Course Description

Archaeological sites have long been considered places of historical and cultural significance and symbols of national and ethnic identity. More recently they have offered new opportunities for economic and touristic development in both urban and rural settings. With a unique and complex set of physical conditions including fragmentation, illegibility, extreme environmental exposure and material deterioration, as well as contested ownership and control, their conservation, management, and interpretation as heritage places require special knowledge and methodologies for both heritage specialists and archaeologists.

This seminar-studio will address the history, theories, principles, and practices of the preservation and interpretation of archaeological sites and landscapes. The course will draw from a wide range of published material and experiences representing both national and international contexts. Topics will include documentation and recording; site formation and degradation; intervention strategies including interpretation and display, legislation, national and international policy, and contemporary issues of public involvement and descendent community ownership.

The course will be organized as a seminar incorporating readings, lectures and discussions on major themes defining the subject of ruins and archaeological site conservation. Readings have been selected to provide exposure to seminal works in the development of theory and method as well as current expressions of contemporary practice. This will set the background for the selected case study site which will provide students the opportunity to work with primary and secondary materials related to archaeological and ruin sites: excavation reports, stabilization work, conservation, interpretation, and management plans. Students will study specific issues contributing toward the development of a conservation and management program in accordance with guidelines established by ICOMOS/ ICAHM and other official agencies (e.g., national legislation such as NPS-28).

2018 Case Study Site: Impossible Ruins – Fort Union National Monument

The ruin has long captured the imagination of poets, writers, artists, and architects. From Colonna to Goethe, from Soane to Tschumi, the ruin has evoked the entire spectrum of
human responses. The ruin admonishes, delights, and instructs in its fragmentation, defiantly resisting attempts to suspend its 'unbecoming'. Until the scientism of the 20th century, ruins allowed the receptive visitor the solace and contemplation of nature and the inevitable fallibility of the material world. Today, the ruin, and especially the modern ruin, causes us to confront the myth of human progress and the failure of our own institutions. This discomfort is often tamed or neutralized by transforming the ruin into 'heritage.'

One hundred miles northeast of Santa Fe is the largest adobe ruin in North America and once the largest U.S. military reservation west of the Mississippi River. Few American landscapes embody human time and the vastness of space as Fort Union where adobe, brick, and stone walls that once helped define and defend Manifest Destiny now defiantly resist wholesale destruction from the harsh climate of New Mexico’s northeastern plains. Established as a National Monument on June 28, 1954, Fort Union would challenge every succeeding generation of cultural resource specialists—archaeologists, architects, historians, engineers, scientists, conservators, and masons—to find a sustainable solution to the preservation of its earthen walls. Doggedly enduring, like its equally venerable neighbor, the Santa Fe Trail, whose eroded wagon ruts traverse the endless open landscape around the site, the ruins of Fort Union now face unprecedented challenges as increased cycles of extreme weather undermine and topple walls, destroying what has silently stood for over 150 years.

Extreme weather is not the only challenge facing Fort Union. Outdated interpretation demands a renewed narrative on the importance and meaning of the site within a broader social and cultural context addressing race, ethnicity, gender, and non-military life as played out on the plains of eastern New Mexico. In addition, the original Mission 66 visitor center and museum including its displays are under revision and the ruins and landscape need to be re-evaluated in terms of their display as part of a larger evolving cultural landscape.

Requirements

Grades will be based on the two research papers and the submitted questions and class discussions on the weekly readings and topics. Grading will be in accordance with general academic policies: a grade of A/A- will represent exceptional work, B/B+ will represent good work that meets the academic standard set for the course, and B- will represent work that is just under the established standard. C and C+ are barely passing for graduate courses and will indicate work that is less than satisfactory. Failure to meet the minimum requirements will result in an F. All work is to be delivered on the dates described in the syllabus or agreed upon in class if changed. Final grades will be based on contribution to class discussions (20%), Research Proposal (40%) and Research Report (40%). More detailed specifications for the Research Papers are in a separate guidelines and at the end of the syllabus.

Students are asked to contribute to a positive learning environment and to review the school’s guidelines on academic integrity at:
http://www.upenn.edu/academicintegrity/ai_codeofacademicintegrity.html
Representation of someone else’s work as your own, without proper attribution, is a serious breach of these guidelines. Cell phones are prohibited during class and are to be put away except during break time. Laptops are allowed for class notes only. Use will be discontinued if the policy is abused. Discussion leaders will be selected each week to lead the class in the assigned readings.

Class Format and Products

Classes will be held seminar fashion. Most topics will be introduced by an illustrated lecture followed by discussion of the lecture and readings. All students are expected to come prepared and on time. Please bring notes on the readings so we can have a meaningful conversation in the time available.

Fieldwork is an important component of the course. Our collective task will be to evaluate and assess the current condition, management, and interpretive program of Fort Union National Monument, New Mexico and consider the risks, threats, and unrealized potential associated with a range of critical factors from climate change to past and current interpretation, stabilization, and display.

Each student identify a relevant project and will be required to produce original research in the form of a written paper and presentation. This will be delivered in two stages: 1- A Research Proposal and 2-the final Research Paper.

Research Proposal

The goal of a research proposal is to present and justify the need to study a research problem related to a critical issue at the study site and to present the practical ways in which the proposed study should be conducted. The design elements and procedures for conducting the research are governed by standards within the predominant discipline in which the problem resides. Research proposals contain extensive literature reviews. They must provide persuasive evidence that a need exists for the proposed study. In addition to providing a rationale, a proposal describes detailed methodology for conducting the research consistent with requirements of the professional or academic field and a statement on anticipated outcomes and/or benefits derived from the study’s completion. A proposal should contain all the key elements involved in designing a completed research study, with sufficient information that allows readers to assess the validity and usefulness of your proposed study. The only elements missing from a research proposal are the findings of the study and your analysis of those results. In addition to the written proposal, a formal summary oral version will be presented in class at mid semester.

Research Paper

The Research Paper is an expanded essay that presents your own interpretation or evaluation or argument. When you write an essay, you use everything that you personally know and have thought about a subject. When you write a research paper you build upon what you know about the subject and make a deliberate attempt to find out what experts know. A research paper
involves surveying a field of knowledge in order to find the best possible information in that field. And that survey can be orderly and focused, if you know how to approach it. Research topics are to be discussed and identified no later than the field visit or midterm to allow sufficient time to research and prepare. In addition to the final written document, a formal summary oral version will be presented in class at the end of the semester. A typical research paper includes the following components:

1. Introduction
2. Review of Literature
3. Methodology
4. Findings (also called Results)
5. Discussion
6. Conclusion
7. References (according to APA style)
8. Appendices (if needed)

Critical Dates:

02/28 Research Proposals due
04/18 Final Presentations
04/25 Final Presentations
05/02 Draft Research Papers due
05/07 Final Research Papers due

Required Course Textbooks: (available at Penn Book Center or on Desk Reserve)


### Class Schedule (All guest lectures provisional until confirmed)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>01/17</td>
<td>Introduction to the course: objectives, methodologies &amp; structure – F. Matero + C. Erickson</td>
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<tr>
<td></td>
<td>Archaeological theory, practice, and the archaeological ‘site’ – C. Erickson</td>
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<tr>
<td>01/24</td>
<td>Values-based planning for conservation and management of archaeological sites and landscapes; World Heritage Conventions and Charters - F. Matero</td>
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<tr>
<td>01/31</td>
<td>Site formation, ruins, and weathering – C. Erickson + F. Matero</td>
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<tr>
<td>02/07</td>
<td>The monumental and the trace: site conservation and display</td>
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<td>Case Study: Gordion – F. Matero</td>
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<td>02/14</td>
<td>Archaeological landscapes as cultural heritage – C. Erickson</td>
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<td>02/21</td>
<td>National Monument Fort Union National Monument – F. Matero + C. Erickson</td>
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<tr>
<td>02/28</td>
<td>Midterm Presentations-Research Proposals due</td>
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<tr>
<td></td>
<td>Discuss proposed fieldwork, survey, and data collection</td>
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<tr>
<td>03/03-11</td>
<td>Spring Recess – Fieldwork at Fort Union</td>
</tr>
</tbody>
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Reading Syllabus

01/17 Introduction: course objectives, methodologies, and structure
Archaeological theory, practice, and the archaeological 'site'

FOR DISCUSSION:
Dunneil, Robert C. The Notion Site. In Space, Time, and Archaeological Landscapes, edited by

Egloff, Brian and Douglas C. Comer. Conserving the Archaeological Soul of Places: Drafting
Guidelines for the ICAHM Charter (Reader)

Jokilehto, Jukka. Conservation Concepts (Reader) or Chapter 1-Conservation concepts (Ashurst)

Lipe, William D. A Conservation Model for American Archaeology (Reader)

Smith, Laurajane. Chapter 3: Archaeological Theory and the “Politics” of the Past. In
Archaeological Theory and the "Politics" of Cultural Heritage. Routledge, NY. 2005 [NOTE: pp. 1-
14 of the pdf file only]

For those with no background in archaeology:
Ashmore, Wendy. Discovering our past: a brief introduction to archaeology. 4th ed. Boston:

Preucel, Robert and Stephen Mrozowski. Introduction. In Contemporary Archaeology in Theory:

OPTIONAL READING:
Camardo, Domenico. Archaeology and Conservation at Herculaneum: From the Maiuri
Campaign to the Herculaneum Conservation Project (Reader)

Holtorf, Cornelius. Contemporary Meanings. In From Stonehenge to Las Vegas: Archaeology as

McGimsey, Charles, R. III. Statement before the [House] Subcommittee on National Parks and
Recreation of the Committee on Interior and Insular Affairs (Reader)

Tainter, Joseph. Persistent Dilemmas in American Cultural Resource Management. In A

01/24 Values-based planning for conservation and management of archaeological sites and
landscapes; World Heritage conventions and charters; monuments, universal value
and values-based planning
FOR DISCUSSION:
Carver, Martin. On Archaeological Value (Reader)

Clark, Kate. The Bigger Picture: Archaeology and Values in Long-Term Cultural Resource Management (Reader)


King, Thomas. Resolving a Conflict of Values in American Archaeology (Reader)


PLEASE REVIEW:


ICOMOS-Charters and other doctrinal texts

ICOMOS-International Committee on Archaeological Heritage Management
http://www.icomos.org/icahm/


Global Heritage Fund
http://globalheritagefund.org/

World Monuments Fund
http://www.wmf.org/

Getty Conservation Institute
http://www.getty.edu/conservation/

OPTIONAL READING:


01/31 Site formation, ruins, and weathering

FOR DISCUSSION:
Agnew, Neville. Methodology, Conservation Criteria and Performance Evaluation for Archaeological Site Shelters (Reader)

Charnov, Avigail. 100 years of Site Maintenance and Repair: Conservation of Earthen Archaeological Sites in the American Southwest, *Journal of Architectural Conservation* 17(2011):59-75

How, Chris. Chapter 2-Stability and survival (Ashurst)

Schiffer, Michael B. Formation Processes of the Archaeological Record. Salt Lake City: University of Utah Press, Chapter 8-Environmental formation processes: the site, 199-234

02/07 The monumental and the trace: site conservation and interpretation

FOR DISCUSSION:
Ashurst, John and Colin Burns. Chapter 4-Philosophy, technology and craft (Ashurst)

Buccellati, Giorgio. Presentation and Interpretation of Archaeological Sites (Reader)


Demas, Martha. Site Unseen: The Case for Reburial of Archaeological Sites (Reader)

Matero, Frank. Preserving and Presenting an Excavated Past (Reader)

Price, Nicholas Stanley. The Reconstruction of Ruins: Principles and Practice (Reader)

OPTIONAL READING:
Matero, Frank. Mudbrick Metaphysics. The Conservation and Management of Archaeological Sites


Woolfitt, Catherine. Chapter 5-Preventive conservation (Ashurst)

Case Studies:
The Getty Conservation Institute and Instituto Hondureño de Antropología e Historia. The Hieroglyphic Stairway of Copán, Honduras: Study Results and Conservation Proposals, Los

Commented [m1]: Add Chris Caple reading
http://www.getty.edu/conservation/publications_resources/pdf_publications/copan_s.html


Mason, Randall, Margaret G. H. Mac Lean, and Marta de la Torre. Hadrian's Wall World Heritage Site: A Case Study.

Design and interpretation


Tilley, Christopher. Excavation as Theater (Reader)

White, Amanda. Chapter 6-Interpretation and display (Ashurst)

02/14 Archaeological landscapes as cultural heritage

FOR DISCUSSION:


OPTIONAL READING:


02/21  Fort Union National Monument- a brief history of archaeology, preservation and display

FOR DISCUSSION:


Wilson, Rex L. Archeology and Everyday Life at Fort Union. New Mexico Historical Review 40, no. 1 (1965).

Zhu, Liping. From Ruins to a National Monument: Fort Union, New Mexico, 1891-1956. New Mexico. (Chapter 1, skim rest)


03/21  Mapping values, risk and threat

FOR DISCUSSION:
FOR REVIEW:
http://www.icomos.org/charters/archives-e.pdf


OPTIONAL READING:
Trafficking Culture: Researching the global traffic in looted cultural objects Website: http://traffickingculture.org/


03/28  Stewardship and ownership of the past

FOR DISCUSSION:
Chase, Arlen and Diane Chase. The Archaeology and Ethics of Collecting (Reader)
Hollowell, Julie. Moral Arguments on Subsistence Digging (Reader)
Morehart, Christopher T. What If the Aztec Empire Never Existed? The Prerequisites


OPTIONAL READING:


Penn Cultural Heritage Center Website: http://www.pennchc.org/page/
President’s House Website: http://www.ushistory.org/presidentshouse/history/index.htm

04/04 Urban Archaeology-The Case of Cairo’s Ayyubid Wall

04/11 Economic sustainability of archaeological

FOR DISCUSSION:
Deeben, Jos & Bert Groenewoudt. Handling the Unknown: The Expanding Role of Predictive Modeling in Archaeological Heritage Management in the Netherlands (Reader)

Fagan, Brian. Looking Forward, Not Backward: Archaeology and the Future of the Past (Reader)

Judge: The South Carolina Heritage Trust Program: Fifteen Years of Archaeological Site Acquisition and Management (Reader)

Sustainable Preservation Initiative Website: http://sustainablepreservation.org/
On Ruins


Fort Union: References

History


Conservation


Landscape


Western Forts, Fort Union, The Santa Fe Trail

http://www.nps.gov/foun/index.htm
http://www.kansasheritage.org/research/sft/ft-union.htm
https://www.youtube.com/watch?v=CMlPzh8pQ
http://www.nps.gov/parkhistory/online_books/fosc/forts.pdf
http://www.fws.gov/refuge/Rio_Mora/about.html#
https://muse.jhu.edu/login?auth=0&type=summary&url=/journals/journal_of_military_history/v069/69.3tate.html
http://dla.library.upenn.edu/dla/franklin/record.html?q=American%20Forts%3A%20Architectural%20Form%20and%20Function&id=FRANKLIN_427011&
http://www.santafetrail.org/
http://www.nps.gov/safe/index.htm
file:///C:/Users/matero/Downloads/NPS_1965_CommitteeReportonWesternMilitaryForts.pdf

NPS Cultural Resource Documents

http://npshistory.com/cultural_resources.htm
General References

Archaeology


Archaeological Site Conservation and Management


King, Thomas F. Thinking About Cultural Resource Management: Essays from the Edge. Walnut Creek: AltaMira Press, 2002


Websites

Center For Heritage and Society (UMass Amherst)
http://www.umass.edu/chs/resources/index.html

ICOMOS-Charters and other doctrinal texts

ICOMOS-International Committee on Archaeological Heritage Management
http://www.icomos.org/icahm/

Learning Sites Inc. The Leader in Reliable Archaeological Visualizations for Interactive Education and Research
http://www.learningsites.com/Mesa Verde National Park
http://www.nps.gov/meve/index.htm

Southwest Crossroads
School of American Research
http://www.southwestcrossroads.org/index.php

Getty Conservation Institute
http://www.getty.edu/conservation/

Global Heritage Fund
http://globalheritagefund.org/

UNESCO World Heritage Centre website:

Criteria for World Heritage Listing (UNESCO):
http://whc.unesco.org/en/criteria/
The Global Strategy (UNESCO):
http://whc.unesco.org/en/globalstrategy/

Virtual Reality in Archaeology: Virtual Reconstructions by Dennis Holloway
Native American Places in Virtual Reality (Southwest computer modeling and animation)
http://www.dennisrhollowayarchitect.com/VirtualRealityArchaeology.html

World Monuments Fund
http://www.wmf.org/