

Common Course Outline for: HIST 1133: Minnesota History**A. Course Description**

1. Number of credits: 3
2. Lecture hours per week: 3
Lab hours per week: *None*
3. Prerequisites: *None*
4. Co-requisites *None*
5. MnTC Goals 5 & 10

A study of the interrelationship between Minnesota's geophysical environment and socio-cultural development. Topics will include Native American culture, European settlement, immigration, economic and industrial development, political institutions, cultural legacy, ethnic heritage and Minnesota's place in the global community.

B. Date last reviewed: January 2018

C. Outline of Major Content Areas

- Native American Culture
- European Settlement
- Immigration
- Economic and Industrial Development
- Political Institutions
- Cultural Legacy
- Ethnic Heritage
- Minnesota's Place in the Global Community

D. Course Learning Outcomes

Upon successful completion of the course, the student will be able to:

1. demonstrate a broad understanding of Minnesota History from the Pre-Columbian Era through the present, including a history of the state's environment and its resources; (Goal 2a, 5a, 5b, 5d, 10a, 10b, 10c)
2. make use of historical thinking; (Goal 2d, 5c, 5d, 7b, 7c, 10d)
3. analyze historical sources, distinguishing primary from secondary sources; (Goal 2b, 5a, 5b, 5c, 10b)
4. communicate effectively using historical evidence and methods; (Goal 2c, 5a, 10f)

5. analyze and understand the diversity of the peoples of Minnesota within their distinctive historical contexts, including their interactions with a changing environment. (Goal 2b, 5a, 5b, 5d, 10a, 10b, 10c)

E. Methods for Assessing Student Learning

Instructors will use a variety of formative and summative assessment techniques based upon their personal preferences to assess student accomplishment of the course goals and objectives and appeal to diverse learning styles, including but not limited to:

1. Ungraded or "low-stakes" assignments intended to provide instructors with immediate feedback on their instruction and improve student understanding of the course material. Examples: think-pair-share discussions; brief in-class writing exercises; reflection papers; and mid-semester course evaluations. Ungraded assignments may be either individual or group.
2. Graded assignments intended to assess student understanding of the course material. Examples: objective exams (multiple choice, true/false and fill-in-the-blank); essay or short answer exams; papers (research, description or source analysis); and oral presentations. Graded assignments may be either individual or group.
3. Extra credit opportunities. Examples: reflection or reaction papers, based upon course material or attendance at a relevant cultural event or historical site; research or source analysis papers; and oral presentations.

F. Special Information

None