

MESABI RANGE COMMUNITY & TECHNICAL COLLEGE – VIRGINIA/EVELETH

Course Outline

Course Title: Native American History  
Semester Course Prefix and Number: HIST 1567  
Old Quarter Course Prefix and Number: HIST 150

Submitted By: J. Gawboy  
Approval Date: April 2002  
Revision Date: Feb. 2002

Number of Credits: 3      Number of Lecture Credits: 3  
Semester(s) Offered:      Number of Lab Credits:      Number of Lab Hours:  
Negotiated Class Size:      Number of Studio/Demonstration/Internship Credits:

Course Purpose Code:

- 0 – Developmental Courses
- 1 – Non-transferable, General Education
- 2 – Technical course related to career programs
- 3 – College course which has the primary goal of applying certain concepts (e.g. vocal ensemble)
- 4 – Other college course not considered a part of general education (MNTC) e.g. computer science, health, physical education
- 5 – Course which is intended to fulfill the Minnesota Transfer Curriculum (MNTC) requirements.
- 9 – Continuing Education/Customized Training specialized credit course (not occurring in 0-5)

Catalog Description:

This course will cover the pre-history of North America; European contact with Native Americans and its effects; and the history and effects of various United States relations with and policies toward Native Americans which have led to present day problems and conflicts.

Prerequisites and/or recommended entry skills/knowledge:

Course Prerequisite(s): None  
Reading Prerequisite: Minimum CPT score of 72 or a grade of C or better in READ 0092 (or previous course READ 095)  
Composition Prerequisite: Minimum CPT score of 49 or a grade of C or better in ENGL 0091 (or previous course ENGL 090)  
Mathematics Prerequisite: None

Career Programs and Transfer Majors Accessing this Course:

Law Enforcement, Education, Human Services/Chemical Dependency, Social Work

Minnesota Transfer Curriculum Goal(s) partially met by this course if applicable: Notes: No more than two goals may be met by any one course. (Curriculum Committee review and the Chief Academic Officer's approval are required).

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|---|--|
| 0. <input type="checkbox"/> None  | 6. <input type="checkbox"/> The Humanities and Fine Arts     |
| 1. <input type="checkbox"/> Communications  | 7. <input checked="" type="checkbox"/> Human Diversity       |
| 2. <input type="checkbox"/> Critical Thinking   | 8. <input type="checkbox"/> Global Perspectives              |
| 3. <input type="checkbox"/> Natural Sciences  | 9. <input type="checkbox"/> Ethical and Civic Responsibility |
| 4. <input type="checkbox"/> Mathematical/Logical Reasoning                            | 10. <input type="checkbox"/> People and the Environment      |
| 5. <input checked="" type="checkbox"/> History and the Social and Behavioral Sciences |  |

**Learning outcomes, including any relevant competencies listed in the Minnesota Transfer Curriculum:**

The student will:

**GOAL V - HISTORY AND THE SOCIAL AND BEHAVIORAL SCIENCES**

- Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition
- Examine social institutions and processes across a range of historical periods and cultures
- Develop and communicate alternative explanations or solutions for contemporary social issues

**GOAL VII - HUMAN DIVERSITY**

- Understand the development of and the changing meanings of group identities in the United States' history and culture
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry
- 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

**OTHER**

- Course surveys data of social science concerning U.S. History
- Course examines social institutions and processes across time periods of U.S. History
- Discuss and develop social issues and problems. Discuss explanations
- Understand development of U.S. political identity and the subgroups within these
- Understand institutional constraints in society (i.e. money)
- Analyze own attitudes regarding racism and diversity
- Discuss groups in American society

**Student assessment methods:**

Exams, quizzes, individual and group projects.

**Use of instructional technology** (includes software, interactive video and other instructional technologies):

Videos

**Outline of the major course content:**

Social, political, economic and cultural developments from aboriginal settlement and colonization. Native American history and culture; effects of European contact; slavery; American Revolution; constitutional formation; early nationhood; Jacksonian era; Westward expansion; sectional and national trends. Special emphasis is placed on issues related to race/ethnicity, class and gender.

**Additional special information** (special fees, directives on hazardous materials, etc.)

**Transfer Information:** (Please list colleges/majors that accept this course in transfer.)

**Approvals:**

Body	Representative Signatures	Date
Curriculum Committee	Kim Giermann	4-11-02
Faculty Association	Georgia Suoja	4-11-02
Meet and Confer	Dr. Jill Peterson	4-17-02
Chief Academic Officer	Dr. Jill Peterson	4-17-02

Distribution: Original – Administrative Office, Library, Learning Center, Records, Student Services, Curriculum Committee Chair