

A - New Course Proposal V. 7.2022 : Entry # 3334**DEAN Decision**

Approved

Date

09/09/2024

Is this course intracollegiate or intercollegiate?

Intracollegiate

DEAN Comments

all American History faculty in the department are able to teach this course

SCHOOL EPC Decision

Approved

Date

10/18/2024

GEC Decision

Approved

Date

11/08/2024

APIRC Decision

Approved

Date

11/15/2024

Begin Form**Today's Date**

09/07/2024

Your Name:

Anthony Jones

Your Email:jone1506@highpoint.edu**Are you a Department Chair?**

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No

Department Chair Name

Dr. Joey Fink

Email address of your Department Chairjfink@highpoint.edu**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

When should this proposal take effect?

Fall 2025

Information for the Registrar**Choose the department designator from the list below.**

HST

Proposed Course Number?

2000

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Military History of the United States

Write the catalog description of your proposed course:

This course introduces students to the history of the United States Armed Forces from the period of early English settlement through the twenty-first century. It will explore not only the development of America's Armed Forces, but also the institutional dichotomy as both a reflection and counterpoint to American society. Emphasis will be placed on the evolution of America's military and its leadership, the citizens' view of the Armed Forces, and its place in a diverse American population.

How many credit hours will this course be?

4

How will the course be graded?

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Letter grade

Please select the course repeat option for this course:

Not repeatable for credit

What is the offering cycle for this course?

Alternate years

Does your course have any prerequisites?

No

Is this new course being proposed because of a new or revised major or minor proposal?

No

Any other comments for the Registrar at this time?

N/A

Gen Ed and Academic Programs**Is this course part of Gen Ed?**

- Yes

Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?

None of the above

Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?

- The American Context

Does this course count towards a major or a minor?

Yes

Please list the Major / Minor and if it is Required or Elective

HST Major/Minor - Elective

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

A - New Course Proposal V. 7.2022 : Entry # 3334**Does this course participate in the GoGlobal Program?**

No

Information for Curriculum Review**Rationale and evidence for new course's consistency with departmental mission:**

The military has played, and continues to play, a significant role in United States history and society. As of yet, there has been no course dedicated to exploring this institution and how it impacted, and was impacted by, events and changes throughout US history. This course will help round-out courses dedicated to exploring the multi-faceted nature of US society and historical development. In addition, it will provide a required course for ROTC students attending High Point University. All ROTC cadets are required to complete a US military history course. To date, High Point University ROTC students have had to take this course at other institutions. As High Point University promotes values of God, Family, Country, it seems appropriate that High Point University offer its ROTC students the opportunity to study the history of the institution they are dedicating themselves to one day lead.

List all student learning outcomes for this course.

- 1) Communication I: Write texts that address audiences in rhetorically appropriate ways.
- 2) Communication II: Formulate and support ideas through use of credible, genre and discipline appropriate sources.
- 3) Analytic III: Organize evidence and logical inferences to reveal important patterns, differences, or similarities in the analysis of an issue or problem.
- 4) Appreciation of Difference I: Analyze significant connections between the worldviews, power structures, aesthetics, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures.

List any units or content areas that will be required for all sections of this course.

Every time this course on the military history of the United States is taught, the following content parameters must be adhered to: the development and evolution of the Armed Forces (especially the Army) from colonial origins to the present, including an emphasis on the role of military and political leadership in cultivating a particular institutional form for the Armed Forces; the historical role, motivations and perceptions of military service within US society, including socio-economic, gender, and racial elements; the relationship of the US Armed Forces in politics and expansion of the United States. Beyond these parameters, instructors have freedom to explore other related topical aspects based on their particular expertise, new research projects, the relevance of a particular topic to a current political/economic climate, the availability of new primary source material or new scholarship on a particular topic.

List any assignments, tests, or other assessments that will be required for all sections of this course.

There are no assessment methods that are required for all sections of this course. Indeed, changes to the kinds of assessment methods are necessary to discourage academic dishonesty and to revise/adapt approaches based on student feedback and the instructor's evaluation of how well the learning outcomes were achieved in any given semester. You can consult the pages of the sample syllabi for examples of the kinds of assignments one could require for this course and how they will link to the learning outcomes.

List any readings or other materials that will be required for all sections of this course.

There are no required readings or other materials for this course. Instructors have the liberty to choose readings coinciding with the historical figures and topics/events to focus on when they teach the course as long as it relates to the military history of the United States and includes primary source material. For an example of the assigned readings that could be taught in this course, and to see what these guidelines look like 'in action,' please consult the course schedule in the sample syllabi

A - New Course Proposal V. 7.2022 : Entry # 3334**List any course policies that will be required for all sections of this course.**

There are no required policies for this course. The instructor must adhere to High Point University; History Department; School of Humanities and Behavioral Sciences; and other relevant policies, but any other policies are at the instructor's discretion based on constructive student feedback / evaluation and the instructor's experience. Please consult the Academic Policies and expectations section on the sample syllabi for an example of course policies.

If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)

N/A

Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?

N/A

Sample Syllabus

- [Military-History-of-the-United-States-Syllabus.docx](#)