

Type of Course:	Advanced Studio ARCH 51000
Class Meetings:	M/TH 2:00-5:50 pm
Instructor:	Professor Martin Stigsgaard
Office Hours:	M 12-1:50 pm, via Zoom
Location:	Online via Zoom: https://ccny.zoom.us/j/4462317710
Semester/Year	Fall 2020

COUNTRY X: THIRD TERRITORY

Exploration of Native American Space

Being Indian has never been about returning to the land. The land is everywhere or nowhere.

There, There by Tommy Orange

STUDIO OVERVIEW

As the Black Lives Matter Movement galvanized civil rights protests this summer, indigenous people of this country had tremendous legal success. A landmark ruling from the Supreme Court on July 9th will have significant implications for Native American sovereignty as the Court declared that about half of the land in the state of Oklahoma is tribal, including the second-largest city in the state, Tulsa.



Wounded Knee 1973



Iroquois Lacrosse player with tattoos of Six Nations

As the indigenous populations of North America are confined to territorially encircled lands, expanding reservation territory gives way for new possibilities but also challenges. The challenges are vast as native lands account for some of the poorest places in the United States and are often rather barren landscapes with few resources where the indigenous population was forced to settle by the United States Government.

"Something I don't think occurs to settlers is that Indigenous people already are living in a post-apocalyptic world"

Reporter: Kaila Jefferd-Moore

Furthermore, health issues are paramount, with COVID-19 pandemic having a catastrophic effect on communities. Issues such as diabetes, obesity, and other challenges have deeply affected indigenous people.

"Throughout their history, tribes have faced numerous and dark challenges, and they have always managed to overcome. ... It's been a story of resilience and perseverance."

Eric Henson, Harvard Kennedy School

RESEARCH

This advanced studio intends to investigate territorial implications as they relate to the Native Americans in the US. The investigation will digitally map Native American territories over time, based on migration patterns, conflicts with neighboring Native American nations, The American-Indian Wars, as well as forced relocations by the US government. We will establish current territories, investigate newly designated lands, and ponder what areas or landmasses could achieve similar designation, and assess opportunities.

The studio will research Native American territories and populations across the country, as well as conduct a more in-depth case study of the Tuscarora Nation, located in upstate New York on the border with Canada, and next to Niagara Falls. The Tuscarora people are a member of the Iroquois Confederacy, part of the Six Nations, which are recognized by the federal government of the United States. During the research phase of the studio, we will be working directly with several members of the Tuscarora Nation. We will be in dialogue with Tom Jonathan, Chief of the Bear Clan, his wife Angela Jonathan, member of the Beaver Clan as well as the Tuscarora culture teacher, Vince Schiffert. They will share valuable insight into political system, culture, current conditions, and describe some of the challenges that Tuscarora People are faced with.



The Six Nations which makes up the Iroquois Confederacy

We will investigate the history and consequences of the US government's policies, with a spotlight on acculturation and inflicted historic trauma. During the 20th century, it was a common practice to take away Native American children to boarding schools established by the US government in an attempt to assimilate them into the dominant culture. Native American boarding schools, also known as Indian Residential Schools, were established in the United States during the late 19th and mid 20th centuries, with the last residential schools closing as late as 1973. The schools focused on "re-education" in order to remove indigenous cultural signifiers. Some of the methods included being forced to have American style haircuts, being forbidden to speak indigenous languages, and having names replaced by European names to both "civilize" and "Christianize" them, stripping the children off their identity.

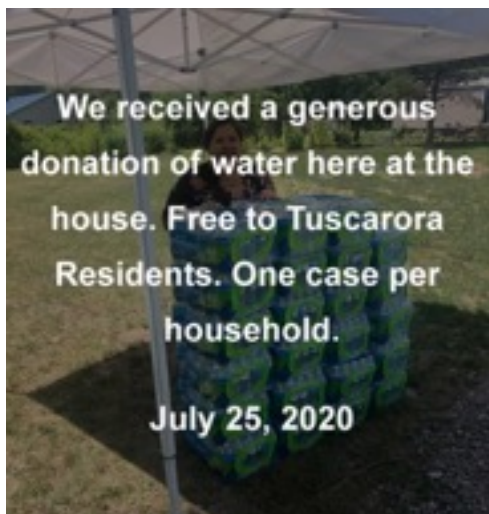
Angela Jonathan explains how her Tuscarora ancestors were sent off to boarding schools as a way to force language repression and cultural assimilation as part of the US government's policy:

"Children were beaten for speaking their language, braids cut off and clothing burned. The belief was that you had to kill the Indian to save the man. Young children were farmed out on "outings" during the summer as hired help to train them as housekeepers, cooks, farmers and laborers."

Angela Jonathan, The Buffalo News, March 15, 2019

This process of forced assimilation had lead to near extinction of the Tuscarora language, alongside many other Native American languages. In fact, all Native American languages are endangered, and many do not have native speakers.

One of the major challenges facing the Tuscarora people today is the lack of access to fresh drinking water. The studio will investigate repercussions of the 1960s Niagara Power Project on the Tuscarora Nation. The Nation is located minutes away from 1/5 of the world's freshwater supply, yet there is no running water on the reservation, with vast majority of wells infected with lead, E. coli, and other dangerous bacterias.



July 25, 2020 Photo: Robert D'Alimonte



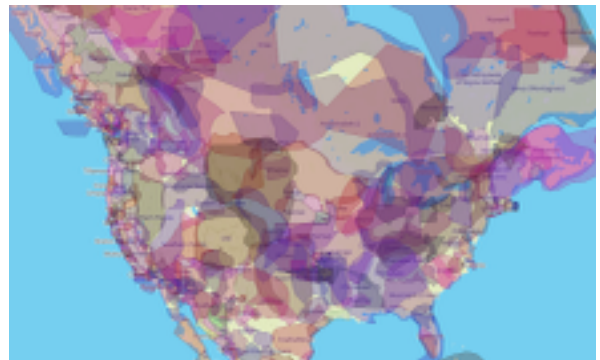
Niagara Falls. 1/5 of the world's fresh water is found in the surrounding the Great Lakes

We will also research activist movements such as The American Indian Movement, The Wounded Knee Occupation (1973), The Alcatraz Occupation (1969-71), the recent Dakota Access Pipeline protests as well as gain understanding of the Tuscarora protest against the Niagara Power Project that forced many to be relocated from childhood homes which are now under water.

During the studio, we will explore the Hopi Time Controversy, Homi Bhabha's theory of "Third Space", and attempt to visualize these concepts as possible design strategies.

We will examine Native American governance and processes and will investigate new possible architectural ideas as they relate to autonomous micro societies, alongside possible implementations on reservations.

The notion of genetic testing and tribal identity as it correlates to ancient historical migrations as well as the current US government's strategy to determine territorial eligibility, will be discussed. The focus on DNA will also be explored as it relates to identity, and we will be getting input from a former Spitzer student that recently became aware she is 30% Native American. She and her father will describe their history and what it means for them today.



Supreme Court Ruling Affirms Native American Rights in Oklahoma. A 5-4 decision declaring that much of eastern Oklahoma is an Indian reservation could reshape criminal justice in the area by preventing state authorities from prosecuting Native Americans.

PROGRAM + SITE

Part I: Territorial mapping

Analysis of territorial mapping of Native Americans as it relates to migrations, relocations, and current location of reservations. The investigation will start with the historic migrations 13,000 years ago, when the first estimated crossing over the Bering Strait occurred, and progress through modern era. The goal is to visualize indigenous people across the North American continent through their journeys and settlements.

With input and guidance from members of the Tuscarora Nation, we will create a specific GIS map that traces their people's path from central New York State to North Carolina and back north to Pennsylvania, with final settlement in upstate New York near the border with Canada.

Part II

Analysis of Native American Governance, various indigenous political systems such as models of consensus vs democracy and their legal implications related to territory. How might these various systems influence and affect the creation of communities and architecture?

Part III

Investigation of indigenous culture, tradition, symbolism, and how they translate into modern-day modes of living. The Hopi Time Controversy will be discussed as it relates to ideas of time and space.



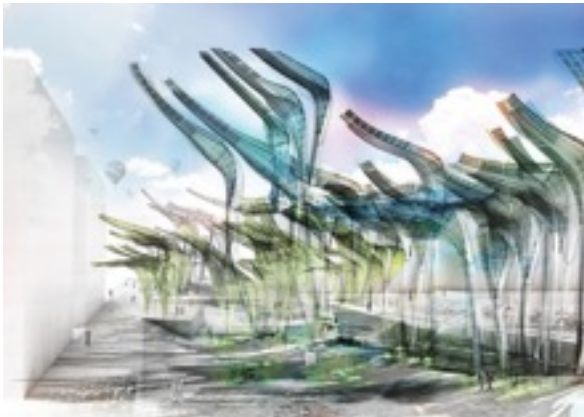
Standing Rock, North Dakota



Part IV:

Establish some of the challenges facing Native Americans today. Consider which part of Native American life, culture, and thinking could inspire new strategies, ways of living, building, and organization within Federal American spaces not considered Native American Territory. Based on challenges and opportunities, generate a manifesto for the project and define the scale of the scope.

Consider architecture as activism, scaling from entire community design proposals to design implementation on Native American reservations, and in particular the Tuscarora Nation.



Solar panels



Water collections

Part V:

Final Project synopsis, presentation strategy, definition of medium, and consideration of audience.

Consultants, Speakers & Critics

Tuscarora Nation: dates to be confirmed

Zoom Meeting with **Tom Jonathan**, Chief of the Bear Clan, and his wife, **Angela Jonathan**, member of the Beaver Clan, teaches beadwork at Tuscarora School.

Zoom Meeting with **Vince Schiffert**, Tuscarora culture teacher and lacrosse team coach

Zoom Meeting with **Clifford Jacobs**, member of the Tuscarora Nation and Columbia University Assistant Director of Special Interest Communities & Residential Life. Cliff is active in the BLM.

Zoom Meeting with **Alex Checa**, former Spitzer architecture student and part Native American

Robert D'Alimonte, woodworker and former software architect.

Vinton Harris, lead builder of the newly completed longhouse on the reservation. Vinton learned some of his skills from disassembling a very old historic log cabin, numbering each item before putting it back together.

Tony Printup, initial contact and member of the Tuscarora Nation. His uncle is a renowned stone carving artist Joseph Jacobs.

Other Speakers:

Peter Funch, Artist & Photographer

Vik Muniz, Artist, Museum of Ashes

William Brinkman-Clark, Philosopher

Arturo Struck-Ortiz, Architect and activist

READINGS, BIBLIOGRAPHY & REFERENCES

Berlo, Janet Catherine ed. *Plains Indian Drawings 1865-1935*. New York: Abrams, 1996.

Bhabha, Homi K. *The Location of Culture*, London and New York: Routledge, 2006 (1994).

Bhabha, Homi K. "Another Country," in Fereshteh Daftari's *Without Boundary: Seventeen Ways of Looking*, New York: Museum of Modern Art, 2006, 30-35.

Conger, Kate, Robert Gebeloff and Richard A. Oppel Jr. *Native Americans Feel Devastated by the Virus Yet Overlooked in the Data*. The New York Times, July 31, 2020.

<https://www.nytimes.com/2020/07/30/us/native-americans-coronavirus-data.html>

DeMarni Cromer, Lisa, Mary E. Gray, Ludivina Vasquez, and Jennifer J. Freyd. *The Relationship of Acculturation to Historical Loss Awareness, Institutional Betrayal, and the Intergenerational Transmission of Trauma in the American Indian Experience*.

<https://dynamic.uoregon.edu/jjf/articles/cgvf2018.pdf>

Eveleth, Rose. *Genetic Testing and Tribal Identity: why many Native Americans have concerns about DNA kits like 23andme*. The Atlantic, January 26, 2015.

<https://www.theatlantic.com/technology/archive/2015/01/the-cultural-limitations-of-genetic-testing/384740/>

Healy, Jack and Adam Liptak. *Landmark Supreme Court Ruling Affirms Native American Rights in Oklahoma*. The New York Times, July 9th, 2020.

<https://www.nytimes.com/2020/07/09/us/supreme-court-oklahoma-mcgrt-creek-nation.html>

Healy, Jack. *A Historic Supreme Court Ruling Upends Courts in Oklahoma*, The New York Times, August 3, 2020.

<https://www.nytimes.com/2020/08/03/us/Supreme-court-Oklahoma-tribal-land-ruling.html>

Jonathan, Angela. *My View: Family Letter Reveals Indian School History*, The Buffalo New, March 15, 2019.

https://buffalonews.com/opinion/my-view-family-letter-reveals-indian-school-history/article_bc4a1ac7-11cf-55fc-9804-0bbbb05876bc.html

Kickingwoman, Kolby. *'Historic day' for Standing Rock as Pipeline Company Told to Shut Down, Remove Oil*. Indian Country Today, July 6, 2020.

<https://indiancountrytoday.com/news/historic-day-for-standing-rock-as-pipeline-company-told-to-shut-down-remove-oil-KkDdhNzafUONvPvkmBc66A>

Lippard, Lucy R. "Crossroads Everywhere." In *On the Beaten Track*, 72-87. New York: The New Press, 1999.

Mineo, Liz. *For Native Americans, COVID-19 is 'the worst of both worlds at the same time'*. The Harvard Gazette, May 8, 2020.

<https://news.harvard.edu/gazette/story/2020/05/the-impact-of-covid-19-on-native-american-communities/>

Orange, Tommy. *There, There*. Vintage Books, 2019

Rogers, Paul. *Big Sur Tribe Regains Land 250 Years After Being Removed*. Mercury News, July 27, 2020.

<https://www.mercurynews.com/2020/07/27/big-sur-tribe-regains-land-350-years-after-being-removed/>

Rutherford, Jonathan. "The Third Space. Interview with Homi Bhabha," in Jonathan Rutherford, ed., *Identity: Community, Culture, Difference*, London: Lawrence & Wishart, 1990, 207-221.

Schuessler, Jennifer. *Seeing Native Americans Nowhere, and Everywhere*. The New York Times, July 20, 2020.

<https://www.nytimes.com/2020/07/14/arts/design/washington-football-logo-native-american.html?auth=login-email&login=email>

Zimmer, Carl. *Some Polynesians Carry DNA of Ancient Native Americans, New Study Finds*. The New York Times, July 8, 2020.

<https://www.nytimes.com/2020/07/08/science/polynesian-ancestry.html?referringSource=articleShare>

Tuscarora People: https://en.wikipedia.org/wiki/Tuscarora_people

Autumn Peltier: Canadian water activist that advocates for clean drinking in First Nations communities and across Mother Earth

<https://naaee.org/about-us/people/autumn-peltier>

Thomas Norton Tureen: American lawyer and entrepreneur known for his work with American Indian tribes

https://en.wikipedia.org/wiki/Tom_Tureen

Site visits in New York City:

American Indian Community House

<https://aich.org>

The National Museum of the American Indian–New York

Alexander Hamilton U.S. Custom House

One Bowling Green

New York, NY 10004

Phone: 212-514-3700

Exhibitions:

1) *Infinity of Nations: Art and History in the Collections of the National Museum of the American Indian*

2) *Patriot Nations: Native Americans in Our Nation's Armed Forces*

Diné [Navajo] code talkers Corporal Henry Bahe Jr. and Private First Class George H. Kirk. Bougainville, South Pacific, December 1943. National Archives and Records Administration. 127-MN-69889-B

WEEKLY SCHEDULE, M/TH 2:00-5:50 pm

Note: schedule below is subject to revision through the duration of the semester.

W1

Th 08.27 **LOTTERY via ZOOM @ 2:00pm, followed by first studio meeting**
Convocation @ 5:30pm

W2

Mon 08.31 Studio
Sciame Global Spotlight Lecture: Gerardo Caballero; Argentina @ 5:30pm
 Th 09.03 Studio

W3

Mon 09.07 College Closed (Labor Day), no class
 Th 09.10 Studio

W4

Mon 09.14 Studio
Sciame Global Spotlight Lecture: Teresa Moller; Chile @ 5:30pm
 Th 09.17 Studio

W5

Mon 09.21 Studio
Sciame Global Spotlight Lecture: Gloria Cabral; Paraguay @ 5:30pm
 Th 09.24 Studio

W6

Tu 09.29 *MONDAY SCHEDULE*; Studio
 Th 10.01 Studio

W7

Mon 10.05 Studio
Sciame Global Spotlight Lecture: Luis Callejas; Colombia @ 5:30pm
 Th 10.08 Studio

W8

Mon 10.12 College Closed (Columbus/Indigenous Peoples' Day); no class
 Wed 10.14 *MONDAY SCHEDULE*; Studio
 Th 10.15 Studio

W8

Mon 10.19 Studio
Sciame Global Spotlight Lecture: Alexia Leon; Peru @ 5:30pm
 Th 10.22 **MIDTERM** Studio; mid-semester assessments

W9

Mon 10.26 Studio
 Th 10.29 Studio

W10

Mon 11.02 Studio
 Th 11.05 Studio
 Fri 11.06 *Withdrawal period ends*

W11

Mon 11.09 Studio
Sciame Global Spotlight Lecture: Paulo Tavares; Brazil @ 5:30pm
 Th 11.12 **ADVANCED STUDIO SHARING** via Zoom, @ 2:00-3:30pm; Studio

W12

Mon 11.16 Studio
Sciame Global Spotlight Lecture: Jeannette Plaut; Chile @ 5:30pm

Th 11.19 Studio

W13

Mon 11.23 Studio

Sciame Global Spotlight Lecture: Patricia Llosa Bueno; Peru @ 5:30pm

Th 11.26 College Closed (Thanksgiving); no class

W14-15

Mon 11.30 Studio

Sciame Global Spotlight Lecture: Diego Arralgada; Argentina @ 5:30pm

REVIEWS

Mon 12.07 Advanced Studio reviews, session 1

Wed 12.09 Advanced Studio reviews, session 2

Th 12.10 End of Semester Assessment (faculty only)

FINALS WEEK

Mon 12.14 Final Meeting, Exit interviews

Th 12.17 Student Portfolios due for: SSA/CCNY Archive, etc. as directed by instructor

GRADING/ATTENDANCE POLICIES AND STUDIO CULTURE

Course Expectations:

- That students will develop a high level of independent thought and rigor and a willingness to go beyond both basic project requirements and their own perceived limits and abilities.
- That students will successfully complete all project requirements. No make-up or postponed project submissions will be accepted except in the case of medical emergencies or other extraordinary circumstances. Excused absences and project delays must be officially cleared by professor in advance in order to be considered valid.

Methods of Assessment:

- Attendance and participation in class discussions: 20%
- Project development in response to semester schedule: 50%
- Project presentation, completion and resolution: 30%

Note: The Research component of the studio will be weighed more heavily in assessment of graduate student work and class performance.

Key areas of Grading Assessment:

- **Studio performance & work habits:** Ability to respond to studio criticism & discourse in a consistent & clear manner throughout the course of the semester as demonstrated in the evolution and development of design work.
- **Clarity of representation & mastery of media:** Ability to utilize both digital and manual drawing and model-making techniques to precisely and creatively represent architectural ideas.
- **Pre-design:** Ability to prepare a comprehensive program for an architectural project that includes such tasks as: an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.
- **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.
- **Integrated evaluations and decision-making design process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
- **Attendance:** Consistent level of preparation and on-time presence for each studio class and scheduled evening lectures.
- **Portfolio:** Completion of portfolio as directed by coordinator and attendance at all scheduled portfolio related events.

Grading Criteria:

- A (+/-)** Work meets all requirements and exceeds them. Presentations are virtually flawless, complete, and finely detailed. Work exhibits professional, “museum quality” level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor. Work shows evidence of intense struggle to go beyond expectations, and beyond the student’s own perceived limits of their abilities.
- B (+/-)** Work meets all requirements. Presentations are complete and finely detailed. Work exhibits professional level of craft. Student has developed an individual design process that shows a high level of independent thought and rigor.
- C (+/-)** Work meets minimum requirements. While presentations may be complete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.
- D** Work is below minimum requirements. Presentations are incomplete, student has struggled to develop an individual design process and/or is lacking in craft or design resolution.
- F** Work is well below minimum requirements. Student does not develop adequate design process, and/or does not finish work on time.
- INC** Grades of “incomplete” are not given under any circumstances unless there is evidence of a medical or personal emergency. In such cases, instructor and student develop a contract to complete work by a specified date, as per CCNY policy. Classes / work missed due to illness must be explained with a physician’s note.

Notes:

C is the lowest passing grade for M.Arch I and M.S. Arch students. D is the lowest passing grade for B.Arch students. No C- or D grades may be given to graduate students.

Working in teams does not guarantee the same grade for each team member; grades are based on a range of criteria for each student.

For more information on grading guidelines and other CCNY policies and procedures, consult the current CCNY academic bulletins: <https://www.ccny.cuny.edu/registrar/bulletins>

Office Hours:

Regular office hours are scheduled (2 hours per week). If a student needs to speak in private with a studio critic it is advised that they email in advance to request an office hours appointment. Students may seek office hour appointments to discuss any matters of concern including personal, private matters and general inquiries about course related work, grading, assessment and content.

Probation & Dismissal: for program specific information related to grades, academic standing, probation and dismissal, please see your program academic advisors:

B Arch: Michael Miller mmiller@ccny.cuny.edu

Amy Daniel adaniel@ccny.cuny.edu

Studio Culture (Teaching and Learning Culture):

Working collaboratively and respectfully on studio assignments, often with others, is mandatory. Studio culture is an important part of an architectural education. Please see the Spitzer School of Architecture Studio Culture Policy, which can be accessed on the SSA website here: <https://ssa.ccny.cuny.edu/about/policies/>.

Absence & Lateness:

Arriving more than ten minutes late to class will constitute an absence. Two unexcused absences will result in a whole letter grade deduction from a final grade; more than four will result in a failing grade. It is expected that all students will participate in all scheduled working, midterm and final reviews and contribute constructively to the discussion.

Absences due to Religious Observances:

Students who will miss any class sessions, exams, presentations, trips, or the like due to a religious observance should notify the instructor at the beginning of the semester so that appropriate adjustments for observance needs can be implemented. This could include an opportunity to make up any examination, study, or work

of intellectual, spatial, technical, and interpersonal skills; understand the historical, socio-cultural, and environmental context of architecture; are able to solve architectural design problems, including the integration of technical systems and health and safety requirements; and comprehend architects' roles and responsibilities in society.

The following student performance criteria from the 2014 NAAB Conditions are addressed in this course:

Realm B: Building Practices, Technical Skills, And Knowledge. Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

B.1 Pre-Design: ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Realm C: Integrated Architectural Solutions. Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

C.1 Research: understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

Students should consult the NAAB website www.naab.org for additional information regarding student performance criteria and all other conditions for accreditation.

CONTACT INFORMATION:

Martin Stigsgaard
Adjunct Associate Professor of Architecture
Bernard and Anne Spitzer School of Architecture
The City College of New York/CUNY
mstigsgaard@ccny.cuny.edu