

HSPV 747-401 /ANTH 508-401 CONSERVATION AND MANAGEMENT OF
ARCHAEOLOGICAL SITES and LANDSCAPES
Fall 2021/ Monday/1:45-4:45/ Meyerson Hall B13

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Office hours: Wednesday 2:00-4:00 Sign up for appointment in person or remote at
<https://calendly.com/fgmatero> Other times by email request.
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"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 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 and the exploration of power relations and human rights. 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 power relations, cultural ownership, and public involvement

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).

2021 Case Study Site: Reluctant Ruins: Power, Race and Adobe – 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 has often been 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 specialist—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. Out-dated interpretation demands a renewed narrative on the importance and meaning of the site within a broader social and cultural context addressing power relations as understood through 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 research proposal and research paper 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 (30%) and Research Report (50%). More detailed specifications for the Research Papers are in 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.

#AskMe

In order to insure a positive, open and respectful learning environment, we invite you all to email us as to how you identify: preferred name to use in class, preferred pronouns, anything that will allow us to create the best classroom environment possible to learn together. You can also use designations after your name id in Zoom, for example: Frank Matero (he/him/his)

For more information: <https://lgbtc.vpul.upenn.edu/pronouns/>

Class Format

Classes will be held in person and follow lecture and seminar format. 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. We will make a trip to the site as well as other associated sites in the area to experience the issues first-hand as well as to collect additional field data and meet with NPS resource managers.

Products

For the final project, we would like to propose that the class produce individual research related to the production of a Conservation Management Plan. In order to do this, we will draw on the excellent professional studies and published research, photo-archives, and past student research that already exist about the site and have been organized for you in the course folder. Our collective task will be to evaluate and assess the current condition, management, and interpretive program of Fort Union National Monument by considering its “life history” including its design and occupation, abandonment, deterioration, past and current preservation, and the risks, threats, and unrealized potential now associated with its interpretation and display including climate change.

Each student will be required to identify a topic of interest for further research and development. A list of topics will be distributed for your consideration. The class will then discuss and decide on the content and format and each will be responsible for contributing equally to the group enterprise. Individual work will be original research in the form of a written paper, visuals, and an in-class presentation. This will be delivered by each student in two stages: 1-A *Research Proposal* and 2-the final *Research Paper*.

Research Proposal (30%)

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.

A typical research proposal includes the following components:

1. Introduction
2. Review of Literature
3. Methodology

4. Preliminary findings based on existing work
5. Discussion
6. References
7. Appendices (if needed)

Research Paper (50%)

The Research Paper in this case will be your written and illustrated chapter or stand alone component that contributes to the CMP. When you write an essay, you use everything that you personally know and have thought about a subject. 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 illustrated version will be presented in class at the end of the semester.

Critical Dates:

- 10/11 Draft Research Proposals due
- 10/25 Final Research Proposals due
- 12/13 Final Presentations
- 12/06 Draft Research Papers due
- 12/13 Final Research Papers due with revisions

Required Course Textbooks:

- Sullivan, Sharon and David Mackay, eds. *Archaeological Sites: Conservation and Management. Readings in Conservation.* Los Angeles: The Getty Conservation Institute, The J. Paul Getty Trust, 2012. (Reader)
- Ashurst, John, ed. *The Conservation of Ruins.* Oxford: Butterworth-Heinemann, 2007.

Class Schedule (All guest lectures provisional until confirmed)

- 09/06 Introduction to the course: objectives, methodologies & structure
Archaeological theory, practice, and the archaeological 'site' - Matero + Erickson
- 09/13 Values-based planning for archaeological sites - Matero
- 09/20 Site formation and deterioration- Erickson + Matero
- 09/27 Archaeological landscapes as cultural heritage - Erickson

- 10/04 Introduction to Fort Union National Monument - F. Matero + C. Erickson
Discuss proposed fieldwork, survey, and data collection
- 10/10-10/16 SITE VISIT
- 10/18 Understanding risk, threat, and vulnerability – J. Hinchman
- 10/25 Midterm Presentations-Research Proposals due
- 11/01 Uses and abuses of the past - Imperialism, Internationalism and
Archaeology in the Un/Making of the Middle East- Lynn Meskell
- 11/08 Economic sustainability of archaeological sites - Peter Gould, Consulting
Scholar, Penn Cultural Heritage Center
- 11/15 The monumental and the trace: site conservation and display
Case Study: Gordion – F. Matero
- 11/22 The movables-in situ artifact conservation and beyond – Lynn Grant
- 11/29 Archaeological site conservation: The global perspective - J.M. Teutonico,
Getty Conservation Institute
- 12/06 One on one reviews of Final Research Papers and Presentations
- 12/13 Final Presentations-Research Papers due

Reading Syllabus

09/06 Introduction: course objectives, methodologies, and structure Archaeological theory, practice, and the archaeological 'site'

FOR DISCUSSION:

Dunnell, Robert C. The Notion Site. In *Space, Time, and Archaeological Landscapes*, edited by Jacqueline Rossignol and LuAnn Wandsnider, 21-41. New York: Plenum Press, 1992.

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: McGraw-Hill, c.2006.

Preucel, Robert and Stephen Mrozowski. Introduction. In *Contemporary Archaeology in Theory: The New Pragmatism* [2nd Edition], edited by Robert Preucel and Stephen Mrozowski, 3-49. New York: Wiley, 2010.

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 Popular Culture*. Walnut Creek: Altamira, 2005.

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 Companion to Archaeology, edited by John Bintliff et al., Routledge Press, NY, 2004.

09/13 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)

Cleere, Henry. The Concept of 'Outstanding Universal Value' in the World Heritage Convention. Conservation and Management of Archaeological Sites 1(4):227-233, 1996.

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

Mason, Randall and Erica Avrami. Heritage Values and Challenges of Conservation Planning. In Management Planning for Archaeological Sites, edited by J.M. Teutonico and G. Palumbo. Los Angeles: The Getty Conservation Institute, J. Paul Getty Trust, 2002.

PLEASE REVIEW:

Cleere, Henry. Management Plans for Archaeological Sites: A World Heritage Template. Conservation and Management of Archaeological Sites 12(1):4–12, 2010.

Sullivan, Sharon & Richard MacKay. History: Concepts, Methods, and Issues Introduction, 1-5 and Milestones, 6-9. (Reader)

ICOMOS-Charters and other doctrinal texts

<http://www.icomos.org/en/charters-and-texts>

ICOMOS-International Committee on Archaeological Heritage Management

<http://www.icomos.org/icahtm/>

UNESCO. Operational Guidelines for the Implementation of the World Heritage Convention. World Heritage Center, 2008. <http://whc.unesco.org/archive/opguide08-en.pdf>

Global Heritage Fund

<http://globalheritagefund.org/>

World Monuments Fund

<http://www.wmf.org/>

Getty Conservation Institute

<http://www.getty.edu/conservation/>

OPTIONAL READING:

Muke, John, Tim Denham and Vagi Genorupa. Nominating and Managing a World Heritage Site in the Highlands of Papua New Guinea. *World Archaeology* 39(3): 324-338, 2007.

Titchen, Sarah M. On the Construction of "Outstanding Universal Value:" Some Comments on the Implementation of the 1972 UNESCO World Heritage Convention. *Conservation and Management of Archaeological Sites* 1(4):235-42, 1996.

UNESCO. *Management Plans and the World Heritage Convention: A Bibliography*. Paris: UNESCO-ICOMOS Documentation Centre, 2010.

09/20 Site formation, weathering, and ruins

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.

09/27 Archaeological landscapes as cultural heritage

FOR DISCUSSION:

Anschuetz, Kurt L., Richard H. Wilshusen, and Cherie Scheick. An Archaeology of Landscapes: Perspectives and Directions. *Journal of Archaeological Research* 9(2):157-211, 2001.

Cleere, Henry. Cultural Landscapes as World Heritage. *Conservation and Management of Archaeological Sites* 1:63-68, 1995.

Mitchell, Nora, Mechtild Rössler, Pierre-Marie Tricaud eds. World Heritage Cultural Landscapes: A Handbook for Conservation and Management. World Heritage Papers 26, 2002.

Snead, James Trails of Tradition: Movement, Meaning, and Place. In Landscapes of Movement: Trails, Paths, and Roads in Anthropological Perspective, edited by James E. Snead, Clark L. Erickson, J. Andrew Darling, 42-60, Philadelphia: Penn Museum Press, 2009.

OPTIONAL READING:

Wilkinson, T. J. Chapter 1: Introduction, Approaches to Landscape Archaeology. In Archaeological Landscapes of the Near East, 1-14. , Tucson: University of Arizona Press, 2003.

Erickson, Clark L. Agricultural Landscapes as World Heritage: Raised Field Agriculture in Bolivia and Peru. In Managing Change: Sustainable Approaches to the Conservation of the Built Environment, edited by Jeanne-Marie Teutonico and Frank Matero, 181-204. 4th US/ICOMOS International Symposium Proceedings. Getty Conservation Institute in collaboration with US/ICOMOS. Oxford: Oxford University Press, 2003.

10/04 Fort Union National Monument- a brief history of archaeology, preservation and interpretation

FOR DISCUSSION:

Jameson J., John H and W.J. Hunt. "National Park Service Reconstruction Policy and Practice." In The Reconstructed Past: Reconstructions in the Public Interpretation of Archaeology and History, edited by John H. Jameson Jr. Walnut Creek, CA: AltaMira Press, 2004.

Levine, Frances, William Westbury and Lisa Nordstrum. A History Of Archeological Investigations at Fort Union National Monument. Division of History, Southwest Cultural Resources Center, 1992.

Medley, Evan. "Particularly New Mexico's Monument": Place-Making at Fort Union, 1929-2014

PhD Dissertation, Arizona State University, 2016

Pitcaithley, Dwight T. The Third Fort Union: Architecture, Adobe, and the Army. New Mexico Historical Review 57, no. 2 (1982).

Utley, Robert M. Fort Union and the Santa Fe Trail. New Mexico Historical Review 36.1 (1961).

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)

Wheaton, Rod L. "Lessons Learned at Bent's Old Fort and Fort Union Trading Post." *The Reconstructed Past: Reconstructions in the Public Interpretation of Archaeology and History* (2004): 215. *Historical Review* 69, no. 1 (1994).

10/18 Understanding risk, threat and vulnerability

FOR DISCUSSION:

Demas, Martha and Neville Agnew, eds. 2012. *Valley of the Queens Assessment Report*, Vol. 1. Los Angeles: The Getty Conservation Institute.

http://www.getty.edu/conservation/publications_resources/pdf_publications/valley_queens.html. [Note: Read in particular "Summary statement of significance and principal threats" (in Part I), "Site setting, boundaries and components" (in Part I), "Appendix 2: History of Mapping" (in Part I), and "Assessment of Flash Flooding" (in Part V) while skimming rest of report]

Logan, David and Richard Mackay, "Inventories and Heritage Management: The Australian Experience," in *Conservation Perspectives: The GCI Newsletter*, Fall 2013

http://www.getty.edu/conservation/publications_resources/newsletters/28_2/inventories.html

Myers, David and Alison Dalgity. *The Middle Eastern Geodatabase for Antiquities (MEGA): An Open Source GIS-Based Heritage Site Inventory and Management System*. *Change Over Time* 2(2012):32-57.

http://www.getty.edu/conservation/our_projects/field_projects/jordan/mega_jordan_cot_article.pdf

Palumbo, Gaetano. *Threats and Challenges to the Archaeological Heritage in the Mediterranean* (Reader)

FOR REVIEW:

ICOMOS: *Principles for the Recording of Monuments, Groups of Buildings and Sites* (1996)

<http://www.icomos.org/charters/archives-e.pdf>

International Core Data Standard for Archaeological Sites and Monuments (standard adopted by CIDOC Archaeological Sites Working Group in 1995) in

Documenting the Cultural Heritage, edited by Robin Thornes and John Bold. Los Angeles: J. Paul Getty Trust, 1998.

<http://archives.icom.museum/object-id/heritage/int.html>

OPTIONAL READING:

Trafficking Culture: Researching the global traffic in looted cultural objects Website:

<http://traffickingculture.org/>

UNESCO. Monitoring World Heritage. World Heritage Papers 10, 2002.

11/01 Stewardship and ownership of the past: Uses and abuses of the past

FOR DISCUSSION:

Atalay, Sonya. Indigenous Archaeology as Decolonizing Practice. *The American Indian Quarterly* 30(3-4):280-310, 2006.

Chase, Arlen and Diane Chase. *The Archaeology and Ethics of Collecting* (Reader)

Fine, Kathleen. The Politics of 'Interpretation' at Mesa Verde National Park.

Anthropological Quarterly 61(1988): 177-186.

Hollowell, Julie. *Moral Arguments on Subsistence Digging* (Reader)

Morehart, Christopher T. What If the Aztec Empire Never Existed? The Prerequisites of Empire and the Politics of Plausible Alternative Histories. *American Anthropologist*, 114(2012):267–281.

Owens, Bruce McCoy. Monumentality, Identity, and the State: Local Practice, World Heritage, and Heterotopia at Swayambhu, Nepal. *Anthropological Quarterly* 75(2002):269-316.

Toner, Mike. NAGPRA at 20. *American Archaeology Winter (2010-2011)*:24-31.

OPTIONAL READING:

Fine-Dare, Kathleen. *Grave Injustice: The American Indian Repatriation Movement and NAGPRA*. Lincoln: University of Nebraska Press, 2002.

Fine-Dare, Kathleen S. Histories of the Repatriation Movement. In *Opening Archaeology: Repatriation's Impact on Contemporary Research and Practice*, edited by Thomas W. Killion, 29-55. Santa Fe: School of American Research, 2008.

Smith, John A. NAGPRA at 20: A Selective Annotated Bibliography, *Legal Reference Services Quarterly*, 31(2012): 1-36.

Penn Cultural Heritage Center Website: <http://www.pennchc.org/page/>

President's House Website:

<http://www.ushistory.org/presidentshouse/history/index.htm>

11/08 Economic sustainability of archaeological sites

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/>
UNESCO. Partnerships for World Heritage Cities: Culture as a Vector for Sustainable Urban Development. World Heritage Center, 2002.

11/15 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)

Crosby, Anthony. Ruins stabilization—the value implied. In International perspectives on cultural parks. Proceedings of the First World Conference, Mesa Verde National Park, Colorado, pp. 101-6. 1984.

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

Matero, Frank. Place-making at Coronado State Monument: Edgar Lee Hewett's Feat of Clay. Special issue on Interpretation and the National Parks, *Journal of the West* 50(2011):21-30.

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 Angeles: The Getty Conservation Institute and Instituto Hondureño de Antropología e Historia, 2006.

http://www.getty.edu/conservation/publications_resources/pdf_publications/copan_s.html

de la Torre, Marta, Margaret G.H. Mac Lean, and David Myers. [*Chaco Culture National Historical Park: A Case Study*](#). Los Angeles: The Getty Conservation Institute, June 2003.

Demas, Martha. Ephesus. In *The Conservation of Archaeological Sites in the Mediterranean Region*, edited by M. de la Torre, 127-149. Los Angeles: The Getty Conservation Institute, J. Paul Getty Trust, 1997

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

Design and interpretation

Marti, Antoni N.: *Excavation, Exhibition, Conservation or Reservation: Technical Criteria for a Decision-Making Process (Reader)*

Schmidt, Hartwig. *Reconstruction of Ancient Buildings*. In *The Conservation of Archaeological Sites in the Mediterranean Region*, edited by M. de la Torre, 41-50. Los Angeles: The Getty Conservation Institute, J. Paul Getty Trust, 1997.

Stubbs, John H. *Protection and Presentation of Excavated Structures*. In *Conservation on Archaeological Excavations*, edited by N. P. Stanley Price, 73-89. Rome: ICCROM, 1995.

Tilley, Christopher. *Excavation as Theater (Reader)*

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

On Ruins

Woodward, Christopher. In Ruins. London: Vintage, 2002.

Fort Union: References

History

Day, David. *The Santa Fe Trail*. New York: Alfred Knopf, 2000.

Harrison, Laura S. and James E. Ivey. Of A Temporary Character. An Historic Structure Report and Historical Base Map of First Fort, Second Fort, and Arsenal, Fort Union, New Mexico. Division of History, Southwest Cultural Resources Center, 1992.

Levine, Frances, William Westbury and Lisa Nordstrum. A History Of Archeological Investigations at Fort Union National Monument. Division of History, Southwest Cultural Resources Center, 1992.

Medley, Evan. "Particularly New Mexico's Monument": Place-Making at Fort Union, 1929-2014
PhD Dissertation, Arizona State University, 2016.

Utey, Robert Marshall. Fort Union National Monument. Vol. 35. Government Printing Office, 1985.

Zhu, Liping. Fort Union National Monument: An Administrative History. Division of History, Southwest Cultural Resources Center, 1992.

Conservation

Oliva, Leo E. Fort Union and the Frontier Army in the Southwest: A Historic Resource Study Fort Union National Monument Fort Union, New Mexico. Southwest Cultural Resources Center,

Professional Papers No. 41, Division of History National Park Service, Santa Fe, New Mexico. (1993)

<https://www.nps.gov/foun/learn/historyculture/upload/TOME.pdf>

Hartzler, Robert. Holding down the forts: the army, adobe, and preservation. CRM Cultural resource management 22, no. 6 (1999): 55-58.

Hartzler, Robert L., and Anne B. Oliver. Learning from the site: evolution of the Fort Union strategic preservation plan. In Terra 2000: 8th international conference on the study and conservation of earthen architecture, Torquay, Devon, UK, May 2000. Preprints, pp. 39-45. James & James, 2000.

Matero, Frank G. A programme for the conservation of architectural plasters in earthen ruins in the American Southwest: Fort Union National Monument, New Mexico, USA. Conservation and management of archaeological sites 1.1 (1995): 5-24.

Myers, Harry C. Preserving adobe ruins. CRM bulletin 20, no. 10 (1997): 12.

Oliver, Ann, and R. Hartzler. Understanding the Deterioration of Adobe Walls: Fort Union National Monument, New Mexico, USA. Terra 2000 (2000): 8th International Conference

Oliver, A., and R. Hartzler. Working Preservation Action Plan for the Adobe Ruins at Fort Union National Monument, New Mexico. Research and Development Project, Final Report (1996).

Richert, R. and R. Gordion Vivian. Ruins Stabilization on the Southwestern United States. Washington, DC: National Park Service, 1974. (Skim)

Landscape

Freitag, Amy L. Cultural Landscape Study of Fort Union National Monument. (Masters Thesis). University Of Pennsylvania, Philadelphia, PA. 1994

Johnson, Robert Britten. Geologic map of the Fort Union quadrangle, Mora County, New Mexico. No. 1164. 1974. <http://pubs.er.usgs.gov/publication/gq1164>

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=CMIPzhJt8pQ>

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

Harpers Ferry Center, National Park Service. The National Parks: Shaping the System. Washington DC, 2005.

General References

Archaeology

Ashmore, Wendy. *Discovering our past : a brief introduction to archaeology*. 4th ed. Boston : McGraw-Hill, c2006.

Preucel, Robert and Stephen Mrozowski eds. *Contemporary Archaeology in Theory: The New Pragmatism [2nd Edition]*, New York: Wiley, 2010.

Willey, Gordon R. and Jeremy A Sabloff. *A History of American Archaeology*. London: Thames and Hudson, 1993.

Archaeological Site Conservation and Management

Agnew, Neville and Janet Bridgland, eds. *Of the Past, For the Future: Integrating Archaeology and Conservation*. Los Angeles: The Getty Conservation Institute, J. Paul Getty Trust, 2006.

Ashurst, John, ed. *The Conservation of Ruins*. Oxford: Butterworth-Heinemann, 2007.

Avrami, Erica, Randall Mason, and Marta De la Torre. *Values and Heritage Conservation: Research Report*. Los Angeles California: The Getty Conservation Institute, 2000.

Berducou, Marie. *Introduction to Archaeological Conservation*. In *Historical and Philosophical Issues in the Conservation of Cultural Heritage*, edited by N. P. Stanley Price, et al. Los Angeles: The Getty Conservation Institute, J. Paul Getty Trust, 1996.

Bintliff, John et al. eds. *A Companion to Archaeology*. Malden (MA) & Oxford: Blackwell, 2004.

Black, Stephen L. and Kevin Jolly. *Archaeology by Design. Archaeologist's Toolkit 1*. Walnut Creek, CA: Altamira, 2003.

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<http://www.icomos.org/icahtm/>

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Southwest Crossroads

School of American Research

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