Department of Archaeology

Honours Handbook
2011

School of Humanities • Flinders University
Adelaide • South Australia

FOR FURTHER INFORMATION

Professional Practice & Postgraduate Services
Room 211 Humanities
Telephone: 8201 2637 Fax 8201 2784
Web: http://ehl.flinders.edu.au/archaeology/
# TABLE OF CONTENTS

1. Archaeology Staff ............................................................................................................. 3
2. General Information .......................................................................................................... 4
3. Entry into the Honours Program ....................................................................................... 6
   3.1 Honours Entry Requirements ................................................................................... 6
   3.2 Procedures ................................................................................................................ 7
   3.3 Thesis Research Proposals ....................................................................................... 7
4. Supervision ........................................................................................................................ 8
5. Archaeology Seminars ...................................................................................................... 8
   5.1 Seminar Participation ............................................................................................... 8
6. Writing the Thesis ............................................................................................................. 9
   6.1 Written Requirements: Thesis ................................................................................ 9
   6.2 Preparing a Research Design: Purpose .................................................................... 9
   6.3 Components of the Research .................................................................................. 10
   6.4 Research Design References .................................................................................. 11
   6.5 Potential Archaeology Honours Projects and Supervisors ...................................... 12
   6.6 Plagiarism ............................................................................................................... 15
   6.7 Gender Neutral Language ...................................................................................... 15
   6.8 Ethics Committee ................................................................................................... 15
   6.9 Grants-in-aid ........................................................................................................... 15
   6.10 ACIL Lab ............................................................................................................. 15
7. Submission Dates ............................................................................................................ 16
   7.1 Submission of Thesis Draft .................................................................................... 16
   7.2 Final Submission Dates .......................................................................................... 16
8. Presentation of Thesis ..................................................................................................... 17
9. Assessment Procedures ................................................................................................... 18
   9.1 Thesis Evaluation ................................................................................................... 18
   9.2 Honours Thesis Assessment ................................................................................... 19
   9.3 Exemptions/Extensions/I Grades .......................................................................... 20
   9.4 Disputes Procedures ............................................................................................. 20
10. Prerequisites for Higher Degree Research ...................................................................... 20

Academic Calendar 2011 ......................................................................................................... 21
Critical Dates 2011 ................................................................................................................ 22

---

A pdf version of this handbook will be available on-line at:

All attempts have been made to confirm the information within this handbook is correct at time of printing (February 2011). However, please note that this is not an official University publication - for detailed university policy, you should consult the Flinders University Course Information 2011 booklet.
# 1. Archaeology Staff and their main fields of interest

<table>
<thead>
<tr>
<th>Academic Staff</th>
<th>Main fields of interest</th>
</tr>
</thead>
</table>
| **Associate Professor Heather Burke**  
BA (Hons), PhD (New England)  
Room H107, Phone: 8201 3795  
email: heather.burke@flinders.edu.au |  
Social identity and material culture  
Standing Structures and style  
Ideology and capitalism  
Archaeology of World War II  
The frontier and contact  
Working class archaeology  
Heritage interpretation & the uses of archaeology  
Archaeology of the Chinese in Australia |
| **Dr Alice Gorman**  
BA (Hons) (Melbourne), PhD (UNE)  
Room H0118, Phone: 8201 2803  
email: alice.gorman@flinders.edu.au |  
Stone artefacts and lithic analysis  
Historical archaeology and contact archaeology  
Cultural heritage management  
Space heritage  
Archaeology of gender |
| **Dr Jennifer McKinnon**  
BA (Florida), MS (Florida State)  
Room H280, Phone 8201 5875  
Email: jennifer.mckinnon@flinders.edu.au |  
Maritime archaeology  
Maritime cultural landscapes  
Historical archaeology  
Underwater cultural heritage management  
Spanish colonization |
| **Professor Donald Pate**  
BA, BS (San Diego), Grad Cert Tert Ed (Flinders), MA, PhD (Brown)  
Room H110, Phone: 8201 2067  
email: donald.pate@flinders.edu.au |  
Archaeological science  
Archaeological chemistry  
Bio-archaeology  
Environmental archaeology  
Palaeoecology, palaeoclimate  
Modern material culture |
| **Dr Amy Roberts**  
BA (Hons), PhD (Flinders)  
email: amy.roberts@flinders.edu.au |  
Indigenous archaeology  
Native Title and archaeology |
| **Professor Claire Smith**  
BA (Hons), PhD (New England)  
Room H108, Phone: 8201 2336  
email: claire.smith@flinders.edu.au |  
Australian Indigenous archaeology  
The archaeology of art  
Gender and material culture  
The archaeology of contact |
| **Dr Michael Morrison**  
BA (ANU), Grad Dip Education (UNE),  
BA (Hons) (Sydney), Grad Dip Arts (ANU), PhD (ANU)  
email: mick.morrison@flinders.edu.au |  
Indigenous archaeology  
Bio-archaeology and human osteology  
Museum studies  
Cultural heritage management |
2. **General Information**

The Honours Program is overseen by the Department of Archaeology Honours Committee, which consists of the Head of Department, the Director of Studies and the Honours & Higher Degree Coordinator. The purpose of the Committee is to:

1) Oversee admissions to the Honours Program.
2) Oversee the examination of Honours Theses.
3) Discuss any problems that arise with Honours students.

Students with average grades of DN or above customarily extend their studies into an Honours Program. Flinders offers a 36 unit fourth year Honours Course in Archaeology. Mid-year entry is no longer permitted, though it is possible to do Honours on a part-time basis.

All students who have completed Field Archaeology (ARCH1003), Cultural Heritage Management (ARCH2003), Archaeological Field Methods (ARCH2201), Archaeological Theory and Method (ARCH 3301) and Lab Archaeology (ARCH3201) will enrol in:

1. **ARCH 7011: Archaeology in Practice**
   
   This is a non graded pass topic, which is worth 4.5 units. Please see the separate topic handbook for details of assessment and expectations in this topic.

2. **ARCH 7012: Communicating Archaeological Research**

   This is worth 4.5 units and is the Honours Seminar topic. It is compulsory for all students, whether part time or full time, to attend the Thursday afternoon Archaeology Seminar Series and to give a presentation in this series during the last four weeks of Semester 2 of their final year. Attendance and participation in this topic, as well as the seminar presentation, are all assessable. Please see the separate topic handbook for details of assessment and expectations in this topic.

3. **ARCH8309A: Advanced Research Projects**

   This is worth 4.5 units and is the equivalent of the old HUMN7000. Please see the separate topic handbook for details of assessment and expectations in this topic.

4. **ARCH 7010: Honours Thesis (4.5 units)**

5. **ARCH7004A (9 units) and ARCH7004B: Honours Thesis (9 units)**

   Together these three topics constitute your thesis. An Archaeology Honours thesis is worth 22.5 units.
PLEASE USE THE ARCHAEOLOGY HONOURS TEMPLATE [OVER PAGE] TO ENSURE YOU UNDERSTAND WHICH TOPICS TO ENROL IN ACCORDING TO YOUR STATUS.
BACHELOR OF ARCHAEOLOGY
HONOURS DEGREE
2011
TEMPLATE

Student Name:      Student ID:

Please use this template to check your program prior to enrolment

To qualify for the Honours degree, a student must complete satisfactorily 36 units of study as specified in the following program of study, or in a program of study specified by the Honours Program Coordinator.

Full-time study

<table>
<thead>
<tr>
<th>2011</th>
<th>Topic</th>
<th>Unit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>ARCH7011  Archaeology in Practice</td>
<td>4.5</td>
</tr>
<tr>
<td>Semester 1</td>
<td>ARCH7012  Communicating Archaeological Research</td>
<td>4.5</td>
</tr>
<tr>
<td>Semester 1</td>
<td>ARCH8309A  Advanced Research Projects</td>
<td>4.5</td>
</tr>
<tr>
<td>Semester 1</td>
<td>ARCH7010  Honours Thesis</td>
<td>4.5</td>
</tr>
<tr>
<td>Semester 2</td>
<td>ARCH7004A  Honours Thesis</td>
<td>9</td>
</tr>
<tr>
<td>Semester 2</td>
<td>ARCH7004B  Honours Thesis</td>
<td>9</td>
</tr>
</tbody>
</table>

Part-time study

<table>
<thead>
<tr>
<th>2011</th>
<th>Topic</th>
<th>Unit value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>ARCH7011  Archaeology in Practice</td>
<td>4.5</td>
</tr>
<tr>
<td>Semester 1</td>
<td>ARCH8309A  Advanced Research Projects</td>
<td>4.5</td>
</tr>
</tbody>
</table>

| 2012            |                                                   |            |
| Semester 2      | ARCH7004A  Honours Thesis                         | 9          |
| Semester 3      | ARCH7004B  Honours Thesis                         | 9          |

| Semester 4      | ARCH7012  Communicating Archaeological Research   | 4.5        |
| Semester 4      | ARCH7010  Honours Thesis                          | 4.5        |

Students who wish to discuss Honours should contact the Honours and Higher Degree Coordinator as soon as possible, as a formal thesis proposal must be submitted by 1 December of the year prior to enrolment and must be approved prior to enrolment.

Students may wish to consider joint Honours (for example combining Archaeology with another area
such as History, Legal Studies, GIS, Australian Studies, Tourism, Biology, Earth Sciences, Palaeontology or Classics). In joint Honours programs where students undertake part of their Honours work in more than one academic area, it is assumed that the student has met the requirement normally set down for any student undertaking Honours work in the Department/Faculty. Therefore students wishing to undertake a joint Honours program must normally have fulfilled the requirements for entry to each of the Honours programs in which they will be undertaking Honours work. The Honours Coordinator from both Archaeology and the area in question should be consulted.

Cross-institutional enrolments in Honours topics may be possible. The Directors of Studies and the Honours Coordinators from both Archaeology and the area in question at the University of Adelaide or the University of South Australia should be consulted.

Interested students should not delay until publication of Third Year results before consulting their lecturers about attempting Archaeology Honours in the following year. Settling the field/s of enquiry you wish to undertake at an early stage can add valuable months to the time available for preliminary reading before formal enrolment. Students in second year should begin developing potential thesis topics with supervisors.

Students considering research in Indigenous archaeology need to be aware of the timeframes in gaining permission to access sites, materials or interviewees and approval from the Ethics Committee. These processes need to be commenced as soon as possible and need to be discussed with the Honours Coordinator and the supervisor(s) in Indigenous archaeology.

Honours work prepares students for higher level research. It is desirable that students take the opportunity offered to pursue studies that are suggested by personal interest. Potential Honours students are therefore invited to propose areas of interest for their special study. Students who have difficulty in identifying a specific Honours topic may seek the advice and suggestions of Archaeology staff members. Most Honours topics offered by Archaeology are research based, requiring a strong commitment from students to work on their own. An Honours program entails undertaking 36 units of study at Honours level.

In the first instance intending Honours students may consult any member of the Archaeology staff in order to learn the general requirements and conditions for undertaking Archaeology Honours. Having indicated area(s) of interest, an intending Honours student will then be directed to the Honours Coordinator who will indicate those members of staff who seem most likely to be able to assist with that next stage, which is for the student to submit a written proposal to the Department. If the proposal is approved, a supervisor and co-supervisor with whom the student will work will be appointed. Normally topics will not be approved by the Department unless an appropriate principal supervisor is available throughout the whole year in which the thesis work is to be completed.

3. Entry into the Honours Program

3.1 Honours Entry Requirements

Entry into Honours is by an application and selection process and is generally restricted to students who have completed a major in Archaeology with a Grade Point Average (GPA) of 5.25 overall and 5.75 in 24 units of upper-level topics. The following values are used to calculate GPA: HD-7, DN-6, CR-5, P-4, F, 0, WF-0. A non-graded pass like WN is not included in GPA calculations. Students who do not achieve a GPA of 5.25 may still apply. In addition, ARCH 1003 (Field Archaeology) and ARCH1004/3201 (Laboratory Archaeology), ARCH2003 Cultural Heritage Management, ARCH3301 (Archaeological Theory and Method) and ARCH2201 (Archaeological Field Methods) must be completed with a grade of CR or better, prior to Honours entry. Approval for enrolment in particular Honours thesis topics will be decided by the Department after it has considered the suitability of the proposed field of research, the perceived capacity of applicants to undertake it successfully, the availability of appropriate staff and related matters. Early entry to Honours, i.e. at the end of second year, is not available in Archaeology. Applications for mid-year entry into Honours are no longer possible. All students must have signed approval of their program before they enrol. Entry for other
students is possible by special permission. Students should contact the Honours Coordinator or the Director of Studies for further information.

Entry into the Honours program will take into consideration the appropriateness of the student's proposal, the perceived capacity of the student to carry out the program and the Department's capacity to supervise and/or engage appropriate additional external co-supervision. The committee will use the following guidelines when determining admission to the Honours program:

For applicants from outside Flinders University: evidence of proven ability in Archaeology or a related discipline.
For applicants from within Flinders University evidence that they have achieved a sufficiently high level (distinction or better) in second and third year topics forming part of the BA (Archaeology major) or the B. Archaeology courses.

*Honours students enrolled for the 2011 academic year MUST undertake a short ACIL laboratory tour in January or February at a time to be organized by one of the Technical Officers. Further details are given under section 6.10 of this handbook.

3.2 Procedures

The specific procedures regarding the Honours program are:

Honours research proposals must be submitted on or before 1 December of each year prior to enrolment.
As part of the proposal the student needs to show that he or she has discussed the project with a potential supervisor and has gained that person’s provisional agreement to supervise the topic.
The committee will meet no later than 15 December to determine admission to the Honours program.
Late applications for the Honours program may be considered, though Flinders Archaeology students may be required to show why they did not apply on time.

3.3 Thesis Research Proposals

A proposal for the thesis topic must be submitted for approval on or before 1 December of the year prior to enrolment. The proposal should include a provisional title, an indication of the nature and scope of the work (e.g. whether it is intended to take the form of original research or a critical survey of existing knowledge; what are the principal questions to be addressed, what secondary issues may also be examined, their significance to archaeology and how the work will be carried out), and a reference list of the preliminary reading on which their proposed thesis is based. The proposal should be approximately four or five pages long.

In addition to the specific research design, students are also required to submit an outline of their proposed program of study, including part- or full-time status.

Sample Honours proposals submitted by students in previous years are available on the department’s website: http://ehlt.flinders.edu.au/archaeology/department/facilities/ (see ‘Resources for students’), as well as a general guide to writing an Honours thesis proposal and what it should contain (‘What is a thesis proposal?’).
4. Supervision

The student must establish a mutually satisfactory, regular and frequent pattern of consultation with their supervisor. **This pattern must be maintained throughout the year.** There is a tendency for the pressure of work to lead to a dropping of contact toward the end of the year and although in some cases there may be a need to revise the pattern of supervision throughout the year, it is important to try and maintain regular contact toward the end of thesis writing. **It is equally important to ensure that sufficient time is allowed for your supervisor to critique your draft thesis prior to submission.** As a general rule **you should see your supervisor once a fortnight** (even if you have little to report). On average, consultations will be about 30 minutes though obviously there will be variations in this.

Supervisors may advise about the general direction of the student's work, indicate specific difficulties and areas that need attention, direct the student to pertinent references, offer advice on research methods and approaches and advise on presentation and organisation. **For the supervisor to be able to comment on the draft thesis prior to submission the work must be given to the supervisor at least four weeks before the final submission date.** Students can expect supervisors to be circumspect in advice on the final draft as it is imperative that the final submission be the original work of the student. However, students are strongly recommended to take full advantage and adequate account of criticisms and advice offered both by their supervisors and in the Honours seminar topic.

If students at any time during their program feel that they are not receiving adequate supervision it is their responsibility to contact the Honours Coordinator or the Head of Archaeology to request further assistance. **If you have a problem you should register it at the time and not in the light of dissatisfaction with grades received.**

5. Archaeology Seminars

A regular weekly series of seminars are normally presented every Thursday throughout the teaching year. All Honours students are required to attend and contribute to discussion at these seminars as part of their assessable work. These seminars allow students to be exposed to a wide range of topics presented by guest speakers from Adelaide and, where opportunity presents itself, from further abroad. All Honours students will also be required to present a seminar on their own chosen field of research at the end of Semester 2. Through the seminars with their opportunity for open debate, students will gain useful experience preparing and presenting research topics and also increase their confidence in approaching individual projects.

Students are required to attend the Seminar Series and to give a presentation on their research topic in the last four weeks of Semester 2 of their final year. This will be formally assessed as part of their completion of ARCH7012.

Participation in the Departmental seminar series is an important component of the Honours program and is an element in the student's overall assessment. **Attendance at the seminars is compulsory.**

**Seminar Workload and 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. In all weeks you will attend 2 hours of seminar but in addition you are expected to:

- Attend all seminars throughout first and second semester
- Present a work-in-progress seminar on your chosen thesis topic in second semester
- Actively participate in seminars by asking questions, raising issues or offering opinions and advice.
6. **Writing the Thesis**

6.1 **Written Requirements: Thesis**

Thesis length: 22.5 unit topic: 22,500 words ±10%

The word length of the thesis is non-negotiable. In the past, some honours theses have been well beyond the required word limit and due to individual circumstances, these theses have been accepted. **This is no longer the case and a thesis more than 10% beyond the specified word limit will NOT be accepted for examination.** All students are requested to provide the Honours and Higher Degree Coordinator with an electronic or disc copy (by CD or flashdrive) of the final version at the time of submission so that the word count can be checked.

Theses must be in no less than **12 point font and either 1.5 or double spacing**. A suitable academic standard is expected with attention being paid to spelling, punctuation, grammar and other standards as detailed earlier in this study guide. Students are recommended to refresh their memories of these guidelines and are particularly urged to ensure that they pay attention to bibliographic and footnoting information.

**The word limit for an honours thesis does NOT include:**

- The reference list
- The title page, abstract, table of contents, lists of figures or tables, acknowledgements or dedication.
- The appendices.

**It DOES include:**

Everything from the first page of your thesis (page 1 of the introduction) to the last page of your thesis (the final page of your conclusion). This means it includes **all** figure captions, **all** tables, epigraphs, footnotes, endnotes, chapter titles, and section titles.

6.2 **Preparing a Research Design: Purpose**


The purpose of a research design is just as it sounds—to guide research. In it the purpose of the research is formally enunciated and the course the research will take is laid out. All projects, from a first year essay to a PhD thesis or major consultancy report, involve research designs. Some projects require more elaborate research designs than others and they sometimes go by another name such as essay questions or hypotheses. The intent of all is the same however. Writing a research design clarifies thought by determining specifically what questions will be addressed and how they will best be answered. It therefore facilitates the collection of data by determining exactly what will be considered data for the purposes of answering the questions posed. It also facilitates analysis by establishing how the original data and the final conclusions will be related. Essentially, the research design makes explicit the assumptions and informal plans of the researcher.

For these reasons the design is usually written early in the research process. Its role as a plan or guide becomes irrelevant if it is written after the research is completed. It is an initial phase in the work and there are certain things that it cannot and is not expected to do. Firstly, it is not written in stone. No-one expects that the final report will exactly reflect the plans laid out in the research design. This would be both impossible and undesirable given the unexpected circumstances that inevitably appear during research and given the importance of remaining open to new or contradictory data. This being said, however, it is expected that the research design will continue to hold some relevance to the project and the research will not digress too far from the original plan. Secondly, it is not expected that the research design will hold ‘answers’ to the questions posed. If it does, the project itself would be pretty pointless. If ‘answers’ are known before the research is done, then the questions are probably too simplistic and more challenging ones need to be asked. Generally
a research design is derived from a theoretical question which builds on the expectation of a particular outcome. If the research question concerns the diet of early Adelaide residents then the expected outcome would probably be mutton and pork and an appropriate method to explore the question would be to analyse the assemblage from a privy or a midden used by early Adelaide residents.

In order to pose reasonable questions and probable outcomes, it is necessary to have some idea of what you want to research and why. For this reason the research design is not going to be the very first stage of the project. Before writing the formal design it is necessary to decide why the project is to be done and what areas are of interest. It is also necessary to do some preliminary reading in the general area of interest. If the site to be studied has already been investigated, as is often the case in consultancies, this will involve initial research into the history and background of the site. It can be difficult determining when the preliminary stage of research has been completed and academic research has begun. It is best to cut off preliminary reading as soon as a feel for the area has been obtained. At that point you should know enough to be able to write a reasonable research design. In turn this will allow you to guide further readings more closely, avoiding wasting time by researching material that will be extraneous to the project.

6.3 Components of the Research

Introduction
In this section the nature of the project is set out, including an explicit statement of the thesis being examined. If it includes the study of an archaeological site, the site is introduced here, including its location and any known background. The broad aims and goals of the project are identified and this should include some statement of the central thesis. The research questions should be both timely and significant. They should attempt to contribute meaningfully to our knowledge of the past. To do this they need to be related to some larger theory or body of knowledge and should not be related only to the site at hand. In this section the reasons why it is important that the research take place should be clearly and convincingly stated.

Related Research – Literature Review
Any site or materials studied and any theory tested must be placed in context. It is therefore necessary to briefly review other work that has been done on the area in question. This may include research on other sites of the same type, such as other sites of the people in question, related sites in the same geographical area, and the general history of the area. It should also include other work on the specific theories being tested, even if they are on other people or in other contexts. For example, if you are studying diet and want to use bone chemistry, it is advisable to review similar studies elsewhere.

Research Questions
The questions asked will probably be at several levels of complexity. The first may involve very basic questions about the site: where it is, when it was occupied, by whom and for what reasons. The second level of questioning attempts to determine the behaviour of the people at that site. What exactly were they doing there, how did they do it and why did they do it that way? At the third level of questioning the intent is to compare this specific site with other similar sites or with other aspects of the theory being examined. In this way the site is put into its larger context and activity there takes on greater meaning. Finally, questions are asked that attempt to explain the site at the level of general human behaviour. This is the fundamental purpose of archaeology and while it is very difficult to successfully achieve explanation at this level that is no excuse for not trying.

To be successful at exploring questions posed at any of these levels some means must be devised to link theory to empirical data. In other words, if you are asking questions about the adaptation of a group of people to changing environmental or social conditions it is necessary to think about what kind of evidence will be found for this adaptation archaeologically. While many questions are both timely and significant, they may not be amenable to archaeological testing.

Materials and Methods
This section provides a clear summary of all methods employed in relation to data gathering and analysis. These may include field and laboratory methods and statistical analyses.

**Results**

This section provides a brief overview of the results, including statistical analysis of data. Do not provide any interpretation of the results.

**Discussion**

Interpretation of the results against the background information provided about the site(s) or landscape and/or objects as described in the introduction and against the literature review. Your results may make a significant contribution to or challenge existing theories, methodologies, interpretative frameworks and discussion of results enables this to be drawn out and made explicit.

**Conclusions**

In this section it is necessary to reiterate the central hypothesis and summarise the results. The reasons for doing the research should be reiterated and the expected benefits to derive from it reviewed.

### 6.4 Research Design References

6.5 Potential Archaeology Honours Projects and Principal Supervisors

<table>
<thead>
<tr>
<th>Historical Archaeology</th>
<th>Associate Professor Heather Burke</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Archaeology of the Frontier and Contact</td>
<td></td>
</tr>
<tr>
<td>This is concerned with the dynamic process of contact between Indigenous people and Colonial Australians. It draws upon the methods of Indigenous and historical archaeology to analyse contact materials and places, such as mission sites and homesteads on the frontier, and looks at the creation of frontier myths as part of the legitimisation of white colonisation.</td>
<td></td>
</tr>
<tr>
<td>2. Standing Structures, Style and Social Identity</td>
<td></td>
</tr>
<tr>
<td>Style is linked to the creation and maintenance of social identity and this area of research examines how archaeologists obtain information about past social identity from the analysis of the style of standing structures.</td>
<td></td>
</tr>
<tr>
<td>3. European Constructions of Cultural Landscapes</td>
<td></td>
</tr>
<tr>
<td>This area looks at how the Colonial Australians created their own cultural landscapes literally on top of the Indigenous landscape. Landscape is linked to the process of social memory and this topic looks at how the colonisers sought to legitimise their possession of the land through creating their own landscapes of memory.</td>
<td></td>
</tr>
<tr>
<td>4. Archaeology of Multiculturalism</td>
<td></td>
</tr>
<tr>
<td>This is a long-term project with the people of Burra and Mintaro in South Australia. The project focuses on the archaeology of Australia’s multicultural heritage. It involves both excavation and public interpretations. The integration of archaeology and cultural tourism is fundamental to this project.</td>
<td></td>
</tr>
<tr>
<td>5. General Historical Archaeology</td>
<td></td>
</tr>
<tr>
<td>Almost anything involving the construction of gentility, artefact analysis, historic cemeteries and headstones, gender in historical archaeology, the archaeology of World War II, etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Archaeological Science, Forensic Archaeology</th>
<th>Professor Donald Pate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Australian Pleistocene-Holocene Climatic Variability</td>
<td></td>
</tr>
<tr>
<td>This research involves stable isotope analysis of archaeological, palaeontological and modern fauna to address climatic change associated with glacial and inter-glacial periods</td>
<td></td>
</tr>
<tr>
<td>2. Past Human Dietary Variability and Landscape Use</td>
<td></td>
</tr>
<tr>
<td>This research involves stable isotope analysis of archaeological and modern fauna and human remains to address past human dietary variability and landscape use.</td>
<td></td>
</tr>
<tr>
<td>3. Forensic Archaeology</td>
<td></td>
</tr>
<tr>
<td>This research involves the application of a range of archaeological methods and theories to various forensic contexts. One of the major areas of study involves analyses of human skeletal remains.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Native American Archaeology</th>
<th>Professor Donald Pate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adaptation and Diversity: Pre-Contact Native American Populations</td>
<td></td>
</tr>
<tr>
<td>Involves examination of the diverse habitats and behavioural adaptations of ancient populations in North America and South America prior to European contact.</td>
<td></td>
</tr>
</tbody>
</table>
2. **European Contact with Native American Populations**  
Involves examination of historical documents and archaeological evidence relating to European contact with various native populations in North America and South America. The Spanish, English, French and Dutch made extensive contacts with native American populations and established settlements in the Americas commencing in the late 1400s. The Spanish established the first permanent European settlement in North America at St. Augustine (Florida) in 1565. Attempts were made to establish the first British settlement in North America on Roanoake Island (North Carolina) between 1585 and 1590, but the colony failed. The first permanent British settlement in North America was established at Jamestown (Virginia) in 1607.

| Modern Material Culture  
Professor Donald Pate |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A variety of research projects addressing material culture variability in contemporary Australian society are available. These include:</td>
</tr>
<tr>
<td>1. <strong>Disposal and Recycling of Materials in Modern Societies</strong></td>
</tr>
<tr>
<td>2. <strong>Graffiti and Contemporary Human Behaviour</strong>: Examines graffiti as a material record of various human behaviours relating to areas such as gender, race, ethnicity, sexual orientation, social status, and politics.</td>
</tr>
<tr>
<td>3. <strong>British and American Influences on Australian Material Culture</strong></td>
</tr>
<tr>
<td>4. <strong>Australian Popular Culture</strong>: Involves examination of material evidence relating to a range of behavioural areas including gambling, alcohol consumption, drug use, sport, cultural tourism, multiculturalism, racism, ethnicity</td>
</tr>
<tr>
<td>5. <strong>Roadside Rubbish and Changes in Automobile Related Behaviour</strong></td>
</tr>
<tr>
<td>6. <strong>Historic Cemeteries and Past Social Identities</strong>: This research addresses social differentiation in colonial South Australia via the analysis of cemeteries, gravestones and monuments.</td>
</tr>
</tbody>
</table>

| Maritime Archaeology  
Associate Professor Mark Staniforth and Ms Jennifer McKinnon |
|------------------------|
| 1. **Ships, Shipwrecks and Ship Disposal**  
Involves investigations into the history and archaeology of ships, shipwrecks and ship disposal methods in Australia or related to Australia during the nineteenth and twentieth centuries. |
| 2. **Artefact Analysis of Material Culture from Shipwreck Sites**  
Involves the cataloguing, artefact analysis and interpretation of material culture from shipwrecks with a particular emphasis on HMS Pandora, Sydney Cove and South Australian shipwrecks. |
| 3. **Public Archaeology: Museum Display and Interpretation of Historical and Maritime Archaeological Material**  
Involves the evaluation of and/or contributing to the display and interpretation of historical and maritime archaeological material in Australian museums. |
| 4. **Maritime Cultural Landscapes**  
This area of research involves a detailed study of the maritime or underwater cultural landscape of an area or region, particularly in South Australia. |
| 5. **Sealing and whaling in Australia and New Zealand**  
Involves historical research, pre-disturbance survey and recording of selected archaeological sites associated with sealing and whaling activities in Australia and New Zealand with a
particular emphasis on South Australia. Current projects include Eyre Peninsula, Kangaroo Island and the analysis of whaling station artefact assemblages. Includes the development of management conservation and interpretation plans.

6. **Historical and Maritime Archaeology at Port Adelaide**
Involves oral history, historical research and/or artefact analysis of material from excavations and surveys in the Port Adelaide region.

<table>
<thead>
<tr>
<th>Indigenous Australian Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Associate Professor Claire Smith</strong></td>
</tr>
</tbody>
</table>

1. **Indigenous Australian Archaeology**
This area of research involves archaeological investigations of Indigenous sites and material culture. It involves working closely with Indigenous peoples. Research questions involve topics such as colonisation, settlement patterns or the social composition of museum collections.

2. **The Archaeology of Contact**
This area of research is concerned with contact between Indigenous and non-Indigenous peoples. It draws upon the methods of Indigenous and historical archaeology. It involves the analysis of contact materials and places, such as mission sites, which were established as part of colonialism.

3. **The Archaeology of Art**
This area of research examines how archaeologists get information from art. The social, ethical and political dimensions of practising archaeology are integral to this topic, as is an understanding of the close disciplinary links between the anthropological and archaeological study of art.

4. **The Archaeology of Gender**
The Archaeology of gender examines what archaeologists know about power, ethnic and gender relations in past societies, how they know it and how this knowledge is used in the present. It also considers how these issues inform professional archaeological practice as well as how a politically and socially aware archaeology differs from, and links to, other forms of archaeology.

5. **Archaeology and Globalisation**
This area of research involves the impact of globalisation and information technologies on archaeological practice. The social, ethical and political dimensions of using archaeological data in cyberspace are integral to this topic.

6. **Archaeology of Multiculturalism**
This is a long-term project with the people of Burra in South Australia. The project focuses on the archaeology of Australia's multicultural heritage. It involves both excavation and public interpretations. The integration of archaeology and cultural tourism is fundamental to this project.

<table>
<thead>
<tr>
<th>Indigenist Archaeology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dr Amy Roberts</strong></td>
</tr>
</tbody>
</table>

1. **Indigenist Archaeology**
Indigenist archaeology (as an extension of Indigenist research more generally) is archaeology conducted by Indigenous peoples whose primary informants are Indigenous peoples and whose goals are to serve and inform the Indigenous struggle for self-determination (after Rigney 1997).

2. **Ethnoarchaeology**
This area of research studies contemporary human behaviour and the material culture of living human societies in order to provide hypotheses about past lifeways and material culture.

3. **Environmental Archaeology**
   This area of research is concerned with the reconstruction of the manner in which humans utilised plants and animals as well as the ways in which past societies adapted to changes in environmental conditions. It is often a field in which inter-disciplinary research is required.

6.6 **Plagiarism**

By the time Honours level is reached it is expected that students understand what constitutes plagiarism. The borrowing of ideas or words, properly acknowledged in the text or in footnotes, is not plagiarism. But the thesis must be your own work in that its conclusion is the product of your own thinking, whatever the authorities cited. **It is the policy of the Department of Archaeology that all substantially plagiarised work be failed.**

6.7 **Gender Neutral Language**

Flinders University has a policy that promotes the use of gender neutral language. The policy recognises that sexist communication, spoken, written and non-verbal, is still commonly used in our society, often unconsciously, but is committed to the unacceptability of such usage. The University has a pamphlet on the subject, available from the Registry or the Archaeology Office, which provides some guidelines for the use of gender neutral language. It is expected that students will take adequate account of this policy in all their written and verbal communication.

6.8 **Ethics Committee**

Where a student's research will entail interviewing human subjects they are required to obtain the approval of the University's Social and Behavioural Research Ethics Committee. This will normally be a standard requirement of students studying Indigenous archaeology, but may well equally applies to those undertaking other studies where interviews and oral history are involved. Further details are available from the Archaeology Office or the Honours and Higher Degree Coordinator. **As the administrative processes may take some time, it is suggested that students considering this type of research seek details as soon as possible.**

6.9 **Grants-in-aid**

Honours students will be eligible, following written application supported by original receipts, to receive a small grant from Departmental funds to offset necessary expenses incurred in preparation of their thesis. Individual grants are unlikely to exceed $100.

6.10 **ACIL Lab**

The Department of Archaeology has an archaeological computing and image laboratory (ACIL) located in 142 SSS available for use 9-5 on weekdays and after hours subject to prior arrangement. Details of the facilities available to honours students are on the web at: <http://ehlt.flinders.edu.au/archaeology/resources/deptres.php>

Honours students enrolled for the 2010 academic year MUST undertake a short ACIL laboratory tour in January or February at a time to be organised by one of the Technical Officers. This orientation is to provide access to computing facilities, demonstrate equipment and to provide clear procedures at the start of the year.
7. Submission Dates

7.1 Submission of the Thesis Draft

A full DRAFT of the thesis must be delivered to the supervisor by Monday 6 September 2011 so that the supervisor has adequate time to read and make preliminary evaluation of the thesis. This feedback is an essential part of writing. The supervisor’s comments will be returned to the student within three weeks. This gives the student about 30 days to revise the draft and submit the final copy by the due date of Monday 25 October 2011. Electronic submissions of the draft may be acceptable with the permission of the supervisor. The supervisor may require additional drafts to be reviewed prior to submission of the final thesis.

The final draft should include the following:

Entablature paginated in Roman numerals
- Title Page
- Abstract
- Acknowledgments
- Table of Contents (note that it is unnecessary to list the ‘Table of Contents’ as the first item on the Table of Contents)
- List of Figures
- List of Tables
- List of Appendices

Body (including, but not limited to the following, as well as all tables and figures)
- Introduction (incl. statement of the thesis)
- Literature Review
- Materials and Methods (including research design)
- Results
- Conclusions
- References
- Appendices

Students should realise that a quality thesis requires at least three major drafts and often as many as ten full drafts, once everything has been written. An essential part of writing scholarly work is to alternate writing and revising, getting as much feedback as possible from the supervisor and other knowledgeable people. The final draft should be as complete as possible. The final draft should use the word processor's spell check and grammar check capability—though beware; both are unthinking tools at best.

7.2 Final Submission Dates

4 pm, Monday 25 October 2011 Final date for submission of Honours thesis

At the time of submission students MUST submit an electronic copy of their thesis to the Honours Coordinator or their thesis will not be examined.

Students should note that the submission date for Honours theses is strictly enforced. Normal Departmental penalties for late submission will be applied. In cases where no prior explanation has been offered, the penalty will be 2% per working day.
8. Presentation of Thesis

By 4pm on the final submission date students should submit THREE copies of the Honours thesis to the Honours Coordinator (should the Coordinator not be available alternative arrangements will be made and students will be advised on these the week prior to submission):

One copy hard bound for inclusion in the Flinders University library. Please note that it is NOT ACCEPTABLE to submit your hard bound copy at a later date, or after you have made corrections to your thesis in line with your examiners’ comments. The copy of the thesis that is submitted to the library must be identical to that which is submitted to the examiners. Please make sure you SIGN all copies of your thesis.

Two copies spiral bound for use by examiners.

An electronic copy by CD or USB drive must also be provided to the Honours Coordinator at the time of submission before the thesis can be examined. The Honours Coordinator will check the word count of your thesis at the time of submission, and if it is not within the guidelines (22,500 +/- 10%) you will be given two days (2) to reduce it so it meets the guidelines.

You must also fill out and sign a yellow thesis submission form when you hand in your thesis and acknowledge any conditions on access to your thesis. All honours theses are made freely available to researchers as electronic resources through the Department’s web site.

Upon completion of the examination process, both spiral bound copies will be returned to the student. If examiners would like to keep a copy of the thesis, they must make a formal request to the student.

Guidelines for thesis presentation are provided below, however, the following advice from the Technical Officer also needs to be considered.

8.1 Guidelines for Archaeology Honours Theses

1. The thesis must be printed or typed on good quality A4 paper (297mm x 210mm). The preferred typescripts are Times 12, Helvetica 12, Arial 12, Arial Narrow 12 or Times New Roman 12, although another font of similar size and appearance is acceptable. Margins must be not less than 45 mm on the binding side and other margins must be at least 20 mm to allow for trimming during binding. Text should be either 1.5 or double spaced.

2. The thesis shall incorporate in the following order:

   (a) a title page giving the title of the thesis in full, the names and degrees of the candidate, the name of the Department and Faculty of the University associated with the work and the date when submitted for the degree;
   (b) table of contents;
   (c) an abstract of not more than 500 words;
   (d) the following declaration signed by the candidate

   ‘I certify that this thesis does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and that to the best of my knowledge and belief it does not contain any material previously published or written by another person except where due reference is made in the text’;

   (e) an acknowledgement by the candidate of help given or work carried out by another person or organisation;
   (f) the main text;
   (g) references; and
   (h) appendices (if any)

3. Diagrams, figures, photographs etc, should, where practicable, be reproduced on A4 paper. All full page figures should form a right-hand page with the legend either at the bottom or, if necessary, on the page facing the figures. Diagrams, maps, tables, etc, exceeding A4 size
should be folded so as to read as a right-hand page when open.

4. Wherever possible, tables should be inserted in the appropriate place in the text, but lengthy or bulky tables should appear as an appendix.

5. Other materials (e.g. CD-Roms, audio cassettes, video cassettes) may be included in the thesis.

6. Use of a professional editor is permitted, if undertaken in accordance with the following conditions. Professional editing of a thesis refers to editing services that are paid for.

   (a) Professional editing must be undertaken before the final version of the thesis is submitted to the student’s supervisor for consideration;
   (b) Supervisors must oversee the process and monitor professional editing on an individual basis; and
   (c) Professional editing must be limited to formatting, grammar and style and must not alter or improve the substantive content or conceptual organisation of the thesis.

7. On the spine of the hard bound copy of the thesis shall be given, in gold lettering of suitable size, the surname of the candidate and the title of the thesis, abbreviated if necessary if the lettering will not fit across the spine.

8. Unless otherwise approved by the Academic Senate in accordance with the provisions of Clause 10 below access to theses accepted for the award of a degree shall be subject to the following conditions:

   (a) academic staff and research students of the University may consult any thesis without the prior consent of the author;
   (b) for three years after the degree has been awarded, other readers must obtain the consent of the author or the head of the department concerned or the Librarian before being permitted to consult the thesis;
   (c) for three years after the degree has been awarded, no copy may be made of the thesis or part of it without the prior consent of the author.

9. When a thesis has been accepted for the award of a degree, the author shall be asked if he or she is prepared to waive the conditions referred to in Clause 8 (b) and (c) above.

10. A request from an author to place a specific restriction on access to his or her thesis, other than those referred to in Clause 8 above, will be subject to approval by the Academic Senate. Such requests will be considered by the Academic Senate only on the grounds that the thesis contains confidential material or that it was a condition imposed by the owner of private records and material used by the author or that the author was in an employment or other contract relationship with a third party that made the restriction a condition of the contract. The Academic Senate will not approve an application to restrict access to a thesis for a period of more than 18 months from the acceptance of the award of the degree.

9. Assessment Procedures

9.1 Thesis Examination

It is extremely difficult to be prescriptive about what equates to the various classes of an Honours degree. Each thesis is unique and is judged accordingly bearing in mind a wide range of factors similar to those involved in the assessment of undergraduate work. However, a different quality of work is expected from Honours candidates. The following information is offered as a guide only to some of the elements that may contribute to assessment. It is not an exhaustive list nor are the suggested attributes listed in any prioritised order.
FAIL: papers that fall seriously short of the prescribed word length; contain gross errors of fact or understanding; use inappropriate and inadequate referencing; are limited in content; lack a cohesive argument or offer poorly organised argument; omit important fact or opinion, show poor use of expression and language, inattention to spelling, grammar etc to the point of intrusion on understanding, confined to description; and lack context.

H3: thesis may include elements similar to a Fail category though with the inadequacies not as pronounced and having some redeeming considerations.

H2B: thesis may include reasonable coverage of primary and secondary sources, a less than totally satisfactory argument and/or gathering of reference material, omission of some relevant facts and/or opinions, poor expression but adequate content, an attempt at argument and reasonable structure.

H2A: is a highly respectable grade that makes the possessor eligible for higher degree work. A IIA thesis would include, thorough coverage of primary and secondary sources, adequate/good understanding of the issues, adequate coverage of context, reasonably well delineated argument, appropriate content, manifest awareness of significant references and opinions, reasonable interpretative capacities, a well presented and interesting text and high standards of attention to bibliographic detail and the mechanics of scholarly writing.

H1: is given for exceptional performance only. In addition to the features that are looked for in a IIA thesis, a First Class thesis may display some of the following characteristics: sound judgement, probing and cogent argument, sense of intellectual adventure, distinguished literary style, imaginative grasp, insightful appreciation, interesting/novel approach to the juxtaposition of texts and references, expression of well grounded personal critical opinions, awareness of the current state of national and international debate on the subject.

9.2 Honours Thesis Assessment

The committee will use the following guidelines when administering the grading of Honours theses:

1) Each thesis will be marked by two examiners, with each mark being given equal weighting.
2) The examiners will establish their grades independently and will not confer.
3) One examiner will be an academic staff member of the Department of Archaeology at Flinders University, but will not be the supervisor of the thesis.
4) The second examiner will be external to the academic staff of the Department of Archaeology at Flinders University.
5) Examiners will be anonymous unless they elect to make their identification known.
6) Students will be informed only of the final grades given for each part of their Honours work and not of any interim marks.

Where there is a disagreement of greater than 15% in marks, or two grades, between examiners in the assessment, a third examiner may be sought. The choice of a third examiner will be made by the Honours Committee, consisting of the Director of Studies, the Honours Co-ordinator and the Head of Department, in consultation with the candidate’s supervisor. In cases where a thesis has been assessed by three examiners, and none of the assessments are clearly aberrant, the Honours Committee will average the three marks to determine the final grade.

Honours degrees are classified on the following scale:

H1 an overall average of 85% or more
H2 an overall average between 75% and 84% inclusive
H2B an overall average between 65% and 74% inclusive
H3  an overall average between 50% and 64% inclusive

Fail  an overall average of less than 50%

Topic grades are recorded on marksheets in undergraduate terms, i.e. HD, DN, CR, P, to satisfy the requirements of the computerised student system.

A student who fails to qualify for an Honours degree may be awarded an Ordinary degree (Statute 7.1, Clause 8) and hence two further levels of achievement also exist, i.e. Ordinary degree level and Fail.

The determination of the final Honours Class rests with the BA Examinations Board. Any discussion between supervisor and student about possible results can only be regarded as informal information to assist in directing the student.

Students who fail at Honours once cannot repeat or take 'make-up' extra topics.

9.3 Exemptions / Extensions / I Grades

Honours students who find that for medical or personal reasons they are unable to attend the mandatory seminars, maintain the supervision schedule with their supervisor/s or are unable to complete work by the due dates may, with suitable supporting evidence from medical or counselling services, be eligible for extensions or an I Grade. Students who find themselves in this position should consult with their supervisor/s and/or the Honours and Higher Degree Coordinator as soon as possible.

9.4 Disputes Procedures

Any complaint or difficulty with any aspect of the Honours program should be brought to the attention of your supervisor in the first instance and then the Honours Coordinator, the Director of Studies, or the Head of Department, AS SOON AS POSSIBLE. Complaints made long after a difficulty arises are usually harder to resolve to the satisfaction of all and the lack of a complaint at the time can be seen as undermining the validity of the student's case. Students should consult the Flinders University Enrolment Guide and Student Handbook for full details of University procedure regarding complaints and appeals.

In the event that the student is unhappy with the determination of the Department's Honours Committee s/he will have the right to request a re-convening of the committee and present her/his case.

The Committee will use the following guidelines if the grade given to an Honours thesis is disputed by a student:

- The thesis will be marked by a third examiner, who shall be an academic with specialist experience in the topic area from outside Flinders University.
- The committee will make a final decision based on the examination marks and comments of all examiners, and their own reading of the thesis.

10. Prerequisites for Higher Degree Research

Students considering higher degree research should be aware that a First Class Honours result is normally a pre-requisite for direct entry into Doctoral research. Students who achieve Second Class (2A) Honours may be eligible for enrolment in a research program at the Masters level. Subject to satisfactory progress, it may be possible to upgrade to Doctoral level, in which case the first year of study will count towards the Doctoral research. For further information see the University booklet Research Higher Degree Student Manual.
# ACADEMIC CALENDAR 2011

## Semester One

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>End Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28 Feb</td>
<td>4 Mar</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7 Mar</td>
<td>11 Mar</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14 Mar</td>
<td>18 Mar</td>
<td>Adelaide Cup, 14 March</td>
</tr>
<tr>
<td>4</td>
<td>21 Mar</td>
<td>25 Mar</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>28 Mar</td>
<td>1 Apr</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4 Apr</td>
<td>8 Apr</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>11 Apr</td>
<td>15 Apr</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>18 Apr</td>
<td>22 Apr</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>25 Apr</td>
<td>29 Apr</td>
<td>Anzac Day, 25 April</td>
</tr>
<tr>
<td>8</td>
<td>2 May</td>
<td>6 May</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9 May</td>
<td>13 May</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>16 May</td>
<td>20 May</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>23 May</td>
<td>27 May</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>30 May</td>
<td>3 Jun</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>6 Jun</td>
<td>10 Jun</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>13 Jun</td>
<td>17 Jun</td>
<td>Queen’s Birthday, 13 June</td>
</tr>
<tr>
<td>Assessment</td>
<td>20 Jun</td>
<td>1 Jul</td>
<td></td>
</tr>
<tr>
<td>Mid-Year Break</td>
<td>4 Jul</td>
<td>22 Jul</td>
<td></td>
</tr>
</tbody>
</table>

## Semester Two

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>End Date</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25 Jul</td>
<td>29 Jul</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1 Aug</td>
<td>5 Aug</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8 Aug</td>
<td>12 Aug</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>15 Aug</td>
<td>19 Aug</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>22 Aug</td>
<td>26 Aug</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>29 Aug</td>
<td>2 Sept</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>5 Sep</td>
<td>9 Sep</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>12 Sep</td>
<td>16 Sep</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>19 Sep</td>
<td>23 Sep</td>
<td></td>
</tr>
<tr>
<td>Mid-Semester Break</td>
<td>26 Sep</td>
<td>30 Sep</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3 Oct</td>
<td>7 Oct</td>
<td>Labour Day, 3 October</td>
</tr>
<tr>
<td>10</td>
<td>10 Oct</td>
<td>14 Oct</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>17 Oct</td>
<td>21 Oct</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>24 Oct</td>
<td>28 Oct</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>31 Nov</td>
<td>4 Nov</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>7 Nov</td>
<td>11 Nov</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>14 Nov</td>
<td>25 Nov</td>
<td></td>
</tr>
</tbody>
</table>
## CRITICAL DATES 2011

### First Semester Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 10 March</td>
<td>Last day to pay Semester 1 Up Front HECS or tuition fees</td>
</tr>
<tr>
<td>Friday 11 March</td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td>Thursday 31 March</td>
<td>Census Date</td>
</tr>
<tr>
<td></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring HECS charges, tuition fees or Student Services Fee for Semester 1</td>
</tr>
<tr>
<td>Friday 13 May</td>
<td>Last day to withdraw without failure</td>
</tr>
<tr>
<td>Friday 17 June</td>
<td>Last day to withdraw</td>
</tr>
</tbody>
</table>

### Second Semester Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday 5 August</td>
<td>Last day to enrol in new topics</td>
</tr>
<tr>
<td>Wednesday 10 August</td>
<td>Last day to pay Semester 2 Up Front HECS and tuition fees</td>
</tr>
<tr>
<td>Wednesday 31 August</td>
<td>Census Date</td>
</tr>
<tr>
<td></td>
<td>Last day to purge topics from student record</td>
</tr>
<tr>
<td></td>
<td>Last day to withdraw without incurring HECS charges, tuition fees or Student Services Fee for Semester 2</td>
</tr>
<tr>
<td>Friday 7 October</td>
<td>Last day to withdraw without failure</td>
</tr>
<tr>
<td>Friday 11 November</td>
<td>Last day to withdraw</td>
</tr>
</tbody>
</table>

### Summer Schools, Short Topics and Intensives

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</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 of lectures or study</td>
<td>Topics 6 weeks or longer</td>
</tr>
<tr>
<td>2/3 through the teaching period for the topics</td>
<td>14 days after commencement</td>
</tr>
<tr>
<td>2/3 through teaching period for the topics</td>
<td></td>
</tr>
<tr>
<td>Last day to withdraw</td>
<td>Last day of teaching</td>
</tr>
<tr>
<td>Last day to withdrawal without failure</td>
<td>Last day of teaching</td>
</tr>
</tbody>
</table>

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.