

Unlocking Hidden Heritage

“Arfleifðin afhjúpuð”

Archaeological survey and turf wall construction Course description

Introduction

Since the beginning of 2007 until the end of June 2009 The Árnésinga Folk Museum has been one of a team of six partners in a project funded by the EU's Leonardo fund. The project went under the name *Unlocking Hidden Heritage* or *Arfleifðin afhjúpuð* as it was known in Icelandic.

The main aim of the project was to bring attention to the great riches that are to be found in the heritage of the six countries involved: Iceland, Germany, Slovakia, Cypress, Ireland and England. In particular focus were centred on the knowledge of historical workmanship and the handicrafts/trades/skills which are in threat of being lost in today's society. With this as the guiding light the main emphasis were on the following:

- 1) Local community engagement, particularly those who are living in rural areas, women and young people.
- 2) Interactive archaeological / topographical survey.
- 3) Workshops on indentifying critical cultural features.
- 4) Manangement and sourcing of sustainable local material to effect protection / enhancement / reconstruction.
- 5) Traditional skills training.
- 6) Reconstruction and other practical landscape restoration work.
- 7) Interpretation and sample cultural tourism plan.

To make it possible to protect disappearing handicrafts for future generations it is necessary to disseminate the knowledge and practices and that source material is collected about work practices and the materials used. To add weight to the project, courses were held in the six countries involved where the participants were introduced to specific aspects of the work knowledge in the individual countries. Information regarding these courses can be found in the book, published in connection with the project: *Unlocking Hidden Heritage. Discovering the treasures in our cultural landscape*. The book can be purchased from The Árnésinga Folk Museum and is also available on the website of the project (<http://www.grampusheritage.co.uk/UHH%20News%20Page.htm>).

In addition to this all the participants in the project produced curriculum regarding the individual courses in order to make it easier for those that wish to hold similar courses in heritage work practices, preparation and practical organisation.

The role of The Árnésinga Folk Museum in the project included holding courses in turf wall construction. This was chosen as a result of the importance that turf laying has in

the building technology of Iceland from the time of settlement and how the work skills related to the construction of these walls is currently under threat of being “lost” as there are only a handful of people in Iceland that have the skills and knowledge to construct using turf and hence able to pass on the skills involved.

The course that is described in the following is a part of the project *Unlocking Hidden Heritage* and was prepared with consideration to the skills and experience of the participants in the project, on the one hand from the participation in other actions in partner countries, and on the other hand the turf wall construction course that was done at Tyrfingsstaðir in Skagafjörður, North Iceland. This course was held with the participation of the Fornverkaskólinn (Heritage Craft School), which is a project run by the College of the NW of Iceland, the Skagafjörður Folk Museum, and Hólar University College to teach the trades and crafts which relate to building and construction heritage in Iceland. The Heritage Craft School holds short courses in various types of historical construction skills which relate to pre-modern Icelandic construction practices. The main aim of the school is to provide tuition and practical training in work methods and techniques in classical Icelandic building crafts:

1. Turf as a building material, its nature and use, turf wall construction. Tools and their making.
2. Stones and stone wall construction.
3. Timber, its acquisition and use in previous centuries, tools and their use in house construction in the Icelandic farming community.
4. Iron, blacksmithing for domestic use and for house construction.

Course description

Description:

The course is made up of two parts, archaeological survey and turf wall construction. Each part begins with lectures followed by practical training.

There is no official course assessment, however it is expected that students hand in an assignment in the form of an archaeological survey, which the lecturer will go over and return to each student with comments. In addition to this at the end of the course there is a meeting with all participants where the material of the course is taken together and discussed.

It is possible to change the course so that it can be used as assessable material in a formal unit of study, should this be the case then additional mandatory assignments would be connected to the course material.

Aim:

The course is intended to increase the students understanding of the worth of the cultural landscape in Iceland in its broadest description and its development in an historical and cultural context. In order to do this you need an understanding of its traits, evolution, history and how best it is to go about the conservation of it. The course will endeavour to provide students with the skills required to impart the knowledge and skills that they have learned and thereby help to preserve and maintain the building heritage and work skills related to their conservation.

Teachers:

It is recommended that teachers in the course have a lot of experience in conducting archaeological survey (preferable an archaeologist or someone with other education which comes in good use). They must have a good knowledge in Icelandic vernacular architecture and have good skills and a lot of experience in turf building. It is therefore most likely that one person can not teach the whole course.

Participants:

The course is aimed at all those that have an interest in the cultural heritage of Iceland and people interested in the preservation of work skills for instance, those that are involved in heritage management and work in the area of cultural heritage and cultural tourism, museum staff, land owners and students of archaeology, history, culture, tourism and other related subjects.

Archaeological Survey

Description:

The course begins with seven lectures where the participants are introduced to the laws relating to archaeological heritage, the purpose of archaeological surveys, the history of archaeology in Iceland, Icelandic law regarding archaeological surveys and the methodology used. Each lesson is 60 minutes, a 40 min lecture followed by a 20 minute discussion period. However one lesson is made up of a 20 minute lecture and a 40 minute practical session in the use of maps and aerial photographs. It is expected that the participants have read the reading materials prior to each lesson and that they participate in the closing discussions. With each lesson there are given a recommended reading list, however it should be noted that there could be further information and resources available on the topics, both instead of and in addition to the list provided.

At the end of the lectures there are two field trips where the participants will be shown ruins and other heritage material where they can apply their knowledge in archaeological surveying using recognised methodologies.

At the conclusion of this part of the course participants should have the following skills:

- know what archaeological remains are
- know the laws relating to heritage protection and protected sites in Iceland
- understand the importance of archaeological surveys
- to recognise when it is imperative for archaeological surveys to take place
- to be able to recognise the most common forms of remains that you might expect in the Icelandic cultural heritage landscape
- to be able to acquire source materials/resources relating to a heritage site
- to know how to undertake an archaeological survey
- to recognise the importance of a heritage site.

1. Lesson:	What are antiquities?
Lecture:	40 min.
Subject:	Explained will be how archaeological remains are defined by Icelandic law, what protected remains are and the role of the Archaeological Heritage Agency of Iceland.
Discussion:	20 min.
Topic for discussion:	What does the general public know about archaeological remains and the laws that relate to their protection? Is it necessary to protect and preserve more archaeological remains? How do we treat archaeological remains?
Reading list:	<i>A Manual and Data Standard for Monument Inventories</i> (1998). Swindon: English Heritage. http://www.english-heritage.org.uk/upload/pdf/MIDAS3rdReprint.pdf <i>The Archaeological Heritage Agency of Iceland</i> , http://fornleifavernd.is/index.php?pid=55

	<i>Þjóðminjalög nr. 107/2001.</i> http://www.althingi.is/lagas/136a/2001107.html
Further materials:	<i>Monument Type Thesaurus.</i> English Heritage. http://thesaurus.english-heritage.org.uk/thesaurus.asp?thes_no=1 <i>Skrá um friðlýstar fornleifar.</i> http://www.fornleifavernd.is/files/8/20060404110211841.pdf

2. Lesson:	What is an archaeological survey?
Lecture:	40 min.
Subject:	Archaeological surveys will be explained, what they are, how they are carried out and why as well as archaeological and environmental assessments. A brief overview of the history of archaeological surveys in Iceland will also be given.
Discussion:	20 min
Topic for discussion:	Are archaeological surveys necessary? How can an archaeological survey increase our knowledge of land and nation?
Reading list:	<i>Archaeology and the Historic Environment. Historic Landscapes Survey Guidelines.</i> The National Trust. http://nationaltrust.org.uk/main/w-arch4.pdf <i>Fornleifaskráning. Skráningarstaðlar og leiðbeiningar</i> (2008). Fornleifavernd ríkisins. http://www.fornleifavernd.is/files/8/20080609105155104.pdf Friðriksson, A., and Vésteinsson, O. (1998). Fornleifaskráning - Brot úr íslenskri vísindasögu. <i>Archaeologia Islandica, 1</i> , p. 14-44. <i>Monument Type Thesaurus.</i> English Heritage. http://thesaurus.english-heritage.org.uk/thesaurus.asp?thes_no=1 <i>Orðasafn í fornleifafræði.</i> http://instarch.is/instarch/ordasafn/
Further materials:	<i>Frásögur um fornaldarleifar 1817-1823</i> (1983). Reykjavík: Stofnun Árna Magnússonar.

3. lesson:	What is cultural heritage landscape?
Lesson:	40 min
Topic:	The difference between manmade landscape and natural landscape will be discussed. Examples will be show of how man has made his mark on the environment and the methodology and practice of landscape archaeology will be introduced.
Discussion:	20 min

Topic for discussion:	What is landscape, how do we perceive our environment and from what values do we base our evaluation of the landscape?
Reading list:	Aldred, Oscar (2006). The Idea of Landscape in Icelandic Archaeology. <i>Archaeologia Islandica</i> , 5, p. 9-26.
Further materials:	<i>Unlocking Hidden Heritage. Discovering the treasures in our cultural landscape</i> (2009). Compiled by the Unlocking Hidden Heritage Partnership.

4. lesson:	Gathering resources
Lesson:	40 min
Topic:	An overview is given of those resources that may come of use in archaeological surveys, written references, photographs, aerial photographs, maps and oral resources. The importance of preparation prior to the field survey by thorough research and co-operation with locals is discussed.
Discussion:	20 min
Topic for discussion:	How accurate resources are biographies and recollections? Co-operation with locals.
Reading list:	Example: Vigfúsdóttir, A. (1977). Hólmabæir syðri. <i>Goðasteinn. Tímarit um menningarmál</i> , 16, 3-18. Chapter from <i>Jarðabók Árna Magnússonar og Páls Vídalíns. I. bindi</i> . Reykjavík: Sögufélagið. Örnefnaskrá frá Örnefnasafni Stofnunar Árna Magnússonar (Place Names).
Further materials:	Byggðasögurit. Sýslu- og sóknalýsingar.

5. lesson:	Use of maps and aerial photographs
Lesson:	20 min
Topic:	The use of maps and aerial photographs in archaeological surveys will be examined and examples given of their use and validity.
Practical training:	40 min
Practical:	Participants will receive help with map reading and practice in identifying cultural remains in aerial photographs.
Reading list:	Lillesand, Thomas, M., Kiefer, Ralph, W, and Chipman, J. W. (2008). <i>Remote Sensing and Image Interpretation</i> . 6. útgáfa. New York: John Wiley & Sons.
Further materials:	Campbell, James B. (2007). <i>Introduction to remote sensing</i> . New York: Guildford Press.

6. lesson:	Field surveys
Lesson:	40 min
Topic:	Discussion of the nature of remains that you can expect to find when working on site and what methodologies are used to perform the survey including the position of remains in the landscape, and the sketching of ruins. A checklist for the surveyor and survey standards.
Discussion:	20 min
Topic for discussion:	Should everything be included in the survey? Are enchanted sites and elf cliffs archaeological remains?
Reading list:	<p><i>Archaeology and the Historic Environment. Historic Landscapes Survey Guidelines.</i> The National Trust. http://nationaltrust.org.uk/main/w-arch4.pdf</p> <p><i>Fornleifaskráning. Skráningarstaðlar og leiðbeiningar</i> (2008). Fornleifavernd ríkisins. http://www.fornleifavernd.is/files/8/20080609105155104.pdf</p> <p>Ólafsson, G. (1995). <i>Documentation Standards for Archaeological Field Surveys in Iceland.</i> Reykjavík: Fornleifadeild Þjóðminjasafns Íslands. http://www.natmus.is/media/rannsoknir/1995-02_Documentation_standards_for_archaeological_field_surveys.pdf</p>
Further materials:	Archaeological survey – reports.

7. lesson:	Processing – risk and preservation evaluation
Lesson:	40 min
Topic:	Participants will be shown good work habits for the completion of written reports, aerial photographs, drawings and maps. They will also be told of the main points of view in relation to evaluating conservation values and risk assessments.
Discussion:	20 min
Topic for discussion:	Is it possible to put a price on archaeological remains? Are all archaeological remains at risk?
Reading list:	<p>Arnarsdóttir, D. (2009). Verð og virði menningarminja. <i>Hugsandi.is</i>, http://hugsandi.is/articles/verd-og-virdi-menningarminja-%e2%80%93-fyrri-hluti/</p> <p>Archaeological survey – reports: For example:</p> <p>Zoëga, B. and Zoëga, G. (2007). <i>Fornleifaskráning í Skagafirði: Stóragerði, Kolkuós, Brimnes, Bakki og Skarð.</i> Rannsóknaskýrslur Byggðasafns Skagfirðinga 2007:62. Byggðasafn Skagfirðinga.</p> <p>Sigurðsson, G. S., Zoëga, G., Gunnarsdóttir, K. and Sigurðardóttir, S. (2005). <i>Sauða í Borgarsveit. Fornleifaskráning vegna aðalskipulags.</i> Byggðasafn Skagfirðinga.</p>

Further materials:	<p>Arnarsdóttir, D. (2009). Hvers virði er hið fullkomna þjóðartákn? <i>Hugsandi.is</i>, http://hugsandi.is/articles/hvers-virdi-er-hid-fullkomna-thjodartakn/</p> <p>Archaeological survey – reports.</p>
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First field trip	Reading the landscape
Preparation:	Participants are to familiarize themselves with the available resource material about the area that they are about to see during the field trip.
Length:	6 hours
Description:	During the field trip the cultural landscape will be studied and hypothesis made on what archaeological remains might be hidden under or on top of the surface. An attempt will be made to locate the archaeological remains that reference sources have distinguished in the area and also to identify / uncover other remains. Emphasis will be made on identifying the remains of turf construction, their structural type and thereby try to ascertain their age and previous use.
Reading list:	Resources and reference materials related to the site of the field trip
Further materials:	Resources and reference materials related to the site of the field trip

Second field trip	Archaeological survey
Preparation:	Participants are to familiarize themselves with research and reference materials available regarding the archaeological evidence that will be surveyed during the field trip.
Length:	6 hours
Description:	During this field trip archaeological remains will be surveyed according to the recognized methodology that was introduced previously in the course.
Reading list:	Reference material relating to those archaeological remains that are to be surveyed during the trip.
Further materials:	<p>Archaeological survey reports.</p> <p>Reference material relating to those archaeological sites that are to be surveyed during the field trip.</p>

Turf Construction

Description:

The second part of the course begins with two lectures where participants are given an insight into the history of the Icelandic turf house, what turf is, its nature and how it is acquired. After which participants are taken on a tour where turf houses are studied and assessed with consideration to the information given in the lecture. It is expected that participants have familiarized themselves with the reading materials listed before each lesson and that they take part in discussions at the end of each lecture.

The practical part of the course consists of four full working days where the participants will be instructed in work practices in turf cutting and construction, repair and conservation of old turf walls. Participants will be instructed using traditional tools as well as learning how to use modern tools such that the effect is the same as that achieved by using traditional implements. The course requires that the participants embrace the view of safeguarding cultural heritage by preservation and conservation. Unlike many other fields the transfer of heritage work practices has as its main aim to preserve as much and change as little as possible. Emphasis is on the participant embracing the language and the practices that pertain to the work that is being done.

At the end of this part of the course the participant will be able to:

- recognize traditional work practices which relate to turf construction e.g. turf cutting, drying, turf and stone wall construction
- have practiced turf construction
- have embraced good work practices in relation to the repair and handling of archaeological structures made of turf
- recognize the main concepts and tools
- recognize the main types of turf common in turf wall construction
- able to construct and complete a turf wall with *klömbruhnaus* and or *strengur*
- have the basic skills required in order to increase their knowledge in traditional building practices and their conservation and repair and thereby be able to increase with time their skill and knowledge such that they are able to instruct others.

1. lesson:	The Icelandic turf house
Lesson:	40 min
Topic:	The history of the Icelandic turf house will be explained using words and pictures including the building techniques and house structures.
Discussion:	20 min
Topic for discussion:	What is it like to live in a turf house?
Reading list:	Jóhannesson, D., Stefánsson, H., Kristjánsdóttir, M., Másson, N. Ú., and Ólafsdóttir, S. (2000). <i>A Guide to Icelandic Architecture</i> . Reykjavík: The Association of Icelandic Architects. Ólafsson, G. (2004). <i>Frá skála til gangabæjar</i> . Húsagerð á

	<p>miðöldum. In Árni Björnsson and Hrefna Róbertsdóttir (eds.), <i>Hlutavelta tímans. Menningararfur á Þjóðminjasafni</i>, p. 130-139. Reykjavík: Þjóðminjasafn Íslands.</p> <p>Ólafsson, G., and Ágústsson, H. (2003). <i>The Reconstructed Medieval Farm in Þjórsárdalur and the development of the Icelandic turf house</i>. Reykjavík: Þjóðminjasafn Íslands and Landsvirkjun.</p> <p>van Hoof, Joost, and van Dijken, Froukje (2008). The historical turf farms of Iceland: Architecture, building technology and the indoor environment. <i>Building and Environment</i>, 43, p. 1023-1030. http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6V23-4RSS75X-2&_user=713833&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&view=c&_searchStrId=974324795&_rerunOrigin=google&_acct=C000039878&_version=1&_urlVersion=0&_userid=713833&md5=b0c24441411e2a1640c4cdb62fbd9b35</p> <p>Sigurðardóttir, Sigríður (2007). <i>Þróun torfbæja – Glaumbær</i>. Smárit Byggðasafns Skagfirðinga I. 2. útgáfa. http://www.skagafjordur.is/upload/files/I-Þróun%20torfbæja(1).pdf</p>
Further materials:	<p>Ágústsson, Hörður (1987). Íslenski torfbærinn. In Frosti F. Jóhannsson (ed.), <i>Íslensk þjóðmenning I. Uppruni og umhverfi</i>, p. 227-344. Reykjavík: Bókaútgáfan Þjóðsaga.</p> <p>Ágústsson, Hörður (2004). <i>Laufás við Eyjafjörð. Staðurinn</i>. Reykjavík: Hið íslenska bókmenntafélag.</p> <p>Gísladóttir, Hallgerður (2007). <i>Eldamennska í íslensku torfbæjunum</i>. Smárit Byggðasafns Skagfirðinga V. http://www.skagafjordur.is/upload/files/V%20Eldamennska%20i%20islensku%20torfbæjunum.pdf</p>

2. lesson:	Turf and turf construction
Lesson:	40 min
Topic:	Participants will learn what sort of building material turf is, its nature, cutting and how it is used for building. The tools and the concepts related to turf construction are introduced.
Discussion:	20 min
Topic for discussion:	Turf in modern times
Reading list:	Sigurðardóttir, Sigríður (2008). <i>Building with Turf</i> . Smárit Byggðasafns Skagfirðinga IX. English version by Nancy Marie Brown. http://www.skagafjordur.is/upload/files/IX-Turf.pdf
Further materials:	Rúnarsdóttir, Anna L. (2007). <i>A tímum torfbæja. Híbýla-hættir og efnismenning í íslenska torfbænum frá 1850</i> . Skýrslur Þjóðminjasafns Íslands 2007/1. Reykjavík: Þjóðminjasafn Íslands.

Field trip:	Turf buildings investigated
Length:	8 hours
Topic:	Existing turf houses will be investigated and building techniques examined.
Reading list:	Reference materials and resources relating to the turf houses that are to be examined in course of the field trip.
Further materials:	Reference materials and resources relating to the turf houses that are to be examined in course of the field trip.

1. workday:	Tools and turf cutting
Length:	8 hours
Topic:	Participants will be introduced to the tools that were used for turf cutting and construction, their use and repair. Various cutting methods will be explained along with turf digging and drying.

2. workday	Collecting stones and stonewall construction
Length:	8 hours
Topic:	Participants will be advised on those points that need considering when collecting stone materials dependent on what it will be used for (foundations, cornerstones, flagstones, paving). Transportation of the stones and construction. Stones as a foundation of turf construction and wall building.

3. workday:	Turfconstruction
Length:	8 hours
Topic:	Using the different forms of turfs (<i>strengir, torfur, klambra, hnausar</i>) and learning the different methods of wall construction for different parts of the building. a

4. workday:	Durability and repairs
Length:	8 hours
Topic:	Durability and repair of turf walls, the different ways a turf wall might degrade. Participants will be taught how to re-stand a wall.

Final meeting:	Roundup and assessment
Lesson:	20 min
Topic:	Summation of the course and archaeological survey assessment given to the participants

Discussion:	40 min
Topic for discussion:	General discussion on the course

Required facilities and tools:

- Classroom with computer and projector
- Cars for use in the field trips
- Instruments and tools that are required for the archaeological survey: camera, GPS, tape measures, writing implements etc
- A place to cut turf.
- Field site for practical teaching
- Tools required in turf construction: various shovels, turf scythe, grass scythe, mallet, saw, sledgehammer, hammer etc.

Consideration needs to be given to the costs associated with the teaching, teaching facilities, field trips, turf cutting, tools, and instruments. The total instruction time is 62 hours. It is recommended that two instructors be on hand for the practical and field trips. Additionally the instructors need to go over the archaeological survey assignments. Allowance should be made for at least 120 hours payable to the instructor, this is of course dependent on the number of participants.

Turf cutting and construction is neither easy nor a clean job. Hence it is necessary that the participants are well aware of this and have the necessary outer clothing for the work, i.e. it can stand the dirt whilst keeping them warm. In particular it is important that the participants have the appropriate footwear – strong with thick soles.

Recommended Reading list:

- A Manual and Data Standard for Monument Inventories* (1998). Swindon: English Heritage. <http://www.english-heritage.org.uk/upload/pdf/MIDAS3rdReprint.pdf>
- Aldred, Oscar (2006). The Idea of Landscape in Icelandic Archaeology. *Archaeologia Islandica*, 5, p. 9-26.
- Archaeology and the Historic Environment. Historic Landscapes Survey Guidelines.* The National Trust. <http://nationaltrust.org.uk/main/w-arch4.pdf>
- Arnarsdóttir, Dagný (2009). Hvers virði er hið fullkomna þjóðartákn? *Hugsandi.is*, <http://hugsandi.is/articles/hvers-virdi-er-hid-fullkomna-thjodartakn/>
- Arnarsdóttir, Dagný (2009). Verð og virði menningarminja. *Hugsandi.is*, <http://hugsandi.is/articles/verd-og-virdi-menningarminja-%e2%80%93-fyrri-hluti/>
- Ágústsson, Hörður (1987). Íslenski torfbærinn. Í Frosti F. Jóhannsson (ritstjóri), *Íslensk þjóðmenning I. Uppruni og umhverfi*, p. 227-344. Reykjavík: Bókaútgáfan Þjóðsaga.
- Ágústsson, Hörður (2004). *Laufás við Eyjafjörð. Staðurinn*. Reykjavík: Hið íslenska bókmenntafélag.
- Campbell, James B. (2007). *Introduction to remote sensing*. New York: Guildford Press.

- Fornleifaskráning. Skráningarstaðlar og leiðbeiningar* (2008). Fornleifavernd ríkisins. <http://www.fornleifavernd.is/files/8/20080609105155104.pdf>
- Frásögur um fornaldarleifar 1817-1823* (1983). Sveinbjörn Rafnsson bjó til prentunar. Reykjavík: Stofnun Árna Magnússonar.
- Friðriksson, Adolf, and Vésteinsson, Orri (1998). Fornleifaskráning - Brot úr íslenski vísindasögu. *Archaeologia Islandica*, 1, p. 14-44.
- Gísladóttir, Hallgerður (2007). *Eldamennska í íslensku torfbæjunum*. Smárit Byggðasafns Skagfirðinga V. <http://www.skagafjordur.is/upload/files/V%20Eldamennska%20i%20islensku%20torfbæjunum.pdf>.
- van Hoof, Joost, and van Dijken, Froukje (2008). The historical turf farms of Iceland: Architecture, building technology and the indoor environment. *Building and Environment*, 43, p. 1023-1030. http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6V23-4RSS75X-2&_user=713833&_rdoc=1&_fmt=&_orig=search&_sort=d&_docanchor=&view=c&_searchStrId=974324795&_rerunOrigin=google&_acct=C000039878&_version=1&_urlVersion=0&_userid=713833&md5=b0c24441411e2a1640c4cdb62fbd9b35
- Jarðabók Árna Magnússonar og Páls Vídalíns*. Reykjavík: Sögufélagið.
- Jóhannesson, D., Stefánsson, H., Kristjánsdóttir M., Másson, N. Ú., and Ólafsdóttir, S. (2000). *A Guide to Icelandic Architecture*. Reykjavík: The Association of Icelandic Architects.
- Lillesand, Thomas, M., Kiefer, Ralph, W, and Chipman, J. W. (2008). *Remote Sensing and Image Interpretation*. 6. útgáfa. New York: John Wiley & Sons.
- Monument Type Thesaurus*. English Heritage. http://thesaurus.english-heritage.org.uk/thesaurus.asp?thes_no=1
- Orðasafn í fornleifafræði*. <http://instarch.is/instarch/ordasafn/>.
- Ólafsson, Guðmundur (1995). *Documentation Standards for Archaeological Field Surveys in Iceland*. Reykjavík: Fornleifadeild Þjóðminjasafns Íslands. http://www.natmus.is/media/rannsóknir/1995-02_Documentation_standards_for_archaeological_field_surveys.pdf
- Ólafsson, Guðmundur (2004). Frá skála til gangabæjar. Húsagerð á miðöldum. In Árni Björnsson and Hrefna Róbertsdóttir (eds.), *Hlutavelta tímans. Menningararfur á Þjóðminjasafni*, p. 130-139. Reykjavík: Þjóðminjasafn Íslands.
- Ólafsson, Guðmundur, and Ágústsson, Hörður (2003). *The Reconstructed Medieval Farm in Þjórsárdalur and the development of the Icelandic turf house*. Reykjavík: Þjóðminjasafn Íslands and Landsvirkjun.
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