COMMON COURSE OUTLINE: Course discipline/number/title: HIST 1622: History of Minnesota

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing
4. Co-requisites (Course discipline/number): None

This course covers Minnesota's history from the paleo cultures, the pre-European Amerindian cultures, the settlement of New France, the French and British exploration and fur trade, post Revolutionary War, to the Industrial Revolution. Climatic, geo-physical, socio-economic, political, and cultural development will be traced and analyzed.

B. DATE LAST REVISED (Month, year): January, 1997

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Land, Water, and Time-The Spirit of Place
   a) Climate
   b) Geography
   c) Waterways
   d) Natural Resources
2. Minnesota’s First Nations
   a) Prehistoric Man, Minnesota Man and Brownsvalley Man
   b) Amerindian Nations-Algonquian and Siouan Cultures
   c) “Journey of Life” and “Trail Of Death” –Cultural Comparisons
   d) Jeffersonian Philanthropy
   e) Kensington Runestone
3. New France and the British Fur Empire
   a) Francis I, Henry IV, and Louis XIV (French Exploration)
   b) New France Trade Co.-Chamberlin, Talon, Beauharnois
   c) Fur Trade Routes
      i. Nicolet
      ii. Jolliet
      iii. LaSalle
      iv. Le Sueur
      v. Duluth
      vi. La Varendrye
   d) French and Indian War-Treaty of Paris (1763)
   e) British Fur Trade-Quebec Act, North West Co., and Hudson Bay Co.
   f) War of Independence – Treaty of Paris (1783)
4. Under the American Flag
   a) Zebulon Pike-American Exploration
   b) The Factory System-George Washington and the Fur Trade
   c) John Jacob Astor- The American Fur Co., a fur Barony
   d) War of 1812 – The Second War of Independence
      i. Dickson
      ii. Astor
      iii. Wapashaw I
   e) Northern Boundary and Source of the Mississippi River
      i. Cass
      ii. Morrison
      iii. Beltrami
      iv. Thompson
      v. Schoolcraft
      vi. Nicollet
C. OUTLINE OF MAJOR CONTENT AREAS: Continued...

5. Fort Snelling—Center for a New State
   a) Lt. Colonel Henry Leavenworth—Site Selection
   b) Colonel Josiah Sellel—Design, Construction, and Society
   c) Lawrence Taliaferro—Minnesota’s First Indian Agent

6. The Populating of Minnesota
   a) The Amerindian Treaty System
   b) Migration/Immigration—Yankees, Scandinavians, Germans
   c) Minnesota’s Early Political Leaders
      i. Henry Hastings Sibley
      ii. Alexander Ramsey
      iii. Ignatius Donnelly
   d) Minnesota Becomes a territory
   e) Minnesota’s State Constitution—statehood Realized

7. Civil Unrest—War on Two fronts
   a) Dred Scott’s Time at Fort Snelling—Basics for the Decision
   b) Minnesota in the Civil War—First State to send soldiers
   c) The Dakota Uprising of 1862—Dakota War, trails, and Expulsion from Minnesota

8. Postwar Changes
   a) Politics of the 1860’s and 1870’s
   b) The Granger Movement
   c) Railroading—James J. Hill and the Great Northern Lumbering—Military Land Warrants
   d) Lumbermen and their legends
   e) Agriculture—The Homestead Act
   f) Milling Industry
      i. Wheat
      ii. Transportation
      iii. Technology

9. Read Earth, Iron Men, and Taconite
   a) The Legend of “Mesabi”
   b) The search for Iron—Merritts, Rockefeller, and Carnegie
   c) Men of iron—The “Range” towns
   d) Taconite—the future of the industry

D. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Achieve an appreciation and understanding of the complex social, political, and economic forces which forged the history or Minnesota.
2. Better understand the significance of pre-European cultures which participated in the process of settlement along with the European settlers.
3. Appreciate the unique, ye integrated, pattern that Minnesota forms with the rest of the United States.

E. LEARNING OUTCOMES (MNTC):

Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.

Goal 5/History and the Social and Behavioral Sciences: The student will be able to:
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 7/Human Diversity: The student will be able to:
1. Understand the development of and the changing meanings of group identities in the United States’ history and culture.
E. LEARNING OUTCOMES (MNTC): Continued...
   2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
   3. Analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
   4. 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.
   5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

F. METHODS FOR EVALUATION OF STUDENT LEARNING:
   1. Research Paper
   2. Exams
   3. Class discussion
   4. Satisfactory Attendance will be expected and evaluated

G. SPECIAL INFORMATION (if any): None