

A - New Course Proposal V. 7.2022 : Entry # 3543**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**

09/08/2025

Your Name:

Andrew Tzavaras

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

No

Department Chair Name

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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

Integrative Course

When should this proposal take effect?

Fall 2026

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

ITG

Proposed Course Number?

_ _ _ _ (3000, need number assigned by Registrar)

Is this course cross listed?

No

Does this course replace a current course?

No

What is the title of the new course?

Warrior Cultures in World History from Ancient Times to the Present

Write the catalog description of your proposed course:

This course explores the martial traditions, values, and societal roles of warrior cultures across global history. Landmark historical conflicts as well as how warfare shaped identity, governance, and culture will be examined through comparative analysis of historic sources, literature, and other cultural artifacts. Students will study the training, tactics, and philosophies that defined these historical warrior societies, as well as the myths and realities surrounding their reputations to explore archetypes, the intersection of religion and combat, and the lasting impact of warrior ideals on individual and national identities. Prerequisite: One 1000 – or 2000– level history course or permission of the instructor. Four Credits.

How many credit hours will this course be?

4

A - New Course Proposal V. 7.2022 : Entry # 3543**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?

Yes

Please list all prerequisites this course requires:

1 1000 or 2000 HST course or permission of the instructor

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

In addition to fulfilling the ITG credit, this course can count as an elective 3000 level-course for HST majors and minors

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?

- Integrative Learning

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

This course addresses the interaction between historical warriors / warfare and religio-societal/cultural conventions, beliefs, artifacts; etc. As simultaneously a history and cultural-studies course (i.e. literature, religion/mythology, anthropology; etc.), the content will inevitably draw from real-life examples and demand the successful application of knowledge from both fields in graded coursework. Landmark historical conflicts as well as how warfare shaped identity, governance, and culture will be examined through comparative analysis of historic sources, literature, and other cultural artifacts.

A - New Course Proposal V. 7.2022 : Entry # 3543**Will this course be team-taught?**

No

Does this course count towards a major or a minor?

Yes

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

Elective HST 3000-level course for the HST 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:**

From the University level, all HPU students are required to take an Integrative (ITG) Course as part of the Gen Ed. Informal surveys conducted since the Fall 2024 semester (when ITG courses launched) have revealed that many of the specific HST 3000 courses intended for History Majors & Minors have been cross-listed as ITG due to the deep need for more ITG courses. As a department, we hope to alleviate the shortage of ITG courses by offering courses specifically designed as Integrative courses – which are clearly superior to the impromptu adaptation of upper-level HST courses to help fulfill the ITG needs. Moreover, due to the loss of four History faculty members in the past five years, the History department has been unable to offer as many courses to fulfill the topical pathways for our majors: War & Revolution; Empire & Nation; Global Encounters; and Society, Culture, and Thought. This “Warrior Cultures” course will be a crucial addition to the History department’s curriculum for majors and minors who need to take upper-level courses within their chosen pathway. When the topics outlined in “Warrior Cultures” have been mentioned in courses like HST 1101 Western Civilization; HST 2401 Athens & Sparta; and HST 3581 Pirates, Princes, and Pashas, many students have expressed great interest in learning more about warrior cultures including Spartans, Vikings, and Crusaders of both the Christian and Muslim faiths. Moreover, this course offers the opportunity to expose more students to non-Western history (i.e. the history of East Asia, Africa, and the pre-Columbian Americas) which was a great loss with the retirement of both Dr. Peng Deng and Dr. Larry Simpson in 2020. In other words, this course is intended help alleviate both the University-wide shortage of specific ITG courses as well as provide further upper-level options for our History Majors and Minors to enable them to fulfill their pathway or complete their double-majors; etc.

List all student learning outcomes for this course.

Integrative Course Learning Outcomes

- 1) Integrative Learning: Synthesize concepts, theories, or frameworks of fields of study and apply them to situations or problems.
- 2) Creative Problem Solving: Analyze a problem and develop innovative solutions to address it effectively.

Course Objectives

1. Students will demonstrate an advanced understanding of key developments and concepts of warrior cultures throughout history.
2. Students will apply their knowledge and research skills to answer an historical question and craft their own evidence-based

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narrative about a specific aspect of warrior cultural history and its reflections in works of literature and other cultural artifacts.

3. Discern, paraphrase, and present in-depth information from relevant sources representing distinct points of view or approaches. Students will evaluate historiographical schools of thought, works of literature, and other cultural artifacts in the field of warrior culture history and critically analyze the benefits and limitations of research methodologies.

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; themes and cultural studies; etc. to focus on when they teach the course as long as it relates to the interaction between historical warriors / warfare and religio-societal/cultural conventions, beliefs, artifacts; etc. 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 history behind certain warrior cultures. In addition to the course's primary focus, instructors are welcome to incorporate other historical events outside of military-related ones if deemed relevant to understanding the religio-societal/cultural aspects of a designated time period(s). 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 syllabi (pp. 10-12). 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. For an example of integrative readings and videos, please refer to the list on p. 2 of the sample syllabus in addition to the abovementioned schedule on pp. 10-12. To ensure the students enrolled in this ITG are held to standards for a 3000-level course, instructors must require readings/assignments done outside the classroom that equate to 8 hours of work (i.e. 2 hours per credit hour) outside the classroom each week. Whether individually or team-taught, the instructor(s) will deliver high-impact learning exercises that require students to actively engage with the material and with one another, and to ensure the consistent integration of the disciplines in all classroom activities, discussions, and group work.

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. On p. 1, there is a table that links the graded course work to the Integrative Learning outcomes & course objectives they will assess. Pages 1-2 have the learning outcomes and course objectives specific to the course. 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 assignments wherein they will achieve / demonstrate their understanding of the academic content in question and especially apply that knowledge within new contexts that cultivate critical thinking (Integrative Learning) as well as finding innovative solutions to complex problems. (Creative Problem Solving) Finally, as simultaneously a history and cultural-studies course (i.e. literature, religion/mythology, anthropology; etc.), the content will inevitably draw from real-life examples and demand the successful application of knowledge from both fields in graded coursework. Charts correlating the Learning Outcomes to the respective Assessment Methods are included on pp. 1-2 of the sample syllabus.

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 topics/events; cultural studies/theories; etc. to focus on when they teach the course as long as it relates to the interaction between historical warriors / warfare and religio-societal/cultural conventions, beliefs, artifacts; etc. 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. 10-12). 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. Please consult the reading list on p. 2 of the sample syllabus for examples of integrative reading and video content.

List any course policies that will be required for all sections of this course.

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There are no required policies for this course. The instructor must adhere to High Point University; History Department; School of Humanities and Behavioral Sciences; Philips School of Business; Management Department; 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 (pp. 5-10) 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

- [Warrior-Cultures.doc](#)