

Department of Anthropology
ANTH 2231A-001 - Archaeologies of Migration
PROVISIONAL COURSE OUTLINE
Fall 2023

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Instructor and course information:

Instructor: Dr. Trish Markert

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Credit Value: 0.5

Antirequisites: None

Prerequisites: None

Course Description:

This course explores the archaeology of human migration by examining the material ways historic and contemporary movements shape our world, as well as the varied ways archaeologists approach the sites, communities, and narratives that arise from those movements. We live in a world that is constantly on-the-move. Even for those of us that stay in one place, we are touched somehow by migration. What material traces (e.g., artifacts, buildings, bones, landscapes) do migrations generate, or leave in their wake? What are the prevailing ideas, myths, and beliefs that surround human movement in the past and present? How can archaeology be used to understand migrations and the many, intersecting ways they structure landscapes, communities, and histories through time? In this course, we will critically engage with migration narratives, past and present, by examining archaeological sites alongside the myths that surround human movement today. Topics include mobility, immigration, displacement, forced migration, diaspora, settler colonialism, and borders. We will also address archaeological methods, interdisciplinary approaches, and ethical considerations for working at sites of migration.

Learning Outcomes:

Upon successful completion of this course, students will be able to:

- Explain how archaeology contributes to discussions of human movement and migration, globally and through time
- Apply archaeological concepts, such as attention to materials, landscapes, communities, and methods, when thinking about and discussing real world issues in the past and present
- Situate migrations within their historical contexts and understand how and why migration happens in relation to larger events

- Think critically about the way past migrations are constructed, remembered, narrated, and used in the present
- Work in a group to complete exercises, synthesize course content, and generate visual and written outputs as a team
- Critically engage with how human migrations occur in relation to other migrations and movements, particularly within the broader frameworks of colonialism, immigration, and globalization
- Understand the social and material impacts of human migration on landscapes, societies, policies, and communities in the past and present
- Explain the importance of ethics in archaeological practice and apply ethical principles to archaeological case studies
- Curate and present information in a concise way for a public audience as part of a collaborative exhibit

Course Materials:

There is no required textbook for this course. Required readings and materials will be posted on OWL under the Course Readings feature. These will include PDFs of scholarly articles and book chapters, websites and online sources, and other media (e.g., videos, podcasts). You are responsible for checking the course site, completing weekly readings, and coming to class prepared to discuss the assigned materials.

Evaluation:

In-Class Exercises (x6)	30%
Migration Exhibit	10%
Course "Fieldnotes"	20%
Take-Home Exams (x2)	40%

In-Class Assignments (30%)

We will complete six in-class "migration labs" during the term. These will involve working with a group on an issue, activity, or prompt during the second half of class. I will generally not announce these in advance. You will submit your assignments, either as a hard copy to me or through the OWL Assignments page, in class or by a specified due date. Topics may include: Digital Archaeology, Archaeological Ethics, Materials Analysis, Landscapes, Mapping Migrations, and Migration Narratives. Each exercise will be worth 5% of your grade. As part of the flexible attendance policy, you will be able to make-up up to two missed in-class assignments (see Attendance below). Outside of this policy, I will not allow make-ups unless you have academic accommodations.

Course "Fieldnotes" (20%)

Throughout the term, you'll assemble a log of "fieldnotes." At the end of each class period, I will set aside 5-10 minutes to write or compile a brief set of notes reflecting on that week's theme and course materials. Your notes could include questions, ideas, insights, connections, something surprising/interesting/confusing, a list, a stream of consciousness, a narrative, etc. I am not grading these for grammar, style, or whether they get things right or wrong; the only requirements are that you complete them each week, that they show effort and thought, and that they clearly reference and engage with class material. I will provide detailed instructions and some formatting ideas at the beginning of the course. At the end of the term, you will compile your fieldnotes and submit them with a one-page reflection about your trajectory through the course.

Migration Exhibit (10%)

To conclude the first half of the term, we will collectively curate an exhibit of images that illustrate material expressions of historic or contemporary migrations. You will choose a migration event and provide a thoughtfully curated image that represents some material aspect of that migration (e.g., an artifact, object, map, photograph, landscape, structure, etc.). You will also write a concise caption (1-2 short paragraphs) situating the migration event in time and space, explaining the significance of the image and/or what it shows, and addressing briefly how it fits within an archaeological framework. For class on October 25, you will bring exhibit-ready copies of the image and caption and be prepared to mark the migration on a collaborative map. You will also submit a digital version of your contribution to the OWL Assignments page.

Exams (40%)

There will be two take-home exams issued through the course's OWL site, each worth 20% of your grade. We will discuss the format and policies for each test in class, as well as strategies for reviewing and using course material. These tests are open-book/open-note and will prompt you engage with your readings in specific and strategic ways. Working meaningfully with content will be more important than memorization. Some examples of questions include choosing and explaining quotes from your readings in response to a prompt, annotating a map, synthesizing data, or comparing/contrasting case studies. You will have three days to complete each exam. Once the exam window closes, I will not accept late submissions or provide make-ups unless you are granted academic accommodations.

Late Policy for Assignments

In-class assignments and fieldnotes will generally be turned in during class time, unless otherwise specified. Please see the "Missed Class Policy" for guidelines on what to do if you miss an assignment due to absence.

There will be a 5% reduction of the assignment grade for each day that an out-of-class assignment is late after the provided due date (including weekends and holidays). This includes make-up materials in the event of an absence, the Migration Exhibit, and your final Fieldnotes submission. Unless accommodation is granted, assignments that are not handed in within 10 days of the due date (including weekends and holidays) may receive a grade of zero.

Use of OWL:

I will use Western's online course management program to provide the final course outline and weekly schedule (Syllabus page); provide, submit, and return assignments (Assignments page); communicate with the class (Announcements and Messages tools); and provide PDF copies of weekly readings and links to course materials (Lessons, Resources, or Course Reserves pages), PowerPoint presentations and recordings of the lectures will be made available on the OWL Lesson pages after each class. You may make use of the OWL Wiki tool for group collaborations and fieldnotes. All grades will be posted in the OWL Gradebook.

Academic Statements and Policies:

Academic Integrity - Statement on Plagiarism:

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. Plagiarism is a major scholastic offence.

Please read and familiarize yourself with the "[Academic Offences](#)" section of the University's Academic Policies. These offenses are taken very seriously by the University and are treated as such. Penalties range from a failing grade for the assignment or the course to suspension or even expulsion from the University. I will provide you with the tools to properly reference and acknowledge other's work in class. Never hesitate to ask if you have a question about academic honesty.

Course Specific Conditions Required to Pass this Course:

In order to pass this course, students must submit both exams and satisfactorily complete at least three of the six in-class group assignments (or make-ups), as well as receive a cumulative passing grade for the term.

Missed Class Policy:

We meet 13 times during the term and will be covering a lot of material each class period. Attendance and participation in class activities are a large part of succeeding in the course. That said, things happen and life is unpredictable! Do your best to be in class but familiarize yourself with the following attendance policy so that you know your options and do not fall behind on course material:

You may make up missed in-class assignments and fieldnote submissions up to two (2) times during the term with no penalty if you:

1. Let me know by email, *in advance or within 24 hours of the missed class*, about your absence and requesting make-up materials. (No exceptions to this, unless you have academic accommodations!)
2. Complete the make-up material, which will also include watching the posted lecture, by the next class period or agreed-upon date. The Late Assignment policy will apply after the due date.

After using this policy two times, you will not be able to make up additional absences and will receive a 0 on missed in-class assignments.

Please keep in mind you will need to complete make-up work as an individual rather than in a group and that it may take extra time outside of class in addition to existing coursework – plan accordingly!

This policy is meant to lend flexibility in the case of minor illness, travel, or unexpected conflicts. If you need to be absent from class on medical, compassionate, legal grounds, etc., you may also request academic accommodation based on a professionally documented reason. Please read the details and instructions on "[What is Academic Consideration](#)".

A note on sickness: if you are feeling ill or believe you might be contagious, it is important to take care of yourself and others by staying home. Do not hesitate to email me if you are concerned about missing class due to an illness and want to talk about your options. I will also always have masks available for anyone who would like to use them during the term.

Accommodation Policies:

It is important to communicate with me as soon as you know you will need additional accommodations (beyond course policies) to complete coursework or assignments, including exams. Please see your academic counsellor immediately if you will be seeking academic consideration based on medical or compassionate grounds ("[What is Academic Consideration](#)"). It is your responsibility to keep me informed about accommodations and provide the appropriate documentation so that I can work with you on ways to stay caught up in class. All missed work must be made up by the end of the exam period in the applicable term.

Use of Generative AI Tools:

We will discuss the use of generative AI tools like ChatGPT on the first day of class. You are permitted to use these exclusively for information gathering and preliminary research, as you might use Wikipedia or other unverified online sources. Please keep in mind that you are responsible for fact-checking any and all information you receive from generative AI tools against a reputable source. Using AI as a starting-point for research may sometimes lead to finding new and useful sources – great! – but may also add more work to your plate, particularly if the information provided is hard to track down or incorrect. It is essential that you critically evaluate the obtained information, exercise independent thinking, and engage in original research to synthesize and develop your own ideas, arguments, and perspectives. In this course, using generative AI tools to do your work (e.g., complete writing assignments, answer exam questions, write fieldnotes, generate image captions for the Migration Exhibit assignment, or complete in-class assignments unless otherwise specified) will count as academic dishonesty and result in a 0 on that assignment.

Accessible Education

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. Please see [Accessible Education](#) for information.

Academic Rights and Responsibilities

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness, accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

Weekly Topics and Readings:

(Note – this is a tentative schedule. Readings, as well as any additions or adjustments, will be announced in advance in class and on OWL.)

Week 1: Migration (Sept. 13)

How do we think about human migration? What ideas, narratives, and myths surround the movement of people in the past and present? How has migration shaped the world as we know it?

Week 2: Archaeology (Sept. 20)

What is archaeology? How do archaeologists approach questions of migration and movement? An overview of archaeological approaches and methods.

Week 3: Mobilities

How do archaeologists approach questions of mobility, or people on the move?

Week 4: Ethics

What are archaeological ethics? Why are they important to the practice of archaeology? How might ethical principles and best practice relate to the study of migration?

Week 5: Settler Colonialism

As one of the major drivers of historic and contemporary migration and displacement, how has colonialism shaped our world? How do archaeologists approach sites of settler colonialism within this broader context?

Week 6: Forced Migration

What happens when people are forced to move? How can archaeology shed light on forced migration in the past and present and work ethically with impacted communities?

Week 7: Migration Exhibit

Oct. 30 – Nov. 5: Reading Week

Week 8: Immigration (Nov. 8)

Why do people choose to move? How has state-sponsored immigration shaped nations like Canada and the U.S., and vice versa?

Week 9: Borders (Nov. 15)

How do borders and boundaries influence and constrain migration? What are the material realities and consequences of borders that appear in the archaeological record and in work with communities?

Week 10: Diaspora (Nov. 22)

How and why do groups disperse to new places? How can archaeology trace these movements and the historic events, structures, and forces that drive them?

Week 11: Transience (Nov. 29)

Occasionally, movement can be temporary or impermanent. How do archaeologists approach more fleeting movements of people? What traces do they leave and how do they fit into narratives about migration?

Week 12: Home

What can archaeology reveal about how migrant communities make homes in new places? How do migration narratives pass between generations?

Week 13: Myths

How does archaeology exist in dialogue with mythic and storied notions of human movement? Where do we go from here?

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