

## 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

---

403

Units/Credit Hours

---

3

Course Information

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

Course Title

---

American Military Leadership

Course Catalog Description

---

Examines the evolution of American military leadership from the Revolutionary War to the present. By studying prominent military leaders, students analyze how individuals, ideas and institutions shaped the development of U.S. military practices and how these have affected social, political and economic outcomes. Critically explores the role of the military in shaping American civic institutions, citizenship and the country's role in international affairs.

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

---

Prerequisite(s): minimum 45 hours OR Visiting University Student

Is this a crosslisted course?

---

No

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

No

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 403 American Military Leadership Syllabus-2025.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

1.a.American Government: Institutions and Policies by James Wilson, John DiIulio Jr., Meena Bose, and Matthew Levendusky

#### 1. Location in Syllabus

Module 1

#### 2. Identified Topic or Source

1.b. Leadership in War by Andrew Roberts

#### 2. Location in Syllabus

Module 1

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

## 1. Identified Topic or Source

2a.American Government: Institutions and Policies by James Wilson, John DiIulio Jr., Meena Bose, and Matthew Levendusky

Debates over the drafting and ratification of the Constitution

Separation of powers / Three branches of government

2b. Leadership in War by Andrew Roberts

## 1. Location in Syllabus

Module 1

module 1

## 2. Identified Topic or Source

2c. Constitution

The Army Clause

Article I, Section 8, Clause 12 of the Constitution gives Congress the power to raise and support armies, but limits appropriations for that purpose to two years. This clause was intended to prevent the use of standing armies to the detriment of liberties, and to ensure that democratically elected representatives continued to support the army.

The Third Amendment

The Third Amendment prohibits the quartering of soldiers in private residences without the owner's consent during peacetime, and in any circumstances only as permitted by law.

The subordination of the military to civil power

The Constitution requires that the military be subordinate to civil power at all times.

The Constitution's framers sought to balance the desire for military protection with the widespread mistrust of standing armies during peacetime

## 2. Location in Syllabus

Module 1

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

## 1. Identified Topic or Source

3a. The Declaration of Independence (1776)

Asserted the American colonies' right to self-governance, establishing the idea of popular sovereignty and laying the philosophical foundation for the nation's future.

1. Location in Syllabus

---

Module 1

2. Identified Topic or Source

---

3b. The Articles of Confederation (1781)

The first governing document of the U.S. that established a confederation of states with limited central authority, influencing the eventual drafting of the Constitution.

3c. Department of Defense National Defense Strategy

The National Defense Strategy continues to be the “North Star” for the Department. This budget request continues to be strategy driven with particular focus on China as the pacing challenge, the continued crisis of Russian aggression, and near-term threats in the Middle East.

2. Location in Syllabus

---

Module 2

Module 7

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

---

1. Identified Topic or Source

---

Martin V. Mott 25 U.S. 19 (1827)

In Martin v. Mott, 25 U.S. 19 (1827), the U.S. Supreme Court addressed the Constitution’s Militia Clause. It held that the President, as commander in chief, has the unilateral power to call up state militias for duty during times of war.

The Gettysburg Address (1863)

Lincoln’s speech redefined the Civil War as a struggle not just for the Union but for the principles of liberty and equality, impacting American national identity.

1. Location in Syllabus

---

Module 2

Module 2

2. Identified Topic or Source

---

## The Civil Rights Act (1964)

A landmark piece of legislation prohibiting discrimination based on race, color, religion, sex, or national origin, shaping American social and political institutions and promoting equal rights.

### 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

---

#### GI Bills Servicemen's Readjustment Act (GI Bill of 1944)

The GI Bill of 1944, officially known as the Servicemen's Readjustment Act, was a landmark piece of U.S. legislation aimed at helping World War II veterans reintegrate into civilian life. It provided a range of benefits, including tuition assistance for education, low-cost home loans, and unemployment compensation. The GI Bill played a crucial role in expanding access to higher education, boosting homeownership, and stimulating the post-war economy. It is credited with helping build the American middle class and significantly shaping the modern U.S. economy.

### 1. Location in Syllabus

---

Module 3

### 2. Identified Topic or Source

---

#### National Security Act of 1947

The National Security Act of 1947 was a pivotal piece of legislation that restructured the U.S. military and intelligence community in response to Cold War challenges

### 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

---

#### Congressional Testimony by Bonny Lin

<https://www.csis.org/analysis/us-global-security-challenges-and-strategy>

### 1. Location in Syllabus

---

Module 7

## 2. Identified Topic or Source

U.S. Foreign Policy Increasingly Relies on Military Interventions

<https://now.tufts.edu/2023/10/16/us-foreign-policy-increasingly-relies-military-interventions>

## 2. Location in Syllabus

Module 7

# AMIT Learning Outcomes

Most of the course content should align with the Gold category 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.

---

### **Assignment: Analysis of Executive Order 9981,**

Readings: Historical documents related to desegregation, military strategy in Iraq and Afghanistan to include Executive Order 9981: Desegregation of the Armed Forces (1948)

Objective: To analyze Executive Order 9981 and its impact on the desegregation of the U.S. military, and to understand its broader implications for civil rights and military policy.

Instructions:

Review Executive Order 9981:

Document Analysis: Obtain and review the full text of Executive Order 9981. Focus on its main provisions, goals, and the context in which it was issued.

Prepare an Analytical Report:

Format: Write a 3-4 page analytical report.

Content:

**Overview:** Summarize the key elements of Executive Order 9981. Include information on the historical context and the key figures involved in its issuance.

**Impact Analysis:** Analyze the immediate and long-term effects of the order on military desegregation. Discuss how the order changed military policies, practices, and attitudes towards race.

**Broader Implications:** Examine how Executive Order 9981 influenced the broader civil rights movement and its legacy in U.S. military and society.

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.

---

### **Assignment: Leadership in Action: Historical Debate**

**Objective:** To explore how military leadership has historically influenced U.S. politics and society, and how ideas and groups have shaped U.S. institutions.

**Instructions:**

**Choose a Historical Figure or Event:** Select a historical military leader or event from any of the periods covered in the course (Revolutionary War, Civil War, World War I & II, Cold War, Vietnam War, etc.).

**Prepare a Brief Presentation:** Create a 5-minute presentation (or a short video) where you:

Describe the chosen figure/event.

Explain how this leader or event influenced U.S. politics and society.

Discuss the ideas or groups involved and how they contributed to changes in U.S. institutions.

**Engage in a Debate:** After presenting, participate in a classroom debate where you argue for or against the impact of the chosen figure/event on modern U.S. institutions. Use historical evidence and your presentation to support your arguments.

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.

---

### **Discussion Prompt**

Throughout American history, various ideas, people, events, institutions, and movements have shaped not only the boundaries of citizenship but also the forms of civic participation in a self-governing society. From the ideals of liberty and democracy that fueled the American Revolution, to the Civil Rights Movement, and to modern debates over immigration, the concept of who is considered an American citizen—and what rights and responsibilities come with that—has evolved.

## Consider the following:

- How have specific ideas (such as liberty, equality, or individualism) influenced changes in American citizenship over time?
- What role have key figures (e.g., Abraham Lincoln, Susan B. Anthony, Martin Luther King Jr.) played in expanding or limiting civic participation?
- How have major events (e.g., the Civil War, the Women's Suffrage Movement, 9/11) reshaped the understanding of citizenship in America?
- How have institutions (e.g., the military, Congress, the Supreme Court) and movements (e.g., abolitionism, labor movements, the LGBTQ+ rights movement) contributed to the changing nature of citizenship and civic engagement?

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

---

### **Assignment: Final Research Paper**

**Length: 7–10 pages**

**Objective: Analyze trends and shifts in military leadership across American history and explain how these changes influenced military practices and broader societal, political, and economic outcomes within each historical period.**

### **Structure:**

- **Introduction:** Clearly define the scope of the research and the periods or institutions being analyzed.
- **Body:**
  - **Qualitative and Quantitative Evidence:** Draw from both qualitative sources (e.g., leadership biographies, military journals, speeches) and quantitative sources (e.g., military enlistment data, casualty statistics, budget allocations).
  - **Trend Analysis:** Use these sources to analyze the changes in military leadership. How did these shifts affect military efficiency, public perception of military service, and the role of the military in shaping social or political institutions?
  - **Civic Participation:** Connect military leadership to the evolution of civic participation. How did military leadership styles influence ideas of civic duty, citizenship, and societal inclusion/exclusion?
  - **Critical Analysis:** Critically assess how leadership trends shaped not only military practices but also societal structures and civic engagement.
- **Conclusion:** Summarize the key insights, tying the evolution of military leadership to broader societal and institutional shifts.

### **Grading Criteria:**



ï Timeline:

- Ë Depth and accuracy of historical content
- Ë Quality of analysis regarding leadership's impact on citizenship and civic participation
- Ë Clarity and coherence of timeline entries

ï Research Paper:

- Ë Use of qualitative and quantitative evidence to support arguments
- Ë Analytical depth in connecting military leadership to societal outcomes
- Ë Integration of insights from the timeline into the paper
- Ë Coherence of the argument and organization of the paper

ï Peer Review:

- Ë Quality of feedback given to peers
- Ë Engagement with the peer review process

ï Submission and Review:

- Ë Submit the final research paper along with the completed interactive timeline.
- Ë Peer Review: Participate in a peer review process, where each student provides constructive feedback on a classmate's timeline and research paper, focusing on how well they communicated their arguments and supported them with evidence.

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.

---

1. Demonstrate how ideas and groups have historically shaped the creation of and change in U.S. institutions through the lens of military leadership and its influence on U.S. politics and society. [AMIT:L01]

2. Identify key institutions in U.S. politics (e.g., Department of Defense, Veteran Affairs, Executive Branch) and explain their impacts on social, economic, and political outcomes, with attention to how these impacts have varied across different communities. [AMIT:L02]
3. Describe the impact of key people, ideas, and events on the development of American citizenship and civic participation, examining how military leaders have influenced these changes. [AMIT:L03]
4. Communicate coherent arguments about the evolution of U.S. military leadership using qualitative and quantitative evidence, drawn from primary and secondary sources. [AMIT: L04]
5. Analyze the principles of American constitutional democracy and the role military leaders played in shaping and defending them. [AMIT: L01]
6. Assess landmark policy achievements and Supreme Court cases that affected the military and its leaders, such as the National Security Act of 1947 or Brown v. Board of Education and its influence on desegregating the military. [AMIT: L03]
7. Evaluate the evolution of American leadership within the international context, focusing on America's role in world conflicts, diplomacy, and military strategy from the 20th century to the present. [AMIT: L03]

Provost Use Only

---

Backmapped Maroon Approval

---

No Response

## Form Submission - Proposer

Submitted for Approval | Proposer

Leah Capps - October 22, 2024 at 12:53 PM (America/Phoenix)

---

## Department Approval

Approved

Kielii Lilavois

Cynthia Rose

Manuel Aviles-Santiago - October 22, 2024 at 4:37 PM (America/Phoenix)

Trisha Eardley

---

## GSC Coordinator Review

Approved

TJ Robedeau - October 23, 2024 at 11:07 AM (America/Phoenix)

April Randall

---

## Assistant Vice Provost Review

Approved

Tamiko Azuma - October 24, 2024 at 4:07 PM (America/Phoenix)

All required components confirmed.

---

## Pre-GSC Meeting

Approved

TJ Robedeau - November 1, 2024 at 2:40 PM (America/Phoenix)

April Randall

---

## American Institutions (AMIT) Subcommittee

Acknowledgement Requested

James Dupey

Susan Miller

Ruby Arjona

Revise and resubmit.

Element 1: Topics listed for element 1 need to better identify specific constitutional principles and their application.

E5: Element requires students are taught economic knowledge to assess the policies (e.g., NSA 1947) detailed in the course. It is unclear if the sources by themselves teach students such knowledge.

E6: Please provide greater details into how sources listed in element 6 expose students to the international context of U.S. institutions and the changing role of the U.S. in foreign affairs.

AMIT LO2: Focus needs to be on the impact from an institution rather than a leader or group. Impact also needs to be assessed on disparate communities.

AMIT LO3: It's not clear how the assessment of civilian leadership fits with the course topic of military leadership. Perhaps revise or clarify.

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

---