Basic Information

Class Hours: Wednesdays, 6:00-8:40 pm in MFAC 354
Instructor: Megan Daniels
Contact: mjd47@buffalo.edu
Office hours: Wednesdays 1:00-3:00 pm or by appointment in Spaulding 375

Introduction and Rationale:

Human history is created, in large part, through movement: whether in short fits or gradual developments, as a singular event or in multiple stages, the story of our origins is one of dispersal, displacement, and diaspora. Yet this story is dauntingly complex. To quote Timothy Earle and Clive Gamble (Deep History, 2011: 192): “Even with the first settlement of regions, new migrations continued often at even greater rates, displacing earlier settlers, forcing removals and relocations, creating regional movements of marriage partners and workers, funnelling vast populations through colonial and postcolonial global economies, and creating diverse, intermingled diasporas.” This whirlwind explanation, encompassing prehistory to modern-day, captures well the blurriness not only of migrations themselves, but also their concomitant causes and effects. Indeed, the matter of migration and its hard-to-predict consequences is on the minds of governments worldwide these days given the turmoil in multiple areas of the globe.
With its propensity to model and account for long-term social development, archaeology has much to offer to discourses on human migration. Yet migration and mobility are fraught topics in archaeology, at times embraced as the “be-all and end-all” explanation for cultural change, at other times, virtually tossed out of the toolkit as a plausible explanatory device. This course will introduce students to the study of migration and mobility in the archaeological record from a holistic perspective. Following an introduction concerning the place of migration and mobility in archaeological thought, this course will then take two parts: the first will consist of investigations in the form of readings, discussions, and guest lectures into the various methodological approaches to studying human movements in the archaeological record, from genetics, to skeletal biochemistry, to artifacts. The second half of the course will comprise of case studies of human migration and mobility taken from the Mediterranean, western Asian, and European worlds, ranging from the Neolithic period to Late Antiquity. Students will evaluate these case studies in terms of their ability to advance our understanding of the causes and effects of human movement throughout history, and will explore the application of holistic methodologies through class discussions, response papers, a book review, and a final research paper.

Course Objectives

There are three major objectives to this course:

- Understand the role of migration and mobility in archaeological thought, and the inevitable entanglements of these subjects in contemporary discussions and debates about nation, identity, and heritage (Part 1)
- Become familiar with a range of methodologies for studying, articulating, and modeling human migration and mobility, and start to conceive of how we can holistically apply these methodologies to various questions and problems concerning human movement (Part 2)
- Apply skills from Parts 1 & 2 towards evaluating a range of case studies of scholarly accounts of human movement from the Mediterranean, Near East, and Europe (Part 3)

Overall, students are expected to expand their arsenal of cross-disciplinary methodologies for understanding a very complex process – namely, the mass movements of humans – and the effects of these processes on human societies. Students will evaluate the opportunities and limitations of these methodologies through readings, discussions, lectures, and, ultimately, the analysis and critiquing of the case studies from Part 3. With these tools, students will evaluate, in the form of a book review, one piece of scholarly literature (either a monograph or edited volume) on ancient migration and mobility, and will formulate their own problem-oriented investigation in the form of a research paper that takes into account two or more of the methodologies discussed. Apart from these two assignments, students will regularly test out their ideas, analyses, and arguments through seminar discussions, response papers, and discussion leading.

Assignments and Grading

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<th>Assignment</th>
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<td>Class Discussions</td>
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<td>Response Papers for Discussions (x2)</td>
<td>10%</td>
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<td>Discussion Leading (x2)</td>
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<tr>
<td>Book Review</td>
<td>20%</td>
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<td>Final Paper/Project</td>
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Class Discussions
Seminars are, at their heart, opportunities to bring professors and students together to work on a particular problem or question through collaboration and discussion. Parts 1 and 3 of this course, and, to a somewhat lesser extent, Part 2, are built around group discussion and collaboration. Your preparation for seminars comes from completing (and digesting) the readings in advance of class, posting or responding to student responses on Blackboard ahead of class, and coming to class ready to share your ideas and insights, and listen and respond to those of your peers. As instructor, I may deliver brief lectures from time to time, as well as facilitate discussions. But the core of this course is student-centered discussion. I have no problem with the use of laptops/tablets in graduate-level seminars, but I do ask that everyone respect class time and use their devices solely for in-class course-related activities. Please keep cell phones off and hidden (except in emergencies).

Response Papers and Discussions
Students will be expected to lead two discussions. On the days you are leading a discussion, you will also prepare a 2-page (double-spaced, 12-point font, ¾-1-inch margins) response to the readings. You must post this response to Blackboard by Sunday at midnight before the class you are leading. Other students are responsible for reading your response by Wednesday’s class, and writing in a brief response (~1 paragraph) to the discussion forum before class starts (you can respond directly to the response paper, or to other students’ responses).

○ Proper response papers include the following:
  a) A very brief introduction to the readings/topic – but nota bene: these papers should not be merely a summary of the authors’ readings!
  b) Identify one-two key problems or issues presented in the readings. These might pertain to the author’s arguments or explore problems revolving around the methodologies used to account for human migration/mobility
  c) Discuss the ramifications of these problems: how do they affect/change/challenge our knowledge of the causes and effects of human movement?

Discussion Leading
Along with crafting your response paper for two classes, you will give a brief summary of your response paper and start off the class discussion with several well-crafted questions/problems. I will be providing further information on methods for leading discussion. Feel free to be creative here – I welcome the use of PowerPoint, maps/GIS, mind-maps, games, provided they are furthering the goals of the course.

Book Review
The book review will be due in Week 10. Students will choose one monograph or edited volume on the topic of migration and mobility in the archaeological record and evaluate the arguments in terms of their theoretical stances, methodologies, and overall results. I will provide a list of possible books to review (you may suggest your own, but please consult with me first), and will also provide a how-to guide on book reviews (this is a useful exercise for budding scholars!). Reviews generally run around 1500-2000 words.

Final Paper
The final project will comprise of a 15-20-page (double-spaced, 12-point font, ¾-1-inch margins) research paper on a problem related to migration and mobility in the archaeological record. The paper may be based on one of the case studies from the course, or may be a topic devised by the student (in consultation with me). Papers are due at the beginning of finals week by email.
Grading Scale:

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Late Assignment and Absenteeism Policies:

• For each 24-hour period of lateness, 10% of the grade for the assignment will be deducted. In order to pass the course, students must hand in the final research paper. Please come and talk to me in advance if you foresee any problems with deadlines.

• As a seminar, this course thrives on diverse viewpoints and lively discussion, which involves all participants. Please let me know (to the best of your ability) if you foresee any significant period of absenteeism from the course.

• As always, I encourage frequent consultation between professor and students, both before assignments are due and following the return of assignments to students. You are all encouraged to follow-up with me, either by email or in person, regarding any questions or concerns you have about the course and specific assignments.

Accessibility Resources:
Please visit http://www.buffalo.edu/studentlife/who-we-are/departments/accessibility.html for information on the requirements and procedures for receiving accommodation for physical and learning disabilities.

Academic Integrity:
Academic integrity is a fundamental university value. Through the honest completion of academic work, students sustain the integrity of the university while facilitating the university’s imperative for the transmission of knowledge and culture based upon the generation of new and innovative ideas. Please visit https://catalog.buffalo.edu/policies/integrity.html for more information on SUNY-UB policies on academic integrity, including examples of academic dishonesty and resolution processes.

Schedule

Part 1: Introductions and Theoretical Stances

Week 1, January 31*: An Agenda for Studying Migration and Mobility

Required:

Optional:
Week 2, February 7th: Migration and Mobility and their Place in Archaeological Thought
Required:

Optional:

Part 2: Methodological Approaches to Migration and Mobility

Week 3, February 14th: Genetic Approaches
Guest Lecture: Omer Gokcumen, Department of Biological Sciences
Required:

Optional:

Week 4, February 21st: Skeletal Morphology and Biochemistry
Guest Lecture: Noreen von Cramon-Taubadel, Department of Anthropology
Required:
Optional:

Week 5, February 28th: Linguistic Approaches to Migration
Guest Lecture: Roger Woodard, Department of Classics
Required:

Optional:

Week 6, March 7th: Objects, Networks, and Mobility
Training on network analysis tools
Required:
Explore some of the following digital resources (feel free to suggest others as well!) for Mediterranean:
The Samothracian Game: https://scholarblogs.emory.edu/samothraciannetworks/the-game/
Orbis: http://orbis.stanford.edu/
Pelagios: http://pelagios.org/maps/greco-roman/
Optional:

**Week 7, March 14th:** Environments, Climate, Landscapes, and Mobility

Required:

Optional:
Take a look around current news stories on attitudes/opinions towards climate-induced migration – you might even want to consider future iterations of this type of migration (e.g. [https://www.mars-one.com/](https://www.mars-one.com/))

***Week 8, March 21st: Spring Break***

**Part 3: Case Studies**

**Week 9, March 28th:** Documenting the Spread of Agriculture in Western Asia, the Mediterranean, and Europe

Required:

Optional:
Week 10, April 4th: The Contours of Empire: Sedentary and Nomadic Populations

***BOOK REVIEW DUE***


Optional:


Week 11, April 11th: Climate and Crisis: Human Dispersals at the End of the Bronze Age


Watch the lecture by Eric Cline on his book, 1177 BC, at the Oriental Institute: https://www.youtube.com/watch?v=hyry8mgXITk

Week 12, April 18th: Models of Mediterranean Mobility: “Colonization”, Networks, and Interaction

Required:


Optional:

Week 13, April 25th: Mobility and Migration under the Roman Empire
Isayev, E. 2017. Migration, Mobility and Place in Ancient Italy. Cambridge: Cambridge University Press. Chapter 2 (pp. 18-68).

Week 14, May 2nd: Forced Migration, Slavery, War
Watch this short talk by Jan Driessen at a recent conference on Archaeology and Forced Migration: https://www.youtube.com/watch?v=2SjcZS-P3-k

Week 15, May 9th: The Outcomes of Migration: Pluralism, Multiculturalism, Diversity, Disruption
Isayev, E. 2017. Migration, Mobility and Place in Ancient Italy. Cambridge: Cambridge University Press. Chapter 1 (pp. 3-17).

***FINAL PAPERS DUE MONDAY, MAY 14th BY MIDNIGHT***