

HIBBING COMMUNITY COLLEGE COURSE OUTLINE

COURSE NUMBER & TITLE: HIST 2200 - Minnesota History

CREDITS: 3 (3 Lec / 0 Lab)

PREREQUISITES: College-level reading ability is required.

CATALOG DESCRIPTION:

Minnesota History offers a general survey of the state's political, cultural, social, economic, and intellectual history from prehistoric times to the present. This class is especially suited for prospective elementary and secondary teachers and for anyone with a general interest in the state's history. MNTC Goal Areas: (5)History/Social Behavioral Sciences and (7)Human Diversity.

OUTLINE OF MAJOR CONTENT AREAS:

- I. Minnesota: the land and environment
- II. The first Minnesotans
- III. Minnesota under three flags: European exploration and settlement
- IV. Minnesota: from Louisiana Purchase to territory
- V. Minnesota: statehood and war
- VI. Minnesota grows: 1865-1900
- VII. Minnesota in the modern age: 1900-1945
- VIII. Minnesota at century's end: 1945-2000
- IX. Looking forward: Minnesota in the 21st century

COURSE GOALS/OBJECTIVES/OUTCOMES:

Students will

1. identify Minnesota's major geological, climate, and biological zones on a map.
2. map Minnesota's major rivers, lakes, and natural phenomena.
3. describe the state's archeological heritage as it pertains to American Indians.
4. explain how various Indian nations adapted to environmental niches in Minnesota.
5. map the exploration routes of the Spanish, French, and English as they relate to Minnesota's exploration and settlement.
6. explain the operation and impact of the fur trade on Minnesota's European and native populations.
7. explain how the United States obtained Minnesota.
8. describe how Minnesota's borders and boundaries were established.
9. evaluate the reasons for Minnesota's rapid settlement during the territorial era.
10. identify the reasons behind the cultural clashes that occurred between Indians and whites during the territorial era.
11. describe how settlers changed Minnesota's environment during the territorial era.

12. describe the political maneuverings that accompanied Minnesota's petition for statehood.
13. summarize the major causes behind the U.S. Dakota War.
14. list the war's short and long term effects on Minnesota.
15. explain Minnesota's role in the Civil War and the war's impact on the state.
16. describe the Grand Army of the Republic's role in Minnesota politics during the Gilded Age.
17. discuss the railroad's impact on the state's economic development.
18. list the major ethnic groups that emigrated to Minnesota and map their major locations of settlement.
19. map the expansion of settlement into western and northern Minnesota.
20. describe the contributions the lumber, railroad, mining, and milling industries made to Minnesota's economic growth during the Gilded Age (1877-1900).
21. explain why the Populist Party achieved so much support among Minnesota farmers.
22. describe the Progressive movement's impact on Minnesota during the Progressive Era (1900-1920).
23. describe the Great Depression's impact on Minnesota's rural and urban population.
24. describe the rise of the Nonpartisan League (NPL) and Democratic Farmer Labor (DFL) Party and explain their roles in state and national politics.
25. summarize World War II's impact on Minnesota's farming and mining economy.
26. explain the factors behind the Twin Cities' explosive growth in the 1950s and 1960s.
27. describe the economic impact of the downturn in agriculture and mining after 1950.
28. identify major figures associated with cultural advances in the state during the 20th century.
29. identify the ethnic minority groups that settled in Minnesota since 1945.
30. describe the impact these new ethnic groups have had on Minnesota's cultural and economic life.
31. identify the challenges facing Minnesota in the 21st century.

MNTC GOALS AND COMPETENCIES MET:

History and the Social and Behavioral Sciences
Human Diversity

HCC COMPETENCIES MET:

Communicating Clearly & Effectively
Thinking Creatively and Critically

STUDENT CONTRIBUTIONS:

Students are expected to attend class on a regular basis and be prepared to contribute to and participate in class discussions.

**STUDENT ASSESSMENT SHALL TAKE PLACE USING INSTRUMENTS
SELECTED/DEVELOPED BY THE COURSE INSTRUCTOR.**

**SPECIAL INFORMATION: (SPECIAL FEES, DIRECTIVES ON HAZARDOUS
MATERIALS, ETC.):**

This course will include a special unit for elementary and secondary teaching majors on writing and implementing the Minnesota curriculum standards for Minnesota history.

AASC APPROVAL DATE: January 18, 2012

REVIEW DATE: January 2017

HIST2200: so
011812