

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	Department/School
College of Integrative Sciences and Arts (CLS)	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	Course Number	Units/Credit Hours
MVS	100	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?	List all crosslisted courses by subject code and number.
Yes	

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

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

1. Location in Syllabus

Module 1

2. Identified Topic or Source

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

Understanding the importance of the military hierarchy and its position with civilian leadership

2. Location in Syllabus

Module 2

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

1. Identified Topic or Source

The U.S. Constitution established the role of Congress in the formation of the military through the Army Clause, which is Article I, Section 8, Clause 12 of the Constitution

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

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

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
Section 8 Enumerated Powers
Clause 14 Land and Naval Forces Rules
To make Rules for the Government and Regulation of the land and naval Forces;
ArtI.S8.C14.1 Care of Armed Forces

ArtI.S8.C14.2 Trial and Punishment of Servicemen (Courts-Martial)
ArtI.S8.C14.3 Trial and Punishment of Civilians and Dependents (Courts-Martial)

1. Location in Syllabus

Module 2

2. Identified Topic or Source

The GI Bill of 1944

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

DoD Instruction 1332.35 Transition Assistance Program (TAP) for Military Personnel

1. Location in Syllabus

Module 6

Module 5

2. Identified Topic or Source

Henderson v Shinseki 2011 (Veteran Resources)

2. Location in Syllabus

Module 5

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

-Pay and Benefits

-Blended Retirement System 2018

1. Location in Syllabus

Module 4

2. Identified Topic or Source

Barker v. Kansas 1992

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	1. Location in Syllabus
US Military History	Module 2
Strategic Management Plan: Fiscal Years 2022-2026	Module 1

2. Identified Topic or Source	2. Location in Syllabus
National Security Strategy: October 2022	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 2 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.

Discussion Prompt: Consider how the identities of different military groups—such as draftees, volunteers, women, racial minorities, LGBTQ+ individuals, and immigrant soldiers—have influenced the development of U.S. military institutions. How have these identities driven changes within the military, and what broader societal impacts have resulted? Use specific examples to support your analysis, such as the desegregation of the armed forces, the repeal of 'Don't Ask, Don't Tell,' or the inclusion of women in combat roles."

Students will trace how ideas, such as equality, inclusion, or the concept of citizenship, have led to significant reforms (e.g., desegregation, inclusion of women in combat roles, or the repeal of 'Don't Ask, Don't Tell').

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" Module 4

Description: The Quiz is designed to measure students' understanding of the role and impact of key military and veteran-related institutions within U.S. politics and society. The quiz will cover the structure, purpose, and influence of institutions such as the Department of Defense (DoD), Department of Veterans Affairs (VA), and related policy bodies. It will assess how these institutions shape social, economic, and political outcomes, with a particular focus on disparities across different communities, including Veterans, Service Members, and their Families. Each quiz is worth 20 points.

Questions will evaluate students' comprehension of:

1. The distribution of military benefits, such as housing, healthcare, and education, and the disparities in access based on geographic, economic, and demographic factors.
1. The prevalence of poverty within military communities, analyzing contributing factors such as rank, deployment frequency, and family size.
1. This assessment aligns with AMIT Learning Outcome 2 by requiring students to critically analyze the social and political ramifications of military institutions and explore their role in shaping inequities within U.S. society.

Multiple Choice Questions

1. What is the primary purpose of the Department of Defense (DoD)?

By defining the DoD's primary purpose, students can connect the institution to broader political and social outcomes. The DoD's influence on military strategy, international relations, and national defense directly impacts the political decisions made by the U.S. government. The DoD's policies can shape national priorities and political debates around military spending, foreign policy, and civil-military relations.

- a. To provide healthcare services to Veterans
- b. To oversee the defense of the United States and its interests. This is correct: The primary purpose of the DoD is to oversee the defense of the United States and its interests. This includes ensuring national security through military operations and readiness.
- c. To manage military benefits and pensions
- d. To advocate for service members' rights in Congress

2. Which of the following best describes the role of the Department of Veterans Affairs (VA)?

The question asks students to identify the Department of Veterans Affairs, a crucial institution in U.S. politics and societal outcomes that impacts veterans and military families. This helps students understand the VA's role in the broader political and social landscape.

- a. To provide on-installation housing for active-duty military personnel
- b. To oversee national defense strategies and military operations
- c. To deliver healthcare, benefits, and services to eligible Veterans. This is correct: The VA's role is to deliver healthcare, benefits, and services to eligible Veterans. This includes medical care, disability compensation, education benefits, and more to support the well-being of Veterans.
- d. To train military recruits for active service

3. What is the purpose of the DOD housing allowance provided to military personnel?

The question focuses on the Department of Defense (DoD), a key institution in U.S. politics. By assessing the purpose of the housing allowance, students are encouraged to understand how the DoD plays a critical role in supporting the economic well-being of military personnel.

- a. To cover the cost of off-installation housing. This is correct: This allowance, known as Basic Allowance for Housing (BAH), is designed to help military personnel afford private housing in the local community when government housing is unavailable or not preferred. It factors in the cost of living and housing prices in the area.
- 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

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

The question focuses on the Department of Defense (DoD) and its policies, specifically the Permanent Change of Station (PCS) moves, which are a crucial aspect of military life. Understanding the impact of PCS moves on spousal earnings helps students connect military policies to real-world economic outcomes for military families.

- a. It had no significant impact on spousal earnings.
- b. Spousal earnings increased by 14 percent. This is correct:
- c. Spousal earnings decreased by 7 percent.
- d. Spousal earnings declined by 14 percent. This is correct: This is due to the disruptions caused by relocation, such as loss of employment, challenges in securing new jobs, and the time required to adapt to a new location. These factors often disproportionately impact military spouses, leading to significant income reductions.

5. How do DOD military institutions impact social equity in the U.S.?

The question prompts students to consider how military institutions influence social equity in the U.S., especially in terms of access to opportunities, resources, and fair treatment for different communities. This can include disparities in recruitment, promotions, training, or how marginalized groups (such as women, racial minorities, or LGBTQ+ individuals) have historically been treated within the military.

- a. By creating universal access to benefits and opportunities.
- b. By providing tailored support to address disparities faced by Veterans and their families. This is correct: Military and veteran institutions work to mitigate inequities by offering specific programs for underserved groups, such as women Veterans, Veterans of color, and those with disabilities.
- c. By prioritizing resources for active-duty personnel over Veterans.
- d. By eliminating all forms of social and economic inequality.

6. What factors contribute to disparities in the distribution of DOD military benefits?

This question directly addresses how the distribution of benefits can vary depending on a service member's rank, service length, and even their geographical location. These factors can create differential impacts on marginalized communities.

- a. Geographic location and cost of living
- b. Rank, deployment frequency, and family size
- c. Demographic factors such as race and gender
- d. All of the above This is correct: Disparities in the distribution of military benefits are influenced by multiple factors, including geographic location, economic conditions, and demographic characteristics. These variables can impact access and the adequacy of benefits for service members and Veterans.

7. Which group is most affected by poverty within the DOD military communities?

The question asks students to identify which group within the military is most affected by poverty, prompting them to analyze economic disparities within the military community. Specifically, it highlights how junior enlisted service members—who are typically lower-ranking and have lower pay—are more likely to experience economic hardships compared to senior officers or veterans. This reflects the economic realities of military service, such as low pay for entry-level positions and challenges related to housing costs, family needs, and transitions from military to civilian life.

- a. Senior officers with large families
- b. Junior enlisted personnel with dependents. This is correct: Junior enlisted personnel with dependents are most affected by poverty due to lower pay grades and the financial strain of supporting families, especially in high-cost areas

- c. Veterans with advanced educational benefits
- d. Retired military members living in urban areas

Short Essay Questions

8. Discuss one way the VA addresses disparities faced by marginalized Veteran communities (e.g., women Veterans, Veterans of color, or LGBTQ+ Veterans).

The question directly highlights how the VA works to reduce disparities for marginalized groups within the Veteran population. For example, women Veterans may face unique healthcare challenges, or LGBTQ+ Veterans may require specific mental health services. These issues emphasize how the VA's targeted programs and services work to address differential impacts on these disparate communities.

Sample answers:

The Department of Veterans Affairs (VA) addresses disparities faced by marginalized veteran communities, such as women Veterans, Veterans of color, and LGBTQ+ Veterans. One significant way the VA addresses these disparities is through the establishment of the Veterans Health Administration (VHA) Office of Health Equity. This office was created to develop strategies and implement policies aimed at reducing health disparities across all populations, including marginalized Veterans.

The VHA has made strides to improve care for women Veterans by creating specialized Women's Health Centers across the country, which provide services tailored to the unique needs of women Veterans, such as gynecological care, maternity care, and gender-specific mental health services. These centers address the historical lack of adequate services for women within the VA healthcare system.

The VA is committed to improving services for Veterans of color by promoting diversity among its workforce and leadership, as well as by offering culturally competent care. For instance, the Veterans Health Administration's Office of Diversity and Inclusion works to ensure that Veterans of all backgrounds receive equitable healthcare services.

The VA has also made efforts to support LGBTQ+ Veterans by establishing the LGBTQ+ Health Care Program, which focuses on providing inclusive and competent care to LGBTQ+ Veterans. This initiative includes training for healthcare providers on LGBTQ+ issues and increasing access to resources like hormone therapy and mental health care.

True or False questions

9. The GI Bill of 1944 helped stimulate the U.S. economy by providing education benefits to millions of veterans, which contributed to a more skilled workforce. The correct answer is True.

The question specifically addresses how the education benefits provided by the GI Bill contributed to creating a more skilled workforce. It connects directly to economic outcomes, showing how government investments in education can improve the overall economic productivity of a nation by fostering a more educated and skilled labor force.

10. During many of the early war-time eras minority service members, particularly Black soldiers, were often passed over for promotions in favor of white soldiers, despite having equal or superior qualifications and experience. The U.S. military historically had a "glass ceiling" for minorities, with limited access to leadership roles, especially in high-ranking positions. The correct answer is True.

The question highlights the differential impact of military policies on disparate communities, specifically Black soldiers and other racial minorities. These communities faced systemic barriers to advancement, which had long-term effects on their social and economic mobility. By passing over qualified minorities for promotions, the military created structural barriers to career advancement that mirrored broader societal inequalities.

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.

In this assignment students will articulate how the personal experiences of veterans have shaped their civic identities and participation, linking these narratives to broader historical and contemporary definitions of American citizenship through the military. By analyzing the impact of military service on veterans, students will demonstrate an understanding of how institutions, and movements influenced civic identity and participation in a self-governing society

Module 5 Assignment: Veteran Interview Project

Description: Students create a set of questions and then will conduct interviews with veterans, focusing on their personal journeys and how military service has impacted their civic participation.

Student's interviews with veterans provide opportunities to analyze the personal impact of the veteran's military service on one's civic identity and how that aligns with the broader, evolving definitions of American citizenship. By focusing on how individual experiences have been shaped by service, students can better understand how civic participation can differ based on one's personal history and experiences.

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

By focusing on how various institutions support military service members, veterans, and their families, students will need to use evidence to describe the role and impact of these institutions, thus providing a well-rounded argument. This includes an understanding of how governmental, non-governmental, and community organizations contribute to the well-being and support of these populations.

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 and how they support Military Service Members, Veterans and their families.
Example: A student created a newsletter that utilized 3 primary sources and 5 secondary sources to analyze the disparities of treatment of women and minorities in the DOD.

Students will integrate both qualitative sources (e.g., interviews, case studies, narratives) and quantitative data (e.g., statistics, reports, surveys) to provide robust support for their arguments.

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 demonstrate how significant events, movements, and transformations in military history influenced the development of U.S. military institutions and broader societal changes. [AMIT LO1]

Students will identify the socio-political impact of the military by critically assessing its role in shaping domestic policies, civil-military relations, and global power dynamics. [AMIT LO2]

Students will explain and critically evaluate the organizational structures, roles, and hierarchies within military institutions, emphasizing their historical evolution and operational significance. [AMIT LO1]

Students will describe the experiences of veterans through diverse cultural, historical, and social lenses, identifying the ways these experiences inform the evolving definitions of civic participation. [AMIT LO3]

Students will develop the ability to identify, navigate and critically assess military and veterans' resources in the VA and DOD, demonstrating proficiency in accessing and utilizing these systems effectively to support service members and veterans. [AMIT LO2]

Students will communicate key themes and coherent arguments related to military and veterans' issues, integrating insights from the course to propose informed solutions to contemporary challenges in these fields using qualitative and quantitative sources. [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

Acknowledge Cancelled

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

Sent Back

TJ Robedeau - December 5, 2024 at 4:02 PM (America/Phoenix)

Your request was not approved. The AMIT subcommittee invites you to revise and resubmit this request. They provided the following rationale: 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.

If you have questions regarding this, please reach out to Tamiko Azuma (tazuma@asu.edu).

April Randall

Form Submission - Proposer

Submitted for Approval | Proposer

Leah Capps - December 13, 2024 at 11:13 AM (America/Phoenix)

Department Approval

Approved

Kielii Lilavois

Cynthia Rose - December 13, 2024 at 11:53 AM (America/Phoenix)

Manuel Aviles-Santiago

Trisha Eardley

GSC Coordinator Review

Approved

TJ Robedeau - December 16, 2024 at 8:43 AM (America/Phoenix)
April Randall

Assistant Vice Provost Review

Approved

Tamiko Azuma - December 17, 2024 at 5:31 PM (America/Phoenix)

All required components confirmed.

Pre-GSC Meeting

Approved

TJ Robedeau - December 18, 2024 at 8:31 AM (America/Phoenix)
April Randall

American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey
Susan Miller
Ruby Arjona
Mark Ramirez - January 27, 2025 at 5:08 PM (America/Phoenix)

Revise and resubmit:

Element 1 needs to list specific principles and how they relate to republican governance more generally. It's not clear the topics listed relate to either.

Element 5: We need examples that show students are exposed to a broader sphere of economic knowledge that applies to both the public and private domain.

Element 6: The connection between the sources and the required element needs to be clearer. How are students learning how U.S. institutions compare to international institutions?

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
