

**UCL INSTITUTE OF
ARCHAEOLOGY**



ARCL0145

ARCHAEOLOGIES OF MODERN CONFLICT



**2020-21, TERM 1
MA/MSc MODULE 15 CREDITS**

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ONLINE OFFICE HOURS TUESDAY 2:30-4 (BY APPOINTMENT)

**DEADLINES:
ESSAY 1: 11 NOVEMBER
ESSAY 2: 13 JANUARY**

CONTENT WARNING

At times during this module we will be discussing historical events that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class, you may always do so without penalty. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.

If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of the module. I love teaching this course and I want it to work for everybody.

Potential changes in light of the Coronavirus (COVID-19) pandemic

Please note that information regarding teaching, learning and assessment in this module handbook endeavours to be as accurate as possible. However, in light of the Coronavirus (COVID-19) pandemic, the changeable nature of the situation and the possibility of updates in government guidance, there may need to be changes during the course of the year. UCL will keep current students updated of any changes to teaching, learning and assessment on the [Students' webpages](#). This also includes Frequently Asked Questions (FAQs) which may help you with any queries that you may have

General information

Please refer to the online IoA Student Handbook (<https://www.ucl.ac.uk/archaeology/current-students/ioa-student-handbook>) and IoA Study Skills Guide (<https://www.ucl.ac.uk/archaeology/current-students/ioa-study-skills-guide>) for instructions on coursework submission, IoA referencing guidelines and marking criteria, as well as UCL policies on penalties for late submission

MODULE OVERVIEW

Module description

This module will introduce students to archaeological, anthropological and heritage approaches to violent conflict in the twentieth and twenty-first centuries. The principal focus will be on contested representations and memories of modern conflict, and the impact and value of archaeological research in conflict and post-conflict environments. The module will focus on theoretical and methodological approaches, while drawing on a wide range of relevant materials and case studies from around the world.

Module Aims

This module aims to introduce students to the innovative approaches to the study of recent conflicts that have been pioneered in archaeology and anthropology in recent years. The combination of theoretical and practical approaches will provide a good grounding in the subject for students interested in historical archaeology, conflict heritage, and the material and social aspects of commemoration.

Learning Outcomes

On successful completion of the module students should be able to demonstrate:

- Critical reflection and evaluation of texts, objects, sites and exhibitions.
- Observation and interpretation skills.
- Discussion, oral presentation and argumentation skills.

The coursework (detailed below) can include elements of original research. As such, it allows the students to demonstrate:

- Independent research use of libraries, collections and other research resources.
- Application of acquired knowledge and skills.
- Reasoned and Critical Assessment of Sources
- Demonstration of the ability to Manage and Integrate Different Tasks.

Methods of Assessment

This course is assessed through two pieces of work: a 1000 word report (25%) and a 3000 word essay or project paper (75%). The deadlines are as follows:

1000 word report – Friday 6 November

3000 word essay – Friday 15 January

Communications

- Moodle is the main hub for this course.
- Important information will be posted by staff in the Announcements section of the Moodle page and you will automatically receive an email notification for these.
- Please post any general queries relating to module content, assessments and administration in the MS Teams Module forum (Link). The forum will be checked regularly.
- For personal queries, please contact the co-ordinator by email.

Week-by-week summary

Week	Date	Topic	Lecturers
1	7 Oct	Introduction: Archaeologies of Dark Heritage	GM
2	14 Oct	Camps and the archaeology of internment	GM
3	21 Oct	Mass graves and the heaps of dead	GM
4	28 Oct	The Civilian Experience of Conflict	GM
5	4 Nov	The Face of Battle	GM
6	READING WEEK		
7	18 Nov	Civil unrest and state violence	GM
8	25 Nov	Resistance and asymmetrical warfare	GM
9	2 Dec	Conflict archaeology and heritage in Latin America	EB
10	9 Dec	Borders and boundaries	GM
11	16 Dec	Course review session	GM

Lecturers:

Gabriel Moshenska (GM)

Esther Breithoff (EB)

Weekly Module Plan

The module is taught through lectures and discussions. Students will be required to undertake set readings, complete pre-class activities and make (non-examined) short presentations of case study material in order to be able to actively participate in the discussion.

Lectures will be available online on the Thursday preceding each session, along with set readings and discussion topics.

The Wednesday sessions (9-11am) will begin with a brief recap of the topic by the lecturer, followed by structured discussion of the set readings, and any other circulated material (e.g. films). Students may be required to give short accounts of their analyses and reflections on the course materials.

Workload

This is a 15-credit module which equates to 150 hours of learning time including session preparation, background reading, and researching and writing your assignments. With that in mind you should expect to organise your time in roughly this way:

20 hours	Staff-led teaching sessions (lectures, seminars, tutorials, discussion-board sessions)
70 hours	Self-guided session preparation (reading, listening, note-taking and online activities), about 6 hours a week
15 hours	Reading for, and writing, 1000 word report
45 hours	Reading for, and writing, the research essay

ASSESSMENT

Each assignment and possible approaches to it will be discussed in class, in advance of the submission deadline. If students are unclear about the nature of an assignment, they should discuss this with the Module Co-ordinator in advance (via office hours or class Moodle forum). You will receive feedback on your written coursework via Moodle, and have the opportunity to discuss your marks and feedback with the co-ordinator in their office hours.

For more details see the 'Assessment' section on Moodle. The [IoA marking criteria](#) can be found in the IoA Student Handbook (Section 12- information on assessment) and the [IoA Study Skills Guide](#) provides useful guidance on writing different types of assignment. **Penalties for late submission:** see [UCL guidance on penalties \(Academic Manual 3.12\)](#).

Assessment 1 – deadline Weds 11 November

1000 word report

The **report** can take one of several forms (pick just **one!**):

1. Write a review of a book, documentary, or museum exhibition relevant to the course. I can provide recommendations if it's helpful. The book does not have to be an academic text. Advice on how to write reviews can be found [here](#).
2. Do you have a conflict artefact in your personal or family collection? Write a description of the object and its life history, and explain how it relates to the wider history of the conflict. Examples include medals, souvenirs, photographs.
3. Examine the work of the Forensic Architecture research group at Goldsmith's, University of London. 1. What could this contribute to the archaeology of conflict? 2. What could an archaeological approach contribute to their work?
4. Select an ongoing contemporary conflict (of any kind, anywhere in the world) and identify its most significant or defining material traces, taking into account artefacts; sites; and landscapes.

For each of these report types, I expect a **minimum of 5 citations** from the relevant research literature.

Assessment 2 – deadline Weds 13 January

3000 word essay

The **essay** is much more open in form and format. Pick a topic within conflict archaeology and heritage that interests you, develop a question, and research it well. I am happy to provide advice on framing the question/title, finding readings, and structuring the essay itself. The essay can also take the form of a mini research project.

Past topics have included:

- A survey of the remains of the 1922 Battle of Dumlupınar
- Heritage management issues of Hitler's birthplace house
- Trench art representations of aircraft in WW1 and WW2
- The WW2 defensive infrastructure of Cramond Island, Scotland
- The development of aviation archaeology in Britain
- Insights into the campaign for a Chinese WW1 memorial in London

RESOURCES AND PREPARATION FOR CLASS

STRUCTURE OF THE SESSIONS AND RESOURCES – PLEASE READ!

The majority of the sessions in this course will be organised around lectures, discussions of pre-circulated readings, videos, and other resources. For each session, there will be some or all of the following:

- **Pre-recorded lectures** by the course coordinator or a guest lecturer – these will be c.20-30 mins long and based mostly around slides. They will aim to introduce the over-arching themes and ideas relevant to the session.
- **Online seminars** based on pre-circulated **required readings**. For each session I have allocated 3 or 4 readings, the majority of them academic texts. These are mostly case studies or useful introductory materials. We will discuss these texts, either in small groups or as a class, based around a series of discussion points or questions.
- **Atmosphere readings** are designed to augment the seminar texts. These are mostly non-academic texts including news reports, magazine articles, and extracts from fiction or memoir. They are not compulsory readings but are short, chosen for their insights and value, and more enjoyable to read than the academic texts. They are partly aimed at introducing you to conflicts and perspectives from around the world that you might not be familiar with.
- **Videos** – as well as the pre-recorded lecture, I will provide links to videos that will augment the readings and other resources. These range from documentaries and news reports to YouTube clips, artworks, dramas and feature films. Like the atmosphere readings these are not compulsory, but designed to broaden your understanding of the topics. You can dip in to these as much as you please.
- **Theory readings** are texts that provide insights into the structure and methods of the discipline. I have dropped them into the sessions that I think they relate to best. I strongly recommend reading them if you have the time.
- **Further readings** are provided for some topics, these are mostly aimed at helping you research your assignments, but also give the opportunity to follow up on specific topics that you find interesting.

- **Further further readings** – if there are topics you are particularly interested in that are only covered briefly or tangentially in the course, let me know and I will try to find more resources and publications for you (if they exist).
- **Your resources** – if you find stuff in your readings or watchings that you think the rest of the course should know about, please let us know in the forum on Moodle, and share links or titles.

I understand you have a lot of courses, but I also find each year that students enjoy this course and want more readings and resources. If you're tight for time you can read the 3 seminar texts, watch the recorded lecture, and take part in the online seminar. If you want to engage more and delve more deeply into any or all of the topics – the resources are there. Finally, if you think you might want to do a conflict archaeology/heritage themed dissertation or further research – talk to me! I can recommend even MORE readings and resources, and work with you to develop your ideas.

Recommended basic texts and online resources

Principal text for the course:

- Theune, C. 2018. *A Shadow of War*. Leiden: Sidestone.

This book is an excellent introduction to modern conflict archaeology, aimed at students. It is clear, well-illustrated, and contains reading lists and case studies. The main focus is Europe, but there are some global perspectives. I thoroughly recommend that you use it. It's also cheap if you fancy buying it. There are copies available in the library but you can read it online for free [here](#).

Other useful texts and resources:

- *Journal of Conflict Archaeology* – available online through UCL Library
- Saunders, N.J. (ed.) 2012. *Beyond the Dead Horizon: Studies in Modern Conflict Archaeology*. Oxford: Oxbow.

These two edited collections of papers on modern conflict archaeology are available as free downloads:

- J. Schofield, A. Klausmeier and L. Purbrick (eds). 2006. *Re-mapping the field: new approaches in conflict archaeology*. Berlin: Westkreuz-Verlag. Download [here](#).
- R. Page, N. Forbes and G. Pérez (eds.). 2009. *Europe's Deadly Century: Perspectives on 20th century conflict heritage*. London: English Heritage. Download [here](#).

SYLLABUS

7 Oct. Week 1: Introduction: Archaeologies of Dark Heritage

This session introduces the course content and structure, and provides an overview of the major themes we will cover including memory, ethics, public engagement, and the study of small and forgotten conflicts. This is not a course on battlefield archaeology: we take conflict in its broadest sense to include strikes, riots, state-sanctioned violence, acts of civil disobedience and resistance, terrorism, occupation, and structural violence.

This course follows a specific approach to conflict archaeology that I have called the 'dark heritage' model. This weaves together archaeological and historical studies of conflict along with multidisciplinary approaches to artefacts, sites, landscapes, and bodies. It takes a long-term perspective, working backwards from the present to understand the legacies of conflict – material, mnemonic, social – as continuous elements of the conflicts themselves. The dark heritage model treats communities living with the legacies of conflict as research partners, respecting their knowledge and perspectives. It recognises that the legacies of conflict – the artefacts and landscapes, the buried bodies, the myths and the memories and the memorials – have power in the present.

Required seminar discussion readings:

Chapter 1 of Theune, C. 2018. *A Shadow of War*. Leiden: Sidestone.

González-Ruibal, A. 2008. Time to destroy: An archaeology of supermodernity. *Current Anthropology* 49(2): 247-279.

Moshenska, G. 2013. Conflict. In P. Graves-Brown, R. Harrison and A. Piccini (eds.) *The Oxford Handbook of the Archaeology of the Contemporary World*. Oxford: Oxford University Press, 351-63.

Thomas, Suzie, Oula Seitsonen, and Vesa-Pekka Herva. "Nazi memorabilia, dark heritage and treasure hunting as "alternative" tourism: Understanding the fascination with the material remains of World War II in Northern Finland." *Journal of Field Archaeology* 41, no. 3 (2016): 331-343.

Atmosphere readings:

Saunders, N.J. 2013. Trench art: the dawn of modern conflict archaeology. *Current World Archaeology* 62: 40-45.

Videos to watch

Check out the videos on the Lapland's Dark Heritage YouTube [channel](#)

Good podcast about Spanish Civil War archaeology linked from [this page](#)

Time Team – the lost submarine of WW1 on [YouTube](#)

Further readings:

Saunders, N.J. 2012. Introduction: engaging the materialities of twentieth and twenty-first century conflict. In N.J. Saunders (ed.) *Beyond the Dead Horizon: Studies in Modern Conflict Archaeology*. Oxford: Oxbow, x-xiv.



14 Oct. Week 2: Camps and the Archaeology of Internment

The camp in all its forms is a defining artefact of modern conflict. These forms include Prisoner of War camps, concentration camps, army camps, refugee camps, death camps, internment camps, and others. The spatial and material signatures of these camps has a great deal in common: large uniform buildings for collective living, eating, and bathing; a perimeter fence or boundary;

infrastructure for surveillance and control; a centralised command infrastructure; and open spaces for addressing, viewing, or counting those held within.

Camps are cheap and fast to assemble, and often leave few material traces when they are removed. Some such as the Nazis' *Operation Reinhard* death camps were deliberately erased, while others such as the dozens of brutal internment camps in British colonial Kenya were erased from history through the destruction and concealment of their archives. In these circumstances of erasure and amnesia, the functions of archaeological interventions include bearing witness. Archaeology can make hidden pasts manifest in brutal, literal ways, demanding accountability whether through legal or commemorative means.

There are so many good readings and important texts on this topic that it is hard to narrow it down to just a few seminar readings – I recommend reading more!

Required seminar discussion readings:

Chapter 6 in Theune, C. 2018. *A Shadow of War*. Leiden: Sidestone

Bernbeck, R. and Pollock, S., 2018. Quotidian and transgressive practices in Nazi forced labor camps: the role of objects. *International Journal of Historical Archaeology*, 22(3), pp.454-471.

Myers, A., 2010. Camp Delta, Google Earth and the ethics of remote sensing in archaeology. *World Archaeology*, 42(3), pp.455-467.

Atmosphere readings:

Fujita, D.K., 2018. Returning to Amache: Former Japanese American internees assist archaeological research team. *Historical Archaeology*, 52(3), pp.553-560.

Theory readings:

Myers, A. and Moshenska, G., 2014. Confinement and detention in political and social archaeology. *Encyclopedia of Global Archaeology*, Springer, New York, pp.1623-1633.

Pollock, S. and Bernbeck, R., 2016. 2 The Limits of Experience: Suffering, Nazi Forced Labor Camps, and Archaeology. *Archeological Papers of the American Anthropological Association*, 27(1), pp.22-39.

Videos to watch

Check out the Museum of British Colonialism YouTube [channel](#) and watch some of the videos

Lecture by Caroline Sturdy Colls: Unearthing Nazi Crimes [YouTube](#)

Further readings

Kiddey, R., 2019. Reluctant refuge: an activist archaeological approach to alternative refugee shelter in Athens (Greece). *Journal of Refugee Studies*.

Burström, M., 2009. Selective remembrance: Memories of a Second World War refugee camp in Sweden. *Norwegian Archaeological Review*, 42(2), pp.159-172.

Møller, B., 2014. *Refugees, prisoners and camps: A functional analysis of the phenomenon of encampment*. Springer.

Rees-Hughes, L., Pringle, J.K., Russill, N., Wisniewski, K.D. and Doyle, P., 2016. Multi-disciplinary investigations at PoW Camp 198, Bridgend, S. Wales: site of a mass escape in March 1945. *Journal of Conflict Archaeology*, 11(2-3), pp.166-191.

Colls, C.S., Kerti, J. and Colls, K., 2020. Tormented Alderney: archaeological investigations of the Nazi labour and concentration camp of Sylt. *Antiquity*, 94(374), pp.512-532.

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21 October. Week 3: Mass graves and the heaps of dead

Like the internment camp, the mass grave is one of the defining material legacies of modern conflict. This also highlights the diversity of forms of conflict: mass graves are found as the result of genocides, battles, 'disappearances' by secret police, gang violence, political violence, religious conflicts, civil wars, and associated with prisons and camps. A great deal of archaeological investigations of mass graves falls within the field of forensic archaeology – that is, archaeology work done to gather evidence for criminal prosecutions. Forensic archaeological investigations of mass graves and human rights abuses have taken place around the world, in Argentina, Cyprus, Indonesia, Rwanda, Bosnia, and dozens of other countries.

Other excavations and surveys of mass graves have taken place outside the legal system, as part of exercises in historical commemoration, recovery and identification, and efforts at national or communal reconciliation. The excavations of mass graves in Spain since c.2000 have been a notable example of this, but there have also been exhumations in Poland, Zimbabwe, and many other nations. Some nations, notably the US, carry out extraordinary efforts to recover the remains of military personnel from historic wars.

For scholars studying mass graves it is important to know that victims and perpetrators were often parts of the same communities, and their descendants often continue to live side by side. The return of the dead is an ethically laden act, and should be approached with extraordinary consideration.

Required seminar discussion readings:

Renshaw, L., 2013. The archaeology and material culture of modern military death. In *The Oxford Handbook of the Archaeology of Death and Burial*. Edited by Liv Nilsson Stutz and Sarah Tarlow

Chipangura, N. and Silika, K.K., 2019. Contested archaeological approaches to mass grave exhumations in Zimbabwe. *Journal of Conflict Archaeology*, 14(2-3), pp.163-180.

Steele, C., 2008. Archaeology and the forensic investigation of recent mass graves: Ethical issues for a new practice of archaeology. *Archaeologies*, 4(3), pp.414-428.

Atmosphere readings:

Katz, B. 2018. Archaeologists Open One of Many Mass Graves from the Spanish Civil War. *Smithsonian Magazine* ([online](#))

Laursen, L. 2016. Gathering the Genetic Testimony of Spain's Civil War Dead. *Sapiens* ([online](#))

Theory readings:

Crossland, Z., 2011. The archaeology of contemporary conflict. In T. Insoll (ed.) *The Oxford handbook of the archaeology of ritual and religion*. Oxford: Oxford University Press, pp.285-306.

Fontein, J., 2010. Between tortured bodies and resurfacing bones: the politics of the dead in Zimbabwe. *Journal of Material Culture*, 15(4), pp.423-448.

Videos to watch

Al Jazeera covers Spanish Civil War exhumations <https://www.youtube.com/watch?v=paMBLsIFPWg>

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28 October. Week 4: The Civilian Experience of Conflict

Violent engagements between two trained, disciplined military forces has always been a tiny minority of human conflicts. Similarly, the idea of civilian casualties as unintended ‘collateral damage’ is – and has always been – a convenient lie. War and conflict impact enormously upon civilians (defined as anyone not intentionally involved in violent conflict as a participant). Even in the modern era of professional, technologically-advanced militaries, the majority of casualties in conflict are civilians. Modern warfare leaves behind it a material legacy of unexploded bombs, shells, chemical weapons, depleted uranium and other contaminants. These continue to kill, injure and harm civilians in post-conflict zones for decades if not centuries.

In this session we will look at a few specific aspects of the civilian experience of war and its material legacy. This will include a focus on what is my own main area of research: children in war and the material and social worlds that they construct to survive and thrive amidst violence and fear.

Part of the session looks at air raid shelters – structures designed to protect people from bombs and missiles. Shelters like this, and ‘Civil Defence’ or ‘Passive Defence’ infrastructure in general, date from before the First World War, and represent one of the most universal experiences of warfare for civilians around the world, ranging from rural Brazil in 1915 to 1930s Barcelona and Shanghai, 1940s Berlin and London, to 1960s Vietnam and Laos, to contemporary Syria and Gaza. The archaeological heritage of air raid shelters is an extraordinary and little-studied resource that I’ve been excavating and studying since 2006.

Required seminar discussion readings:

Moshenska, G. 2019. *Material Cultures of Childhood in Second World War Britain*. Abingdon: Routledge. (read one of chapters 1, 2 or 3, and as much else as you fancy. It’s a short book)

Burke, H., Gorman, A., Mayes, K. and Renshaw, D., 2011. The Heritage Uncertainty Principle: Excavating Air Raid Shelters from the Second World War. In K. Okamura and A. Matsuda (eds) *New Perspectives in Global Public Archaeology* (pp. 139-154). Springer, New York, NY.

Moshenska, G., 2009. Resonant materiality and violent remembering: archaeology, memory and bombing. *International Journal of Heritage Studies*, 15(1), pp.44-56.

Atmosphere readings:

Wright, P. 2001. Dropping Their Eggs. *London Review of Books* 23(16).

Schütze, C. 2003. On That Terrible Night ... *London Review of Books* 25(16).

Porter, B. 2010. 'We're Not Jittery'. *London Review of Books* 32(13).

Videos to watch (if you fancy it)

Intelligence Squared debate on the morals/ethics of bombing German cities in WW2 (long video – 80mins+) [YouTube](#)

Your home as an Air Raid Shelter ([YouTube](#))

There's tons of interesting material on air raid shelters on YouTube, check it out.

Further readings

Ainsworth, J.T., Pringle, J.K., Doyle, P., Stringfellow, M., Roberts, D., Stimpson, I.G., Wisniewski, K.D. and Goodwin, J., 2018. Geophysical investigations of WWII air-raid shelters in the UK. *Journal of Conflict Archaeology*, 13(3), pp.167-197.

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4 Nov. Week 4: The Face of Battle

How can we attempt to understand the experience of combat through archaeology? The history of face-to-face killing is a long and strange one. Episodes of traditional combat are relatively rare in modern warfare: the majority of casualties in both World Wars were from artillery shell shrapnel, not from bullets, and for civilians it is bomber aircraft that present the greatest threat. Combat episodes become iconic: the battles of the Somme and Verdun in the First World War; D-Day, Iwo Jima and Stalingrad in the Second World War; and aspects of the Iran-Iraq War, the Falklands War, and the Korean War.

This session looks at the insights that archaeologists can provide into the human face of conflict: the actions, experiences, lives and deaths of people on the Front Lines of different wars, and the ability of archaeology to reanimate, bear witness, and make manifest their existence.

Required seminar discussion readings:

Price, N. and R. Knecht. 2012. Peleliu 1944: the archaeology of a South Pacific D-Day. *Journal of Conflict Archaeology* 7(1): 5-48.

Fraser, A.H. and M. Brown. 2007. Mud, blood and missing men: excavations at Serre, Somme, France. *Journal of Conflict Archaeology* 3: 147-71.

González-Ruibal, A., 2011. Digging Franco's trenches: an archaeological investigation of a Nationalist position from the Spanish Civil War. *Journal of Conflict Archaeology*, 6(2), pp.97-123.

Atmosphere readings

Gannon, M. 2020. How archaeology is unravelling the secrets of WWI trench warfare. *National Geographic* 5 January ([online](#))

Videos to watch

Documentary on the extraordinary archaeological study of the Battle of Little Bighorn (55 mins) ([YouTube](#)) Incredibly dated 1980s doc but interesting and explains the archaeology well.

Al Jazeera report on casualty recovery on Peleliu ([YouTube](#))

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18 Nov. Week 7: Civil unrest and state violence

This session looks at less traditional forms of conflict including protests, strikes, and civil disobedience, as well as the violent reactions of the state. Where these break out into armed conflict, as we will see, it is usually the state that triumphs, with its far greater capacity for violence and coercion. From an archaeological perspective it is important to observe how most of the material traces of protest, strikes, etc. are routinely erased by the state. Examples include the destruction of the Occupy protest camps, and the removal of graffiti. But some manifestations of protest – including the recent toppling of racist statues – leave notable, important material traces.

As with many other conflicts, the virtue of archaeology in the study of civil unrest and state violence lies in part in the grassroots, bottom-up perspective that it encourages. Human experiences deemed extremist, subversive, and omitted from official histories and archives can find their legacies preserved and respected in archaeological studies. This work also holds out important potentials for community involvement and co-creation, as evidenced in the Greenham Common case study and elsewhere.

In an era of growing protest and repression, there is value in an interdisciplinary approach to these sites, landscapes, and artefacts. These range from home-made gas masks to the plinths newly denuded of their statues. Our studies can work from the present moment backwards, helping to form archives, narratives, and clearer understandings of precedents and the rich heritage of civil disobedience of all kinds.

Required seminar discussion readings:

Chapter 7 in Theune, C. 2018. *A Shadow of War*. Leiden: Sidestone

Saitta, D., M. Walker and P. Reckner. 2005. Battlefields of class conflict: Ludlow then and now. *Journal of Conflict Archaeology* 1: 197-213.

Marshall, Y., S. Roseneil and K. Armstrong. 2009. Situating the Greenham Archaeology: an Autoethnography of a Feminist Project. *Public Archaeology* 8(2-3): 225-45. INST ARCH Periodicals

Soar, K. and Tremlett, P.F., 2017. Protest objects: bricolage, performance and counter-archaeology. *World Archaeology*, 49(3), pp.423-434.

Atmosphere readings:

Look through the resources on this website based on a now-closed exhibition at the V&A museum <http://www.vam.ac.uk/content/exhibitions/disobedient-objects/>

Further readings

Badcock, A. and R. Johnston. 2009. Placemaking through protest: an archaeology of the Lees Cross and Endcliffe protest camp, Derbyshire, England. *Archaeologies* 5(2): 306-22.

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25 Nov. Week 8: Resistance and asymmetrical warfare

The vast majority of conflicts, past and present, are not between two roughly equal armed forces, but rather between an armed force such as an invader, occupier, or government and a guerrilla, partisan or resistance force. This is generally known as asymmetrical warfare. This is particularly common in colonial contexts, both as part of the process of violent colonisation, and in resistance intended to end it. Resistance to colonialism, occupation, and invasion is one of the things often referred to as 'terrorism'.

Archaeological studies of asymmetrical warfare face some of the same challenges as fighting it. The traces are often hidden, kept secret, and relatively meagre in quantity. In other cases, as in the deserts of Jordan, they are scattered across an enormously wide area. Unlike the vast paperwork and archives of regular armed forces, guerrilla armies and resistance movements often leave few traces for historians. There is all the more value in an archaeological approach to these forces which are often erased from history, misrepresented, or at risk of being forgotten.

Required seminar discussion readings:

González-Ruibal, A., Y. Sahle & X. Ayán Vila. 2011. A Social Archaeology of Colonial War in Ethiopia. *World Archaeology* 43(1): 40-65. INST ARCH Periodicals

De Nardi, S., 2014. An embodied approach to Second World War storytelling mementoes: Probing beyond the archival into the corporeality of memories of the resistance. *Journal of Material Culture*, 19(4), pp.443-464.

Saunders, N.J., and N. Faulkner. 2010. Fire on the desert: Conflict archaeology and the Great Arab Revolt in Jordan, 1916-18. *Antiquity* 84 (324): 514-527

Theory reading

Meskell, L. 2002. Negative heritage and past mastering in archaeology. *Anthropological Quarterly* 75.3 (2002) 557-574

Atmosphere readings

Neal Ascherson, Howitzers on the Hill, *London Review of Books* Vol. 40 No. 5 · 8 March 2018

Neal Ascherson, A Plan and a Man, *London Review of Books* Vol. 36 No. 4 · 20 February 2014

Additional readings

de Abreu e Souza, R., 2019. Landscapes of resistance and counterinsurgency in Brazil: an archaeology of the Araguaia Guerrilla (1972-1975). *World Archaeology*, 51(5), pp.778-793.

Nida, B., 2013. Demystifying the hidden hand: Capital and the state at Blair Mountain. *Historical Archaeology*, 47(3), pp.52-68.

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2 Dec. Week 9: Conflict archaeology and heritage in Latin America. Esther Breithoff

Details of session to follow, will add to Moodle and send through Teams as well.

Required seminar discussion readings:

Chapters 1 and 5 in Breithoff, E. 2020. *Conflict, Heritage and World-Making in the Chaco: War at the End of the Worlds?* London: UCL Press. (book free to download – get it!)

Breithoff, E. 2012. The many faces of the Chaco War: indigenous modernity and conflict archaeology. In Saunders, N.J. (ed.) *Beyond the Dead Horizon: Studies in Modern Conflict Archaeology*. Oxford: Oxbow, 146-58.

Zarankin, A. and P. Funari. 2008. “Eternal sunshine of the spotless mind”: archaeology and construction of memory of military repression in South America (1960-1980). *Archaeologies* 4(2): 310-327. INST ARCH Periodicals

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9 Dec. Week 10: Borders and boundaries

The use of walls, ramparts, natural boundaries, fences, and fortified borders as markers of territory and forms of defence goes back to prehistory. In the modern era Donald Trump’s farcical border wall is a (somewhat) material manifestation of this ideology of separation, along with icons of the twentieth century such as the Berlin Wall (or ‘anti fascist protection rampart’) and the Iron Curtain. The violent policing of the land and sea borders of Europe is another notable example – marked by mass death and corpses of children washing up on beaches.

Contemporary archaeologists and conflict archaeologists have paid attention to these spaces and artefacts: sometimes we have lived amongst them, and approached them as activists and victims as well as scholars. In some cases the material traces of the boundaries can be underwhelming – in places, the famous ‘Iron Curtain’ was just a small fence running through a forest. With the Berlin Wall now reduced to a tourist site, its fragments scattered around the world, it is hard to think of it as a site of terror and coercion where more than a thousand people died.

The Berlin Wall also reveals how quickly these iconic structures can vanish. Like concentration camps, walls can go up rapidly and disappear with few traces. Archaeologists and heritage professionals are left with a quandary – torn between the instinct to preserve, and the understanding that material erasure is often a necessary part of societal healing.

Required seminar discussion readings:

McAtackney, L., 2011. Peace maintenance and political messages: The significance of walls during and after the Northern Irish ‘Troubles’. *Journal of Social Archaeology*, 11(1), pp.77-98.

De León, J., 2012. “Better to be hot than caught”: Excavating the conflicting roles of migrant material culture. *American Anthropologist*, 114(3), pp.477-495.

Seitsonen, O., Herva, V.P. and Kunnari, M., 2017. Abandoned refugee vehicles ‘in the middle of nowhere’: reflections on the global refugee crisis from the northern margins of Europe. *Journal of Contemporary Archaeology*, 3(2), pp.244-260.

Also take a look at:

McWilliams, A., 2013. *An archaeology of the Iron Curtain: material and metaphor* (Doctoral dissertation, Södertörns högskola). (read as much of this as you want, any parts or all. It might be interesting for some of you to see what a PhD dissertation in conflict archaeology looks like)

Atmosphere readings:

Charlotte Higgins, Lore of the Jungle: unearthing treasures from the Calais camp, [The Guardian](#).

Hamilakis, Yannis. “The EU’s Future Ruins: Moria Refugee Camp in Lesbos.” *The Nation*, 15 Apr. 2016, www.thenation.com/article/the-eus-future-ruins-moria-refugee-camp-in-lesbos/

Videos to watch

Jason de Leon border crossing archaeology (15 mins) [YouTube](#)

Forensic Architecture: Mare Clausum: The Sea Watch vs Libyan Coast Guard Case (29 mins) [YouTube](#)

Further readings

Klausmeier, A. and L. Schmidt. 2006. Commemorating the uncomfortable: the Berlin Wall. In J. Schofield, A. Klausmeier and L. Purbrick (eds). *Re-mapping the field: new approaches in conflict archaeology*. Berlin: Westkreuz-Verlag, 22-7. (available on Moodle page or download)



16 Dec. Week 11: Course review session

This final session of the course is aimed at reviewing what we’ve covered, and taking an overview of the field of conflict archaeology as a whole. We will reflect on issues including global perspectives, decolonising approaches, activist methodologies, heritage management, and present and future conflicts. This is also your opportunity to provide feedback on the course.

Required readings: there are no required readings for this session, but I would be interested in hearing from you about which of the reading from the course you found most useful, interesting, or affecting – and why.

