

# THE ARCHAEOLOGY OF MODERN WARFARE, SPAIN

*Course ID: TBA (to be posted by December 15, 2017)*

*July 1-August 1, 2018*

## FIELD SCHOOL DIRECTORS:

*Dr. Alfredo González-Ruibal*, Spanish National Research Council ([alfredo.gonzalez-ruibal@incipit.csic.es](mailto:alfredo.gonzalez-ruibal@incipit.csic.es))

*Dr. Xurxo Ayán Vila*, University of the Basque Country ([xurxo.ayan@gmail.com](mailto:xurxo.ayan@gmail.com))

*Dr. Salvatore Garfi*, Nottingham University ([sal.garfi@bitinternet.com](mailto:sal.garfi@bitinternet.com))

*Dr. Víctor M. Fernández*, Complutense University of Madrid ([victormf@ucm.es](mailto:victormf@ucm.es))



## 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 20<sup>th</sup> and 21<sup>st</sup> 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, Aleppo 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 8 semester credit units (equivalent to 12 quarter credit units) through our academic partner, Connecticut College. Connecticut College is a private, highly ranked liberal arts institution with a deep commitment to undergraduate education. Students will receive a letter grade for attending this field school (see grading assessment and matrix). This field school provides a minimum of 160 direct instructional hours. Students are encouraged to discuss the transferability of credit units with faculty and registrars at their home institutions prior to attending this field school.

**Transcripts:** An official copy of transcripts will be mailed to the permanent address listed by students on their online application. One additional transcript may be sent to the student's home institution at no additional cost. Additional transcripts may be ordered at any time through the National Student Clearinghouse: <http://bit.ly/2hvrkl>.

#### 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 and archaeological excavations at the university campus of Madrid, the epicenter of the war in the capital and the only place in downtown Madrid where extensive war remains can still be found (including the foundations of bombed buildings, dugouts, air-raid shelters and trenches).

Students will participate in the following research activities:

**Excavations:** Students will participate in guided excavations at Spanish Civil War features and 19<sup>th</sup>-century buildings that were reused during the war.

**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 19<sup>th</sup> and 20<sup>th</sup> centuries in Europe, but also with prehistoric, medieval and early modern materials that appear during surface survey.

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

The course begins on July 1 and will meet every weekday and for a half-day on Saturdays until August 1. 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<sup>o</sup>F. 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 19<sup>th</sup> and 20<sup>th</sup> 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:

- |   |  |
|---|--|
| ➤ 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 Caffriccio (Terminal 4, Floor 0, Arrivals, Public Zone<sup>1</sup>). An alternative meeting point is Madrid-Puerta de Atocha train station, a hub for trains coming from Barcelona and Madrid, also at 1:00 pm<sup>2</sup>.

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. Lunch is in the field. Note that Spanish lunch times are quite different from those in other parts of the world, with late lunch (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 1-July 7):**

Sunday 1      3:00 pm: Students and staff assemble in lobby of college dorm.

---

<sup>1</sup> [http://www.aena.es/csee/Satellite/Aeropuerto-Madrid-Barajas/en/LTDA\\_FA/1201522497720/1237552881450/Cafriccio.html?other=1237552880829](http://www.aena.es/csee/Satellite/Aeropuerto-Madrid-Barajas/en/LTDA_FA/1201522497720/1237552881450/Cafriccio.html?other=1237552880829)

<sup>2</sup> [http://www.adif.es/en\\_US/infraestructuras/estaciones/60000/informacion\\_000070.shtml](http://www.adif.es/en_US/infraestructuras/estaciones/60000/informacion_000070.shtml)

- 3-5:00 pm: Preliminary introductions  
9:00 pm: Group dinner
- Monday 2 Morning: Lecture: "The long path to civil war: Introduction to the Modern History of Spain" and reading: Graham (2005), pp. 1-67.  
Afternoon: Visit to the lab at the Complutense University of Madrid and initial contact with modern military artefacts.
- Tuesday 3 Morning: Lecture: "Introduction to historical and contemporary archaeology" and reading: Harrison and Breithoff (2017).  
Afternoon: Practical class in the field: basics of archaeological excavation and recording.
- Wednesday 4 Morning: Lecture: "The ethics of conflict archaeology" and readings: Moshenska (2008); Funari et al. (2009, intro); Pollock (2016).  
Afternoon: Fieldwork in the campus: basics of intensive survey/survey with metal detector.
- Thursday 5 Morning: Lecture: "The archaeology and anthropology of mass graves".  
Readings: Steele (2008); Ferrándiz (2013).  
Afternoon: Fieldwork in the campus.
- Friday 6 Morning: Fieldwork in the campus.  
Afternoon: Fieldwork in the campus.
- Saturday 7 Morning: Visit to the National Museum of Archaeology.  
Afternoon: Free.

### **Week 2-4 (July 8-28):**

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

7:30-8:00am	Breakfast.
8:00-8:15am	Transfer to the site.
8:15am-2:00pm	Research activities at the site (20-minute snack break at 11:30).
2:30-3:00 pm	Lunch.
3:00-5:30 pm	Fieldwork, labwork, lectures.
9:00 pm	Dinner.

### **Week 5 (July 29-August 1):**

Sunday (7/29)	<u>Free</u> .
Monday (7/30)	<u>Morning</u> : Fieldwork. <u>Afternoon</u> : Final invited lecture.
Tuesday (7/31)	<u>Morning</u> : Fieldwork.
Wednesday (8/1)	Return home/continued travel in Spain/Europe on your own.

### **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.

Ferrándiz, F. 2013. Exhuming the defeated: Civil War mass graves in 21<sup>st</sup> 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.

- Graham, H. 2005. *The Spanish Civil War. A very short introduction*. Oxford: Oxford University Press.
- Harrison, R., & Breithoff, E. 2017. Archaeologies of the Contemporary World. *Annual Review of Anthropology*.
- Moshenska, G. 2008. Ethics and ethical critique in the archaeology of modern conflict. *Norwegian Archaeological Review* 41(2): 159-75.
- Meskell, L. 2002. Negative Heritage and Past Mastering in Archaeology. *Anthropological Quarterly* 75(3): 557-574.
- Pollock, S. 2016. The Subject of Suffering. *American Anthropologist* 118(4): 726-741.
- Rathje, W. 2001. Integrated archaeology. *Archaeologies of the contemporary past*, 63-76.
- Steele, C. 2008. Archaeology and the forensic investigation of recent mass graves: Ethical issues for a new practice of archaeology. *Archaeologies* 4(3): 414-428.
- Zimmerman, L. J., Singleton, C., & Welch, J. (2010). Activism and creating a translational archaeology of homelessness. *World Archaeology* 42(3): 443-454.

### **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.
- Hemingway, 1940. *For whom the bell tolls*. New York Charles Scribner's sons. [Many recent editions].
- 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. 2007. Making things public: archaeologies of the Spanish Civil War (1936-39). *Public Archaeology* 6(4): 259-282.
- 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>