

A - New Course Proposal V. 7.2022 : Entry # 3540**DEAN Decision**

Approved

Date

09/29/2025

Is this course intracollegiate or intercollegiate?

Intercollegiate

SCHOOL EPC Decision

Approved

Date

10/17/2025

GEC Decision

Approved

Date

11/07/2025

APIRC Decision

Approved

Date

11/14/2025

Begin Form**Today's Date**

08/28/2025

Your Name:

Andrew Tzavaras

Your Email:atzavar1@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

A - New Course Proposal V. 7.2022 : Entry # 3540

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:

Other

Please type the name of the school(s) overseeing this proposal

Intellectual Discovery

When should this proposal take effect?

Fall 2026

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

DIS

Proposed Course Number?

1000

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Star Wars: Republics, Empires, and the Force of History

Write the catalog description of your proposed course:

This course examines Star Wars as a cultural artifact that reflects and reimagines key historical themes, ideologies, events, and archetypes. Through critical analysis of films, television series, video games, literature, and fan culture, students will explore how Star Wars draws upon real-world history from classical antiquity into the 20th century as well as each era's accompanying mythologies, religions, and cultural mediums. Students will engage with scholarly texts, historical documents, and media theory to develop a nuanced understanding of the galaxy far, far away and how Star Wars mirrors and critiques historical events and narratives.

How many credit hours will this course be?

4

A - New Course Proposal V. 7.2022 : Entry # 3540**How will the course be graded?**

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

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)?

Intellectual Discovery [DIS]

Does this course count towards a major or a minor?

No, it does not count toward any particular major or minor

Is this course part of an academic program?

- This course does not fulfill academic program requirements

Does this course include any community engagement?

No

Does this course participate in the GoGlobal Program?

No

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

Informal in-class surveys in recent academic years (c. Fall 2023 onwards) have indicated that freshmen are often assigned DIS courses as part of a Learning Community and/or are assigned a DIS by their Success Coach. As a result, students arrive to class unaware of the course focus and are often unmotivated or unprepared to engage in scholarly analysis of the material. Considering the increasing ubiquitousness and popularity of Star Wars over the past decade or so (not to mention a legacy of nearly 50 years), we as a department hope to both retain students in DIS courses and introduce them to Humanities (i.e. the study of History) through an accessible medium: the plethora of Star Wars films, television series, video games; etc. Per our mission statement: "The History Department cultivates in our students a passion for and a critical understanding of the past while developing

A - New Course Proposal V. 7.2022 : Entry # 3540

intellectual, analytical, rhetorical and writing abilities that will help them to lead lives of significance in global communities.” As seen on this proposed course syllabus, and in the concept of Intellectual Discovery courses in general, “Star Wars: Republics, Empires, and the Force of History” fulfills this mission. Students are introduced to the process and skills required for scholarly analysis and apply intellectual, analytical, and writing abilities to “real-world” scenarios through a familiar, fictional medium.

List all student learning outcomes for this course.

Intellectual Discovery Learning Outcomes:

- 1) Teamwork: Demonstrate the ability to cooperate in a constructive team environment
- 2) Integrative Learning: Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems

Course Objectives:

- 1) Students will interpret and analyze primary sources and historiographical schools of thought.
- 2) Students will discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches.
- 3) Students will formulate academic arguments about history, popular culture surrounding Star Wars, cultural studies, and the relationships thereto.

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

Instructors are not required to use the same assignments, and the content will change depending on who teaches the course. Thus, instructors have the liberty to choose the particular historical figures; specific topics/events; media theories; etc. to focus on when they teach the course as long as it relates to the interaction between Star Wars and History. This kind of flexibility is necessary and beneficial; for instance, new scholarship could reveal a previously under-studied event or unknown historical figure as critical to understanding the connections between Star Wars and History. Instructors are welcome to incorporate other historical events outside of the largely “Western History” examples if deemed relevant to understanding the connections between Star Wars and History. For an example of the kinds of content and 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 syllabus (pp. 11-13). Each course meeting has a title that summarizes or references the topic that is the focus of that week and the accompanying / assigned readings. Moreover, instructors are encouraged to incorporate supplemental readings – especially primary sources – and videos to reinforce the class content.

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 syllabus for examples of the kinds of assignments one could require for this course and how they will link to the learning outcomes. Page 1 of the syllabus outlines the learning outcomes specific to an Intellectual Discovery course, and the included chart on that same page clearly connects course assignments / assessments to each learning outcome. Page 2 of the sample syllabus includes a similar chart outlining the Course Objectives. Descriptive paragraphs for the graded course work are on pages 3-4. Regardless of the assessment methods adopted by the instructor(s), students in this course will engage in team-based assignments wherein they will achieve / demonstrate their understanding of the academic content in question (Teamwork). This Learning Outcome is specifically addressed in the “Fan Fiction” and “Galactic Histories” assignments described on pages 3-4 of the sample syllabus. As simultaneously a history, mythology/religion, and media / literature studies course, the content will inevitably draw from real-life examples and demand the successful application of knowledge from both fields in graded coursework that require students to solve problems and address contemporary issues. (Integrative Learning) Additionally, by discussing these topics across time, it is inevitable that both the historical and media topics addressed by the instructor will identify and discuss the consistencies and changes/developments within these respective fields (as well as their interaction with the other) across time and place. Thus, assessment methods will necessitate the student to demonstrate their understanding of how certain skills, abilities, theories, methodologies; etc. can be applied from one set of circumstances to another. This learning assessment is specifically addressed in the “Class Discussion Projects” described on page 3 of the sample syllabus.

A - New Course Proposal V. 7.2022 : Entry # 3540**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; specific historical topics/events; Star Wars scholarship / media, media theories; etc. to focus on when they teach the course as long as it relates to the interaction between Star Wars and History. 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 syllabus (pp. 11-13). Each course meeting has a title that summarizes or references the topic that is the focus of that week and the accompanying / assigned readings. Moreover, instructors are encouraged to incorporate supplemental readings – especially primary sources – and videos to reinforce the class content.

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; Witcher 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 syllabus (pp. 5 – 11) 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

- [DIS-1000-Star-Wars-.doc](#)