Bemidji State University

HST 2610: Minnesota History

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None


This course's goal is to help students identify both why and how major events in Minnesota's past occurred by uncovering the means through which economic, political, and cultural forces motivated Minnesotans to act. The students will explore what makes Minnesotan culture distinct from a historical perspective. They will also survey the history of the Minnesota area--its environments, people, and cultures. In addition, this course will expose students to a variety of methods to understand history. The students will explore the local historical society and read primary and secondary sources covering Minnesota's history. [Core Curriculum Goal Area(s) 5 & 7]

B. COURSE EFFECTIVE DATES:
09/03/2002 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Immigration to Minnesota, the Market Revolution, and the Industrial Revolution
2. Populism and Progressivism
3. World War I and World War II in Minnesota
4. The Great Depression
5. Civil Rights Movement
6. The Landscape and First People
7. European Search for Furs
8. Territory and Statehood
9. Minnesota in the Civil War
10. Indian Grievances & the Dakota War
11. Changes in Politics & the Economy Since 1945

D. LEARNING OUTCOMES (General)

1. recognize and examine the key people, events, and social processes that shaped Minnesota's history. In doing so, they will empathize with the diverse perspectives of the cultural groups that have shaped Minnesota's history, especially those groups that were marginalized by historical social structures and institutions.

2. develop critical thinking, speaking, reading, and writing skills. They will analyze and evaluate the interpretations of past events found in primary and secondary sources and formulate their own interpretations in writing and discussion. In doing so, the students will both evaluate historical significance and create their own explanations of historical causation.
3. In both writing and discussion, students will describe and compare the cultural identities and experiences of the diverse peoples who have shaped Minnesota's history. In doing so, students will examine how and why these cultural perspectives have both changed over time and contributed to Minnesota's political, social, and economic systems. The course particularly focuses on identifying the socio-cultural values of the Anishinaabe and Dakota peoples.

4. Construct sound historical arguments. They will learn the research and argumentation skills that historians use to interpret the past.

5. Develop skills valuable for teaching Minnesota history. Students will practice ways to present history to audiences in a compelling and informative manner.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci
1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.

Goal 07 - Human Diversity
1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Goal 05 - Hist/Soc/Behav Sci
1. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 07 - Human Diversity
1. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted