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TOPIC OVERVIEW

Co-ordinating staff member: Professor Donald Pate
Office: Humanities, Room 110
Consultation: By appointment
Phone: 8201 2067
Email: donald.pate@flinders.edu.au
Units: 4.5
Level: Second Year
Duration: Semester 1
Lecture: 1 hour
Seminar: 1 hour
Class Contact:

Topic Attribute: ARCH 2205

Topic Description
This topic provides an introduction to Human Evolution employing theories and methods derived from Biological Anthropology. Anthropology consists of four sub-disciplines: Cultural Anthropology, Archaeology, Biological Anthropology and Sociolinguistics. Biological Anthropologists study interactions between culture, biology and human behaviour in ancient and contemporary societies. In this topic, human evolution and behavioural diversity are addressed from a bio-cultural perspective. Subject matter includes primate evolution and ecology, hominid adaptations, and bio-cultural interactions in a range of past and contemporary societies. The primary goal of the topic is to facilitate student assessment of the roles of biological and cultural variables in the emergence of human behavioural diversity.

Topic Aims
The primary aim of the topic is to provide students with a basic understanding of the roles of biological and cultural variables in the emergence of human behavioural diversity. At the completion of the topic, students will be familiar with physical and behavioural variability in non-human primates, early hominids and modern humans. In addition they will be able to provide explanations for the origins and diversification of culture and humankind employing theories and methods derived from evolutionary biology, biological anthropology, cultural anthropology, and archaeology.

Teaching and Learning in this Topic
A weekly lecture is supplemented by seminars which provide students with case studies to demonstrate various principles and applications.
LECTURE TIME

Friday 1-2, Social Sciences North Room 102

SEMINAR TIME

Friday 2-3 Humanities Room 281

Seminars Begin in Week 2

For weekly seminars read and think carefully and critically about the assigned readings, take notes on the readings, and prepare questions to stimulate discussion. Also be prepared to answer questions from other seminar members.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>One in class mid-semester exam</th>
<th>50%</th>
<th>29th April 2011</th>
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<tbody>
<tr>
<td></td>
<td>One in class end of semester exam</td>
<td>50%</td>
<td>10th June 2011</td>
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TOPIC WORKLOAD & CONTACT HOURS
The University expects you to do two hours of learning activities a week during semester for each unit of any topic you take. That means on average you need to aim at about 12 hours per week learning activities in this topic. In many weeks you will attend 2 hours of classes but in addition you are expected to do other things including the following:
Seminar and Lecture Readings, Review of Lecture and Seminar Notes, Preparation for Oral Seminar Presentation and for Exams

COMMUNICATION WITH TEACHING STAFF
If you need to contact staff, we prefer that you use email (see addresses on the front cover of the handbook). Individual staff will let you know the best times for you to make appointments to see them if you need to do this. Staff will also use email or WebCT to send out notes and information to students.
Please make sure that you activate your university email account and check it regularly.
### Lecture Outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4 March</td>
<td>Introduction to Evolutionary Theory</td>
<td>P: Ch 1-3; R: Ch 1-2; A: Ch 1</td>
</tr>
<tr>
<td>2</td>
<td>11 March</td>
<td>Micro-evolution and Macro-evolution</td>
<td>P: Ch 4-6; R: Ch 3, 10</td>
</tr>
<tr>
<td>3</td>
<td>18 March</td>
<td>Reproductive Strategies</td>
<td>A: Ch 11; P: Ch 8; R: Ch 7-8</td>
</tr>
<tr>
<td>4</td>
<td>25 March</td>
<td>Human Sexuality</td>
<td>A: Ch 11, 15; P: Ch 7</td>
</tr>
<tr>
<td>5</td>
<td>1 April</td>
<td>Primate Evolution</td>
<td>P: Ch 7-12; R: Ch 11-14</td>
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<tr>
<td>6</td>
<td>8 April</td>
<td>The Genus Homo</td>
<td></td>
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<tr>
<td>Break</td>
<td>11 – 22 April</td>
<td>No lectures</td>
<td></td>
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<tr>
<td>7</td>
<td>29 April</td>
<td>Mid-Semester Exam</td>
<td></td>
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<tr>
<td>8</td>
<td>6 May</td>
<td>Human Variation</td>
<td>P: Ch 14; R: Ch 4</td>
</tr>
<tr>
<td>9</td>
<td>13 May</td>
<td>Human Micro-evolution</td>
<td>P: Ch 15; R: Ch 15</td>
</tr>
<tr>
<td>10</td>
<td>20 May</td>
<td>Human Diet and Nutrition</td>
<td>P: Ch 15; R: Ch 15</td>
</tr>
<tr>
<td>11</td>
<td>27 May</td>
<td>Video: Disease</td>
<td>P: Ch 13; R: Ch 15</td>
</tr>
<tr>
<td>12</td>
<td>3 June</td>
<td>Human Health and Disease</td>
<td>P: Ch 13; R: Ch 15</td>
</tr>
<tr>
<td>13</td>
<td>10 June</td>
<td>End of Semester Exam</td>
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Readings: P = Park; R = Relethford; A = Alcock

### Reading and Topic Materials

#### Books and Journals

**Text Book**


**Supplementary Texts**


Reference Books
Reference Books (cont.)


Journals
American Journal of Physical Anthropology
Animal Behaviour
Annual Review of Anthropology
Behavioral Ecology and Sociobiology
Behavioural and Brain Sciences
Behavioural Biology
Behavioural and Neural Biology
Brain and Behavioural Sciences
Contributions in Primatology
Current Anthropology
Ethology and Sociobiology
Evolution
Evolution and Human Behavior
Evolution and Development
Evolutionary Anthropology
Evolutionary Biology
Evolutionary Ecology
Evolutionary Theory
Evolutionary Theory and Review
Homo
Human Biology
International Journal of Osteoarchaeology
Journal of Archaeological Science
Journal of Heredity
Journal of Human Evolution
Journal of Personality and Social Psychology
Journal of Psychology and Human Sexuality
Journal of Sex Research
Psychological Inquiry
Psychological Review
Scientific American: Discovering Archaeology
Social Behavior and Personality
Trends in Ecology and Evolution
Yearbook of Physical Anthropology
Seminar Schedule

Week 1  No Seminar

Week 2  Natural Selection
11 March
Seminar Paper

Related References

Week 3  Sexual Selection and Reproductive Success:
18 March  Social Dominance

Seminar Paper

Related References

Week 4  Sexual Selection and Reproductive Success:
25 March  Infanticide

Seminar Paper

Related References
Week 5    Sexual Selection and Reproductive Success:
1 April    Child Abuse

Seminar Paper

Related References

Week 6    Sexual Selection and Reproductive Success: Rape
8 April

Seminar Paper

Related References

MID-SEMESTER BREAK

Week 7    No Seminar
29 April    In-Class Exam,  1-2 pm, Social Science North Room 102
Week 8  Sexual Selection and Reproductive Success
6 May  Male Promiscuity- Polygyny, Extra-marital Sex, Casual Sex, Homosexuality

Seminar Paper

Related References

Week 9  Sexual Selection and Reproductive Success: Prostitution
13 May

Seminar Paper

Related References
Week 10  Culture, Gender and Suicide
20 May

Seminar Paper

Related References

Week 11  Diet and Health
27 May

Seminar Paper

Related References
Week 12  Agriculture, Civilization and Health
3 June

Seminar Paper
   *Natural History* 9:12-18.

Related References
   60:395-405.
Webb, S.G. (1984) Intensification, population and social change in southeastern Australia:
   The skeletal evidence. *Aboriginal History* 8:154-172.

Week 13  No Seminar
10 June  In-Class Exam, 1-2 pm, Social Science North Room 102
**Attendance and Preparation**

Attendance at lecture and tutorials is required. **You must attend 80% of all tutorials.** Further absences must be explained to the satisfaction of your tutor—a medical certificate or counsellor’s letter may be necessary. Unsatisfactory attendance at lectures and tutorials may lead to a reduction of grade including a fail grade. Additional written work may be required following an absence.

Your tutors will be happy to discuss your essay/tutorial paper with you at the planning stage but will not normally read a draft essay prior to submission and marking.

**Office Opening Hours**

The Undergraduate Student Services Office, Humanities Room 254/256A, will be open Mondays-Fridays from 8.30am to 5pm.

**Written Work Submission/Collection**

All written work for submission to Archaeology should have an Archaeology cover sheet and be placed in the essay box situated at the top of the stairs (north-west corner) of the Humanities Building, **BY 4PM ON THE DUE DATE.** (There is also an after-hours essay chute in the Humanities Courtyard, outside of room 133).

Written work will be returned in lectures/tutorials.

Any uncollected essays can be picked up from Humanities room 267.

**Presentation of Papers**

You should have a copy of the Flinders study skills handbook (Ian 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 coversheet page which shows your tutor’s name and seminar time as well as assignment title and your name, together with other information. You must fill out the coversheet 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.

(e) Number each page, staple all together.

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

Method of Citation

The Harvard Method should be used in all written work. See a current copy of the journal Australian Archaeology as a model for referencing style. Copies are available at UniBooks or the Flinders library.
USING THE WEB AS A RESOURCE
The World Wide Web is a rich source of information. The Archaeology web 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.

Evaluating Web Pages
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.

INCLUSIVE LANGUAGE
Please note that the terms ‘Indigenous’, ‘Indigenous Australians’ and ‘Indigenous people’ are now gaining increasing currency as inclusive terms.
### Final Grades

| 85–100 | High Distinction | HD |
| 75–84  | Distinction     | DN |
| 65–74  | Credit          | CR |
| 50–64  | Pass            | P  |
| 0–49   | Fail            | F  |

**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.
ACADEMIC INTEGRITY
The University's policies can be found in Section C of the 2011 Student Related Policies and Procedures Manual (see below) and they are also summarised in the Enrolment Guide, as well as available online. These policies refer to various forms of academic dishonesty, including dishonesty in examinations, plagiarism, falsification of data, and giving and accepting assistance in a piece of assessed individual work. According to University policy, plagiarism consists of using another person's words or ideas as if they were your own. It can take the following forms:

- Presenting substantial extracts from books, articles, theses, other published or unpublished works 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 a case, 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.

Staff in the Archaeology Department take a very serious view of academic dishonesty. Of special concern is the failure in written assignments to acknowledge that words or ideas taken from another person are in fact the work of that other person. Students working in pairs or in 'study groups' need to take particular care that any collaboration does not extend to the actual writing of individual assignments unless the lecturer in the topic has indicated that this is what is required or permissible. Several students have already been warned, and in some instances penalised, for failing to adhere to the standards set out in the University policy. Conveners of topics may report serious cases to the Examinations Board. Students who continue to plagiarise may fail the topic or face exclusion from the School or the University.

All students at Flinders University should complete the Academic Integrity on-line training program available through FLO to ensure they are fully conversant with the relevant policies and guidelines. The FLO Academic Integrity site contains:
- a definition of academic integrity and its importance
- tips on how to avoid plagiarism
- tips on how to avoid collusion
- tips on how to avoid being accused of academic dishonesty
- examples

It is the responsibility of every student enrolled at Flinders University to ensure they are fully aware of the relevant policies and guidelines. If you are in doubt about what constitutes academic dishonesty, speak up early!

Section C – Assessment and Teaching
Student Related Policies and Procedures - 2011

1 Preamble
All students and staff have an obligation to understand and respect the rules and practice of academic integrity. It is therefore expected that students and staff will adhere to high standards of academic integrity. The University will provide resources to assist students and staff to be aware of their responsibilities. It is expected that academic staff will provide appropriate guidance, support and feedback to assist students to become familiar with the normal academic conventions relevant to their discipline. This policy is consistent with Education at Flinders, the Policy on Research Practice, the Research Higher Degrees Policies and Procedures and the AVCC Universities and their Students: Principles for Provision of Education by Australian Universities.

2 Academic Integrity
2.1 Academic integrity means that all work which is presented is produced by the student alone, with all sources and collaboration fully acknowledged.
2.2 Any failure to meet the requirements of academic integrity in any form of academic work will be regarded as a breach of the requirements of academic integrity and, depending on the circumstances and the nature of the breach, consequences including penalties may be expected to follow. Breaches of academic integrity may include plagiarism, collusion, fabrication, falsification, double submission of work and misconduct in examinations.

2.2.1 Plagiarism

Plagiarism is the use of another person's words or ideas as if they were one's own. It may occur as a result of lack of understanding and/or inexperience about the correct way to acknowledge and reference sources. It may result from poor academic practice, which may include poor note taking, careless downloading of material or failure to take sufficient care in meeting the required standards. It may also occur as a deliberate misuse of the work of others with the intent to deceive. It may include, but is not restricted to:

- presenting extracts, without quotation marks and/or without appropriate referencing, from books, articles, theses, other published or unpublished works, films, music, choreography, working papers, seminar or conference papers, internal reports, computer software codes, lecture notes or tapes, numerical calculations, data or work from another student. In such cases, it is not adequate merely to acknowledge the source. This applies to material accessed in hard copy, electronically or in any other medium;
- close paraphrasing of sentences or whole paragraphs with or without acknowledgement by referencing of the original work;
- adopting ideas or structures from a source without acknowledgment;
- using source codes and data from other's work without acknowledgement;
- 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.

2.2.2 Collusion

Collusion occurs when a student submits work as if it has been done individually when it has been done jointly with one or more other person unless the topic coordinator has indicated that this is acceptable for the specific piece of work in question.

2.2.3 Other breaches of the requirements of academic integrity

Other breaches of the requirements of academic integrity may include:

- fabrication or falsification of data or results of laboratory, field or other work;
- submission of the same piece of work for more than one topic unless the topic coordinator(s) have indicated that this procedure is acceptable for the specific piece of work in question;
- providing another student with the means of copying an essay or assignment.

2.2.4 Breaches of the requirements of academic integrity in examinations

Breaches of the requirements of academic integrity may occur in the examination process and may include, but is not restricted to:

- being in possession of any material or device which contains or conveys, or is capable of conveying, information concerning the subject matter under examination, other than where this is permitted under the University's Assessment Policy or by an examiner;
- directly or indirectly giving assistance to any other student;
- directly or indirectly accepting assistance from any other student;
- permitting a student to copy from or otherwise use another student's papers;
- obtaining or endeavouring to obtain, directly or indirectly, assistance during the examination or giving or endeavouring to give, directly or indirectly, assistance to any other student.

3 Responsibilities

3.1 The University

The University is responsible for:

- providing information about this policy to all students and staff, including those staff employed by partner institutions to deliver Flinders University topics;
- taking steps to ensure consistent and equitable application of this policy;
- taking steps to ensure timely investigation of allegations of breaches of academic integrity;
- providing access to an appeal process;
- maintaining the Academic Integrity Management component of the University website.
3.2 Staff
Staff are responsible for:
- being aware of the policies and procedures in relation to academic integrity; providing examples of good academic practice by appropriately acknowledging the work of others in their teaching and research;
- familiarising themselves with the information provided on the Academic Integrity Management component of the University website;
- providing clear instructions to ensure students are aware of common conventions in relation to expectations of academic integrity, as well as the specific requirements of the disciplines;
- determining whether electronic text matching software is to be used, and if so, complying with the Protocols for the Use of Electronic Text Matching Software (Appendix A);
- providing students with appropriate guidance, learning activities and feedback on academic integrity;
- communicating to students the assessment methods and expectations relating to academic integrity;
- communicating to students the acceptable level of working together and how their work will be individually or jointly assessed;
- designing assessment tasks that minimise the potential for breaches of academic integrity.

3.3 Executive Deans
Executive Deans are responsible for:
- ensuring that Heads of Academic Organisational Units (AOU) or nominees understand their responsibilities under this policy;
- taking steps to ensure that the policy is implemented.

3.4 Students
Students are responsible for:
- submitting original work for assessment which meets the requirements of academic integrity;
- informing themselves about the expectations of the University and relevant discipline by utilising the information provided by the University and staff. The University has made available the Academic Integrity Management component of the University website and electronic text matching software for this purpose;
- taking advantage of the education opportunities provided for education on academic integrity, and seeking additional assistance if required;
- adhering to any instructions given by staff about the acceptable level of working together and how their work will be individually or jointly assessed;
- acknowledging that they are aware of, and have met the requirements of academic integrity, by signing an appropriate statement with all assessed work.

4 Procedures to be followed when a breach of the requirements of academic integrity is alleged to have occurred

4.1 Plagiarism, collusion and other breaches of the requirements of academic integrity
4.1.1 When an assessor believes that a student has breached the requirements of academic integrity, the assessor will ensure that a check is made of the confidential register (refer to clause 6) to determine if the student has previously breached the requirements of academic integrity.
4.1.2 Where an assessor believes that the breach has resulted from a misunderstanding of academic conventions or poor academic practice, the assessor, taking into account any information in the confidential register, must:
- counsel the student about appropriate academic practice; and, either:
- mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- require that the student resubmit the work, in whole or in part, with or without imposing a maximum mark achievable.

A record of the nature of the breach, the action taken and the fact that the student has been advised of appropriate academic practice will be made in the confidential register using the specified proforma.
4.1.3 Where an assessor, after discussing the matter with the student, believes that there has been a breach, which is not the result of a misunderstanding of academic conventions or poor academic practice, or where the information in the confidential register makes it appropriate to refer the matter further, the assessor will supply the Head of the Academic Organisational Unit (or nominee) with the piece of work and a written statement of reasons for the belief that a breach has occurred. If the Head of Academic Organisational Unit (or
nominee) is the assessor concerned, he or she will refer the matter to the Executive Dean of the Faculty (or nominee).

4.1.4 When receiving a report of an alleged breach, the Head of Academic Organisational Unit (or nominee) will inform the student in writing of the allegation and will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. Should the student refuse to attend the interview or participate in an alternative process, the Head of the Academic Organisational Unit (or nominee) will determine, on the evidence available, what action to take in accordance with sub-clause 4.1.5 below.

4.1.5 If the Head of Academic Organisational Unit (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action will be chosen, taking into account the extent of the breach, any information in the confidential register and whether or not there are significant extenuating circumstances:

- direct the assessor to mark the piece of work concerned, taking full account of deficiencies in achieving intended learning outcomes; or
- following consultation with the assessor, provide the student with the opportunity to resubmit the work, in whole or in part, with or without imposing a maximum mark achievable; or
- award zero marks for the piece of work in which the breach has occurred; or
- award a Fail grade for the whole topic of which the piece of work concerned is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
- refer the matter to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.1.6 The Head of Academic Organisational Unit (or nominee) will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

4.4 Breaches of the requirements of academic integrity in examinations

When a student is alleged to have breached the requirements of academic integrity in an examination, the procedures to be followed will be:

4.4.1 At the discretion of the Chief Examination Supervisor, the student will be dismissed from the examination room.

4.4.2 A written report of the incident will be provided to the Head of the relevant Academic Organisational Unit by the Chief Examination Supervisor. The student will be provided with a copy of the report and advised of the possible action that may follow.

4.4.3 After receiving a report of an alleged breach of academic integrity in an examination, the Head of Academic Organisational Unit (or nominee) will ensure that a check is made of the confidential register to determine if the student has previously breached the requirements of academic integrity. The Head of Academic Organisational Unit (or nominee) will contact the student by the most appropriate means to conduct an interview. If the student is unable to attend an interview, an alternative process will be put in place. The student may be accompanied at the interview by a staff or student member of the University or an employee of the student associations. Where the student is unable to attend the interview, an alternative means of support may be put in place. If the student refuses to attend the interview or participate in an alternative process, the Head of the Academic Organisational Unit (or nominee) will proceed to determine, on the evidence available, what action to take in accordance with sub-clause 4.4.4 below.

4.4.4 If the Head of Academic Organisational Unit (or nominee) determines that the student has breached the requirements of academic integrity, one of the following courses of action may be selected, taking into
account the extent of the breach, information in the confidential register and whether or not there are significant extenuating circumstances:

- award zero marks for the examination; or
- award a Fail grade for the whole topic of which the examination is a part, and, recommend to the Examinations Board if special/supplementary assessment is to be awarded; or
- refer the matter to the Vice-Chancellor to be dealt with under Statute 6.4 Student Conduct.

A record of the nature of the breach and the action taken will be made in the confidential register using the specified proforma.

4.4.5 The Head of Academic Organisational Unit (or nominee) will provide in writing to the student:

- a summary of the interview or alternative process;
- the decision;
- the reasons for the decision;
- advice that the student's name has been included in the confidential register;
- a copy of any information placed in the confidential register; and
- advice of the right to lodge an appeal if the student believes there are grounds for appeal, including information on the procedures, specified in Clause 5 below, to be followed in lodging an appeal to the Student Appeals Committee.

5 Appeals

5.1 A student who wishes to appeal against the action taken against them by a Head of Academic Organisational Unit (or nominee) or a Higher Degrees Committee, as the result of an allegation of a breach of the requirements of academic integrity, may appeal to the Student Appeals Committee unless the matter has been referred to the Vice-Chancellor under the terms of Statute 6.4 Student Conduct in which case the provisions of that statute apply.

5.2 An appeal to the Student Appeals Committee must be lodged with the Director, Academic and Student Services within 20 working days of the date of the notification of the decision. Such an appeal may only be made on one or more of the following grounds: the appropriate policy was not adhered to or correct procedures were not followed in considering the matter; the decision was made without due regard to facts, evidence or circumstances; the action taken was too harsh.

The Director, Academic and Student Services will acknowledge receipt of the appeal within 10 working days.

5.3 The appeal must:

- be accompanied by a copy of the letter which the student has received from the Head of Academic Organisational Unit (or nominee) or Higher Degrees Committee about the decision made as a result of the allegation of a breach of the requirements of academic integrity; indicate the grounds for the appeal and provide evidence in support of the case for the appeal; and specify what outcome is being sought.

6 Recording of breaches of this policy

6.1 A confidential register will be maintained by the Director, Academic and Student Services.

6.2 Assessors, Heads of Academic Organisational Units (or nominees), or Higher Degrees Committees, must inform the Director, Academic and Student Services, using the specified proforma, of all breaches of the requirements of academic integrity which are reported to them under the provisions of Clauses 4.1, 4.2, 4.3 and 4.4 above and which have been substantiated.

6.3 The Director, Academic and Student Services will ensure that the information detailed in the proforma is recorded in the confidential register.

6.4 The secretary to the Student Appeals Committee or of any committee or board set up under the provisions of Statute 6.4 Student Conduct must ensure that the record in the confidential register of breaches of the requirements of academic integrity reflects the outcome of an appeal.

6.5 Where an allegation of a breach of the requirements of academic integrity is found to be substantiated this information will not be printed on student academic transcripts.

6.6 Requests from staff for information contained in the confidential register will be made in writing to the Director, Academic and Student Services.
# ACADEMIC CALENDAR 2011

<table>
<thead>
<tr>
<th>Semester</th>
<th>Week Commencing</th>
<th>Census Date/Public Holiday</th>
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<tbody>
<tr>
<td><strong>SEMESTER 1</strong></td>
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<tr>
<td>Orientation</td>
<td>21 February</td>
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<tr>
<td>Week 1</td>
<td>28 February</td>
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<td>Week 2</td>
<td>7 March</td>
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<td>Week 3</td>
<td>14 March</td>
<td>Adelaide Cup Day</td>
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<td>Week 4</td>
<td>21 March</td>
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<tr>
<td>Week 5</td>
<td>28 March</td>
<td>Census date 31/3/10</td>
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<tr>
<td>Week 6</td>
<td>4 April</td>
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<tr>
<td><strong>Mid Semester Break</strong></td>
<td>11 – 22 April</td>
<td>Easter 22/4 - 26/4/10</td>
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<tr>
<td>Week 7</td>
<td>25 April</td>
<td>Anzac Day</td>
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<td>Week 8</td>
<td>2 May</td>
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<td>Week 9</td>
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<td>Week 11</td>
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<td>Week 12</td>
<td>30 May</td>
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<td>Week 13</td>
<td>6 June</td>
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<tr>
<td>Week 14</td>
<td>13 June</td>
<td>Queen's Birthday</td>
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<td><strong>Assessment</strong></td>
<td>20 June – 1 July</td>
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<tr>
<td><strong>Semester Break</strong></td>
<td>4 – 22 July</td>
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<tr>
<td><strong>SEMESTER 2</strong></td>
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<tr>
<td>Week 1</td>
<td>25 July</td>
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<td>Week 2</td>
<td>1 August</td>
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<td>Week 5</td>
<td>22 August</td>
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<tr>
<td>Week 6</td>
<td>29 August</td>
<td>31/8/10 Census Date</td>
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<td>Week 7</td>
<td>5 September</td>
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<td>Week 8</td>
<td>12 September</td>
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<td><strong>Mid Semester Break</strong></td>
<td>19 - 30 September</td>
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<tr>
<td>Week 9</td>
<td>3 October</td>
<td>Labour Day</td>
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<td>31 October</td>
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<tr>
<td>Week 14</td>
<td>7 November</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>14 - 25 November</td>
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</tbody>
</table>
CRITICAL ENROLMENT DATES 2011

Semester 1 Topics

Thursday 10 March  Last day to pay Semester 1 up-front student contribution amounts and tuition fees

Friday 11 March  Last day to enrol in new topics. If you enrol in topics on Friday 11 March 2011 up-front student contribution amounts and tuition fees will be due immediately upon enrolment.

Thursday 31 March  Census Date
- Last Day to purge topics from student record
- Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)

Friday 13 May  Last day to withdraw without failure (WN)

Friday 17 June  Last day to withdraw (WF)

Semester 2 Topics

Friday 5 August  Last day to enrol in new topics

Wednesday 10 August  Last day to pay Semester 2 up-front student contribution amounts and tuition fees

Wednesday 31 August  Census Date
- Last day to purge topics from student record
- Last day to withdraw without incurring student contribution amounts, tuition fees, or consuming Student Learning Entitlement (SLE)

Friday 7 October  Last day to withdraw without failure (WN)

Friday 11 November  Last day to withdraw (WF)

Non-Semester Topics

Last date to enrol  Last day of teaching or census date, whichever earlier

Census Date  First University working day after 20% of combined teaching and assessment period has elapsed.

Last day to withdraw without failure  2/3 through the teaching period for the topic or the census date, whichever is later

Last day to withdraw  Last day of teaching or last day to withdraw without failure, whichever is later
Flinders University

STATEMENT OF ASSESSMENT METHODS – 2011
SCHOOL OF HUMANITIES

Students’ attention is drawn to the Student Related Policies and Procedures Manual 2011 (http://www.flinders.edu.au/ppmanual/student.html), which outlines the University’s Assessment Policy.

Topic number and title: ARCH 2205 Human Evolution: Bio-Cultural Perspectives

Year in which the topic is being taught: 2011

Date on which this statement was handed to students: 4th March 2011

Duration of topic (Semester 1 or 2, Full Year): Semester 1

Academic Organisational Unit(s) responsible for topic (Department/School): Department of Archaeology

Topic Coordinator: Professor Donald Pate

Telephone number of Topic Coordinator: 8201 2067

*Topic Coordinators do not need to complete this section*

Expected student workload including contact hours:

For a 4.5 unit topic: 9 hours per week
For a 6 unit topic: 12 hour week

For further information see: http://www.flinders.edu.au/ppmanual/student/SecC_expected.html

Topic Learning Outcomes: On completion of this topic students will be able to:

* Provide explanations for the origins and diversification of culture and humankind employing theories and methods derived from evolutionary biology, biological anthropology, cultural anthropology, and archaeology

* Critically evaluate the utility of evolutionary theory in addressing past and contemporary human behavioural variability

* Critically evaluate behavioural differences and similarities between humans and contemporary non-human primates.
Details of assessable work in topic. (Optional forms of assessment, where permitted, also detailed):

<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>One Mid-Semester Exam</td>
<td>50%</td>
<td>29 April 2011 by 2pm</td>
<td>Possible failure of topic (see below)</td>
<td>Within one month of submission</td>
</tr>
<tr>
<td>One End of Semester Exam</td>
<td>50%</td>
<td>10 June 2011 by 2pm</td>
<td></td>
<td></td>
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</tbody>
</table>

* Extensions may be granted by a topic coordinator where the following criteria apply:
  * the student has made a written request for an extension prior to the due date for the assessment item;
  * the student has justified the request on the basis of unforeseen individual circumstances that are reasonably likely to prevent completion of the assessment by the specified due date.

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:

**All pieces of work should be completed and submitted by the due date.**

Marks will be deducted from papers submitted after the deadline unless a formal extension has been granted. The policy on extensions will be administered as follows:

- Extensions must be sought before the deadline elapses unless medical or other serious reasons make that impossible.
- A medical certificate and/or counsellor’s letter will normally be required to qualify for an extension. Arrange this directly with your lecturer/tutor.
- Late papers will attract a reduction in marks of 2% for each working day that the assignment is late. **However,** if the essay is overdue please do not assume your position is irretrievable at this point. **Always** talk to your tutor if you are experiencing difficulties in getting work in on time.
- Where an extension has been granted, no penalty will apply if the work is handed in by the agreed revised date.

ALL work must be typed. All work is to be placed in the assignment box at the top of the stairs (north-west corner) of the Humanities Building (or in the after-hours assignment chute in the Humanities Courtyard, outside of room 133). **Failure to submit work or attend 80% of the classes will normally mean failure in the topic.** An overall grade of P or better must be achieved to pass ARCH 2205

**Attendance is compulsory. 80% of classes must be attended.**
STATEMENT OF ASSESSMENT METHODS – 2011

Detection of Breaches of Academic Integrity

Staff may use a range of methods (including electronic means) to assist in the detection of breaches of academic integrity. In addition, the University makes available for staff and student use the electronic text matching software application – SafeAssign.

Will the electronic text matching software application SafeAssign be used?: No

Will scaling procedures be used in determining marks for each piece of work or for determining the final topic grade? No

May assessment exercises be resubmitted after revision for re-marking? No (Exams Only)

The circumstances under which assessment exercises may be resubmitted, the form this may take and the maximum mark obtainable are as follows:

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 Topic Coordinator of the topic for special consideration. The preferred method of application is: E-mail

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

• **Medical/Compassionate** – a student who is unable to sit or complete the original examination due to medical or compassionate reasons may apply for supplementary assessment. If the illness or special circumstance prevents the student from sitting or completing 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 (other than an examination) 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 Topic Coordinator 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 Topic Coordinator and must be in accordance with related University policy. A student who is dissatisfied with the response from the Topic Coordinator or with provisions made for reasonable adjustments to teaching or assessment methods may appeal in writing to the Faculty Board.

..........................................................................................................................................................       ...............
Signature of Topic Coordinator Date

SPJ:rh  08.12.09