

Course Outline for: HIST 1135 Food, Floods, and Rivers in Modern World History**A. Course Description:**

1. Number of credits: 3
2. Lecture hours per week: 3
3. Prerequisites: None
4. Corequisites: None
5. MnTC Goals: Goal 5 History and the Social and Behavioral Sciences
 Goal 10 People and the Environment

Fresh water plays a central role in modern (1800-January 2020 CE) world history. Focus will be on food and floods, using the Red Rivers of North America and Southeast Asia as case studies. Through a series of projects, examination of analog and digital sources, and place-based learning, students will have a unique opportunity to consider the environmental, cultural, and political implications of how fresh water is accessed, used, and imbued with meaning in different historical contexts.

B. Date last reviewed/updated: May 2024**C. Outline of Major Content Areas:**

1. Colonization and resistance to colonization
2. Industrialization and its effects
3. Globalization and its impacts on food
4. Natural disasters and responses
5. Role of major fresh water sources in shaping local cultures, economies, and politics
6. Global climate change

D. Course Learning Outcomes:

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

1. Demonstrate a broad understanding of the central role of fresh water in modern world history. (Goals 2a, 5a, 5b, 5d, 10a, 10b, 10d)
2. Analyze the ways in which foodways and floods shape the community histories of peoples around rivers. (Goals 2a, 2d, 5b, 5d, 10a, 10b, 10c, 10d)
3. Make use of historical thinking. (Goals 2c, 2d, 5a, 5b, 5c, 5d)
4. Analyze and contextualize historical sources, distinguishing primary from secondary and tertiary sources. (Goals 2b, 2c, 5a, 5a, 5b, 5c)
5. Communicate effectively using historical evidence and methods. (Goals 2b, 5c, 10c, 10f)
6. Tailor communication strategies to effectively address a range of audiences, within and outside the college. (Goals 2d, 5d, 10c, 10e)
7. Demonstrate the ability to collaboratively work across and within community contexts and structures to achieve a public history aim. (Goals 2d, 5a, 5c, 5d, 10a, 10e, 10f)

8. Demonstrate competency in digital literacies (e.g. the ethics of finding, using, and presenting historical data and information). (Goals 2a, 2b, 2c, 2d, 5b, 5c, 5d, 10C)
9. Demonstrate competency in quantitative reasoning skills relevant to historical study. (Goals 2c, 5a, 10a)

E. Methods for Assessing Student Learning:

Methods for assessment may include, but are not limited to, the following:

1. Reading quizzes
2. Primary source analysis
3. Class discussions
4. Reflection papers
5. Projects (collaborative or individual, e.g. GIS, podcasts, oral histories, data visualization)
6. Creation of virtual tours
7. Completion of field work
8. Class or community presentations
9. Possible travel opportunities with onsite fieldwork

F. Special Information:

None