

HIS 311W.0: NATIVE AMERICAN HISTORY (3 CREDITS)

Fall 2025, Toppenish

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Office Hours: M 1-2; TR 12-1; by appt

Location: Petrie 1114
Days & Times: Tues. & Thurs. 1:00-2:15
Zoom Office: <https://heritage.zoom.us/j/95731079351>
Office: Simkins 2101

COURSE DESCRIPTION

Native American history has been dynamic and diverse for thousands of years. On a continent with an array of ecological systems, indigenous peoples have developed lifeways and cultures that are uniquely adapted to their environments since time immemorial. In the Pacific Northwest alone, coastal tribes differ radically from plateau tribes in their settlements, foodways, migrations, languages, and cultural traditions. This course will emphasize the diversity of the Native American experience across time and space.

Yet meaningful patterns have emerged in Native American history, particularly in the 500 years since the European colonization of North America. Settler colonialists displaced Native people across the continent; disease and warfare (often in tandem and often intentionally employed) decimated Native populations; efforts to eradicate Native cultural traditions have been carried out around education, religion, politics, and language. Against momentous forces, Native people have maintained cultural traditions that are simultaneously responsive to centuries-old practices and the ever-changing world, maintaining powerful political identities in the ongoing fight to protect tribal sovereignty. This course will explore the many tensions – these and others – in the Native American past, always maintaining an eye to the present and future of indigenous life in North America.

LAND ACKNOWLEDGEMENT

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow-was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our University's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

LEARNER OUTCOMES, HERITAGE OUTCOMES, PERFORMANCE INDICATORS

What will I do in this class?	What knowledge/skills will I gain?	How does this work apply to my major or program of study?
I Though, I Think Reflections	Revise analyses and narratives when new evidence requires it.	History Outcome 4C

TEXTS, MATERIALS, AND TECHNOLOGY

Texts

Blackhawk, Ned. *The Rediscovery of America: Native Peoples and the Unmaking of U.S. History*. Yale University Press, 2023.
 Perdue, Theda, and Michael D. Green. *The Cherokee Removal: A Brief History with Documents*. Third edition. Bedford/St. Martin's, 2016.

Townsend, Camilla, ed. *American Indian History: A Documentary Reader*. Wiley-Blackwell, 2009.

Technology

Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (iPads, tablets, and chrome books are not laptops, and therefore are not adequate). Our Learning Management System (LMS) called MyHeritage will be used to communicate ideas and to upload assignments. Your faculty member will be your guide.

Artificial Intelligence (AI)

This course is designed to encourage risk-taking, originality, and growth. Assignments are not graded; minimum requirements to earn credit are clear; grammar mistakes and typos aren't penalized; and your ideas are valued. I want to hear your voice, and I want you to see your growth – as a writer and thinker and person.

Using AI keeps you from sounding original, improving as a writer, feeling attached to your work, and learning new information. I don't think you should use AI in your writing. Ever. But AI is a tool that exists and will continue to exist, so you may use AI in this course (other courses have different AI policies – follow them!). If you use AI for a course assignment, include a brief statement explaining how you used it. This helps me better understand how the tool can be helpful or hurtful to students.

For my part, I may tell you that the voice or tone of your writing does not sound original or that it sounds like AI. It's important to know that AI writing *sounds like* AI writing and may be identified and distrusted by readers. On the bright side, I will also tell you when your voice sounds fresh or original, and I will work hard to help you grow as a writer this semester. I hope these observations help you see how readers beyond this class will respond to your writing.

ASSIGNMENTS AND GRADING

Grading Philosophy

Your Final Course Grade will be based on the number of assignments you submit that meet the minimum requirements. But you will not earn a grade for individual assignments. Instead, I will describe how to succeed on each assignment, explain minimum requirements, and provide written comments. This system encourages deep learning and creativity, rigor and risk-taking. When an assignment does not meet the minimum requirements, I will ask you to revise and resubmit the assignment for credit within one week. You can submit two late assignments without penalty. Each additional late assignment will decrease your course grade by one-third of a grade level (for example, a B would become a B-).

Grade	Requirement
A	9 assignments
B	8 assignments
C	7 assignments
D	6 assignments
F	5 or fewer assignments
+ / -	Each late assignment after the first will decrease course grade by one-third of a grade level (for example, a B would become a B-).

Research

This is not a research class, and you may not use outside sources for assignments unless specific assignments require research.

Assignments

1. *Where to Begin? Essay*

During the first week of class, we will read the opening chapters of two recent award-winning books that aim to analyze Native American history over many centuries. In 600 words, summarize the main ideas from each chapter and explain why you think one chapter is a better place to begin for understanding Indigenous history in North America.

2. *Document Analysis*

Select one primary source document from Townsend chapters 1-4, describe the source (Who created it? When did they create it? Who was the audience for the source? Was the source published? What did the creator hope to accomplish by

creating the source?), and analyze what we can learn from the source as historians (What biases and viewpoints are apparent? What events are described? How reliable is this source? What is left out of the source? What is emphasized?). The essay should be 600 words and should include at least two quotes.

3. *Footnote Fact-Checks (3)*

History – like other academic disciplines – is built on the idea that verifiable facts exist, that historians should provide the information necessary for readers to verify those facts, and that readers can and should occasionally verify information that historians present as facts. Early in the semester, you will detail the process that would be necessary to confirm information presented in three separate paragraphs from Blackhawk's *The Rediscovery of America*. The full assignment will be uploaded to myheritage no later than September 13.

4. *Townsend Essay*

You will write a 900-word argument essay based on your analysis of at least three primary sources from Townsend chapter 1-6. Your essay should be thesis-driven and include direct quotations from primary sources that you contextualize and analyze. A successful essay will include: an introduction that contextualizes the historical problem and presents a contestable thesis; body paragraphs that include argument-based topic sentences, draw on evidence from primary sources that are accurately sourced, and provide appropriate analysis; and a conclusion that describes the significance of your argument.

5. *I Thought, I Think Reflections*

As we move through our unit on Cherokee removal, we will spend class time each day journaling about how our readings for that day change our understandings of nineteenth-century Cherokee history. Journal entries should cite specific passages from the readings for the day and explain how these passages forced you to rethink something you previously understood about this history. You will have 20 minutes per day to journal, and journal entries should aim for 250 words per day.

6. *Cherokee Removal Essay [COUNTS AS TWO ASSIGNMENTS]*

You will write a 1500-word essay that advances a historical argument about Cherokee removal. Your argument must be supported by the critical interpretation of at least five primary sources in Theda Perdue and Michael D. Green's *The Cherokee Removal*.

7. *Blackhawk Map*

The Rediscovery of America covers a large geographical area. This assignment asks you to create an annotated map of events from one chapter of Blackhawk. The map should include eight 50-word annotations about major events from one chapter of Blackhawk and create a map that identifies the locations where those events occurred.

8. *Documents Comparison*

Select two primary source documents from Townsend chapters 5-11, describe the sources (Who created them? When did they create them? Who was the audience for the sources? Were the sources published? What did the creators hope to accomplish by creating the sources?), and analyze what we can learn from the sources as historians (What biases and viewpoints are apparent? What events are described? How reliable are the sources? What is left out of the sources? What is emphasized?). In addition, explore similarities and differences between how these sources characterize a shared theme, events, or time period. The essay should be 900 words and should include at least three quotes.

9. *Legends or Laws Presentation – Oral Tradition or Supreme Court Case*

During finals week, you will make a 3-5-minute presentation to share either an Indigenous oral tradition or a US Supreme Court ruling with the class. If you present an Indigenous oral tradition, you should indicate where the tradition comes from, tell the story, and then reflect on the story's meaning. If you present on a Supreme Court case, you should summarize the constitutional issue at the heart of the case, describe the facts of the case, outline the logic of the ruling, and evaluate how the decision has impacted tribes. Full text of Supreme Court decisions can be found at <https://supreme.justia.com/cases/federal/us/>

COURSE GUIDELINES AND EXPECTATIONS

Citation

When citations are required, students should use a citation style that is familiar to them. This may include Chicago (preferred), MLA, or APA. Students majoring in American Indian Studies or History are required to use footnote-style Chicago citations, which will be taught in the course.

Office Hours

I encourage you to visit me during office hours to talk about anything related to the course or your success at Heritage and beyond. Whenever possible, please email, call, or text to let me know that you plan to visit. slonecker_b@heritage.edu or 509-778-3164

Late Work

Each student can submit one late assignment without penalty. All assignments have due dates listed on the Class Schedule and the MyHeritage Assignments Page. Work is considered late once I have finished evaluating the assignment. Each additional late assignment will decrease your final course grade by one-third of a grade level.

CLASS SCHEDULE

Day	Subject	Read Before Class	Assignments Due
Week 1			
8/26	Toward a New American History	Blackhawk Introduction	
8/28	Indians and the Spanish Borderlands	Blackhawk ch. 1 DuVal ch. 1 (pdf)	
Week 2			
9/2	The Native Northeast and the Rise of British North America	Blackhawk ch. 2	
9/4	Iroquoia and New France to 1701	Blackhawk ch. 3	
Week 3			
9/9	Indian Ways	Townsend ch. 1	<i>Where to Begin? Essay</i>
9/11	First Contact	Townsend ch. 2	
Week 4			
9/16	The Expectations of the Strangers	Townsend ch. 3	
9/18	The Long Struggle for American Lands	Townsend ch. 4	
Week 5			
9/23	The Struggle for the Heart of the Continent, 1701-55	Blackhawk ch. 4	<i>Document Analysis</i>
9/25	The Indigenous Origins of the American Revolution	Blackhawk ch. 5	
Week 6			
9/30	The Origins of Federal Indian Policy	Blackhawk ch. 6	
10/2	Eighteenth-Century Power Shifts	Townsend ch. 5	<i>Footnote Fact-Checks</i>
Week 7			
10/7	Democracy and Dispossession in the Early Republic	Blackhawk ch. 7	
10/9	What the New Nation Portended for Indians	Townsend ch. 6	
Week 8			
10/14	The Cherokee Removal	Perdue Introduction Duval ch. 9 (pdf)	<i>Townsend Essay</i>
10/16	Cherokee "Civilization" and Georgia Policy	Perdue pp. 25-97	
Week 9			
10/21	U.S. Policy and The Cherokee Debate	Perdue pp. 98-154	
10/23	The Trail of Tears and Remembering the Trail of Tears	Perdue pp. 155-186	

Week 10			
10/28	California, the Pacific, and the Borderlands Origins of the Monroe Doctrine	Blackhawk ch. 8	<i>I Thought, I Think Journal</i>
10/30	The Indigenous West and the U.S. Civil War	Blackhawk ch. 9	
Week 11			
11/4	The Losing of the West	Townsend ch. 7	
11/6	Laws and Federal Power during the Reservation Era	Blackhawk ch. 10	<i>Cherokee Removal Essay</i>
Week 12			
11/11	NO CLASS		
11/13	Surviving Assimilation and the National Imagination	Townsend ch. 8	
Week 13			
11/18	Native Activists and the Myth of Indian Disappearance	Blackhawk ch. 11	
11/20	Mid-Twentieth-Century Changes	Townsend ch. 9	<i>Blackhawk Map</i>
Week 14			
11/25	Native American Sovereignty in the Cold War Era	Blackhawk ch. 12	
11/27	NO CLASS		
Week 15			
12/2	The Upheavals of the 1960s and 1970s	Townsend ch. 10	
12/4	The End of the Twentieth Century: A New Era?	Townsend ch. 11	<i>Documents Comparison</i>
Finals Week			
Tuesday, 12/9, 1:30			<i>Legends or Laws Presentation</i>

ATTENDANCE

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu (copy into your email provider).

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

SUPPORT AND RESOURCES

[Tutoring at the Academic Skills Center](#) [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu

Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at Acadeum@heritage.edu.

ACADEMIC HONESTY

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#)

CAMPUS SECURITY & SAFETY

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

ACCOMMODATIONS

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email Officeofdisabilityservices@heritage.edu

SAFE ATTENDANCE REMINDER

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.