



THE ARCHAEOLOGY OF MODERN WARFARE, SPAIN

Course ID: ARCH XL 159

July 3-August 3, 2017

FIELD SCHOOL DIRECTOR(S):

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INTRODUCTION

The Archaeology of Modern Warfare is part of a long-term project on the archaeology of conflict in Spain, covering the civil war (1936-1939) and the Franco dictatorship (1939-1975). The project aims to understand the social experience of institutional and non-institutional violence and political repression using material culture as its main source. While the project focuses on a specific modern conflict, it is theoretically grounded on wider anthropological and archaeological questions, such as the place of landscape in the making of war, the organization of state violence as a technology, the production of “normality” through the built environment in dictatorial regimes, the relationship between materiality, memory and trauma, and the role of ideology in shaping the material culture of violence. The project, which started in 2006, has examined a variety of war and postwar scenarios, from battlefields to social housing.

The Spanish Civil War was more than an internecine conflict. Around 150,000 foreign soldiers from fifty countries took part in it and decisively contributed to its outcome. Among them, there were 3,000 American volunteers (the Lincoln Battalion). As a prelude to the Second World War, the Spanish conflict represented a unique opportunity for the Axis to test the latest military innovations. This included

combined arms warfare and carpet bombing. Yet the war landscape was in many ways also an iteration of the Western Front during the First World War. Thus, as a synthesis of all the conflicts of the 20th and 21st centuries (trench warfare, urban war, state terrorism, guerrilla fighting, Blitz, genocidal tactics), the Spanish Civil War is the perfect place to understand modern mass violence through its archaeological signatures.

The present project intends to deploy a variety of state-of-the-art archaeological techniques to document and analyze the remains of the war and postwar period in and around Madrid. Urban warfare as we know it was first practiced in the capital of Spain. As such, it can be considered the precedent of fighting in Stalingrad, Berlin, Beirut or Baghdad: by excavating the battlefields of Madrid we will be contributing to our knowledge of how war shapes daily life in a besieged metropolis. Madrid also stood as a symbol for the fight against global fascism during the 1930s, and later represented the center of the New Spain under the dictatorship. This project excavates literally and metaphorically the myths of the Spanish Civil War that captured the world imagination and those of the dictatorship that followed.

ACADEMIC CREDIT UNITS & TRANSCRIPTS

Credit Units: Attending students will be awarded 12 quarter credit units (equivalent to 8 semester units) through our academic partner, UCLA Extension. UCLA is a top ranked research university and its archaeology program is ranked amongst the best in the country. All IFR field schools instructors and curricula are approved both by the corresponding academic department and the Academic Senate at UCLA. This field school provides a minimum of 192 direct instructional hours.

Transcripts: Transcripts are available through UCLA UnEX and instructions for ordering transcripts may be found at <http://bit.ly/2bD0Z3E>. Grades will be posted and transcript available usually within six weeks after the end of this field school. All IFR field schools are designated XL classes – courses that are equivalent to undergraduate courses offered by the UCLA regular session. All XL courses are transferable for unit and subject credit toward the Bachelor's Degree at all campuses of the UC and CSU systems. Classes numbered 100 to 199 are considered upper division (junior/senior). For more information, go to <http://bit.ly/2bjAqmy>.

UCLA students: Students can take classes through UCLA Extension to complete requirements. However certain considerations must be taken into account. For more information, go to <http://bit.ly/2bJWeHK>.

Credit Units Transfer: Most universities accept UCLA credit units – there are very few exceptions. Students are strongly encouraged to discuss the transferability of the credit units with school officials BEFORE attending the field school.

COURSE OBJECTIVES

The objective of this field school is to enable students to better understand how archaeology, and particularly historical and contemporary archaeology, is practiced in the field, to teach students to decode historical information present in the material fabric of modern cities and learn how to deal with negative and contentious heritage. To achieve these objectives, this course has two primary goals: (1) to provide students a practical working knowledge of **archaeological field methods**, including survey, geophysical survey, excavation, laboratory analysis, cataloging of historical artifacts, and GIS analysis; and (2) to introduce students to the **intellectual challenges presented by archaeological research**, including research design, the interpretation of data, and dealing with the practical and ethical problems encountered when managing recent, traumatic heritage.

The course will take place in Madrid, the capital of Spain. Students will participate in intensive surveys in the Casa de Campo, one of Europe's largest urban parks, and in excavations both in the Casa de Campo

and the university campus of Madrid, which was the scenario of heavy fighting during the Spanish Civil War.

Students will participate in the following research activities:

Excavations: Students will participate in guided excavations at Spanish Civil War features (trenches, dugouts, pillboxes, military bases).

Survey: Students will conduct intensive surveys with metal detector and will record military and other historic features visible on the surface with the help of topographic devices.

Geophysical survey: Students will learn to use and discover the potentialities of geophysical survey to document negative structures (such as ditches, trenches and pits).

Recordation: Students will participate in filling out specific excavation forms, map finds, and record stratigraphy. They will also be taught new recording methods using digital photogrammetry.

Cataloging: Students will participate in field sorting and cataloging of finds. This will allow them to get acquainted with the material culture of the 19th and 20th centuries in Europe.

Laboratory: Scheduled lab tasks will include washing, sorting, drawing, and cataloging finds.

The course begins on July 7 and will meet every weekday and for a half-day on Saturdays until August 6. An intensive lecture series during the first days of the project will provide the cultural and archaeological background to the fieldwork, and additional lectures, workshops and seminars by archaeologists and historians from Spanish universities and research centers will be offered periodically throughout the remainder of the field season.

DISCLAIMER – PLEASE READ CAREFULLY

Archaeological field work involves physical work in the outdoors. You should be aware that conditions in the field are different than those you experience in your home, dorms or college town. This program operates in central Spain, which is under continental, rather than Mediterranean, climatic conditions. This means that temperatures under the shadow during July and August oscillate between 80-110^oF. Humidity is very low (15% or less). Regular rehydration is extremely important, as well as good cover from the sun, including wide brim hat and high-protection sunscreen (over 30). You will not be allowed to work in shorts, tank tops or sandals at the site. The use of boots is compulsory.

If you have any medical concerns, please consult with your doctor. For all other concerns, please consult with the project director – as appropriate.

PREREQUISITES

There are no prerequisites for participation in this field school. This is hands-on, experiential learning and students will study on-site how to conduct archaeological research. Archaeology involves physical work and exposure to the elements and thus, requires a measure of acceptance that this will not be the typical university learning environment. You will get sweaty, tired and have to work in the outdoors. Students are required to come equipped with sufficient excitement and adequate understanding that the archaeological endeavor requires real, hard work – in the sun, on your feet, and with your trowel.

LEARNING OUTCOMES

On successful completion of the field school, students will be able to:

- Understand the different elements of an archaeological field project and the relationships between these elements.

- Understand the specificities of historical and contemporary archaeology and the particular ethic and political problems that they encounter.
- Apply standard excavation and survey methods to archaeological contexts, including intensive, systematic survey, geophysical survey, open area excavation and stratigraphic sondages.
- Use standard recording techniques to document excavation results.
- Undertake preliminary processing of archaeological artifacts.
- Have a good command of the material culture of the late 19th and 20th centuries and obtain historical information from it.
- Undertake preliminary analysis of archaeological artifacts.

EQUIPMENT LIST

All tools are provided by the project. Students are required to bring the following items:

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| ➤ Hat or cap (wide-brimmed preferable) | ➤ A water bottle (1.5 or 2 liter min.) |
| ➤ Long trousers of breathable fabric | ➤ Notebook |
| ➤ Closed toed shoes (hiking boots or safety work boots) | ➤ Writing equipment (pens and pencils) |

GRADING

MATRIX

70%: Participation in fieldwork and laboratory work.

20%: Proactive participation in lectures and seminars.

10%: Final paper, based on readings, fieldwork experience and lectures.

TRAVEL & MEETING POINT

Students will be met at Madrid international airport (MAD) at 1:00 pm on the first day of this program. The meeting point is Caffricio (Terminal 4, Floor 0, Arrivals, Public Zone¹). An alternative meeting point is Madrid-Puerta de Atocha train station, a hub for trains coming from Barcelona and Madrid, also at 1:00 pm².

If you miss your connection or your flight is delayed, please call, text or email project director immediately. A local emergency cell phone number will be provided to all enrolled students.

VISA REQUIREMENTS

US citizens need a passport to travel to Spain, but they do not require a visa for entering the country for 90 days or less. A visa waiver is obtained upon arrival at Madrid airport.

Citizens of other countries are asked to check the Spanish Embassy website page at their home country for specific visa requirement.

ACCOMMODATIONS

Accommodation will be in college dorms on campus at the Complutense University of Madrid. The residences are high-quality and similar to university dormitories in the United States. Students will be lodged in double rooms with private bathroom and free wifi. Most of the team will be residing with the students in the same residence and will be available 24 hours. Breakfast and dinner will be on campus. Note that Spanish lunch times are quite different from those in other parts of the world, with late lunch

¹ http://www.aena.es/csee/Satellite/Aeropuerto-Madrid-Barajas/en/LTDA_FA/1201522497720/1237552881450/Cafriccio.html?other=1237552880829

² http://www.adif.es/en_US/infraestructuras/estaciones/60000/informacion_000070.shtml

(2:30 pm or later) and late dinner (9:30 pm or later) being normal. We will be able to cater to vegetarians and gluten and lactose intolerants, but please check for other dietary options.

COURSE SCHEDULE

Week 1 (July 3-July 9):

- Monday 3 3:00 pm: Students and staff assemble in lobby of college dorm.
3-5:00 pm: Preliminary introductions
9:00 pm: Group dinner
- Tuesday 4 Morning: Lecture: "The long path to civil war: Introduction to the Modern History of Spain" and reading: Seidman (1999).
Afternoon: Visit to the lab at the Complutense University of Madrid and initial contact with Spanish Civil War materials.
- Wednesday 5 Morning: Lecture: "Introduction to historical and contemporary archaeology" and readings: Hicks & Beaudry (2006, intro); González-Ruibal (2008); Harrison (2011); Olsen & Pétursdóttir (2014, intro).
Afternoon: Fieldwork in Casa de Campo.
- Thursday 6 Morning: Lecture: "Introduction to conflict archaeology" and readings: Moshenska (2008); Carman (2013, ch. 5 & concl); Funari et al. (2009, intro); Scott & McFeathers (2011).
Afternoon: Fieldwork in Casa de Campo
- Friday 7 Morning: Lecture: "Archaeologies of the Spanish Civil War".
Readings: González-Ruibal (2007); Renshaw (2010); Ferrándiz (2013).
Afternoon: Labwork.
- Saturday 8 Morning: Visit to the National Museum of Archaeology.
Afternoon: Free.
- Sunday 9 Free.

Week 2-4 (July 10-August 3):

Daily schedule for the four weeks of field work Monday through Friday, half day Saturdays:

- 7:15-7:45am Breakfast.
7:45-8:00am Transfer to the site.
8:00am-2:00pm Research activities at the site (20-minute snack break at 11:30).
2:30-3:15 pm Lunch.
4-6 pm Labwork, lectures.
9:00 pm Dinner.

Week 5 (August 4-7):

- Friday (8/4) Morning: Fieldwork.
Afternoon: Final seminar.
- Friday (8/5) Morning: Labwork.
Afternoon: Final invited lecture
- Saturday (8/6) Morning: Visit to the forced labor camp of Bustarviejo (Madrid).
- Sunday (8/7) Return home/continued travel in Spain/Europe on your own.

MANDATORY READINGS

Readings listed here are part of the field school and work in the field will reflect ideas discussed in these readings. Enrolled students will be provided access to a shared Dropbox folder where PDF files of the readings will be available.

Bernbeck, R. and Pollock, S. 2007. Grabe, wo du stehst! An Archaeology of Perpetrators, in Y. Hamilakis and P. Duke (eds), *Archaeology and Capitalism: From Ethics to Politics*. Walnut Creek, CA: Left Coast Press, pp. 217–234.

Carman, J. 2013. *The Archaeology of Conflict*. London: Bloomsbury. Chapter 5 and Conclusion.

Ferrándiz, F. 2013. Exhuming the defeated: Civil War mass graves in 21st century Spain. *American Ethnologist* 40(1): 38-54.

Funari, P.P.F., Zarankin, A. & Salerno, M., eds. 2009. *Memories from darkness: archaeology of repression and resistance in Latin America*. New York: Springer. Introduction chapter.

González-Ruibal, A. 2007. Making things public: archaeologies of the Spanish Civil War (1936-39). *Public Archaeology* 6(4): 259-282.

González-Ruibal, A. 2008. Time to Destroy: An archaeology of Supermodernity. *Current Anthropology* 48(2): 247-279.

Hicks, D. & Beaudry, M., eds. 2006. *The Cambridge companion to historical archaeology*. Cambridge: Cambridge University Press. Introduction chapter.

Moshenska, G. 2008. Ethics and ethical critique in the archaeology of modern conflict. *Norwegian Archaeological Review* 41(2): 159-75.

Harrison, R. 2011. Surface assemblages. Towards an archaeology in and of the present. *Archaeological Dialogues* 18(2): 141-161.

Hemingway, 1940. *For whom the bell tolls*. New York Charles Scribner's Sons. [Many recent editions].

Meskel, L. 2002. Negative Heritage and Past Mastering in Archaeology. *Anthropological Quarterly* 75(3): 557-574

Olsen, B. & Pétursdóttir, T., eds. 2014. *Ruin memories. Aesthetics, materiality and the archaeology of the contemporary past*. London: Routledge. Introduction chapter.

Renshaw, L. 2010. The scientific and affective identification of Republican civilian victims from the Spanish Civil War. *Journal of Material Culture* 15(4): 449-463.

Scott, D.D. & McFeaters, A.P. 2011. The archaeology of historic battlefields: a history and theoretical development in conflict archaeology. *Journal of Archaeological Research* 19(1): 103-132.

Seidman, M. (1999). Quiet Fronts in the Spanish Civil War. *Historian*, 61(4), 821-842.

RECOMMENDED READINGS

Spanish Civil War:

Beevor, A. 2006. *The Battle for Spain: The Spanish Civil War 1936-1939*. Weidenfeld & Nicholson.

Carroll, P.N. 1994. *The Odissey of the Abraham Lincoln Brigade: Americans in the Spanish Civil War*. Stanford University Press.

Graham, H. 2005. *The Spanish Civil War. A very short introduction*. Oxford: Oxford University Press.

Orwell, G. 1938. *Homage to Catalonia*. London: Secker & Warburg. [Many recent editions].

Preston, P. 2007. *The Spanish Civil War: Reaction, Revolution, and Revenge*. W.W. Norton.

Archaeology and heritage of the Spanish Civil War:

Ferrándiz, F. 2010. The intimacy of defeat: exhumations in contemporary Spain. In C. Jérez y S. Amago (eds.): *Unearthing Franco's legacy: mass graves and the recuperation of historical memory in Spain*, 304-25. Notre Dame: University of Notre Dame Press.

González-Ruibal, A. 2012. From the battlefield to the labour camp. Archaeology of civil war and dictatorship in Spain. *Antiquity* 86: 456–473.

Muñoz-Rojas, O. 2011. *Ashes and Granite: Destruction and Reconstruction in the Spanish Civil War and Its Aftermath*. Brighton: Sussex Academic Press.

Renshaw, L. 2011. *Exhuming loss: memory, materiality and mass graves of the Spanish Civil War*. Left Coast Press.

Rubio, X. & Hernández Cardona, F.X. 2015. Combined arms warfare in the Spanish Civil War: The assault on the Republican defence line at Fatarella Ridge. *Journal of Conflict Archaeology* 10(1): 52-69.

Negative heritage:

Burström, M. and Gelderblom, B. 2011. Dealing with difficult heritage: The case of Bückeberg, site of the Third Reich Harvest Festival. *Journal of Social Archaeology* 11(3): 266–282

Dolff-Bonekämper, G. 2002. Sites of hurtful memory. *Conservation: The GCI Newsletter* 17(2): 4–10.

Gegner, M. and Ziino, B. (eds) 2013. *The Heritage of War*. London: Routledge.

González-Ruibal, A. and Hall, M. (2015): Heritage and violence. In L. Meskell (ed.): *Global Heritage*. Oxford: Blackwell, 150-170.

Sorensen, M.L.S. and Viejo, D. (eds.) 2015. *War and Cultural Heritage. Biographies of Place*. Cambridge: Cambridge University Press.

Archaeology and heritage of the contemporary past:

Graves-Brown, P., Harrison, R. & Piccini, A. (eds.) 2013. *Oxford Handbook of the Archaeology of the Contemporary World*. Oxford: Oxford University Press.

Harrison, R. & Schofield, J. 2010. *After modernity. Archaeological approaches to the contemporary past*. Oxford: Oxford University Press.

Olivier, L. 2011. *The Dark Abyss of Time. Archaeology and memory*. Lanham: AltaMira Press.

Pétursdóttir, Þ. 2013. Concrete matters: Ruins of modernity and the things called heritage. *Journal of Social Archaeology*, 13(1), 31-53.

Conflict archaeology:

Moshenska, G. 2013. *The archaeology of the Second World War. Uncovering Britain's Wartime heritage*. Sutton: Stroud.

Robertshaw, A. and Kenyon, D. 2008. *Digging the trenches: The archaeology of the Western Front*. Barnsley: Pen & Sword Military.

Saunders, N. 2007. *Killing time. Archaeology and the First World War*. Sutton: Stroud.

Schofield, J. 2005. *Combat archaeology*. London: Ducksworth.

Schofield, J., Johnson, W. and Beck, C. (eds.) 2002. *Matériel Culture: The Archaeology of Twentieth Century Conflict*. London: Routledge.

Sutherland, T. and Holst, M. 2005. *Battlefield Archaeology – A Guide to the Archaeology of Conflict*. London: British Archaeological Jobs Resource. It can be downloaded here:

<http://www.bajr.org/BAJRGuides/8.%20Battlefield%20Archaeology%20%20A%20Guide%20to%20the%20Archaeology%20of%20Conflict/BAJRBattleGuide.pdf>