"No-one could suppose, who has not tried it, what an immense amount of time and care is needed to preserve things." [Sir Flinders Petrie Hawara Journal (1888):19]

Course Description

Archaeological sites and landscapes 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 set of physical conditions including fragmentation, illegibility, environmental exposure and material deterioration as well as limited and often conflicted use value, their conservation, management, and interpretation as heritage places require special knowledge and methodologies.

This seminar will address the history, theories, and realities of the preservation and display 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 site and landscape documentation and recording; site formation and degradation; intervention strategies including interpretation, display, and exhibits; and legislation, policy, and contemporary issues of descendent community ownership.

The course will be organized as a hybrid “studio-seminar” incorporating readings, lectures, and discussions focused on major themes. 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. The first half of the course will be devoted to the study of specific issues and topics that define and distinguish archaeological sites and landscapes from other heritage places. The second half of the course will then shift to the examination of a case study site: Far View Group at Mesa Verde National Park, Colorado. Mesa Verde is the first cultural park in the United States (1906) and a World Heritage site. Far View Group and environs presents a complex study of the many issues related to the conservation and management of an archaeological landscape. It is an ancient ancestral puebloan landscape with a variety of features including three large masonry villages, a kiva-tower, a water catchment system including a large stone reservoir, ditches, terraces and dams, paths, and a fragile ecology of native flora and fauna. Departmental funding will provide travel and room and board to the site over Spring Recess.
The course will draw its participants from across the departments of the School of Design and the School of Arts and Sciences to create a truly cross-disciplinary body of talent to assist the National Park Service in designing a plan for the conservation, display and management of Far View Group. Tasks will include the recording of the archaeological structures and landscape, analysis of construction technology, deterioration and conservation techniques, environmental and ecological considerations, site protection and interpretation, visitor experience, and in particular, shelter and visitor platform design and circulation. These tasks will be considered in the context of existing federal guidelines and the issues of consultation in formulating a culturally appropriate plan for the preservation of this federally managed archaeological and ancestral Native American site.

Students and faculty will travel to Mesa Verde at mid-semester for one week to perform fieldwork specific to individual projects identified and developed during the first half of the course. Several field visits to related sites (Aztec Ruin and Hovenweep(NPS), Lowry Ruins(BLM), Chimney Rock(NFS) are also planned during the site visit if time allows. Upon return, a site plan will be developed and presented. Park Service professional staff and other experts will assist in the fieldwork through our partnership within the Collaborative Ecosystem Study Unit-Colorado Plateau (CESU-CP)

**Requirements**

Grades will be based on each team’s final report and participation in the Working Team sessions and class discussions about the readings and topics for each week. 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 (25%) and the individual contribution to the final reports (75%). More detailed specifications for the final project will follow.

**Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Speaker</th>
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<tbody>
<tr>
<td>01/13</td>
<td>Introduction to the course: objectives, methodologies, &amp; structure</td>
<td>C. Erickson &amp; F. Matero</td>
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<tr>
<td>01/20</td>
<td>Values-based planning for conservation and management of archaeological sites and landscapes</td>
<td>C. Erickson &amp; F. Matero</td>
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<tr>
<td>01/27</td>
<td>Archaeological theory, practice, and the archaeological site</td>
<td>C. Erickson</td>
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<tr>
<td>02/03</td>
<td>Architectural remains and material conservation</td>
<td>F. Matero</td>
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<td></td>
<td>Site Intervention strategies – G. Rizzi, Studio Rizzi, Italy (provisional)</td>
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02/10  Archaeological landscapes as cultural heritage – C. Erickson
       Southwest and Mesa Verdean landscapes – C. Erickson

02/17  Conservation & Management case study: Troy, Turkey - B. Rose/UPenn
       Conservation & Management case studies: Gordion, Turkey; Tsankawi, New Mexico – F. Matero

02/24  Visualizing the Past/Peopling the Past: Interpretation of Sites and Landscapes – C. Erickson
       Tourism, Site Museums and Exhibits – C. Erickson & J. Levin, INHP/NPS

03/03  Mid semester Working Team(s) presentations

03/10  Spring Recess (Trip to Mesa Verde National Park, Colorado)
       Site visit/fieldwork: Mar 5-11

03/17  Conservation & Management case study: Butrint, Albania -- R. Hodges/Penn Museum
       Economic Sustainability of Sites and Landscapes: L. Coben/UPenn
       Education, public outreach, local communities, and stakeholders

03/24  Conservation & Management case study: Xunantunich, Belize -- R. Leventhal/UPenn
       Pothunters, Looting, Stewardship, and Ownership of the Past –R. Leventhal, C. Erickson

03/31  Working Team sessions. Theme: Site documentation and analysis: site histories, threats, and challenges

04/05  Cultural Heritage Debate (Penn Museum), L. Coben, R. Gould, R. Hodges, R. Leventhal, R. Mason & B. Rose

04/07  Working Team sessions. Theme: Conservation strategies

04/14  Working Team sessions: Theme: Integration

04/21  Final presentations
       Drafts of documents due

04/28  Final documents due
BIBLIOGRAPHY

Required Course Textbook:

Noble, David Grant, ed. The Mesa Verde World: Explorations in Ancestral Pueblo Archaeology. Santa Fe: School of American Research Press, 2006 [paperback].

General References: Archaeological Site Conservation and Management


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


Swidler, N. et al., Native Americans and Archaeologists: Stepping Stones to Common Ground. Walnut Creek, CA: Altamira,


General References: Archaeology and Peoples of the Southwest


**General References: Archaeology of Mesa Verde and the region**


**Websites**

Mesa Verde National Park
http://www.nps.gov/meve/index.htm

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

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
Learning Sites Inc.
The Leader in Reliable Archaeological Visualizations for Interactive Education and Research
http://www.learningsites.com/