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.

This 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, Warrier
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, Mihesuah, 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
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

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, Wíkipó, Kí 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; Sventzell*, Mountain Form, Village Form: Unity in the Pueblo World; Sventzell*, 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: Kix: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: Neh Bay (Makah), Whaling, and the Legacy of Ozette Village
Northwest 4: Canadian First Nations: Haida
  Focus: Ninstints World Heritage Site

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 1 (10 minutes each)

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 sited 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=ippc&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