Supplementary Resources: Teaching Swentzell’s Architectural Philosophy

Swentzell’s work, as indicated above, guides this study of Chaco Canyon as a relational landscape. Another good resource for providing students with a general background on ancestral Puebloan Indigenous peoples and their cultural histories, architectural practices, and traditions is found in the chapter on the Southwest in Janet Berlo and Ruth Phillips’ *Native North American Art* (2015). This chapter can be used as a reference or guide for the introductory lecture and for providing an expansive view of the connections between their environment, worldview, agricultural economies, and material culture. This background is significant for understanding the design and social function of Chaco Canyon.

I sometimes break students up into small groups and have them examine specific paragraphs to develop responses to the guided reading questions. The Pre-Writing exercise is designed specifically for the non-Pueblo students I teach; it prompts them to make connections between familiar buildings and their experiences with social and environmental relationships. These connections are helpful for raising students’ awareness of architecture as cultural expressions and moving them beyond focusing on a buildings’ function or surface details. They bring the written assignment to class. I begin the lecture on Chaco by having students share their responses.