

# Inver Hills Community College

## HIST 1130: Minnesota History

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci, Goal 10 - People/Environment

Examines the historical development of the State of Minnesota, from its prehistoric origins through the territorial period, and to the present. Surveys social, political, economic and geographical forces, with emphasis on the interaction of people and environment, that have shaped Minnesota's history.

**B. COURSE EFFECTIVE DATES:** 08/24/2009 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Early economic and cultural contact: 20%
2. Frontier through statehood: 20%
3. Historical geography: 5%
4. Historical method: 5%
5. Minnesota Political history: 25%
6. Minnesota in the modern and contemporary world: 15%
7. Native Americans: 10%

### D. LEARNING OUTCOMES (General)

1. Use a knowledge base of factual detail sufficient to develop skills of analysis and interpretation
2. Identify specific aspects and historical events which have shaped the character of Minnesota and its physical environment over time
3. Critically analyze the political, economic, social and cultural aspects of Minnesota
4. Articulate interpretations of the historical record, using primary and secondary sources

## **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.
3. Use and critique alternative explanatory systems or theories.
4. Develop and communicate alternative explanations or solutions for contemporary social issues.

### Goal 10 - People/Environment

1. Explain the basic structure and function of various natural ecosystems and of human adaptive strategies within those systems.
2. Discern patterns and interrelationships of bio-physical and socio-cultural systems.
3. Describe the basic institutional arrangements (social, legal, political, economic, religious) that are evolving to deal with environmental and natural resource challenges.
4. Evaluate critically environmental and natural resource issues in light of understandings about interrelationships, ecosystems, and institutions.
5. Propose and assess alternative solutions to environmental problems.
6. Articulate and defend the actions they would take on various environmental issues.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted