LIBERAL EDUCATION PROGRAM
COVER PAGE FOR NEW COURSE SUBMISSIONS

This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at [http://www.bemidjistate.edu/faculty_staff/faculty_association/](http://www.bemidjistate.edu/faculty_staff/faculty_association/). (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

Name of course: **Topics: Humanities and Leadership**
Course Prefix and Number (e.g., ENGL 1151): **LEAD 2510**
Credits: **3**
Description (from catalog or from curriculum proposal): Students will be introduced to topics in leadership studies, drawing on perspectives from philosophy, art, literature and the human sciences. Topics may vary. **Liberal Education Goal Areas 6 & 9**

What is the official status of the course at the present time? **Check one of the following.**

_____ This course is already in the University catalog.

**X** This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.

_____ This course has been approved by the Curriculum Committee and is in Curriculum Report ___________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

_____ Goal Area 1: Communication (2 courses, 6 credits)

**X** Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)

_____ Goal Area 3: Natural Science (2 courses, 7 or more credits)

_____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/). The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, 3-11.

### III. Signatures and Contact Person

<table>
<thead>
<tr>
<th>Originator:</th>
<th>Dennis Lunt / Veronica Veaux</th>
<th>Dennis Lunt / Veronica Veaux</th>
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**Person to be contacted for further information:**

Name: Dennis Lunt
Phone: X2737
E-mail: dlunt@bemidjistate.edu

### IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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<td>Academic Affairs (for tracking)</td>
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<td>Curriculum Coordinator (Records Office)</td>
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<td>Curriculum, Graduate, Teacher Education Committees, as appropriate</td>
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<td>Liberal Education Committee</td>
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<td>Curriculum Report</td>
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<td>Faculty Senate</td>
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<td>Academic Affairs</td>
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Effective Spring 2013
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 6: THE HUMANITIES AND FINE ARTS*

This form should be completed for the following circumstances:
• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Topic: Humanities and Leadership
Course prefix and number: LEAD 2510
Credits: 3

Course description: Students will be introduced to topics in leadership studies, drawing on perspectives from philosophy, art, literature and the human sciences. Topics may vary. Liberal Education Goal Areas 6 & 9

Typically, courses in the Liberal Education Program do not have prerequisites. No prerequisites

Reasons for creating this course: Because leadership studies is an interdisciplinary program, and because the directors may occasionally offer courses from their subject area on leadership, topics courses allow us to meet that need.

How often will this course be offered? Once every two years

What is the projected maximum class size (cap)? 30

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 6: The Humanities and Fine Arts

• Students need to take two courses and earn at least 5 credits.

The overall goal for this goal area is to expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and
humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

Students will be able to...

_____ A. Demonstrate awareness of the scope and variety of works in the arts and humanities;
X____ B. Understand those works as expressions of individual and human values within an historical and social context;
_____ C. Respond critically to works in the arts and humanities;
X____ D. Engage in the creative process or interpretive performance;
X____ E. Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
X____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.
_____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
X____ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 6 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

**STEP ONE: GENERAL INFORMATION**

Name of course: Topic: Humanities and Leadership  
Course prefix and number: LEAD 2510  
Credits: 3

Course description: Students will be introduced to topics in leadership studies, drawing on perspectives from philosophy, art, literature and the human sciences. Topics may vary. Liberal Education Goal Areas 6 & 9

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No prerequisites

Reasons for creating this course: Because leadership studies is an interdisciplinary program, and because the directors may occasionally offer courses from their subject area on leadership, topics courses allow us to meet that need.

How often will this course be offered? Once every two years

What is the projected maximum class size (cap)? 30

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

**STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE**

**Goal Area 9: Ethical and Civic Responsibility**

- Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they
can exercise responsible and productive citizenship. While there are diverse views of social justice or the common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others’ positions, be part of the free exchange of ideas, and function as public-minded citizens.

According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

X_____ A. Students will be able to
  • Examine their own ethical views.
  • Articulate their own ethical views.
  • Apply their own ethical views.

X_____ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

_____ C. Students will be able to
  • Discuss the ethical dimensions of legal, social, and scientific issues.
  • Analyze the ethical dimensions of legal, social, and scientific issues.

X_____ D. Students will be able to distinguish the diversity of political motivations and interests of others.

_____ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students’ awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

_____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

X_____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or Perspectives which can give alternative meanings or solutions to given situations or problems.

_____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
X D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
LEAD 2510, Topics: Humanities and Leadership
BEYOND HERO-WORSHIP:
AUTHORITARIANISM AND PEOPLE POWER

Fall 2018
[meeting time]
Liberal Education Goal Areas 6 and 9
Instructor: Dr. Dennis Lunt
Email: dlunt@bemidjistate.edu
Office: Hagg-Sauer 313
Phone: ext. 2737
Office hours will be: [office hours]
(also available by appointment – email me)

COURSE DESCRIPTION

Students will be introduced to topics in leadership studies, drawing on perspectives from philosophy, art, literature and the human sciences. Topics may vary. Liberal Education Goal Areas 6 & 9

COURSE OBJECTIVES

By the end of this course, students will:

▪ differentiate substantive perspectives in the academic study of leadership.
▪ experiment with articulating their own perspective on leadership, with reference to classic and contemporary debates in leadership studies.
▪ Students will assemble material from difference media and academic genres to depict a debate in leadership studies and their position within that debate

A DEMOCRATIC CLASSROOM

I want the classroom to be as democratic and professional as possible. I have written the policies below with this in mind.

A community of inquiry – This class is a community where we can think together about moral problems that affect all of us. Since this is a course about leadership, you will probably have strong feelings about some of the topics of class discussion. We might talk about race,
gender, religion or abortion, among other controversial topics. You should criticize ideas rigorously and expect the same criticism of your own views. But no one should be shamed or derided for disagreeing with you. You should always give their arguments the most charitable interpretation you can. Derogatory (racist, sexist, homophobic, etc.) language will not be permitted. The moral of the story: Be critical and be a decent human being to the people around you.

Explicit/offensive content - You may find some of the assigned material uncomfortable or offensive. We will be discussing some sexually explicit content, racial epithets, sexual assault, suicide, imagery that offends certain religious communities, etc. I make a serious effort to balance respect for my students’ backgrounds and the need for mature, open discussion. If some topic impedes your ability to engage in this class please talk with me. I will make an effort to understand your concerns and find a fair way forward.

Academic honesty – I have no tolerance for plagiarism or other examples of academic dishonesty. Common forms of academic dishonesty include, but are not limited to

- representing someone else’s words as your own,
- closely paraphrasing someone else’s words or ideas, or
- re-writing someone else’s work without original arguments and articulation by you.

Academic dishonesty is not only deceptive. It also undermines the education that you and others receive. For these reasons, I assign an F for the assignment in which plagiarism occurs. I may also assign further penalties, including an F for the course, depending on the severity of the offense. Make-up opportunities are unlikely, and are assigned at my discretion.

Since academic dishonesty is a violation of the University’s Code of Conduct, you may also be subject to additional penalties, as described in the Student Handbook. The University’s policy for dealing with cases of academic dishonest is in the Code of Conduct (linked below). If you are unsure about what constitutes academic dishonesty, please talk to me. The Code of Conduct explains that academic dishonesty is “the attempt by students, faculty or staff to present as their own work achievements not actually performed by them. In classroom activities, this would include collusion, fabrication and cheating on examinations, papers or course work; in particular knowingly plagiarizing the work of others; duplicating, sharing or selling examinations without permission; producing work for others who claim it as their own; knowingly furnishing false or misleading information to university officials or on academic records; and unauthorized entrance, alteration or tampering with electronic files either personal or university owned.”

(http://www.bemidjistate.edu/students/handbook/policies/academic_integrity/personal_responsibility.cfm)
Recording policy – Audio or video recording during classroom activities, or pictures of class activities, are only permitted after the instructor's permission is asked and given. This permission can be rescinded later. If permission is given, recordings or pictures should only be used for the individual student’s instruction, and should not be disseminated to others.

Supplementary assistance - We would like to make sure that all the materials, discussions and activities that are part of the course are accessible to you. If you would like to request accommodations or other services, please forward your request as soon as possible. Upon request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu. Assistance is also available through the Minnesota Relay Service at 1-800-627-3529.

Stress and Academics - You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns. The SCHC office can be found on the first floor of Cedar Hall and you can contact them by phone (218-755-2053 or 218-755-2024) or email (kreiplinger@bemidjistate.edu). http://www.bemidjistate.edu/students/services/health_counseling/counseling/

ASSIGNMENTS AND GRADING

Every student begins the class with zero points. Everyone can earn points up to a maximum of 100 (the maximum excludes extra credit). The points you earn by the end of the semester determine your final grade. Grades will be posted on D2L.

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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Calculation</th>
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<tr>
<td>3 quizzes</td>
<td>30</td>
<td>97-100 points = A+ (4.0)</td>
</tr>
<tr>
<td>6 reading responses</td>
<td>30</td>
<td>93-96 points = A (4.0)</td>
</tr>
<tr>
<td>Research paper</td>
<td>30</td>
<td>90-92 points = A- (3.67)</td>
</tr>
<tr>
<td>Participation in discussion</td>
<td>10</td>
<td>87-89 points = B+ (3.33)</td>
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<tr>
<td>Final Grade</td>
<td>100</td>
<td>83-86 points = B (3.00)</td>
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<td>80-82 points = B- (2.67)</td>
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<tr>
<td>Extra credit may be offered, at my discretion.</td>
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<td>77-79 points = C+ (2.33)</td>
</tr>
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<td>All assignment details will be on D2L.</td>
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<td>73-76 points = C (2.00)</td>
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<td>70-72 points = C- (1.67)</td>
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<td>67-69 points = D+ (1.33)</td>
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<td>63-66 points = D (1.00)</td>
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<td>60-62 points = D- (0.67)</td>
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<tr>
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<td></td>
<td>&lt;60 points = F (0.0)</td>
</tr>
</tbody>
</table>

3 quizzes 30 points
6 reading responses 30 points
Research paper 30 points
Participation in discussion 10 points
Final Grade 100 points

This is how I will score your letter grade for the course:
Attendance - I will take attendance during most class periods. My attendance policy is as follows:
Less than 3 classes missed: final grade increased by 2 points
3-5 classes missed: final grade reduced by 5 points
6-8 classes missed: final grade reduced by 10 points
9 or more classes missed: F for the course
I will excuse absences in cases of medical or family emergencies, or during university-required events. You will need (a) documentation for the dates missed and (b) a meeting with me to go over what you missed. Non-emergency absences should be cleared with me beforehand.

Discussion - Class discussion will be run somewhat like a laboratory. We will have several hypotheses about how the world operates. We will test them with facts and evidence; and we will compare our experiences as we do so. Then we will do it again. This experimentation requires that you take an active part in class discussion. Being wrong is fine. Being quiet is not. (If this presents a problem, please speak with me as soon as possible.)

Late work – Unless arrangements have been made with me beforehand, late assignments will be assessed a penalty of half a letter grade for every day they are late. This does not apply to excused absences (listed above).

Readings – All assigned readings and a reading schedule will be placed on D2L, usually in PDF form. (The reading schedule will be updated periodically, depending on our progress through the course.) I do require that all students print the readings and bring them to class. A Kindle or other e-reader is acceptable as well, but using your phone is not, since the phone’s other functions are a distraction to you, me and the rest of the class.

Quizzes – Unlike a traditional quiz, our “quizzes” will be short opportunities to reflect on academic studies of leadership. I will ask you to summarize the debate between different thinkers, especially as they concern landmark topics/figures in leadership studies.

Reading Responses – Philosophical discussion is rigorous, as well as open. Opinions are welcome—but they need to be informed, logical and charitable. As part of this requirement, I want each student to write five one-page, single-spaced papers for class discussion. You may turn in only one per week; and you may choose which weeks you want to turn them in. They are due on the first day of class each week. Each paper should be about at least one of the assigned texts for that week.

The goal is to help you, and the rest of the class, notice interesting arguments in the assigned reading and focus on them in discussion. After you have done the reading, write a one-page paper with three parts:
1. A short quotation from one of the readings assigned for that week. Shoot for a couple sentences.

2. A few strong paragraphs explaining the meaning of the quotation, to the best of your ability. Try to explain what the author believes and why he or she believes it. Put it in the context of the rest of assigned text. This should be the longest part of your paper. Here are some potential questions, to jump-start your thinking:
   - How does the author think we should change our behavior? How do we live a good life, according to this author?
   - What is one of the author’s arguments for their thesis? Explain the steps of the argument.
   - Would it be difficult to live the way the author thinks we should? Why?
   - Are there people or institutions today that fit with the author’s way of thinking? Are there people or institutions that would have to be changed, if the author is right?
   - Are there logical problems with the author’s argument?
   - Are there pieces of evidence that would strengthen the author’s argument? Explain.

3. A question for class discussion. This might be a question about what the assigned text means, a question about the practical effects of the author’s position, or a question about its relevance for us today.

Grammar and spelling are taken into account when I am grading your papers.

The American Dream Today Paper – Another central skill in this course is the ability to discern the multiple causes of conflict over the meaning of leadership. I will distribute a list of recent debates over authoritarianism and community organization. After selecting one as your focus, you will read about that event regularly in news and academic sources, submitting a selection to an online discussion. By the end of the semester, each student will write a four-to five-page discussion of how one of the assigned readings helped you understand this conflict further.

These will not be issues with straightforward right or wrong answers, but ones that ask you to apply theoretical concepts to concrete situations (often in the form of news items). “Apply” is the key word here, as you will need to use theories to (a) select the politically and morally salient features of a social conflict and (b) indicate a way to resolve or pacify the conflict. Per the course objectives indicated above, rote repetition, us-versus-them thinking and ahistorical evaluation will not satisfy the demands of these exams. Satisfactory papers will move beyond repetition to interpretation of concepts, both-and thinking and historically informed evaluation.
TEXTS AND READING SCHEDULE

*Political Leadership: A Source Book*, ed. Barbara Kellerman

*We Make Change: Community Organizers Talk About What They Do—And Why*
   Ed. Kristin Layng Szakos and Joe Szakos
Vanderbilt UP, 2007 ISBN 9780826515551

Unit 1: Leaders as Heroes

Week 1: Abraham and Moses
Week 2: Buddha
Week 3: Socrates
Week 4: Abraham Lincoln
Week: Adolf Hitler
Week 5: Barack Obama, Hillary Clinton and Donald Trump

Unit 2: Beyond Hero-Worship

Week 6: The Great Man Theory and Its Critics
Week 7: The Authoritarian Personality
Week 8: The Problem of Dirty Hands
Week 9: Leaderless Movements?
Week 10: People Power
Week 11: Devolving Power
Week 12: Community Organizing I: What is Community Organizing?
Week 13: Community Organizing II: What makes a good organizer?
Week 14: Community Organizing III: Learning to Fail
Week 15: Do we still need heroes?
This document should be completed and submitted along with an appropriate goal area–specific COURSE SUBMISSION FORM and pertinent course materials. If you have questions about these forms or the curriculum review process for Liberal Education courses, contact the Liberal Education Director or a Liberal Education Committee member. A list of current Liberal Education Committee members is available at http://www.bemidjistate.edu/faculty_staff/faculty_association/. (Click on “Senate and Committees,” then “Faculty Committee Roster,” and scroll down to Liberal Education Committee.)

I. General Information. Please provide the following information regarding the course and its current status.

   Name of course: **Topics: History of Leadership**
   Course Prefix and Number (e.g., ENGL 1151): **LEAD 2520**
   Credits: **3**

   Description (from catalog or from curriculum proposal): Students will be introduced to topics in leadership studies, drawing on historical perspectives from social and behavioral sciences. Topics may vary. **Liberal Education Areas 5 & 9**

   What is the official status of the course at the present time? **Check one of the following.**
   
   _____ This course is already in the University catalog.
   
   ____X____ This course is part of a curriculum proposal that has been submitted to the Curriculum Committee.
   
   _____ This course has been approved by the Curriculum Committee and is in Curriculum Report ________________ (academic year). (Example: CR I, 2012-2013).

II. Summary of Goal Areas

   All BSU Liberal Education courses must meet at least one of the student learning outcomes/competencies from Goal Area 2 Critical Thinking. In addition to Goal Area 2, any one course may be placed in one or two additional goal areas. Please check the one or two goal areas in which you would like the course placed.

   ____ Goal Area 1: Communication (2 courses, 6 credits)
   ____X____ Goal Area 2: Critical Thinking (Requires completion of the rest of the Liberal Education Program.)
   ____ Goal Area 3: Natural Science (2 courses, 7 or more credits)
   ____ Goal Area 4: Mathematical/Logical Reasoning (1 course, 3 or more credits)
   ____X____ Goal Area 5: History and the Social and Behavioral Sciences (2 courses, 6 or more credits)
For each goal area selected above, complete an appropriate goal area form and provide necessary course documentation (e.g., a course syllabus) as requested on that form. The goal area forms can be found at http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/. The student learning outcomes/competencies for Goal Area 2 Critical Thinking are described on the forms associated with Goal Areas 1, and 3-11.

III. Signatures and Contact Person

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<td>Dennis Lunt / Veronica Veaux</td>
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**Department Chair:**

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**Dean:**

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<tr>
<td>Randy Westhoff</td>
<td>Randy Westhoff</td>
<td>01.02.2018</td>
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**Person to be contacted for further information:**

<table>
<thead>
<tr>
<th>Name</th>
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<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Lunt</td>
<td>X2737_</td>
<td><a href="mailto:dlunt@bemidjistate.edu">dlunt@bemidjistate.edu</a></td>
</tr>
</tbody>
</table>

IV. Submission Process Information

The completed form, including signatures, follows the same process as a curriculum proposal. Liberal Education forms may be submitted concurrently with curriculum proposals for new or modified courses. To begin the process, submit your proposal to your department chair. See the chart below for routing.

<table>
<thead>
<tr>
<th>Routing Steps for Liberal Education Curriculum Review</th>
<th>New Courses (not in the catalog)</th>
<th>Courses in Catalog but New to LE</th>
<th>Modification of Courses already in LE</th>
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LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM  
GOAL AREA 5: HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES*

This form should be completed for the following circumstances:

- For a new course proposed for the Liberal Education Program
- For a course modification involving adding this goal area to an already existing course
- For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Topics: History of Leadership  
Course prefix and number: LEAD 2520  
Credits: 3

Course description: Students will be introduced to topics in leadership studies, drawing on historical perspectives from social and behavioral sciences. Topics may vary. Liberal Education Areas 5 & 9

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No prerequisites

Reasons for creating this course: Because leadership studies is an interdisciplinary program, and because the directors may occasionally offer courses from their subject area on leadership, topics courses allow us to meet that need.

How often will this course be offered? Once every two years

What is the projected maximum class size (cap)? 30

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 5: History and the Social and Behavioral Sciences

- Students need to take two courses and earn six credits.

The overall goal of this goal area is to Increase students' knowledge of how historians and social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Knowledge of history and social and behavioral sciences will
better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

According to the Minnesota Transfer Curriculum (MnTC), to be accepted for inclusion in this goal area, courses must provide for three of the four listed competencies categories, A-D. **Please checkmark the competencies met by the course under consideration.**

_____ A. Students will be able to
  • Employ the methods that historians and social and behavioral scientists use to investigate the human condition.
  • Employ the data that historians and social and behavioral scientists use to investigate the human condition.

X___ B. Students will be able to
  • Examine social institutions across a range of historical periods and cultures.
  • Examine social processes across a range of historical periods and cultures.

X___ C. Students will be able to
  • Use alternative explanatory systems or theories.
  • Critique alternative explanatory systems or theories.

X___ D. Students will be able to
  • Develop alternative explanations or solutions for contemporary social issues.
  • Communicate alternative explanations or solutions for contemporary social issues.

**Goal Area 2: Critical Thinking**

All courses in BSU's Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. **Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.**

Students will be able to:

_____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

X___ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives which can give alternative meanings or solutions to given situations or problems.

_____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
X D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 5 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
LIBERAL EDUCATION PROGRAM COURSE SUBMISSION FORM
GOAL AREA 9: ETHICAL AND CIVIC RESPONSIBILITY*

This form should be completed for the following circumstances:

• For a new course proposed for the Liberal Education Program
• For a course modification involving adding this goal area to an already existing course
• For a course modification involving the student learning outcomes/competencies associated with an already existing course in this goal area.

STEP ONE: GENERAL INFORMATION

Name of course: Topics: History of Leadership
Course prefix and number: LEAD 2520
Credits: 3

Course description: Students will be introduced to topics in leadership studies, drawing on historical perspectives from social and behavioral sciences. Topics may vary. Liberal Education Areas 5 & 9

Are there any prerequisites? Typically, courses in the Liberal Education Program do not have prerequisites. No prerequisites

Reasons for creating this course: Because leadership studies is an interdisciplinary program, and because the directors may occasionally offer courses from their subject area on leadership, topics courses allow us to meet that need.

How often will this course be offered? Once every two years

What is the projected maximum class size (cap)? 30

*All courses in the Bemidji State University Liberal Education Program also address some aspect of Goal Area 2 Critical Thinking.

STEP 2: SELECTION OF STUDENT LEARNING OUTCOMES/COMPETENCIES TO BE MET BY THE PROPOSED COURSE

Goal Area 9: Ethical and Civic Responsibility

• Students need to take one course and earn at least two credits

The overall goal of this goal area is to develop students' capacity to identify, discuss, and reflect upon the ethical dimensions of political, social, and personal life and to understand the ways in which they can exercise responsible and productive citizenship. While there are diverse views of social justice or the
common good in a pluralistic society, students should learn that responsible citizenship requires them to develop skills to understand their own and others' positions, be part of the free exchange of ideas, and function as public-minded citizens.

According to the Minnesota Transfer Curriculum (MnTC) to be accepted for inclusion in this goal area the course must provide for three of the five listed competencies, A-E. Please checkmark the competencies met by the course under consideration.

X____ A. Students will be able to
- Examine their own ethical views.
- Articulate their own ethical views.
- Apply their own ethical views.

X____ B. Students will be able to apply core concepts (e.g., politics, rights and obligations, justice, liberty) to specific issues.

____ C. Students will be able to
- Discuss the ethical dimensions of legal, social, and scientific issues.
- Analyze the ethical dimensions of legal, social, and scientific issues.

X____ D. Students will be able to distinguish the diversity of political motivations and interests of others.

____ E. Students will be able to identify ways to exercise the rights and responsibilities of citizenship.

Goal Area 2: Critical Thinking

All courses in BSU’s Liberal Education Program are expected to incorporate critical thinking skills. The overall goal for this area of the Minnesota Transfer Curriculum is to develop thinkers who are able to unify factual, creative, rational, and value-sensitive modes of thought. Critical thinking skills are taught and used throughout the BSU Liberal Education curriculum in order to develop students' awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems. Please checkmark one or more of the competencies/student learning outcomes met by the course under consideration.

Students will be able to:

____ A. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.

X____ B. Imagine and seek out a variety of possible goals, assumptions, interpretations, or Perspectives which can give alternative meanings or solutions to given situations or problems.

____ C. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

X____ D. Recognize and articulate the value assumptions which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.
STEP 3: ADDITIONAL INFORMATION TO BE PROVIDED FOR EACH STUDENT LEARNING OUTCOME/COMPETENCY SELECTED

As you create the materials to be submitted (e.g., a course syllabus) please detail how the student learning outcomes/competencies checked in Step 2 above (for Goal Areas 9 and 2) will be assessed in this course.

Please attach a course syllabus and any other relevant material.
Bemidji State University
LEAD 2520: Topics: History of Leadership
The History of Anishinaabe Leadership
3 credits

Contact Information:
Instructor: Veronica Veaux
Office: Memorial Hall 128
Office Hours: TBD
Telephone: (218) 755-4122
Email: vveaux@bemidjistate.edu

Course Description:
Students will be introduced to topics in leadership studies, drawing on historical perspectives from social and behavioral sciences. Topics may vary. Liberal Education Areas 5 & 9

Liberal Education Goal Areas:
This course satisfies Liberal Education Goal Area 5 and Goal Area 9.

Textbooks/Materials:
Other readings will be posted on D2L, as assigned.

Learning Outcomes:
Students will be able to:
- Examine social institutions and processes of Anishinaabe people from written accounts.
- Ability to articulate and examine their own ethical views.
- Distinguish the diversity of political motivations and interests of the federal government and the Anishinaabe leaders in Minnesota and Wisconsin.
- Identification of a social issues that Anishinaabe people face and develop a potential solution for such an issue.

Major Content Areas
- Discussion of historical perspectives of leadership in Anishinaabe society and contemporary approaches to indigenous leadership.
- Historical Anishinaabe perspectives of hereditary, charismatic, military, and religious leaders will be examined.
- An overview of the Anishinaabe leadership changes in the last 250-plus years, including that of a ‘traditional’ context to that within reservations and contemporary leadership.
- The future of Anishinaabe leaders and leadership challenges and possible solutions that they face.

Outline / Assignments:
- Assignments are outlined in the Topics / Schedule section
**Grading Information:**
A = 90-100% of total points  
B = 80-89.9%  
C = 70-79.9%  
D = 60-69.9%  
F = 0-59.9%

**Topics / Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| Week 1 | Read “Introduction” in *Ogimaag*, and then “Introduction” in *The Murder of Joe White*  
• Write 1-2 pages on your impression of social institutions and processes among *Anishinaabe* people from 1760-1990s. Be prepared to discuss in class. |
| Week 2 | Read Chapter 1 “Power in the Anishinaabeg World” in *Ogimaag*  
• Write 1-2 pages about your impression of *Anishinaabe* worldviews of power. Include a brief examination of your own ethical views in comparison to the *Anishinaabe* view of power. |
| Week 3 | Read Chapter 2 “Ogimaag: Hereditary Leaders” in *Ogimaag* and read Johnston, B. (1976), *Divisions of Society: Leadership* on D2L  
• Write 1-2 pages on your ethical beliefs about leadership based on charisma and/or heredity. Be prepared to discuss in class. |
| Week 4 | Read Chapter 3 “Mayosewininiwag: Military Leaders” in *Ogimaag*  
• Discussion in class will include *Anishinaabe* military leaders. Students will discuss the diversity of political motivations and interests of others based on the military leadership system in *Anishinaabe* society. |
| Week 5 | Read Chapter 4 “Gechi-Midewijig: Midewiwin Leaders” in *Ogimaag*  
• Discussion in class will include *Anishinaabe* religious leaders. Students will discuss the diversity of political motivations and interests of others based on the religious leadership system in *Anishinaabe* society. |
| Week 6 | Read Chapter 1 “The Rise of Nena’aangabi and American Expansion in the Western Great Lakes, 1825-1837” in *The Murder of Joe White*  
• In 1-2 pages, describe your impression of the American Expansion and the impact it would have had on the leadership roles and responsibilities discussed in Chapters 1-4 of *Ogimaag*. |
| Week 7 | Read Chapter 2 “Nena’aangabi and the Language of Treaties, 1837-1855” in *The Murder of Joe White*  
• Mid-Term Exam that will cover Chapters 1-4 of *Ogimaag* and Chapters 1-2 of *The Murder of Joe White* |
| Week 8 | Read Chapter 3 “Waabizheshi’s Vision of an Intercultural Community at Rice Lake, 1855-1877” in *The Murder of Joe White*  
• Discussion in class will include a summary of Waabizheshi’s vision. Students should be prepared to discuss the impact the timber industry had on Rice Lake in regards to the environment and sustainability |
| Week 9 | Read Chapter 4 “Aazhaweyaa and Ojibwe Women in Transition” in *The Murder of Joe White*  
- Write 1-2 pages on the role of *Anishinaabe* women in historical society and the changing roles of women. Include an examination of your ethical views surrounding the role of women. |
| Week 10 | Read Chapter 5 “Giishkitawag Confronts Removal, 1879-1894” in *The Murder of Joe White*  
- Write 1-2 pages on a time that you were faced with an ethical dilemma. How did you handle it? Do you believe that Giishkitawag was wise in confronting the federal government? |
| Week 11 | Read Chapter 6 “The Murder of Joe White and the Culmination of Removal” in *The Murder of Joe White*  
- Write a reflection paper on the politics, rights and obligations, justice, liberty in Wisconsin during the late 1890s and your reflection of Giishkitawag’s murder. |
| Week 12 | Read Chapter 5 “The Contest for Chiefly Authority at Fond du Lac” in *Ogimaag*  
- Write 1-2 pages on your impression of the political and social unrest of *Anishinaabe* society as people were removed and forced onto reservations. Include in your reflection what you might have proposed differently. |
| Week 13 | Read Child, B. (2013), *Reservations: Holding Our World Together* on D2L  
- Be prepared to discuss in class the role of *Anishinaabe* women during the treaty era and the establishment of reservations. Discuss the impact of reservations and the resulting sense of community. |
| Week 14 | Read The Harvard Project on American Indian Economic Development (2008), *The Long Road to Self-Determination* on D2L  
- Assignment: Write a brief overview of self-determination, then identify one contemporary social issues about self-determination and offer possible solutions. |
- Identify a contemporary *Anishinaabe* social issue and develop potential solutions for that issue, using Jorgensen’s framework. |
| FINALS | Cumulative Final Exam |

**Academic Integrity:**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

**Students with Special Needs:**
Bemidji State University would like to assure that all educational programs, course materials, services, and activities sponsored by the College are accessible to individuals with disabilities. If you would like to request accommodations or other services, please forward you request as soon as possible. Upon
request students with a documented disability may receive appropriate and reasonable accommodations in this course including information in an alternate format. Please contact the Disability Services Office at 755-3883 or email disabilityservices@bemidjistate.edu Also available through the Minnesota Relay Service at 1-800-627-3529.

**Mental Health & Counseling:**
You may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns.
Mail - DLunt@bemidjistate.edu https://outlook.office.com/owa/?realm=bemidjistate.edu&exsvurl=1&...
Organizational Behavior as an elective Leadership class

Veronica Veaux
Thu 11/16/2017 3:49 PM
To: Angie Kovarik <AKovarik@bemidjistate.edu>; Carol Nielsen <CNielsen@bemidjistate.edu>; David Frison <DFrison@bemidjistate.edu>; Dean Frost <DFrost@bemidjistate.edu>; Douglas Leif <DLeif@bemidjistate.edu>; Gabriel Warren <GWarren@bemidjistate.edu>; Halbana Tarmizi <HTarmizi@bemidjistate.edu>; Jeffrey Everhart <JEverhart@bemidjistate.edu>; Joann Fredrickson <JFredrickson@bemidjistate.edu>; Kari Wood <KWood@bemidjistate.edu>; Kelly La Venture <KLaventure@bemidjistate.edu>; Soohoon Park <SPark@bemidjistate.edu>; Valerie Wallingford <VWallingford@bemidjistate.edu>; Veronica Veaux <VVeaux@bemidjistate.edu>; YoungSeob Son <YSon@bemidjistate.edu>; Zhe Li <ZLi@bemidjistate.edu>; cc: Dennis Lunt <DLunt@bemidjistate.edu>

<DLunt@bemidjistate.edu>

All,

Dennis Lunt, the Leadership Studies Council, and I are reviewing courses to add (and remove) from the list of electives from the Leadership Studies minor. I would like to have BUAD 4354 Organizational Behavior as an elective in the Leadership Studies minor.

Please let me know if you have any concerns or questions regarding this curricular addition.

Thank you,
Veronica Veaux
Assistant Professor & Co-Director Leadership Studies
Business Administration – MH 128
(218) 755-4122

View my schedule

Department of Humanities Meeting Minutes, 12.6.2017
Dennis Lunt
(12.6 draft)
Dan Allosso  
Absent: Mary Hrenchir, Daniel Guentchev

Meeting begins at 1:09.

We will revisit the minutes from our last meeting in January.

**Old Business**

Dept. Operating Procedures—McManus incorporated changes discussed at our last meeting. We reviewed and formally adopted the current draft (moved by Ellis, seconded by Ellison).

History and Humanities Program Assessment—McManus provided a history of recent assessment of theses and portfolios in humanities and history. We discussed and adopted some recommendations: creating prerequisites for upper-division HST classes, dropping HST 2800 and Reacting to the Past requirements, requiring that majors take all hour HST 1000-level surveys, etc.: recommendations #1-3 on the attached (motion by Ellis, second by Lunt).

We also agreed that HST 3___, Historiography should be required for minors, as well as majors. We discussed several methods for creating a writing-intensive course that will work for both minors and majors. We considered a 1-credit “rider” or perhaps cross-listing Historiography as a 3000/4000-level course. For this reason, we decided to postpone a decision on this course (recommendation #4 on the attached) until after winter break. The Humanities major may include it as an elective, after revision.

**New Business**

Leadership Studies—We approved adding PHIL 2330 to the Leadership Studies minor elective list.

Graduate Credits—A lot of teachers need graduate credit, so there’s administrative interest in graduate courses.

Meeting adjourned at 1:58.

Mail - DLunt@bemidjistate.edu https://outlook.office.com/owa/?realm=bemidjistate.edu&exsvurl=1&ll=...
To: Rebecca Hoffman <RHoffman@bemidjistate.edu>
Thanks a bunch, Rebecca.
Dennis Lunt
Assistant Professor of Philosophy
Co-Director of Leadership Studies
Department of Humanities Bemidji State University
1500 Birchmont Dr., Box #23 Bemidji, MN 56601
Office: Hagg-Sauer 313 218-755-2737

From: Rebecca Hoffman
Sent: Thursday, October 19, 2017 3:35 PM
To: Dennis Lunt <DLunt@bemidjistate.edu>
Subject: Leadership Studies

Dennis:

Here are the social work classes that I think could be considered for the Leadership certificate and/or minor. Several have pre-requisites but also have similar course equivalents in the courses in the Leadership program. Best, Rebecca

SOWK 2110 Intercultural Communication
*This is our only liberal education elective in the bunch. The rest are open to social work majors only.
Designed to enable students to develop awareness, knowledge and skills for sensitive and effective intercultural communication on the international scene as well as with core-cultures in America. The course is particularly useful for students who are preparing to work with cultures other than their own, including: the human services field, business, marketing, languages, pre-professional programs and others. Liberal Education Goal Areas 7 & 8

SOWK 3160 Human Behavior and the Social Environment II
Designed to enable students to explain and assess group, organization, and community behavior/life span from an ecosystems perspective using a generalist social work practice approach. Students integrate the cultural competence continuum and the strengths perspective across the diversity dimensions of large human systems: group, organization, community, and society. Students also critically consider and examine models of large system development - group, organization, and community - as well as the relationships and interconnections between and among micro and macro systems. Prerequisites: POL 1200 and SOWK 2160.

SOWK 3260 Social Welfare Policy
Students develop an understanding of the history and role of public policy as related to social work practice, societal values, and issues central to the development of public policy in the United States. Students critically examine contemporary and controversial social welfare issues, assess U.S. policy development and evaluation practices, understand the global interconnectedness of U.S. policy, and develop social justice advocacy skills for vulnerable populations. Prerequisite: Admission to the Social Work program, and POL 1200.
SOWK 3552 Generalist Practice II (Equivalent to PSY 3337)
Introduces and applies models for establishing and engaging in the professional helping relationship with support and treatment groups. Students learn, practice, and critically examine knowledge, skills, and values related to group processes: planning, assessment, facilitation, leadership, evaluation, role development, and ethical practice. Emphasis is on cultural competence in social work practice with groups. Prerequisite: SOWK 2130 and SOWK 3551.

SOWK 3553 Generalist Practice III
Introduces and applies models for establishing and engaging in the professional helping relationship with task groups, organizations, and communities focusing on systems change: assessment and engagement, intervention, advocacy, leadership, community organizing and strategic planning to create change. Students learn and practice cause advocacy and grant writing skills. Emphasis is on cultural competence and the application of ethical group practice in task groups, community organizing, and cause advocacy.

Rebecca Hoffman, MSW, LlSW
Bemidji State University
Assistant Professor of Social Work & Director...

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Bemidji, MN 56601
http://www.bemidjistate.edu/academics/dep...

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