to maintain military readiness and technological superiority. This includes investments in emerging technologies such as artificial intelligence, cybersecurity, and unmanned systems.

Promoting Democratic Values: A commitment to promoting democratic values and human rights is central to the U.S. role in international affairs. The SMP includes strategies for supporting democracy and countering authoritarianism globally.

International Engagement Strategies

Diplomatic Engagement: The SMP encourages increased diplomatic efforts to resolve conflicts and foster international cooperation. This involves working closely with international organizations and engaging in multilateral forums.

Development Assistance and Humanitarian Aid: The plan underscores the role of development assistance in stabilizing regions and fostering economic growth. By supporting countries in need, the U.S. can enhance its soft power and influence in international affairs.

Economic Competitiveness: The SMP acknowledges the interdependence of economic and national security. Policies aimed at enhancing U.S. economic competitiveness globally, including trade agreements and innovation initiatives, are prioritized.

Challenges and Opportunities

Geopolitical Competition: The rise of China and the resurgence of Russia pose significant challenges to U.S. interests. The SMP outlines strategies to counter these threats while maintaining a competitive edge through alliances and strategic partnerships.

Global Health and Security: The COVID-19 pandemic highlighted the importance of global health security. The SMP includes initiatives for enhancing public health infrastructure and preparedness in collaboration with international partners.

Climate Change: Recognizing climate change as a national security threat, the SMP integrates strategies for addressing environmental challenges and promoting sustainable practices both domestically and internationally.

1. Location in Syllabus

Module 1

2. Identified Topic or Source

National Security Strategy: October 2022

The NSS serves as a comprehensive blueprint for U.S. national security policy, emphasizing the need to adapt to a rapidly changing global environment.

It identifies key threats and challenges, articulating the U.S. government's approach to safeguarding national interests while promoting global stability.

Key Themes and Strategic Priorities

Great Power Competition: The NSS recognizes the increasing competition with major powers, particularly China and Russia. It outlines strategies to counter their influence and aggression while maintaining a stable international order.

Strengthening Alliances and Partnerships: The strategy emphasizes the importance of collaboration with allies and partners. The U.S. seeks to enhance collective security through existing alliances, such as NATO, and develop new partnerships to address shared challenges.

Promoting Democracy and Human Rights: The NSS underscores the commitment to democratic values and human rights as foundational principles of U.S. foreign policy. It aims to counter authoritarianism and support democratic governance globally.

Addressing Global Challenges

Terrorism and Violent Extremism: The NSS outlines the need to address the persistent threat of terrorism and violent extremism through a combination of military, diplomatic, and development efforts.

Cybersecurity and Emerging Technologies: Recognizing the significance of cyber threats, the strategy highlights the need to strengthen cybersecurity measures and promote responsible behavior in cyberspace.

Climate Change and Global Health: The NSS acknowledges climate change as a critical national security issue, advocating for robust measures to mitigate its impacts. Additionally, it emphasizes global health security, particularly in light of the COVID-19 pandemic.

Economic Security as National Security

The NSS underscores the interdependence of economic prosperity and national security. It promotes policies that enhance economic resilience, protect supply chains, and ensure U.S. technological leadership in strategic industries.

Trade Policies and Economic Engagement: The strategy calls for fair and reciprocal trade policies that benefit American workers and promote U.S. interests abroad.

U.S. Military Strategy

Military Modernization and Readiness: The NSS outlines the need for a modernized and agile military capable of responding to diverse threats. This includes investments in advanced technologies and capabilities to maintain a competitive edge.

Deterrence and Defense: The strategy emphasizes deterrence as a critical component of national security, focusing on the ability to prevent aggression from adversaries while ensuring the safety and security of U.S. interests.

2. Location in Syllabus

Module 1

AMIT Learning Outcomes

Instructions: In the fields below, state the assignment, project, or assessment that will measure each learning outcome, and provide a description. The description should provide enough detail to show how it measures the learning outcome. If needed, more than one can be identified.

The proposal does not need to include all course assessments that measure a given learning outcome. The provided assessment should include sufficient detail to allow the subcommittee to make their evaluation. When appropriate, the same assessment can be listed for more than one learning outcome (e.g., a culminating project).

You may provide links to a document (Google Drive or Dropbox) that includes the relevant details for the assessment. Do not provide links to Canvas shells.

AMIT Learning Outcome 1: Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions.

Module 3 Assignment: Discussion on "The Evolution of Military Identities"

Description: Students will analyze how different military identities have shaped U.S. military institutions and influenced broader social change. (20 points)

Discussion Prompt: Reflect on the role of military identities in shaping the structure and function of U.S. military institutions. Consider how these identities—defined by values such as duty, honor, and service—have influenced military policies, leadership models, and engagement strategies. Additionally, explore how these identities have played a role in broader societal changes, such as the integration of women and minority groups in the armed forces or the military's impact on civil rights movements.

Rubric for Discussion Prompt: "How Military Identities Shape U.S. Military Institutions and Influence Broader Change"

Understanding of Military Identities

Excellent (90 - 100%): Demonstrates a thorough and insightful understanding of military identities and their role in shaping U.S. military institutions. Effectively explains core values and their significance.

Proficient (80 - 89%): Shows a good understanding of military identities and their influence, but may lack depth in some explanations of values or significance.

Basic (70-79%): Demonstrates a basic understanding, with limited explanation of military identities and values. May miss key aspects of their impact.

Needs Improvement (0 - 69%): Shows minimal or inaccurate understanding of military identities and their influence. Lacks clarity or detail.

Connection to Historical or Contemporary Examples

Excellent (90 - 100%): Provides well-chosen, relevant examples (historical and/or contemporary) that clearly illustrate how military identities have shaped military institutions and broader societal change. Examples are detailed and effectively connected to the argument.

Proficient (80 - 89%): Includes relevant examples but may not fully connect them to the influence of military identities on institutions or societal changes.

Basic (70-79%): Uses examples that are either too general or only partially relevant. The connection to military identities and broader change is unclear.

Needs Improvement (0 - 69%): Lacks relevant examples or fails to connect them to the influence of military identities on military or societal institutions.

Analysis of Broader Influence

Excellent (90 - 100%): Offers a comprehensive analysis of how military identities extend beyond the military to influence societal, political, or economic change. Demonstrates critical thinking and depth in connecting military identities to these broader impacts.

Proficient (80 - 89%): Provides an analysis of broader influence but may lack depth or critical insight in some areas. Connections to societal change are present but not fully developed.

Basic (70-79%): Mentions the broader influence of military identities but provides limited analysis or unclear connections to societal change.

Needs Improvement (0 - 69%): Fails to provide an analysis of broader influence or makes inaccurate or unsupported claims. Connections to societal change are absent or very vague.

Organization and Clarity

Excellent (90 - 100%): Response is well-organized, with a clear introduction, body, and conclusion. Ideas are presented logically, and transitions between points are smooth. Writing is clear and concise, with minimal errors.

Proficient (80 - 89%): Response is organized, but some ideas may lack clarity or smooth transitions. Writing is mostly clear but may have some minor errors.

Basic (70-79%): Response has some organizational issues or lacks clarity in presenting ideas. Writing has multiple errors that may interfere with understanding.

Needs Improvement (0 - 69%): Response lacks clear organization, with ideas presented in a confusing manner. Writing errors significantly hinder clarity and understanding.

Depth of Engagement

Excellent (90 - 100%): Engages deeply with the prompt, offering thoughtful insights and demonstrating an understanding of the complexity of the topic. Shows original thinking and connects ideas in meaningful ways.

Proficient (80 - 89%): Engages with the prompt, providing relevant insights but may miss opportunities for deeper analysis or original thinking.

Basic (70-79%): Provides a surface-level response that shows minimal engagement with the complexity of the topic. Lacks depth or originality.

Needs Improvement (0 - 69%): Shows little engagement with the prompt. Response is vague, off-topic, or lacks effort and critical thought.

TOTAL POINTS: /100

Notes:

1. Excellent responses will thoroughly explain military identities and provide specific, relevant examples that showcase their influence on both military institutions and broader societal changes. These responses will also demonstrate a deep level of critical thinking and clarity in their argument.
2. Proficient responses will provide a solid explanation and relevant examples but may lack depth in some areas. The argument is mostly clear, but it may benefit from more analysis or connection of ideas.
3. Basic responses will show a limited understanding, offer few relevant examples, and may lack clarity in explaining the connection between military identities and broader influences.
4. Needs Improvement responses are vague, lack examples, and do not effectively address the prompt. They may be poorly organized and show minimal understanding of the topic.

AMIT Learning Outcome 2: Identify key institutions in U.S. politics and their impacts on social, economic, or political outcomes. This will include differential impacts on disparate communities.

Module 4 Assignment: Quiz on "Military Life: Benefits and Challenges"

Description: The quiz will assess students' understanding of military institutions and their socio-political impacts, including how veteran benefits are distributed across different communities.

1. What is the purpose of the housing allowance provided to military personnel?
 - a. To cover the cost of off-installation housing
 - b. To cover all housing expenses for military families
 - c. To offer a variety of housing options on military installations
 - d. To provide on-installation housing for all military personnel

Correct Answer: a) To cover the cost of off-installation housing

2. How do events that are considered threats to national security impact military enlistment trends?
 - a. They always result in decreased enlistment.
 - b. They lead to a decrease in public support for the military.
 - c. They tend to increase enlistment.
 - d. They have no significant impact on enlistment.

Correct Answer: c) They tend to increase enlistment.

3. What percentage of the child care needs of military families did the Department of Defense (DoD) meet in fiscal year 2015, according to the reading?
 - a. 78%

- b. 80%
- c. 90%
- d. 100%

Correct Answer: a) 78%

4. How did a PCS move impact spousal earnings during the year of the move according to an analysis of DoD administrative data?

- a. It had no significant impact on spousal earnings.
- b. Spousal earnings increased by 14 percent.
- c. Spousal earnings decreased by 7 percent.
- d. Spousal earnings declined by 14 percent.

Correct Answer: d) Spousal earnings declined by 14 percent

AMIT Learning Outcome 3: Describe the impact of key ideas, people, events, institutions, or movements on the nature, history, and boundaries of American citizenship and the various forms of civic participation in a self-governing society.

Module 5 Assignment: Veteran Interview Project

Description: Students will conduct interviews with veterans, focusing on their personal journeys and how military service has impacted their civic participation and American citizenship.

Explore the personal journeys of veterans and understand how their military service has influenced their civic participation and sense of American citizenship. Students will gain firsthand insights into the veteran experience and reflect on the broader implications for society.

Interview Guidelines

Preparation:

Research Background: Encourage students to research general information about military service and veteran affairs to create informed questions.

Understand Consent: Discuss the importance of informed consent and respect for the interviewee's privacy. Ensure that veterans are comfortable sharing their stories.

Suggested Interview Questions:

Personal Journey:

Can you share your background before joining the military?

What motivated you to enlist, and what branch of the military did you serve in?

How did your military experience shape your identity?

Impact on Civic Participation:

How has your military service influenced your engagement in civic activities, such as voting, volunteering, or community service?

In what ways do you feel your service has affected your understanding of American democracy and citizenship?

Reflections on Citizenship:

What does being an American citizen mean to you after your military service?

Have you faced any challenges in your post-military life regarding your rights and responsibilities as a citizen?

How do you believe veterans can contribute to strengthening democracy and civic life in America?

Additional Reflections:

Is there anything else you would like to share about your experience or thoughts on military service and citizenship?

Conducting the Interview:

Setting: Choose a comfortable and quiet environment for the interview, whether in person or virtually.

Recording: With permission, record the interview for accurate transcription. Alternatively, take detailed notes.

Open-Ended Questions: Encourage interviewees to elaborate on their responses to gain deeper insights.

Post-Interview Reflection:

Analyze Findings: After the interview, students should reflect on key themes and insights gathered from their conversations.

Connect to Course Themes: Encourage students to relate the veterans' experiences to broader themes of military service, citizenship, and civic engagement discussed in class.

Present Findings: Students can prepare a presentation, report, or reflection paper summarizing their interview findings and personal reflections.

Expected Outcomes

Enhanced Understanding: Students will gain a deeper understanding of the diverse experiences of veterans and the impact of military service on civic participation and citizenship.

Critical Thinking: The project encourages critical thinking about the relationship between military service and American democracy.

Community Engagement: By engaging with veterans, students foster connections with the community and develop empathy towards their experiences.

Improved Communication Skills: Conducting interviews helps students develop their communication and interpersonal skills.

Interview Project Rubric

Preparation and Planning

Excellent (4): Conducted thorough background research on military service and civic participation. Developed thoughtful, open-ended questions that encourage depth in responses.

Good (3): Conducted some research on military service. Created relevant questions that cover key areas but may lack depth.

Fair (2): Minimal research conducted; questions are basic or overly simplistic. Lacks connection to broader themes.

Needs Improvement (1): No evidence of research. Questions are irrelevant or poorly constructed.

Interview Execution

Excellent (4) Established a comfortable and respectful environment. Actively listened and followed up on responses with insightful probes. Recorded responses accurately (with consent).

Good (3): Created a respectful atmosphere but could improve on active listening. Followed up on some responses but missed opportunities for deeper engagement.

Fair (2): Struggled to create a comfortable environment. Limited follow-up questions; responses were mostly yes/no.

Needs Improvement (1): Did not establish rapport; interview lacked flow. Failed to capture responses effectively.

Reflection and Analysis

Excellent (4) Analyzed key themes and insights in-depth. Clearly connected interview findings to course themes and broader implications for citizenship.

Good (3): Identified some key themes and connections but lacked depth in analysis. Made some connections to course themes.

Fair (2): Limited analysis; themes identified are vague or superficial. Minimal connections to broader themes.

Needs Improvement (1): Lacks analysis; did not identify key themes. No connections made to course themes.

Presentation of Findings

Excellent (4) Presented findings clearly and engagingly, using visuals or other materials effectively. Articulated insights with clarity and confidence.

Good (3): Presented findings in a clear manner but could improve engagement or use of materials. Communicated insights well but lacked some clarity.

Fair (2): Presentation was disorganized or unclear; struggled to engage the audience. Insights were vague or poorly articulated.

Needs Improvement (1): Failed to present findings coherently. Did not engage the audience or convey insights.

AMIT Learning Outcome 4: Communicate coherent arguments using evidence drawn from qualitative or quantitative sources.

Module 7 Assignment: UnFinal Presentation on Military and Veteran-Focused Military themes
Description: Students will deliver a presentation using qualitative and quantitative evidence to argue the significance of military and veteran-focused issues in contemporary society to include what institutions support Military Service Members, Veterans and their families.

This is your chance to demonstrate not only your understanding of the material but also your ability to engage with it in a meaningful and impactful way. Whether you choose to delve into a specific topic in depth, draw connections between different concepts, or present a fresh perspective, the UnFinal empowers you to take ownership of your learning journey.

So, embrace this opportunity to showcase your creativity, critical thinking skills, and passion for the subject. Let your UnFinal be a reflection of your intellectual curiosity, ingenuity, and dedication to mastering the course content. The possibilities are endless, and the stage is yours. Unleash your creativity and make your UnFinal a true expression of your learning experience.

The objective of this assignment is to answer your Themed Overview research question about the multifaceted dimensions of the military, military service and transition from military service through a creative and non-traditional approach.

Each of you will be creating your own unique presentation, or the UnFinal. Utilizing creative activities, you will express what you have learned about the military, its history, life in the military, veterans, and the jobs that support them.

Tips and Hints

Your presentation should include research and conclusions that go beyond, or is in addition to, the material covered in the course and the learning materials.

Use the Creative Resources in Module 0 for apps and inspiration to create your presentation.

Explore your research question using this course as a foundation of knowledge.

Do not duplicate what's already covered in this course.

List all course-specific learning outcomes. Where appropriate, identify the associated AMIT learning outcome(s) in brackets (see below for example). Note: It is expected that a majority of course-specific learning outcomes will be associated with an AMIT learning outcome.

Students will develop an understanding of Military History [AMIT LO1].

Students will examine the Socio-Political Impact of the Military [AMIT LO2].

Students will explain the structure and hierarchies of military organizations. [AMIT LO1].

Students will analyze the Veteran Experience through diverse perspectives [AMIT LO3].

Students will learn how to navigate military and veterans' resources to access and utilize them effectively.

Students will focus on the themes of military and veterans issues reviewed in the entire course [AMIT LO4].

Provost Use Only

Backmapped Maroon Approval

No Response

Form Submission - Proposer

Submitted for Approval | Proposer

Leah Capps - October 17, 2024 at 12:24 PM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Cynthia Rose - October 17, 2024 at 12:29 PM (America/Phoenix)

Manuel Aviles-Santiago

Trisha Eardley

GSC Coordinator Review

Approved

TJ Robedeau - October 17, 2024 at 2:03 PM (America/Phoenix)

April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - October 17, 2024 at 3:47 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - November 5, 2024 at 10:22 AM (America/Phoenix)

April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Revise and resubmit.

AMIT LO2: Assessment needs more detail that specifies the U.S. institution and its impact on disparate communities. Questions listed do not clearly have students make the assessment required by the LO---they need to ask directly about an institution and it's impact.

Course learning outcomes do not align with AMIT category LOs. Action verbs for course LO need to match appropriate category LO action verbs. Course LOs seem under-developed. LO1, LO3, and LO4 need adjusting. These appear as learning objectives rather than outcomes. LO2 is loosely related to category LO, and could also be improved.

Brent Scholar

General Studies Council Meeting

Waiting for Approval

TJ Robedeau

April Randall

Registrar Notification

Notification

Courses Implementation

Implementation

Approval

Rebecca Flores

Lauren Bates

Alisha Von Kampen

Proposer Notification

Notification

Leah Capps

College Notification

Notification

Trisha Eardley

ATCS Notification - ASU Course

Notification

Bryan Tinlin

Jessica Burns

Michele Devine

DARS Notification

Notification

Leticia Mayer

Peggy Boivin

EdPlus Notification

Notification

Sarah Shipp

Bronson Cudgel
