HIBBING COMMUNITY COLLEGE
COURSE OUTLINE

COURSE TITLE & NUMBER: Minnesota History: History 2200
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.

OUTLINE OF MAJOR CONTENT AREAS:
1. Minnesota: the land and environment
2. The first Minnesotans
3. Minnesota under three flags: European exploration and settlement
4. Minnesota: from Louisiana Purchase to territory
5. Minnesota: statehood and war
6. Minnesota grows: 1865-1900
7. Minnesota in the modern age: 1900-1945
9. Looking forward: Minnesota in the 21st century

COURSE GOALS/OBJECTIVES/OUTCOMES:
1. Students will describe the state’s archeological heritage as it pertains to American Indians and explain how Indian nations adapted to environmental niches in Minnesota.
2. Students will map the exploration routes of the Spanish, French, and English as they relate to Minnesota’s exploration and settlement.
3. Students will explain the operation and impact of the fur trade on Minnesota’s European and native populations.
4. Students will describe how Minnesota’s borders and boundaries were established.
5. Students will evaluate the reasons for Minnesota’s rapid settlement during the territorial era.
6. Students will describe how settlers changed Minnesota’s environment during the territorial era.
7. Students will summarize the major causes behind the U.S.-Dakota War and list the war’s short and long term effects on Minnesota.
8. Students will explain Minnesota’s role in the Civil War and the war’s impact on the state.
9. Students will discuss the railroad’s impact on the state’s economic development.
10. Students will list the major ethnic groups that emigrated to Minnesota and map their major locations of settlement.
11. Students will describe the contributions the lumber, railroad, mining, and milling industries made to Minnesota’s economic growth during the Gilded Age (1877-1900).
12. Students will describe the Progressive movement and Great Depression’s impact on Minnesota during the Progressive Era and the 1930s (1900-1941).
13. Students will summarize World War II’s impact on Minnesota’s farming and mining economy and explain factors behind the Twin Cities’ explosive growth in the 1950s and 1960s.
14. Students will describe the economic impact of the downturn in agriculture and mining after 1950.
15. Students will identify the ethnic minority groups that settled in Minnesota since 1945 and describe their impact on Minnesota’s cultural and economic life.
16. Students will 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.**

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

*Curriculum Committee Approval Date: May 6, 2019*

*AASC APPROVAL DATE: July 24, 2019*

**REVIEW DATE:** July 2024