

ES X370 / ARCH X370 Native American Architecture and Place

Spring 2004

Tuesday and Thursday 4:10 - 6:00

10-126

California Polytechnic State University, San Luis Obispo

Instructor: Michael Lucas, Associate Professor of Architecture

Office: Pilling Computer Science Room 219 (north courtyard with trees off concrete arcade)

Office Hours for Spring 2004: Monday and Wednesday 11:00-1:00

also available in the Architecture Department Counseling Center 05-216 Tuesday and Thursday 1:00-2:00

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Students with University certified learning issues are required to self identify in communication to the instructor

Summary:

The role of culture and setting in the construction of spatial, material and landscape concepts and artifacts, through the introduction of selected North American cultures, with focus from 1300AD through contemporary time. 4 Units as Lecture. Prerequisites: GE Area A, GE Area C3. Satisfies Cal Poly United States Cultural Pluralism Requirement; Satisfies General Education Area C4 Upper Division Humanities Requirement Satisfies Architecture Department Environmental Behavior Requirement
Elective credit toward Ethnic Studies Minor; Elective credit toward Sustainable Environments Minor

Goals:

Identify architecture as an area of humanities, and as a vehicle for disclosure of spatial practices and material culture, in addition to its study as technical discipline or intuitive art.

Expand upon previous Western understandings of the derivation of the built environment by inclusion of a Native American cultural practices focus.

Develop an awareness of differences and similarities between various cultures and built environments throughout the world. Through this awareness, to develop an appreciation for cultural diversity, tolerance and cross-cultural understanding.

Develop an awareness of the richness and diversity of manifestations of Native American architecture, settings, selected public rituals, and peoples.

Provide awareness that the Native American cultures have over time been eliminated by, altered by, borrowed from, and in some cases integrated with each other and/or the dominant culture, and that this has affected their spatial and material culture.

Provide awareness that all architecture, including that of globalization and /or dominant culture is culturally initiated, engaged, shaped and conditioned, and that it may be 'read' for cultural clues.

Provide awareness of the impact of use of both naturalistic and scientific disciplines in engaging a topic and in generating a more complete knowledge of a topic, especially in examination of cultural and built phenomena.

Provide a vehicle for research and investigation of aspects of contemporary Native American issues, and expression through a writing intensive format for evaluation and a mechanism for student presentation, discussion, and peer evaluation of lecture content and self selected topic.

Overview

Buildings are complex constructed things but also enable and signify complex constructed meanings and relationships. This course focuses on architecture as a site of evolving cultural meanings, social relationships and place through the example of Native American architecture. The course examines the role of culture in the construction of spatial, material and landscape concepts, identity, and identification; how buildings reflect and shape the people who produce them. It shows the specific influence of culture practices from everyday to sacred on and through the media of architecture, landscape design and urban design through the survey of selected North American Indian cultures. Examining the time period from approximately 1300AD through the arrival of Europeans, and subsequent Mexican, Canadian and American influences, the course is an overview of the built and projected landscape environment with emphasis on those still occupying portions of their ancestral/traditional world. The course examines the institutions of these communities, their traditional roots, issues of their contemporary lifeworlds and their development of specific "place" and "dwelling" over time. It draws on an interdisciplinary body of research including and emphasizing Native American art and architectural sources, but also sociological, anthropological, archeological, geographical, philosophical, ethnographic, religious studies and historical sources.

Course Content

We live out our lives within landscapes, built collective environments, and personal architectural spaces with which we identify. The things people build are vehicles by which they define themselves and their relationships to each other and to their natural surroundings. We often take for granted these spaces, and the particular places we have come to intimately know, and how they are built with and from certain cultural influences, and therefore participate in shaping the relationships we make and maintain on a daily basis.

This course will consider that claim as it applies to the architecture and landscapes, of Native Americans. It is not a chronological survey course arranged as a sequence of monuments. It examines Native American architecture to construct the outlook or world view of the individual groups, and in response to local and regional climate and other natural phenomena. This course deals with Native American art, theology, philosophy, ritual, construction of community, and idea of place from an experiential point of view. The course explores the enabling of meaningful relationships between people, between people and deities, and between people and nature through the way that these forms are constructed.

The course will examine the record of construction and processes with which these forms are built, the social spaces these forms create, and the ontological and epistemological orientations that the forms are constructed within. The course will focus on spatial and material forms, functions and meanings of buildings, the local landscape and larger environments that these buildings are related to by their construction. This course will study sites individually and comparatively, looking at patterns and contrasts that occur across social organization in space and in the creation of place.

This course examines selected traditional, transitional, and contemporary lifeways of American Indians in selected parts of North America, especially the Northeast, Plains, Great Lakes, Southeast, Southwest, and Pacific Northwest culture areas. Societies covered within these areas include hunter-gatherers, farmers, and fishermen; small-scale bands, larger tribes, and woodland, desert, and coastal-based populations. The selection is made to include architecture not usually covered in depth in traditional Western architecture history courses, and focus on architecture that has been experienced by the instructor. Although the course will focus on pre-industrial vernacular architecture, it will also include contemporary examples of architecture executed within and by these communities. Issues such as gender roles, post-contact history, outside spatial and material influences, and cultural change are also addressed with the idea of building a better understanding of the Native American presence today.

Primary Resources

Required Texts (available from El Corral Bookstore):

Native American Architecture, Nabokov and Easton

The Tewa World, Ortiz

Some Additional Texts

Senses of Place, Basso and Feld ed. (place concepts)

Native North American Art, Berlo and Phillips (supplemental text for art concepts)

The World Turned Upside Down, Calloway

The Fate of Place, Casey (an excellent history of space and place theory)

To Be An Indian: An Oral History, Cash

Red Earth, White Lies: Native Americans and the Myth of Scientific Fact, Deloria, Jr. (one of the most prolific and provocative Nat Am writers)

Symbolism, the Sacred, and the Arts, Eliade

Native American Heritage, Garbarino and Sasso (general cultural-technological source)

Sacred Objects and Sacred Places, Gulliford (excellent source for all topics)

The Destruction of California Indians, Heizer

Contemporary Native American Architecture, Krinsky

House as a Mirror of Self, Marcus

Sacred Land, Sacred View, McPherson (detailed view of Navajo landscape concepts)

American Indians: Stereotypes and Realities, Mihesuah

The American Indian: Past and Present, Nichols

Encyclopedia of Vernacular Architecture of the World, Oliver, ed

This Land Was Theirs: A Study of North American Indian, Oswalt

Earth to Spirit: In Search of Natural Architecture, Pearson

Decolonizing Methodologies: Research and Indigenous Peoples, Smith

Atlas of the North American Indian, Waldman

Tribal Secrets: Recovering American Indian Intellectual Traditions, Warrior

Pueblo Style and Regional Architecture, Markovich, Preiser and Sturm, ed. (especially Rina Swintzell contributions)

In-Class Video:

Broken Rainbow (Dine / Hopi conflicts); *In the Light of Reverence* (rights to sacred sites in Wyoming, Arizona, and Mt. Shasta)

Koyaanisqatsi: Life Out of Balance (Hopi)

In class handouts of readings and images as prepared by the instructor

You are encouraged to be (or become) literate with Geographic Information Systems (GIS); see Saria Clay at the Kennedy Library GIS lab

You are expected to be competent in web based research, digital image manipulation, use of Microsoft Word and Powerpoint and CD burning.

Course Calendar (subject to change)

Week One: Frameworks and Terms

readings: required: Nabokov, Introduction Chapter 1 and map p.7; suggested: Basso, Mihesiah, Smith, Deloria

Tuesday March 30: Introduction, Phenomenology, Place, and Time

General Conceptual Frames and Borrowings: Interweavings of Culture, Place, and Architecture

Problems with Classification and of Authenticity

Impact of Sciences: Anthropology, Archeology, Ethnology, Cultural Geography

Impact of Philosophy of Description: Phenomenology, Hermeneutics, Deconstruction

Impact of Arts: Architecture, Landscape Architecture, Literature

Problems of the Hermeneutics of Material Culture / Sciences and Traditional Oral Cultures

Phenomenological Borrowings

Methodology and Research Ethics

Concepts of Time

In Class Writing Assignment Due end of period based on:

Film: *Koyaanisqatsi: Life Out of Balance* (Hopi)

Thursday April 1: Frameworks of Culture and Architecture and Cultural Conflict

Media of Architecture

Cultural Practices/Patterns, Space Concepts, Material Culture

Heidegger's concepts of concealment, unconcealment and four-fold

Merleau-Ponty's concept of "flesh of the world"

Semper's Taxonomy of Architectural Construction

Contemporary Conflict with the Dominant Culture within Architectural Media of Setting and Place

Recognition, Rights to Land, and Tribal Sovereignty

Religious Freedom and Cultural Practices

Water, Growth and Traditional Use

Artifact and Grave Repatriation

Resources, Extraction, and Energy

Tourism and Gaming

Federal Housing and Planning Initiatives

Pre Contact Concepts of Origin, Place, and Belonging
Creation Stories, Naming and Inaugurating the Land
Traditional Social and Family Structures; Gender and Age Roles
Post Contact Histories of Space, Demarcation and Loss
Impact of Spanish, French, British, and Russian Engagement: Trade, Cohabitation, Colonization, Expansion
American, Canadian and Mexican Engagement: Denial, Marginalization, Control and Integration Impacts
Short Essay Assignment (due Monday week two)
Film: *In the Light of Reverence* (rights to sacred sites in Wyoming, Arizona, and Mt. Shasta)

Week Two: Northeast, Great Lakes and Southeast Peoples

Readings: required: Nabakov Chapters 1 and 2 ; suggested: Morgan, Prehistoric Architecture of the Eastern United States

Tuesday April 6 :

Concepts of Longhouse, Wigwam, Chickee and Mound
Focus: Hodenosaunee Longhouse (Iroquois)
Due: Short Essay (600 word) due on Topic selected from *Indian Country Today*
(or other web accessed Native authored newspaper)
peer editing session

Thursday April 8:

Focus: The Mound Builders
Final Topic Proposal/Selection (building toward 3000 word final essay)

Week Three: Plains Peoples

Readings: required: Nabakov Chapters 3 and 4;
suggested: Davis, Ecology, Sociopolitical Organization, and Cultural Change on the Southern Plains; Lowie, Indians of the Plains;
Powers, War Dance; Lucas, Without Him They Have No Songs: One Singer in the Apache Tribe of Oklahoma

Tuesday April 13:

Concepts of Tipi, Earthlodge, and Grass House
Ritual, Song and the Sound of Northern and Southern Drumming
Northern Plains
Focus: Lakota (Sioux) Cosmology and the Tipi

Thursday April 15:

Southern Plains
Focus: Plains Apache of Oklahoma
Example: Ritual Space in the Contemporary Matide Ceremony
Guest: Dr. Ann Lucas
Final Essay Outline Due (building toward 3000 word final essay)

Week Four: 'California' Cultures

Readings: required: Nabakov Chapter 7; suggested: Heizer, The Destruction of California Indians; Lee, The Chumash Cosmos

Tuesday April 20:

Dwelling with Earth, Wood and Fiber
Focus: Chumash
Example: Chumash Use Areas, Carizzo Plain, Pismo "Lighthouse", Santa Barbara area Painted Cave

Thursday April 22:

Test 1 (Cumulative weeks 1-4; 600 words min; primarily essay; bring 'blue book' and map)

Week Five: Southwest: Apache and Dine

Readings: required: Nabakov Chapter 8; suggested: McPherson, Sacred Land, Sacred View; Kluckholm and Leighton, The Navaho

Tuesday April 27:

General Dwelling Concepts: Hogan, Wikiup, Ki and Ramada
Focus: Dine (Navajo)
Example: Dine Cosmology and Concepts of Landscape and Hogan
Guest: Dr. Colleen O'Neil

Thursday April 29:

Film: *Broken Rainbow* (Dine / Hopi conflicts)

Week Six: Southwest Pueblo 1: Learning from the Ancients

readings: required: Nabakov Chapter 9, pp 348-378; suggested: Dozier*, The Pueblo Indians of North America; Schaafsma, Katchinas in the Pueblo World; Adams, Origin and Development of the Pueblo Katsina Cult; Swentzell*, Mountain Form, Village Form: Unity in the Pueblo World; Swentzell*, Pueblo Space, Form and Mythology; Saile, Understanding the Development of Pueblo Architecture; Parsons, Pueblo Indian Religion

Tuesday May 4:

Ancestral Puebloan, Mimbres, Mogollon, Hohokam, Sinagua, and Fremont Peoples
From Pit House to Pueblo to Great House
Emergence as Origin Story
Rain, Ritual, Kiva and Plaza (Adam's Theory of Katchina Culture)
Ritual and Cyclical Time
Irrigation and Dry Farming
Patterns of Village Abandonment and The Chaco Phenomenon: Theories for Chaco Canyon

Thursday May 6:

Impact of Contact

Inter-Pueblo Accord; Strife with Nomadic Cultures
 Spanish Engagement, Appropriation, and Containment
 Mexican Sovereignty
 American Challenges of Growth and Scale
Due: Final Essay Draft Due (building toward 3000 word final essay)

Week Seven: Southwest Pueblo 2 Development of the Western Pueblos: Hopi and Ashiwi (Zuni)

Readings: required: Nabakov, Chapter 9, pp 379-408; suggested: James, Pages from Hopi History; Tedlock (trans)*, Finding the Center: Narrative Poetry of the Zuni; Ferguson and Hart, A Zuni Atlas; Hieb*, Metaphors of Hopi Architectural Experience

Tuesday May 11:

Spanish Engagement and Isolation; Mormon Engagement and Irrigation

Focus: Hopi:

Hopi from Grand Canyon Emergence to First, Second, and Third Mesas
 Destruction of the Village of Awatovi, Origination of Villages of Moenkopi and Hotevilla
 Example: The Spatial Structures of Walpi and Oraibi and the Hopi Mesa Landscape

Thursday May 13:

Focus: Ashiwi (Zuni)

Example: The Ceremonial Sequences of Shalako (winter) and the Shalako House
 Example: The Ceremonial Sequences of the Quadrennial Rain Dance (summer)
 Example: Return and Reinstallation of the *Ahayu:da*

Week Eight: Southwest Pueblo 3 Development of the 'Rio Grande' Pueblos

readings: required: Ortiz*, The Tewa World; suggested: Lekson, Ruins of the Four Corners, Villages of the Rio Grande

Tuesday May 18:

Impingement of Spanish Settlement Patterns

Focus: Spatial Structure of Taos Pueblo (Tiwa), and Acoma Pueblo (Keres)
 Focus: The Ceremonial Sequences of Feast Day: Santa Clara (Tewa) and Zia (Keres)

Thursday May 20 :

Focus: The Tewa World from the Chama River Communities to Onate and Yunge Owinge
 Ortiz at San Juan Pueblo (Tewa)

Week Nine: Northwest Peoples

readings: required: Nabakov Chapter6; suggested:McDonald, Haida Monumental Art; Feat, Indians of the North Pacific Coast
 Galois, Kwakwaka'wakw Settlements 1775-1920

Tuesday May 25:

General Concepts of Transformation Origin, Heredity Rights, and Seasonal Relocation

Sea as Provider, Path and Orientation; Forrest as Ground: Gathering from Sea and Land

Totem, Plank House, Potlatch and Mask

Russian and British Engagement

Religious Freedom and the Potlatch

Canadian: American Boarder and Fishing and Whaling Rights

Northwest 1: Canadian First Nations: Coastal Salish Peoples

Focus: Sto:lo: Cultural Integration and Reclamation in the Frazier Valley

Example: The Transformer Stone at Xa:ytem

Northwest 2: Canadian First Nations: Kwakwakwaka

Focus: Kiix'in 'Fortress' Site

Focus: 'Namgis (Alert Bay)

Example: Potlatch and *U'mista*

Thursday May 27:

Northwest 3: Canadian and American: Nuuchahnuth

Focus: Yuquot Site

Focus: Neah Bay (Makah), Whaling, and the Legacy of Ozette Village

Northwest 4: Canadian First Nations: Haida

Focus: Ninstints World Heritage Site

Presentation of Research Findings Group 1 (10 minutes each)

Week Ten: Contemporary Architectural Examples in Native American contexts

readings: suggested: Ferguson / Mills / Seciwa*, Contemporary Zuni Architecture and Society

Tuesday June 1:

Cultural Restoration: Rebuilding San Lorenzo de Picuris Mission, Picuris Pueblo

Maintaining Traditional Cultural Practices: Eagle Aviary at Zuni Pueblo

Interpreting Culture: Poeh Museum at Pojoaque Pueblo

Revenue Production: Sandia Resort/Casino at Sandia Pueblo

Integrated Education:

Sinte Gleska University at Rosebud (Lakota) Reservation and Oglala Lakota College at Pine Ridge (Lakota)

Presentation of Research Findings Group 2 (10 minutes each)

Thursday June 3:

Presentation of Research Findings Groups 3 and 4 (10 minutes each)

Peer Reviews

Final Research Essay Due (3000 words min; developed from previous outline and draft)

Student Evaluation of Instructor

Finals Week:

Test 2 (cumulative weeks 5-10; primarily 600 word essay based; bring blue book and map)

Assessment Methodology / Student Evaluation

As a writing intensive course, the instructor takes your exposition of the course content via writing seriously. The shorter writing assignments are to get you comfortable with writing

5%: In Class Essay on *Koyaanisqatsi: Life Out of Balance*

5%: Short Self Selected Contemporary Issue Essay (600 Words)

20%: Essay Test 1 on Lecture/Reading Content Weeks 1-4

25%: Essay Test 2 on Lecture/Reading Content Weeks 5-10

10%: Ten Minute Class Presentation of Self Selected / Faculty Approved Contemporary Issue Research

30%: 3000 Word Faculty Approved Contemporary Issue Research Essay (same topic as presentation)

(5%: outline, 5%: draft, 20%: final paper; required to be handed in as hard copy of paper and digital copy of paper and powerpoint on cd)

5%: Peer Editing of Drafts and Anonymous Critical Peer Evaluation of Presentations

Assignments

1. In Class Essay on *Koyaanisqatsi: Life Out of Balance*

This is a simple identification of and reaction to themes exhibited within the film.

Requirements:

Written spontaneously in class; Text based

Provide your own critique of the film

You may also select any or all of the following to comment on:

What is the film attempting to illustrate? Why the use of the Hopi term? Do you find yourself troubled by the contrasts in sound and image?

Does the musical score enhance the visual content?

2. Short Contemporary Issue Essay

600 word minimum (titles, image descriptions, bibliography not included in word count; no page limit.

First page should include title, your name, ESx370/ARCHx370, Monday's date, and Professor Michael Lucas somewhere.

List all references cited or consulted in a brief bibliography at the end.

You may use images or maps or any source work, including your own direct experience (where applicable) to discuss any issue in land, space, use, or architecture affecting a contemporary Native American group. This is a fairly wide open discussion which should include your own viewpoints and assessment of the issues involved in the topic.

Option 1: Self Selected Topic:

Scan several issues online of Indian Country Today on the web and select a topic that has spatial and/or landscape conflict. While the course is limited to portions of North America, you may use any cultural group in North, Central or South America.

Indian Country Today (weekly newspaper; web based modified content)

www.indiancountry.com

or

Option 2: Pueblo Etiquette

If you cannot find a topic of interest at the larger scale of interaction, look at the human interaction scale of a visitor/tourist to the Pueblo and the attitude expressed by the Pueblo people themselves.

Read information on two web sites:

respectfully visiting zuni

<http://experiencezuni.com/visitzuni.html>

and

Pueblo Etiquette

<http://www.indianpueblo.org/index.cfm?module=ipcc&pn=16>

Discuss what situations cause this kind of information to be posted? Why are people drawn to the Pueblos as tourists? Why would the individual Pueblos wish this to be web posted? Where in the dominant culture would similar issues in reverse get raised?

3. Instructor Approved Contemporary Issue Research (Presentation and 3000 Word Essay)

Based on the previous topic search you may expand upon or select a new topic for expanded research and commentary. Any group in the Americas is acceptable. The project proceeds with:

- a. approval of topic
- b. outline review
- c. draft review
- d. presentation to class
- e. completed paper
- f. submission of paper and presentation in cd format to instructor

The presentation should be approximately ten minutes and be executed in Microsoft Powerpoint. Images, maps and key texts are required to explain and accompany the topic exploration. Bibliography and referential note system required.

4. Essay Tests 1 and 2

Each test will be based on material covered in the book and in class. You will be asked to write in response to essay questions and brief short answer questions. You are required to have a 'blue book' and a United States map for each