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Co-Lecturers

<table>
<thead>
<tr>
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<th>Sally K. May</th>
<th>Joe Watkins and Carol Ellick</th>
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Assessment

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<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Field Journal (1,500 words)</td>
<td>10%</td>
<td>30th June</td>
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<tr>
<td>Team Work</td>
<td>10%</td>
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<tr>
<td>Field Test</td>
<td>20%</td>
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<tr>
<td>Community Project, Barunga</td>
<td>30%</td>
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<tr>
<td>Community Project, Kunbarlanja</td>
<td>30%</td>
<td>30th June</td>
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**Topic Aims**

- To help students develop the practical and personal skills necessary to conduct field research with Indigenous peoples.
- To give students an awareness of the ethical dimensions of ethnoarchaeology.
- To give students practical experience in working with Indigenous communities.
- To give students an understanding of Aboriginal relationships to the land.
- To help students develop recording skills used in Indigenous fieldwork, such as site recording, rock art recording, stone artefact recording and creating field maps.

**Topic Overview**

This topic will teach students how to undertake ethical and culturally sensitive ethnoarchaeological research. The skills that will be taught include rock art recording, site recording, stone artefact recording, collecting oral histories, and ethical interactions with Indigenous groups. The themes for this topic are:

- Art and landscape.
- Aboriginal people in their environments.
- The sophistication of Aboriginal social systems.

Under the guidance of Indigenous Elders, this field school provides a unique opportunity for learning and personal growth in the context of sharing daily life with Indigenous Australians. Students must adhere to the same rules of conduct as set forth in the Codes of Ethics of the Australian Archaeological Association and the World Archaeological Congress.
Assessment

This topic is assessed largely through formative methods, with the purpose of providing ongoing feedback on progress, which can be used as an aid to further learning.

Field Journal: 10%  Due 30th June

One of the most important aspects of any archaeological fieldwork is keeping a field journal. This is essentially a diary in which you record the day to day details of your fieldwork, from the sites you record or the features you excavate, right down to the weather and light conditions (which, believe it or not, can affect your ability to locate sites or identify artefacts, particularly stone artefacts), the names of the people who participate each day and any problems you encounter. It is also the place where you can record any impressions or interpretations of sites and features as they occur to you. This will be particularly important if you are one of many fieldworkers on a large project and your results are to be analysed or written up by someone else, but it will also help to jog your memory later on when you come to write up your report. Your field journal will form an invaluable record of your fieldwork and, since you cannot predict what questions may interest future researchers, one day it may even provide new and unforeseen ‘data’. As a formal record of your fieldwork, another archaeologist should be able to reconstruct your field program and understand the reasoning behind your decisions just by reading your notes. Remember, the more information you record in your field journal the easier it will be for you or someone else to write up your results in the end. Don’t trust your memory – write everything down.

Important things to note in your field journal

- The date, weather, light conditions and personnel.
- A summary of activities for the day, including details of the methods you used.
- Progress made on the project during the course of the day.
- Any problems you encountered and the solutions you adopted.
- Any new research questions generated during the course of fieldwork, or interesting ideas to follow up.
- Any interpretations of sites or features which occur to you during the course of fieldwork.
- The reasoning behind any changes made to your methods or behind any decisions which affected the course of fieldwork and its possible outcomes.
Team Work: 10%

Working as a member of a team is a necessary skill for all archaeologists, but especially when doing fieldwork. However, this is a skill which needs to be learnt and practised. Many of the fieldwork exercises in this topic will involve you working with a team with other students and, of course, we will all be living together as a team. Our assessment of your teamwork will not be confined to how to tackle field exercises but will also take into account your contribution to living together harmoniously as a field team. Our assessment of your teamwork will be based on the following table.
Name: _____________________________________________

He/She has contributed to the fieldwork in the following ways:

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<thead>
<tr>
<th></th>
<th>Major</th>
<th>Some</th>
<th>Little</th>
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<tbody>
<tr>
<td>Doing their share of the fieldwork</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Providing ideas and support</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Getting along with team members</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Being flexible (about time, changes in plans etc)</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Doing your share of the chores in a timely manner</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Thoughtful, ethical behaviour</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Being respectful of community values</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Following important instructions from Indigenous elders and fieldschool instructors</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>Extra effort (or not!)</td>
<td>1</td>
<td>0</td>
<td>-1</td>
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Field Test: 20%
There are some very specific things that we want to be sure that you know when you have completed this fieldschool. Accordingly, a field test will be undertaken on the final day of your fieldwork at Barunga. Information that you can be certain will be tested includes:

- The levels of permission needed to do research in this region.
- Your understanding of the kinship system (who is your mother, father, grandfather, auntie, cousin etc, and what are your obligations to each of these, and the rules governing your behaviour).
- Social rules concerning access to land.
- Aboriginal land management strategies.
- Spiritual associations with the land.
- The notion of a living heritage.
- Aboriginal concerns about control over archaeological research.

Community Project, Barunga: 30% Due 30th June
An essential part of successful ethnoarchaeological fieldwork is to ensure that the community benefits from the work that is conducted with them. Part of your assessment will involve producing something that is of value to the Barunga community. This may be a brief oral history of a particular person, educational materials for the school, a plain English report—or something else that you develop in collaboration with the community.
Community Project, Kunbarlanja: 30% Due 30th June

The community project in Kunbarlanja will be based around the rock art site, and important Dreaming site, of Injalak Hill. This site, nearby to the community, shows evidence of one of the longest continuing artistic traditions anywhere in the world. Students will have three options for their community project.

1. First, students may choose to work with Indigenous community members to record ‘stories’ for many of the paintings on Injalak Hill. These stories should be produced in plain English and will be collated and distributed as educational material to the local school and community art centre.

2. Second, once students have finished recording the relevant rock shelter as part of the course, they may choose to continue their investigation by comparing their findings with earlier site recordings and photographs (to be supplied in the field). Students will be expected to produce a report on their findings, particularly, any new paintings that have been produced in the last 100 years or any images that have faded, been damaged or have disappeared for whatever reason.

3. Finally, students may develop their own community project in consultation with fieldschool staff and Indigenous community members.

Jane Balme’s and Joe Watkins’ tips for surviving a group field season in the bush

- Be aware of the climate where you will be working. Make sure you are properly equipped for it.
- Know how to cook at least three different meals on a camp fire, made from five basic ingredients (potatoes, onions, road kill and two others of your choice).
- Be aware that you are part of a team that does not include your mother.
- Take all your own pencils (take more than you need).
- Make an effort to find out about the place you are going. Check out the local history.
- Be considerate of other people’s food choices. Don’t impose yours upon them.
- Be considerate of others’ privacy. Recognise that sometimes people need space. It is surprising how much privacy people can feel they have if other people give it to them.
- If you have any special needs (i.e. prescriptions) make sure you have a good supply, and an extra pair of glasses.
- Let the organisers know if you have any special allergies.
- Be aware of what you are getting into. Often, toilet facilities are primitive, to say the least. If you need a private bathroom, bring it with you.
- If you are concerned about poisonous insects or animals, find out what habitations they live in, and avoid these as much as possible. Don’t let it ruin your field experience—these things rarely happen.
- Be aware of cultural issues. Don’t take alcohol into ‘dry’ communities.
- Be culturally sensitive. The kind of dress and appearance that is suitable for young people in the city may not be suitable for rural communities. For example, short shorts and make-up is not appropriate for working in an Aboriginal community. Women, in particular, should dress modestly.
- Find out what phobias you have—and get over them.
Reference Materials

Please note: Students will be supplied with a ‘reading brick’ on arrival in Kunbarlanja. Readings will be discussed in tutorial-type settings during the fieldschool.


World Wide Web

Australian Archaeological Association
http://www.archaeology.usyd.edu.au/links/links.html#Australian

Australian Institute of Aboriginal Studies
http://www.aiatsis.gov.au

Australian National University, Aboriginal Studies

Australian Rock Art Research Association
http://www.

Debbie Rose’s People and Land Initiative web site (Paul).

Marcia Langton’s centre on Environment.

Gama web site
http://

Maningrida Community, Arnhem Land
http://www.peg.apc.org/~bowinanga

Northern Lands Council
http://www.nlcl.org.au

Tandanya, the Aboriginal Cultural Institute in Grenfell Street, Adelaide

World Archaeological Congress home page
http://www.worldarchaeologicalcongress.org

Yothu Yindi
http://www.YothuYindi.com
Evaluating Web Pages
The World Wide Web is a rich source of information. The Australian Studies library page on the Flinders University website contains a link to many available electronic resources. The materials available here are constantly increasing in quantity and broadening in nature and scope. You are encouraged to make a critical use of electronic resources and to evaluate the suitability of websites for your study.

Not every web page is suitable as a resource for scholarly work. The next time you find a web page that you would like to cite in an assignment, ask yourself the following questions;

- Who wrote/published the web page?
- Is the person known in the field? Are they part of a well known organisation?
- Why did they write or publish it?
- Are they trying to sell something, influence your point of view or examine issues?
- When was it last updated?
- Is the material maintained, or left on the web without alteration?
- Can the information be verified through reputable sources?
- Does the web page contain information that makes sense in terms of what you have already read on a topic? Are the basic facts correct?

If the page is written by someone in the field, is not trying to sell you something or present only one point of view, and is up to date and factual, then it is probably appropriate to cite it in your assignment. If it does not satisfy any of these criteria, ask yourself if you must use the web page, or if the material could be found elsewhere.

Journals
American Antiquity
Anthropological Archaeology
Archaeology in Oceania
Australian Aboriginal Studies
Australian Archaeology
Current Anthropological
Rock Art Research

Print, Film and Electronic Media
Archaeological issues are discussed regularly in print, film and electronic media. These are an important source of information about the issues which are seen to be of public importance as well as public perceptions of archaeology.

Archaeological Associations
The Flinders University Archaeology Society holds regular meetings, and arranges workshops, field trips, lectures, and social events for archaeology students and staff. Further information/application forms are available from Lis Jansson at the Archaeology Office (Room 373, Social Sciences South).

The Australian Rock Art Research Association (AURA) is a research association of international standing. The journal of the AURA and the International Federation of Rock Art Organisations (IFRAO) is Rock Art Research. Student membership of AURA, including subscription to the journal, is $A10 per year. The next AURA Congress will be held in Alice Springs in July 2000.

It is possible to join the Australian Archaeological Association (AAA) as a student member. The association publishes the journal Australian Archaeology. Student membership, including subscription to the journal, is $A25 per year. The association holds an annual national conference in December of each year. In 2000 this conference will be hosted by James Cook University in Townsville. A contingent of South Australian archaeologists and students will be attending this year’s conference.
The *World Archaeological Congress* (WAC) is based ‘on the explicit recognition of the historical and social role, and the political context, of archaeological enquiry, of archaeological organisations, and of archaeological interpretation’. WAC publishes regularly, including the biannual newsletter, *WAC Bulletin* and edited volumes arising from WAC Congresses and Inter-Congress meetings. Student membership of WAC is $US10 per year. The next Congress, WAC5, will be held in Kingston, Jamaica in April 2007.

Students who are interested in joining any of the above associations can contact Claire to get further details.

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**Field Considerations**

*Permits*

Students will have to sign for their permits and collect them from the Northern Lands Council when we arrive in Katherine. Permits for Kunbarlanja will be arranged through the community art centre.

*Weather*

The weather will be warm during the day (around 30 degrees Celsius), and a little cool in the evening. Clothing should be modest, especially for women. Aboriginal women usually wear long dresses. You will need a light sweater for the evenings.

*Personal Gear*

- Sleeping bag.
- Sleeping mat and pillow.
- Tent (and tarp, if desired).
- Personal food gear (plate, cup, bowl, knife, fork, spoon).
- Personal hygiene items (toothbrush, tampons, deodorant etc).
- Sunglasses.
- Hat or bandanna.
- Walking boots.
- Thongs.
- Bathers. Please note: Due to modesty issues, women should bring a summer dress to wear over bathers for swimming and men should bring shorts and t-shirt.
- Sunscreen.
- Insect repellent.
- Small first aid kit.
- Personal medications.
- Drink bottle (at least one litre).
- Personal camera and extra film (optional).
- Field notebook (not spiral bound).
- Pencils, pens and erasers.
- Pocket-knife/Swiss army knife.
- Torch.
- Day pack/Small back pack.
• Photographs of your family and your hometown to introduce yourself (optional).
Accommodation
At Barunga, you will be camping. At Kunbarlanja, you will be staying in dorm-type accommodation. You need to be aware that conditions will be primitive, especially at Barunga, where you will be sharing communal showers and toilets, and will not have access to electricity. The cost of accommodation and camping is included in your field fee.

Meals
A cooking and cleaning roster will be established and you will be expected to take your share of the chores without having to be chased. You will also be expected to clean-up after yourself, if you make a coffee or sandwich etc. The cost of food is included in your field fee.

Community Facilities
Both communities have small shops, with a limited range of products. There are public phones in the communities but these may not be in working order. Mobile phones do not work in these areas.

Contact Phone Numbers
Barunga Council     (08) 89 754504, (08) 89 754505
Wugularr Council     (08) 89 754595
Injalak Arts and Crafts (Kunbarlanja) (08) 8979 0190
Kunbarlanja Council   (08) 8979 0170
Kunbarlanja Police (emergency contact)
From the U.S. 011 61 8 8979 0180
From the U.K and France 00 61 8 8979 0180
Within Australia (08) 8979 0180
* You should inform people to ask for ‘number one house’ or the ‘Injalak Manager’.

Australian Archaeological Association
Code of Ethics

1. FOREWORD
1.1 Members will serve the interests of the Association by adhering to its objects and purposes as defined by this Code of Ethics and the Constitution, specifically:

* to promote the advancement of archaeology;
* to provide an organisation for the discussion and dissemination of archaeological information and ideas in archaeology;
* to convene meetings at regular intervals;
* to publicise the need for the study and conservation of archaeological sites and collections; and
* to publicise the work of the Association.

1.2 Members will negotiate and make every reasonable effort to obtain the informed consent of representatives of the communities of concern whose cultural heritage is the subject of investigation. Members cannot assume that there is no community of concern.

1.3 Members recognise that there are many interests in cultural heritage, but they specifically acknowledge the rights and interests of Indigenous peoples. AAA endorses and directs members to the current guidelines for ethical research with Indigenous parties published by the Australian Institute of Aboriginal and Torres Strait Islander Studies (www.aiatsis.gov.au/corp/docs/EthicsGuideA4.pdf).
1.4 Members whose actions are detrimental to the interests of the Association may be subject to disciplinary procedures as defined by the Constitution.
2. PRINCIPLES RELATING TO THE ARCHAEOLOGICAL RECORD

2.1 Consonant with their obligations arising from government and international agreements, legislation and regulations, members will advocate the conservation, curation and preservation of archaeological sites, assemblages, collections and archival records.

2.2 Members will endeavour to ensure that archaeological sites and materials which they investigate are managed in a manner which conserves the archaeological and cultural heritage values of the sites and materials.

2.3 Members will neither engage in nor support the illicit trade in cultural heritage.

2.4 Members recognise the importance of repatriation of archaeological materials for both Indigenous and non-Indigenous communities of concern and they support and advocate the necessity to properly manage archaeological materials in accordance with agreements with communities of concern.

3. PRINCIPLES RELATING TO INDIGENOUS ARCHAEOLOGY

3.1 Members acknowledge the primacy of Indigenous knowledge, intellectual property and cultural rights in respect of Indigenous heritage and the following articles reflect this principle.

3.2 Members acknowledge the importance of cultural heritage to Indigenous communities.

3.3 Members acknowledge the special importance to Indigenous peoples of ancestral remains and objects and sites associated with such remains. Members will treat such remains with respect.

3.4 Members acknowledge Indigenous approaches to the interpretation of cultural heritage and to its conservation.

3.5 Members will negotiate equitable agreements between archaeologists and the Indigenous communities whose cultural heritage is being investigated. AAA endorses and directs members to the current guidelines regarding such agreements published by the Australian Institute of Aboriginal and Torres Strait Islander Studies (www.aiatsis.gov.au/corp/docs/EthicsGuideA4.pdf).

3.6 Members recognise the Indigenous property rights of Indigenous peoples.

4. PRINCIPLES RELATING TO CONDUCT

4.1 Members will treat each other in a professional manner.

4.2 Members will disseminate the results of their work as widely as possible using plain language where appropriate.

4.3 Any person can notify the Executive Committee of a member's conduct which they believe to be detrimental to the interests of the Association. Complaints may activate procedures outlined in Section 32 (Expulsion of Members) of the Constitution, including rights of appeal.

4.4 Personal information provided to the Association by members will be kept confidential.
Principles to Abide By:

Members agree that they have obligations to indigenous peoples and that they shall abide by the following principles:

1. To acknowledge the importance of indigenous cultural heritage, including sites, places, objects, artefacts, human remains, to the survival of indigenous cultures.

2. To acknowledge the importance of protecting indigenous cultural heritage to the well-being of indigenous peoples.

3. To acknowledge the special importance of indigenous ancestral human remains, and sites containing and/or associated with such remains, to indigenous peoples.

4. To acknowledge that the important relationship between indigenous peoples and their cultural heritage exists irrespective of legal ownership.

5. To acknowledge that the indigenous cultural heritage rightfully belongs to the indigenous descendants of that heritage.

6. To acknowledge and recognise indigenous methodologies for interpreting, curating, managing and protecting indigenous cultural heritage.

7. To establish equitable partnerships and relationships between Members and indigenous peoples whose cultural heritage is being investigated.

8. To seek, whenever possible, representation of indigenous peoples in agencies funding or authorising research to be certain their view is considered as critically important in setting research standards, questions, priorities and goals.

Rules to Adhere to:

Members agree that they will adhere to the following rules prior to, during and after their investigations:

1. Prior to conducting any investigation and/or examination, Members shall with rigorous endeavour seek to define the indigenous peoples whose cultural heritage is the subject of investigation.

2. Members shall negotiate with and obtain the informed consent of representatives authorised by the indigenous peoples whose cultural heritage is the subject of investigation.

3. Members shall ensure that the authorised representatives of the indigenous peoples whose culture is being investigated are kept informed during all stages of the investigation.

4. Members shall ensure that the results of their work are presented with deference and respect to the identified indigenous peoples.

5. Members shall not interfere with and/or remove human remains of indigenous peoples without the express consent of those concerned.

6. Members shall not interfere with and/or remove artefacts or objects of special cultural significance, as defined by associated indigenous peoples, without their express consent.

7. Members shall recognise their obligation to employ and/or train indigenous peoples in proper techniques as part of their projects, and utilise indigenous peoples to monitor the projects.

The new Code should not be taken in isolation; it was seen by Council as following on from WAC’s adoption of the Vermillion Accord passed in 1989 at the South Dakota Inter-Congress.
INCLUSIVE LANGUAGE

Please note that the terms ‘Indigenous’, ‘Indigenous Australians’ and ‘Indigenous people’ are now gaining increasing currency as inclusive terms. Also use gender neutral language. Further guidance on the use of gender neutral language is available in the booklet entitled, ‘How to communicate in gender neutral language’ produced by the Equal Opportunity Unit of the University of South Australia. A copy has been placed on reserve in the library.

FINAL GRADES

<table>
<thead>
<tr>
<th>Final Grades</th>
<th>85–100</th>
<th>75–84</th>
<th>65–74</th>
<th>50–64</th>
<th>0–49</th>
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<tr>
<td>High Distinction (HD)</td>
<td>HD</td>
<td>DN</td>
<td>CR</td>
<td>P</td>
<td>F</td>
</tr>
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<tr>
<td>Credit (CR)</td>
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<tr>
<td>Pass (P)</td>
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</tr>
<tr>
<td>Fail (F)</td>
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High Distinction (HD)
The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated the acquisition of an advanced level of knowledge/understanding/competencies/skills required for meeting topic objectives and passing the range of topic elements at the highest level.

The student would normally have attained an in-depth knowledge of matter contained in set texts or reading materials and undertaken extensive wider reading beyond that which is required or expected. The student would have consistently demonstrated a high level of proficiency at applying a range of major academic debates, approaches, methodologies and conceptual tools and combining a knowledge of the subject matter of the topic with original and creative thinking.

The grade will be awarded in recognition of the highest level of academic achievement expected of a student at a given topic level. A score in the range of 85–100 will be awarded.

Distinction (DN)
The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic at a high level and considerable additional work in wider areas relevant to the topic, has demonstrated advanced knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a high standard.

The student would normally have attained an advanced knowledge of matter beyond that contained in set texts or reading materials and have done considerable wider reading, and
have demonstrated a broad familiarity with and facility at applying a range of major academic debates, approaches, methodologies and conceptual tools.

The grade should reflect very high quality work which shows the student generally works at a level which is beyond the requirements of the assessment exercise and is developing a capacity for original and creative thinking. A score in the range of 75–84 will be awarded.

**Credit (CR)**
The grade will be awarded where there is evidence that a student has undertaken all of the required core work for the topic and additional work in wider areas relevant to the topic, and has demonstrated a sound level of knowledge/understanding/competencies/skills required for meeting topic objectives and completing assessment exercises at a proficient standard.

The student would normally have attained a sound knowledge of matter contained in set texts or reading materials and have done wider reading, and demonstrated familiarity with and the ability to apply a range of major academic debates, approaches, methodologies and conceptual tools.

Students should have a reasonable opportunity of reaching this grade provided they have completed all course requirements, demonstrated proficiency in the full range of course objectives and shown considerable evidence of a sound capacity to work with the range of relevant subject matter. A score in the range of 65–74 will be awarded.

**Pass (P)**
The grade will be awarded where there is evidence that a student has undertaken the required core work for the topic and has demonstrated at least an adequate level of knowledge/understanding/competencies/skills required for meeting topic objectives and satisfactorily completing essential assessment exercises.

The student would normally have attained an adequate knowledge of matter contained in set texts or reading materials, and demonstrated familiarity with major academic debates, approaches, methodologies and conceptual tools. A score in the range of 50–64 will be awarded.

Pass is the highest grade which can be achieved in a supplementary assessment granted on academic grounds.

**Fail (F)**
The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in a topic or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with topic objectives. A score in the range of 0–49 will be awarded.

**ATTENDANCE AND PREPARATION**

Attendance at seminar is required. **You must attend 80%** of all lectures and tutorials. Further absences must be explained to the satisfaction of the lecturer—a medical certificate or counsellor’s letter may be necessary. Unsatisfactory attendance in seminar may lead to a reduction of grade including a fail grade. Additional written work may be
required following an absence. Your lecturer will be happy to discuss any aspect of the course and associated work with you at the planning stage, but will not normally read a draft essay prior to submission.

WRITTEN WORK SUBMISSION AND COLLECTION

All written work for submission to Archaeology should be placed into the assignment box in the lift foyer, Level 1 (courtyard), Law & Commerce Building. Written work will be returned in lectures/tutorials. Any uncollected essays can be picked up from Humanities room 253.

If you are away when work is returned you may have work posted to you by supplying administrative staff with a stamped, self-addressed envelope. Postage will vary with the size of the assignment, but as a guide 20A4 sheets (up to 125gms) will cost $1 to post within Australia, from 125 gms the cost is $1.45, and over 250 gms the cost is $2.45.

PRESENTATION OF PAPERS

You should have a copy of the Flinders study skills handbook (Iain Hay et al, Making the Grade) which is available from Unibooks (in the English section) on the plaza for $26.95 less student and cash discounts. It is useful for all topics and will be a valuable resource throughout your degree. Copies of Making the Grade are also available on Reserve in the library. All papers should be presented according to guidelines contained in this book, especially chapters 4 and 5.

Marking of written work will take into account the quality of expression as well as content. ALL written work must be typed.

The paper you finally hand up should go through a careful process of editing and checking to ensure that it is free of grammatical and spelling errors. Essays with more than three errors on a page may either be returned unmarked for re-submission or will have the expression errors taken into account in the final grade.

Note the following points

(a) Leave a wide margin of at least 4 cm to allow for marker’s comments.

(b) Write on one side of the page, and if typing or word processing, leave at least double spacing between lines. Some word processing facilities may be available (for example, in the Library, in Social Sciences North and on the Sturt Campus) and we encourage you to word process papers if possible.

(c) Include the Archaeology title page which shows your tutor’s name and seminar time as well as essay title and your name, together with other information. You must fill out the title page according to instructions. It will not be necessary to include an abstract, preface or table of contents for the essays.

(d) Keep a copy of your paper. In the unlikely event that your essay should go missing, it is your responsibility to ensure that you have a backup copy.

(e) Number each page, staple all together.

(f) Please do not use plastic envelopes. If you do, they will be removed and not returned.

Method of Citation

Chapter Five of Hay, Iain, Bochner, Dianne & Dungey, Carol, Making the Grade, Oxford University Press Australia, 1997, (reprinted 1998) discusses two main methods of citation. The Harvard Method should be used in all written work (see page 78 of Making the Grade).
ACADEMIC DISHONESTY - PLAGIARISM

Extracts from SECTION C - ASSESSMENT AND TEACHING
(See pages 17-22 for full text)

1  Policy
The University expects honest work at all levels from students. Cheating, plagiarism, and fabrication or falsification of data are not acceptable. The University regards academic dishonesty as a very serious matter and imposes strict penalties on those students who are found to be guilty of an offence under the terms of the University's policy on Academic Dishonesty. This policy will operate in conjunction with Statute 6.4 Student Conduct.

The University recognises that some acts of academic dishonesty, particularly plagiarism, may arise from genuine ignorance of the use of academic conventions but will not accept ignorance as an excuse. It is therefore the obligation of all students to understand and respect the rules concerning academic dishonesty.

2  Definitions of Academic Dishonesty
2.2  Plagiarism
Plagiarism consists of using another person's words or ideas as if they were one's own. It may occur as a result of ignorance and/or inexperience about the correct way to acknowledge and reference authors. It may also occur as a deliberate misuse of the work of others with the intent to deceive. It can take the following forms:

- Presenting substantial extracts from books, articles, theses, other published or unpublished works (such as working papers, seminar and conference papers, internal reports, computer software, lecture notes or tapes, numerical calculations and data) and other students' work, without clearly indicating the origin of those extracts with quotation marks and references such as footnotes.
- Using very close paraphrasing of sentences or whole paragraphs without due acknowledgment in the form of reference to the original work.
- Quoting directly from a source and failing to insert quotation marks around the quoted passages. In such cases, it is not adequate merely to acknowledge the source.
- Arranging for someone else to undertake all or part of a piece of work and presenting that work as one's own.
- Submitting another student's work whether or not it has been previously submitted by that student.
- Two or more students separately submitting the same piece of work on which they have collaborated unless the Lecturer-in-charge has indicated that this procedure is acceptable for the specific piece of work in question.

6  Procedures to be followed when Academic Dishonesty is alleged to have occurred
6.2  Plagiarism and Other Forms of Academic Dishonesty
6.2.1  When an assessor believes that a student has committed an act of plagiarism or other form of academic dishonesty defined in sub-clauses 2.2 and 2.3 above he or she will ensure that a check is made of the confidential register of substantiated cases of academic dishonesty to determine if the student has previously been advised of academic conventions or has previously committed a deliberate act of plagiarism or other form of academic dishonesty. Where an assessor believes that the act of plagiarism or other form of academic dishonesty has resulted from a misunderstanding of academic conventions rather than deliberate deception, the assessor will mark the piece of work concerned, deducting marks as appropriate,
and counsel the student about appropriate academic conventions. A record of the event will be made in a confidential register which will be maintained for the purpose by the Executive Director of Administration or nominee, to indicate that the student has been advised of academic citation conventions.

6.2.2 Where an assessor, after discussing the matter with a student, believes that there is a case of deliberate plagiarism or other act of academic dishonesty, he or she will supply the Head of the Academic Organisational Unit or nominee (or Coordinator of Topics where an interdisciplinary topic is involved) with the piece of work and a written statement of reasons for the belief that an act of plagiarism or other form of academic dishonesty has occurred. Should either the Head of Academic Organisational Unit or nominee or the Coordinator of Topics be the assessor concerned, he or she will refer the matter to the Executive Dean of the Faculty or nominee.

6.2.3 When receiving a report of alleged plagiarism or other act of academic dishonesty as specified in sub-clause 6.2.2 above, the Head of Academic Organisational Unit or nominee will inform the student in writing of the allegation and must interview the student with the assessor. The student may be accompanied at the interview by a staff or student member of the University (including an employee of the Flinders University Staff Association or the Flinders University Students' Association or the Flinders University Union). Should the student refuse to attend the interview, the Head of the Academic Organisational Unit or nominee will proceed to determine what action to take in accordance with sub-clause 6.2.4 below, on the evidence available.

[*Note: In the case of an external student the interview may need to be in the form of a teleconference.]*

6.2.4 If the Head of Academic Organisational Unit or nominee determines, in accordance with the procedures in sub-clause 6.2.3 above, that the student has committed an act of plagiarism or other form of academic dishonesty, he or she will select one of the following courses of action, taking into account the severity of the offence and whether or not there are significant extenuating circumstances:

- award zero marks for the piece of work in which the act of plagiarism or other form of academic dishonesty has occurred, with or without the opportunity to redeem the work
- award a fail grade for the whole topic of which the piece of work concerned is a part, and determine whether to recommend to the Examinations Board that no special/ supplementary assessment should be awarded;
- refer the matter to the Vice-Chancellor to be dealt with in terms of Statute 6.4 Student Conduct.

If the Head of Academic Organisational Unit or nominee finds that a student has committed an act of plagiarism or other form of academic dishonesty defined in Clause 2 above but that this has resulted from a misunderstanding of academic conventions rather than deliberate deception, he or she will advise the assessor who will proceed to mark the piece of work concerned, deducting marks as appropriate, and counsel the student about appropriate academic conventions. A record of the event will be made in a confidential register which will be maintained for the purpose by the Executive Director of Administration or nominee, to indicate that the student has been advised of academic citation conventions.

6.2.5 The Head of Academic Organisational Unit or nominee will inform the student in writing of the decision, the reasons for the decision, and the right to lodge an appeal if the student believes there are grounds for appeal.
Such advice must contain information on the procedures, specified in Clause 6.5 below, to be followed in lodging an appeal to the Student Appeals Committee.”
## ACADEMIC CALENDAR

### Semester One

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th><strong>Mid-Semester Break</strong></th>
<th>Dates</th>
<th><strong>Good Friday 9 April</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 Mar</td>
<td>2 Apr</td>
<td>12 Apr</td>
<td>16 Apr</td>
</tr>
<tr>
<td>2</td>
<td>8 Mar</td>
<td>12 Mar</td>
<td>19 Apr</td>
<td>23 Apr</td>
</tr>
<tr>
<td>3</td>
<td>15 Mar</td>
<td>19 Mar</td>
<td>5 Apr</td>
<td>9 Apr</td>
</tr>
<tr>
<td>4</td>
<td>22 Mar</td>
<td></td>
<td>2 Apr</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>29 Mar</td>
<td>2 Apr</td>
<td>30 Mar</td>
<td>30 Apr</td>
</tr>
<tr>
<td>6</td>
<td>5 Apr</td>
<td></td>
<td>12 Apr</td>
<td>16 Apr</td>
</tr>
</tbody>
</table>

### Mid-Semester Break

- **12 Apr**
- **16 Apr**

### Mid-Year Break

- **5 July**
- **23 July**

### Semester Two

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th><strong>Mid-Semester Break</strong></th>
<th>Dates</th>
<th><strong>Labour Day 6 October</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>26 Jul</td>
<td>30 Jul</td>
<td>20 Sep</td>
<td>24 Sep</td>
</tr>
<tr>
<td>2</td>
<td>2 Aug</td>
<td>6 Aug</td>
<td>27 Sep</td>
<td>1 Oct</td>
</tr>
<tr>
<td>3</td>
<td>9 Aug</td>
<td>13 Aug</td>
<td>8 Oct</td>
<td>8 Oct</td>
</tr>
<tr>
<td>4</td>
<td>16 Aug</td>
<td>20 Aug</td>
<td>11 Oct</td>
<td>15 Oct</td>
</tr>
<tr>
<td>5</td>
<td>23 Aug</td>
<td>27 Aug</td>
<td>18 Oct</td>
<td>22 Oct</td>
</tr>
<tr>
<td>6</td>
<td>30 Aug</td>
<td>3 Sep</td>
<td>25 Oct</td>
<td>29 Oct</td>
</tr>
<tr>
<td>7</td>
<td>6 Sep</td>
<td>10 Sep</td>
<td>1 Nov</td>
<td>5 Nov</td>
</tr>
<tr>
<td>8</td>
<td>13 Sep</td>
<td>17 Sep</td>
<td>8 Nov</td>
<td>12 Nov</td>
</tr>
</tbody>
</table>

### Mid-Semester Break

- **20 Sep**
- **24 Sep**

### Mid-Year Break

- **27 Sep**
- **1 Oct**

### Assessment

- **21 Jun**
- **2 Jul**

Please Note: You need to be enrolled in 13.5 units each semester to remain eligible for Youth Allowance or AUSTUDY. If you withdraw from a topic and your total study load is reduced below 13.5 units in a semester, you must notify Centrelink.
<table>
<thead>
<tr>
<th>Critical Dates</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday 27 Sept 2003</strong></td>
<td>Closing date for 2004 SATAC applications to change course.</td>
</tr>
</tbody>
</table>

**First Semester Topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 10 March</strong></td>
<td>Last day to pay Student Services Fee</td>
</tr>
<tr>
<td><strong>Friday 12 March</strong></td>
<td>Last day to pay Semester 1 Up Front HECS or tuition fees</td>
</tr>
<tr>
<td><strong>Wednesday 31 March</strong></td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td><strong>Census Date</strong></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td><strong>Friday 14 May</strong></td>
<td>Last day to withdraw without incurring HECS charges, tuition fees or Student Services Fee for Semester 1</td>
</tr>
<tr>
<td><strong>Friday 18 June</strong></td>
<td>Last day to withdraw without failure</td>
</tr>
</tbody>
</table>

**Second Semester Topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday 6 August</strong></td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td><strong>Tuesday 10 August</strong></td>
<td>Last day to pay Student Services Fee for Semester 2</td>
</tr>
<tr>
<td><strong>Tuesday 31 August</strong></td>
<td>Last day to pay Semester 2 Up Front HECS and tuition fees</td>
</tr>
<tr>
<td><strong>Census Date</strong></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td><strong>Friday 8 October</strong></td>
<td>Last day to withdraw without incurring HECS charges, tuition fees or Student Services Fee for Semester 2</td>
</tr>
<tr>
<td><strong>Friday 12 November</strong></td>
<td>Last day to withdraw without failure</td>
</tr>
</tbody>
</table>

**Full Year Topics**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 10 March</strong></td>
<td>Last day to pay Student Services Fee for Semester 1</td>
</tr>
<tr>
<td><strong>Friday 12 March</strong></td>
<td>Last day to pay Semester 1 Up Front HECS or tuition fees</td>
</tr>
<tr>
<td><strong>Wednesday 31 March</strong></td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td><strong>Tuesday 10 August</strong></td>
<td>Last day to pay Student Services Fee for Semester 2</td>
</tr>
<tr>
<td><strong>Tuesday 31 August</strong></td>
<td>Last day to pay Semester 2 Up Front HECS and tuition fees</td>
</tr>
<tr>
<td><strong>Friday 8 October</strong></td>
<td>Last day to withdraw without incurring HECS charges, tuition fees or Student Services Fee for Semester 2</td>
</tr>
<tr>
<td><strong>Friday 12 November</strong></td>
<td>Last day to withdraw without failure</td>
</tr>
</tbody>
</table>

**Summer Schools, Short Topics and Intensives**

<table>
<thead>
<tr>
<th>Description</th>
<th>Topic Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to withdraw without incurring HECS charges or tuition fees</td>
<td>Topics of less than 6 weeks</td>
</tr>
<tr>
<td>Last day to withdraw without failure</td>
<td>First day of lectures or study</td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>2/3 through the teaching period for the topics</td>
</tr>
</tbody>
</table>

**2004 General**

*Monday 15 September* Last day to submit application for Conferral of Degree or Award of Diploma or Certificate form for students completing their course Semester 1, 2004 and International and BMBS students completing their course Semester 2, 2004

*Friday 26 September* Closing date for 2004 SATAC applications to change course

**2004 General**

*Thursday 15 January* Last day to submit Application for Conferral of Degree or Award of Diploma or Certificate form for students completing their Course Semester 2, 2004.
Students’ attention is drawn to the *Student Related Policies and Procedures Manual 2004*, which outlines the University’s Assessment Policy.

**Topic number and title:** ARCH 3306: Ethnoarchaeology in Aboriginal Australia  
**Year in which the topic is being taught:** 2004  
**Date on which this statement was handed to students:** 16 June 2004  
**Duration of topic (Semester 1 or 2, Full Year):** Mid-year Semester Break (16-30 June)  
**Academic Organisational Unit(s) responsible for topic (Department):** Archaeology  
**Lecturer-in-charge of topic:** Claire Smith  
**Telephone number of Lecturer-in-charge:** 8201 2336

### Details of assessable work in ARCH3301 (6 units)

<table>
<thead>
<tr>
<th>Format of each form of assessable work</th>
<th>Proportion of total marks</th>
<th>Deadline for submission</th>
<th>Penalties to be applied if deadline is not met</th>
<th>Date work is expected to be returned to students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Journal (1,500 words)</td>
<td>10%</td>
<td>30 June 2004</td>
<td>Possible failure of topic (see below)</td>
<td>Within one month of submission date.</td>
</tr>
<tr>
<td>Team Work</td>
<td>10%</td>
<td>30 June 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Test</td>
<td>20%</td>
<td>30 June 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Project, Barunga</td>
<td>30%</td>
<td>30 June 2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Project, Kunbarlanja</td>
<td>30%</td>
<td>30 June 2004</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The criteria for successful completion of the topic (including, where appropriate, the achievement of a certain minimum level of competence in both the theoretical and practical components of the topic and details of special requirements concerning particular elements or aspects of the topic such as attendance/participation requirements, group activity) are as follows:

Will scaling procedures be used in determining marks for each piece of work or for determining the final topic grade? **No**  
Details of scaling procedures: **N/A**

May assessment exercises be resubmitted after revision for re-marking? **Yes**
The circumstances under which assessment exercises may be resubmitted, the form this may take and the maximum mark obtainable are as follows: **Resubmission only for F (Fail) grade marks, maximum remark P ad only in exceptional circumstances (i.e. sickness or other unavoidable and documentable reasons).**

Students who believe that their ability to satisfy the assessment requirements for this topic has been or will be affected by medical, compassionate or other special circumstances and who want these circumstances to be taken into consideration in determining the mark for an assessment exercise may apply to the Lecturer-in-charge of the topic for special consideration. The preferred method of application is: Email to Tim.Denham@flinders.edu.au (Telephone 08 8201 2593).

Supplementary assessment for this topic may be approved on the following grounds:

- **Medical/Compassionate** – a student may apply for supplementary assessment on medical/compassionate grounds if the student believes that illness or other special circumstance has significantly impaired or will significantly impair his/her performance. If the illness or special circumstance prevents the student from sitting or performing to standard at the scheduled supplementary examination, or from submitting by the agreed deadline a supplementary assessment exercise, the student will be either: awarded a result in the topic of Withdraw, Not Fail (WN); or be offered the opportunity to demonstrate competence through an alternative mechanism. If the illness or special circumstance is demonstrated to persist up to the commencement of the next academic year, then the student will be awarded a result in the topic of WN.

- **Academic** – a student will be granted supplementary assessment if he/she:
  - achieves an overall result in the topic of between 45 and 49%, (or between 40 and 49% where a student obtains a fail grade in the last 12 units required for completion of a course) or the equivalent where percentage marks are not awarded;
  - has completed all required work for the topic;
  - has met all attendance requirements; and
  - obtains at least a pass level grade in any specific component of assessment for the topic where this is explicitly stated to be a formal requirement for the successful completion of the course or topic.

A student with a disability, impairment, or medical condition who seeks reasonable adjustments in the teaching or assessment methods of a topic on the basis of his/her disability may make a request to the Lecturer-in-charge or the Disability Liaison Officer as soon as practicable after enrolment in the topic. Any such reasonable adjustments must be agreed in writing between the student and the Lecturer-in-charge and must be in accordance with related University policy. A student who is dissatisfied with the response from the Lecturer-in-charge may appeal in writing to the Faculty Board.

Signature of Lecturer-in-charge

Date

Telephone number of Lecturer-in-charge: 8201 2336