COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES
FLINDERS UNIVERSITY
ARCH 8810:
Community Archaeology Fieldschool
Barunga, Northern Territory, Australia

19–25 July, 2020

Djilpin Arts, Beswick (Wugularr) Community. Photo: Julie Forgan
(https://www.djilpinarts.org.au/)

Topic Convenor
Professor Claire Smith. Email: claire.smith@flinders.edu.au, Mobile: 04243 88925
Website: https://barungafieldschool.com/
Figure 1: Location of Fieldwork Areas

Figure 2: Home, Sweet Home. Photo: Julie Forgan
## CONTACT DETAILS

<table>
<thead>
<tr>
<th>Topic Convenor</th>
<th>Claire Smith</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Room 238 Humanities Building</td>
</tr>
<tr>
<td></td>
<td>Fax: 08 8201 2784</td>
</tr>
<tr>
<td></td>
<td>Mobile: 04243 88925</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:Claire.smith@flinders.edu.au">Claire.smith@flinders.edu.au</a></td>
</tr>
</tbody>
</table>

| Flinders University      | Gary Jackson                                                      |
| Teaching Staff           | Mobile: 0420 697 238                                              |
|                         | Email: gary.jackson@flinders.edu.au                               |

|                         | Jordan Ralph                                                      |
|                         | Mobile: 0409 420 784                                              |
|                         | Email: Jordan.Ralph@flinders.edu.au                               |

| Community Teachers       | Nell Brown, Isaac Pamkal, Rachael Kendino, Jeannie Tiatu, Joslyn McCarthy, Troy Friday, Richard Miller, Caroline Miller, Guy Rankin. |
|                         | **International Colleagues**                                      |
|                         | Alok Kanungo and Nishaant Choksi                                   |
|                         | Indian Institute of Technology, Gandhinaga, India                  |

| Units                   | 4.5 units                                                         |
| Level                   | Graduate & Advanced Undergraduate                                |
| Times                   | 19-26 July, 2020                                                 |
| Location                | Barunga, Northern Territory, Australia                            |

![Figure 3: Doria Gudaluk (Beswick Creek Cave)](image-url)
ASSESSMENT OVERVIEW

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogs</td>
<td>15%</td>
</tr>
<tr>
<td>Field test</td>
<td>10%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>20%</td>
</tr>
<tr>
<td>Field journal</td>
<td>15%</td>
</tr>
<tr>
<td>Community report</td>
<td>40% (due 12th July)</td>
</tr>
</tbody>
</table>

SUBMISSION DATES

All assessment work for this topic must be completed during the field school.

SATELLITE PHONE

Emergency SATELLITE PHONE NUMBER: 0420 107 179

You will not be able to use the satellite phone yourself to make outgoing calls during the field school. However, you will be able to receive incoming calls in case of emergency.

COMMUNITY CONTACT NUMBERS

Barunga Council (08) 89 754504, (08) 89 754505

PERMITS

Since the Northern Territory intervention, you do not need permits to visit Barunga community itself. However, you do need a permit from the Northern Lands Council to visit archaeological sites in the region. This permit is issued on the basis of approvals from senior traditional owners in the communities concerned. You will be included in Claire Smith’s NLC permit application.

START OF FIELDSCHOOL

The field school will start at 10 am on 19th July, 2020. We will meet in the Woolworths arcade in Katherine. You will be driven back to Katherine by 12.30 pm on 25th July, in time to catch the bus to Darwin. You will have to make your own way to and from Katherine, unless other arrangements have been made.
FIELDSCHOOL FEES

A fieldschool fee of $1,100 (including GST) will be charged towards the costs of accommodation, food, 4WD vehicles and payments to community teachers. This fee may seem to be a lot but it is heavily subsidised by Flinders University. Short-course participants and international students have to pay an additional short-course or international student fee.

ACCOMMODATION

You will be camping at Barunga. You will need to bring your own tent, sleeping bag and sleeping mat. Conditions will be basic, and you will be sharing communal showers and toilets. There is a fridge and cooking facilities. The cost of camping is included in your field fee.

MEALS

A cooking and cleaning roster will be established and you will be expected to take your share of the chores without having to be chased. You will also be expected to clean-up after yourself, if you make a coffee or sandwich etc. Everybody will be required to cook at least once during the field school (so bring a recipe if you need it!). The cost of food is included in your field fee.

COMMUNITY FACILITIES

Barunga community has a small shop, with a limited range of products.

There are public phones in the community but these may not be in working order. The only mobile phone to work in the area of the Barunga community is Telstra. There is no email access unless you can manage it yourself through your phone.

There is a medical clinic at Barunga.

WEATHER

The weather will be warm during the day (up to 35 degrees Celsius), and a little cool in the evening.

Clothing should be modest, especially for women. Aboriginal women usually wear long dresses or baggy shorts. During the day, long pants, shorts, or skirts can be worn with long sleave shirts (to protect from sunburn and melanoma). Also, if swimming in the ‘bush’ tee shirt and shorts should be worn over swimmers.

Ensure you have a comfortable pair of hiking boots, as some days we may be walking long distances in the bush. Make sure you have adequate insect repellent, sunscreen, hat, long pants/shirts and so forth.

You will need a light sweater for the evenings.
TEACHING AND LEARNING

TOPIC AIMS

The major aims of the topic are:

• To provide practical experience in the ethics of working with Aboriginal communities in remote regions.
• To help develop the practical and personal skills necessary to undertake research or work in a remote area.
• To help students develop recording skills used in Indigenous fieldwork, such as rock art recording, site recording, oral histories, stone artefact recording and creating field maps.
• To gain an understanding of the links between culture, heritage, health and wellbeing.

In 2020, the focus of the field school is likely to be rock art, the cemetery, oral histories, and Indigenous health and wellbeing.

TOPIC OVERVIEW

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

• Rock art and cultural landscapes.
• The sophistication of Aboriginal social systems.
• Aboriginal people in the modern world.
• Cultural heritage, health and wellbeing.

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

ATTENDANCE

Attendance at 100% of the field school is required, unless otherwise arranged.
ASSESSMENT

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

A brief overview of each assessment task is provided below. Please note that staff will provide further detailed information on the nature of all assessment tasks during the induction session at the commencement of the field school.

**BLOGS** 15%

You will need to produce three blog posts:

1. Before the field school (your expectations);
2. During the field school (what you’re learning, the challenges you are facing, etc.); and
3. At the end of the field school (what you’ve taken away from this experience).

Your posts must be typed and should be checked for grammar and spelling errors. You may attach your submission as a word document or include it as part of the main body of an email. As a rough estimate, each post should be 200-300 words long. This a reflective exercise with no right or wrong answers. However, we do ask that you write meaningfully of your expectations and experiences. These blogs will be posted and published on the Barunga field school’s dedicated website as part of sharing your journeys as individuals and as a group.

**FIELD TEST** 10%

There are some very specific things that we want to be sure that you know when you have completed this field school. Accordingly, a field test will be undertaken on the final day of your fieldwork at Barunga. Information that you can be certain will be tested includes:

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

**COMMUNITY PRODUCT/REPORT** 40%

The nature of the community product will be determined during the field school. Possibilities include a brief history of a person, family or place, a site report, a grant application or a conference style poster. Work on the community product/report will principally be undertaken during the later stages of the field school due to the fact that the requisite data will have to be gathered in the field prior to the writing of the reports or posters. All reports are required to be submitted on or before 12th July, the last day of the field school. After assessment, the products requested by Jawoyn Elders will be given to the Jawoyn group although copies of each report minus location (GPS) information and photos of artefacts and sites may be retained by the students who wrote them.
TEAMWORK  20%

Working as a member of a team is a necessary skill for all archaeologists, but especially when doing fieldwork. However, this is a skill that needs to be learnt and practised. The educational benefits of students working on team projects are well recognized and include the following:

- Team work allows teams to access a greater level of information than individuals working alone would be capable of, enabling the collaborative end product to have greater depth and breadth than an individual project.
- There is less chance of important issues / information being missed.
- Team work enables the development of generic skills such as organization, negotiation, delegation, team work, cooperation, time management, conflict resolution, flexibility, leadership and following; these skills are all highly sought after by employers.
- Team work engenders increased levels of social interaction and interpersonal skills. Studies have demonstrated that the most successful university students are usually those who have developed strong social/learning networks with other students.
- Team work promotes a sense of belonging to a topic/discipline/profession.
- Team work provides opportunities to acknowledge and use individual’s strengths and expertise.
- Team work engenders increased levels of social interaction and interpersonal skills. Studies have demonstrated that the most successful university students are usually those who have developed strong social/learning networks with other students.
- Team members can check each other’s work and help to reduce mistakes.
- Team work promotes the development of a sense of responsibility through commitment to others in the team.

Most people don’t automatically know how to work effectively in a team. After years of working independently and sometimes competitively, some students find it difficult to cooperate and collaborate with colleagues. In order for a team to function effectively, team members need to be committed to the goals of the team and to understanding and cooperating with each other. An effective team is one where:

- Team members share a clearly articulated common goal, display a commitment to achieving it and are prepared to work collaboratively to achieve it.
- Team members develop their own set of guidelines (or ‘rules’) about how the team will operate, monitor how the rules are being adhered to during the course of the project and endeavour to stick to them.
- Team members listen to each other, help each other and respect each others’ ideas.
- Teams make decisions collectively after careful analysis, reflection and input from all members.
- The team focuses on the project at hand, problem solving and creative development of ideas and approaches.
- Teams identify the resources available to them, as well as the skills and expertise among team members. They allow individual members some freedom to use their skills for the benefit of the team, without exploiting individuals unfairly.
- Teams have a proactive strategy for dealing with conflict or disagreement when it arises, and resolve or manage the situation in a way that does not isolate or persecute individual team members. The team should be the first line of resolving team problems (and the lecturer should be the last resort). Problems should be raised in consultation by the team as a whole.
- The workload is shared in a balanced way between team members.
- Members value each others’ contribution, consciously learning from each other and the tasks undertaken, and support each other.

Many of the fieldwork exercises in this topic will involve you working with a team with other students and, of course, we will all be living together as a team. Our assessment of your teamwork will not be confined to how to tackle field exercises but will also take into account your contribution to living together harmoniously as a field team.

Your teamwork mark will be assessed rigorously against each of the criteria in the following table. The mark is assessed collaboratively by all teaching staff and Barunga Elders.
NAME: __________________________________________

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

<table>
<thead>
<tr>
<th></th>
<th>Major</th>
<th>Some</th>
<th>Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing their share of the fieldwork</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Providing ideas and support</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Contributing to efficient data management (photo uploads etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Getting along with team members</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Being flexible (about time, changes in plans etc)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Doing their share of the chores</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Thoughtful, ethical behavior, respecting community values</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Caring for departmental equipment responsibly</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Following instructions from Aboriginal elders and field school instructors</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Extra effort (or not!)</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 1
Teamwork Assessment Criteria
A field journal is designed to be a permanent record of your observations and activities whilst on fieldwork. In future years your field journal will become part of the archaeological record, and may be used by other researchers (a good example of this are the journals and field notes of anthropologist Norman Tindale, which are housed at the South Australian Museum and are a valuable source of information about Aboriginal archaeological sites in Australia) so it is important that you keep detailed, comprehensive notes. As summarized by Burke and Smith (2004:70), your field journal:

…is essentially a diary in which you record the day-to-day details of your fieldwork, from the sites you record or the features you excavate, right down to the weather and light conditions (which…can affect your ability to locate sites or identify artefacts, particularly stone artefacts), the names of the people who participate each day and any problems you encounter. It is also the place where you can record any impressions or interpretations of sites and features as they occur to you.

The rule of thumb when it comes to deciding how much and what information to record is that the more information the better! “The more information you record in your field journal, the easier it will be for you or someone else to write up your results in the end. Don’t trust your memory – write everything down. A good field journal will contain enough information for you to make some basic interpretations of what you are seeing, which can be expanded upon later when you come to write up your report” (Burke and Smith 2004:70-71).

Since your journal should be largely compiled during the actual field visit, it does not need to pristine (it is typical for field journals to become water spotted and stained with dust, dirt and grime) and your writing in it will not necessarily be in full sentence format; often it will be more efficient to use dot points and abbreviations (remember is you do use abbreviations to include a key in the journal so other people can interpret your notes). It is also worth remembering that, particularly if you are engaged in cultural heritage management and consultancy related fieldwork, your field journal can be subpoenaed as evidence if a dispute arises. For this reason, you should consciously think about what it is you are recording and ensure the information can’t be easily misunderstood.

Important general information for keeping a field journal
- Make sure you put your name and contact details inside the front cover of your notebook (this will allow people to return your journal to you should you misplace it)
- Write only on pages on the right hand side of your notebook; pages on the left hand side of the notebook should be reserved for sketches, diagrams, mud maps etc, as well as any additional thoughts / observations / ideas that you may have post-fieldwork.
- Ball point pens should be used for writing information in your journal (other ink pens tend to run when wet); pencil should be used for all sketches / drawings etc
- Number all of the pages in the journal as you go (this way people will be able to tell whether any pages are missing)
- When recording large tables of data in your notebook (such as baseline-offset measurements, or photographs), some researchers prefer that the table is placed at the end of the book, so as to avoid it interrupting the flow of written information. Other researchers prefer to keep it with the other site information. You are welcome to use either method, just be consistent (personally I prefer to keep all of the site information together).
- Your field journal is the only document that exists which records the day-to-day information from the field research, so it MUST be accurate and replicable (theoretically this means that if someone else needed to, they could read your notes and carry out exactly the same fieldwork, and make the same or similar interpretations as you). As noted earlier, field notes provide a permanent record of your activities and observations in the field. Often they will be the only lasting record of your impressions, because much of what seems obvious at the time will be forgotten once you have left the site. Your journal is a backup to the other recording systems you will use (site recording forms, photographs, illustrations), and is the place for recording all the associated information which has no assigned place on standard recording forms.
Specific information to be included in your field journal

You should **always** record the following information in your field journal, in a consistent order for each fieldwork trip / site visit so that information in the journal is easy for others to follow.

### Important things to note in your field journal

- The date, weather, light conditions and personnel.
- A summary of activities for the day, including details of the methods you used.
- The location of the fieldwork (along with a mud map of how to reach the site, as well as a set of brief, written instructions for getting there).
- Names of personal participating in the fieldwork.
- The general nature of the activity (e.g. reconnaissance field visit; pre-disturbance survey; rock shelter excavation). This is equivalent to the ‘Aims’ section of a more formal written report such as you might prepare after you had completed your fieldwork. Your aims provide readers with an introduction to why the fieldwork was conducted. They should describe the scope of the project, i.e. what was intended to do and what you wanted to learn from doing it.
- A list of the equipment being used.
- The methods you used during fieldwork. Again, this is equivalent to the Methodology section of a more formal written report, and may incorporate the list of equipment. Your methodology is a description of how you did things. Since each group may make different decisions on exactly how they will do things in the field, this section should not simply be a duplicate of the generalized instructions you are given at the beginning of the day. You should write up in your own words exactly how you collected your data throughout the day, including details about any specific decisions you made (for example, since the built in compass on the dumpy level was not working we were required to take bearings using a hand held compass). The ultimate goal of describing your methods is so that someone else could repeat your research, so you have to make sure that you include all of the relevant information.
- Your results. This section describes the data collected in the field. The purpose of this section is to demonstrate quickly and clearly to the reader what you found. In some cases it may be useful to record your results in a table or graph format; if you do this make sure each table and graph has a descriptive label and that the columns/axes are labelled clearly and correctly.
- You should also include any general comments / preliminary conclusions that occur to you throughout the day as the work is progressing.
- Progress made on the project during the course of the day.
- Any problems you encountered and the solutions you adopted.
- Any new research questions generated during fieldwork, or interesting ideas to follow up.
- Any interpretations of sites or features that occur to you during the course of fieldwork.
- The reasoning behind any changes made to your methods or behind any decisions which affected the course of fieldwork and its possible outcomes.

What is required for this assessment task

This task requires you to record all the details of the practical work that you carry out during the field trip in a hard cover notebook. For the field school a lined, spiral bound A5 notebook is required. Your journal notes should be accurate and xerographically reproducible, because they would normally form part of the permanent record of fieldwork for any real-life project in which you had participated. Assessment of your field journal will be out of a total of 20, and we will be particularly looking for:

- Adequate descriptions of locations including sketch maps, access instructions, landowners etc. **(Important note: map reference is obviously of great importance here & would normally always be included, however, due to the Barunga people’s concerns regarding Intellectual property rights, map references MUST be omitted in all references to ALL**
site locations during the field school). GPS coordinates will be kept by only one group
member and will be given to the group’s supervisor at the conclusion of each exercise.

- Adequate reporting of field personnel (names of field crew, other participants, observers
and other guests).
- Adequate descriptions of field conditions (i.e. those that could affect your results, including
weather, time of day, shadows, group dynamics, and their effects on visibility or
participation).
- Environmental information including a general description of fieldwork locations (slope,
aspect, relief, ground visibility, erosion, etc., description of flora and fauna, degree of
disturbance, current land use).
- Accurate descriptions of the methods and equipment used - how you did the fieldwork (i.e.
a clear and replicable description of fieldwork procedures, discussion of any problems
which were encountered, any changes you adopted along the way as a result, etc).
- Accuracy and clarity so that each activity or site visit could be replicated by someone else
using the notes in your journal.

**TEXTS AND RECOMMENDED READINGS**

**Key Books**


**For International Students**

Smith, Claire and Heather Burke 2007 *Digging in up Down Under.* New York: Springer.
https://books.google.co.jp/books?id=0HsRb_AY9jQC&pg=PA36&dq=digging+it+up+down+under&hl=en&sa=X&ved=0ahUKEwiZu8yO3rnJAhWmFZQKHex6DTsQ6AEIHjAA#v=onepage&q=digging%20it%20up%20down%20under&f=false

**Recommended Readings**

Atalay, Sonya (ed.) 2006 Decolonizing Archaeology. *American Indian Quarterly* 30 (3). Full
issue.

Ethnography.* California: University of California Press.


Macintosh, N.G.W. 1977 Beswick Creek Cave two decades later: a reappraisal. In P.J. Ucko (ed.)


**World Wide Web**
Australian Archaeological Association
http://www.australianarchaeology.com
Australian Institute of Aboriginal Studies
http: www. aiatsis.gov.au
Australian National University, Aboriginal Studies
Northern Lands Council
http://www.nlc.gov.au
Tandanya, the Aboriginal Cultural Institute in Grenfell Street, Adelaide
World Archaeological Congress home page
http://www.worldarchaeological congress.org
Yothu Yindi
http://www.YothuYindi.com

**JOURNALS**
Note that many journals are available in both paper and electronic format through the Flinders University Library, which means you can download articles via the Flinders Library website. The most relevant journals for this topic (although relevant content is by no means restricted to these) will be:

*American Indian Quarterly*
*Antiquity*
*Archaeology*
*Archaeology in Oceania*
*Australian Archaeology*
*Cambridge Archaeological Review*
*Journal of Archaeological Method and Theory*
*Journal of Archaeological Research*
*Journal of Community Archaeology and Heritage*
*Journal of Human Evolution*
*Journal of Material Culture*
*Journal of Social Archaeology*
*World Archaeology*

All of these are available to you as electronic journals. You can also access an enormous range of
other electronic journals and resources via the University library website (and therefore never have the excuse of being unable to find journal articles or relevant research materials again).

You can either do this through the computers provided in the library, or through your own computer at home. Access the Flinders University Library via their web page:
http://www.lib.flinders.edu.au/

Go to ‘Information Resources’ and click on ‘Full text electronic resources’:

This page lists all of the electronic resources available through the Flinders University subscription service. Some of these sites are merely information sources providing access to many different journals and other sources such as newspapers and magazines (such as Proquest, Ingenta and Expanded Academic), while others are run by publishing houses and provide access to their own journals (such as Kluwer online, Oxford University Press and Taylor and Francis Online Journals). JSTOR, in particular, is a fabulous resource for older journal material. If you can’t find something via the Flinders Library subscription service, see if it is available through JSTOR before you give up.

By clicking on the ‘i’ symbol beside the resource name, you can view a list of journals/resources available at each site. Clicking on ‘go’ will take you to that particular site.

Sites such as Proquest, Ingenta and Expanded Academic all allow you to search according to subject words (such as ‘archaeology’ and ‘indigenous people’) in the body of an article as well as in the title, citation and abstract and are therefore excellent research aids.

**USING THE WEB AS A RESOURCE**

The World Wide Web is also a rich source of information about heritage places and studies. The Australian Studies library page on the Flinders University web site contains a link to many available electronic resources. The materials available here are constantly increasing in quantity and broadening in nature and scope. You are encouraged to make a **critical** use of electronic resources and to evaluate the suitability of websites for your study. Not every web page is suitable as a resource for scholarly work. The next time you find a web page that you would like to cite in an assignment, ask yourself the following questions:

- Who wrote/published the web page? Is the person known in the field?
- Are they part of a well known organisation? Why did they write or publish it?
- Are they trying to sell something, influence your point of view or examine issues?
- When was it last updated? Is the material maintained, or left on the web without alteration?
- Can the information be verified through reputable sources? Does the web page contain information that makes sense in terms of what you have already read on a topic?
- If someone in the field has written the page, is not trying to sell you something or present only one point of view, and the page 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.
WAC’S FIRST CODE OF ETHICS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

• Remember, we are guests of the Barunga community, above all. Participants should comply with all reasonable requests from members of the community. If in doubt about anything at all, ‘ASK FIRST’.

• Appropriate behaviour is expected and respect must be shown to all, both community members and other participants in the field trip.

• An important part of teamwork is getting on with other members of the team, even if you do not agree on everything. It is important to be pleasant company, even if you are hot and tired, and to carry your own weight in terms of camp chores.

• You are encouraged to take personal photographs. However, you will need to get permission to take photographs of the community, or of community people. You will not be allowed to photograph culturally sensitive material. As a general rule, photos of friends, general landscapes or supervisors bogged in the mud are okay. ‘ASK FIRST’ is the appropriate action before taking photographs.

• Photos should not be posted on the internet or on social media without permission.

• No alcohol or recreational drugs will be consumed for the duration of the field trip.

• It is important to dress appropriately for the conditions, both in terms of OH&S requirements and in deference to cultural norms. For example, long skirts or long trousers/shorts and long sleeves should be worn at all times in preference to short shorts or skimpy tops.

• You will be allocated times on the food preparation and kitchen cleaning rosters. Please treat your cooking chores as an opportunity to improve the quality of everyone’s day.

• No artefacts can be collected.

• For safety in the field you should not leave their group without first notifying a university supervisor. You should normally leave with a companion. Whilst in the community you are encouraged to walk around with someone else. This is especially important for women. To fit in with community norms, you would normally walk with someone of your own gender.

• It is VERY important to remember that estuarine (saltwater) crocodiles can inhabit waterways of the region, so please observe all safety precautions/signs around waterways.

• No ‘bush tucker’ is to be eaten without first checking with Barunga Elders or Flinders University field supervisors. Some plants in the region are toxic.

• These protocols are to ensure the safety and comfort of participants in what can be remote and potentially dangerous areas. Therefore, people failing to comply with these field trip behavioural guidelines may be asked to leave the field school.
FIELD CONSIDERATIONS

PERSONAL GEAR

- Sleeping bag.
- Sleeping mat and pillow.
- Tent (and tarp, if desired).
- Personal food gear (plate, cup, bowl, knife, fork, spoon).
- Laptop computer, if you have one, and accessories.
- Personal hygiene items (toothbrush, tampons, deodorant etc).
- Sunglasses.
- Hat or bandanna.
- Walking boots (must cover ankles).
- Bathers.
- Sunscreen.
- Insect repellent.
- Small first aid kit.
- Personal medications.
- Drink bottle (at least one litre).
- Personal camera, extra film or SD card and accessories for file transfer.
- Field notebook (not spiral bound).
- Pencils, pens and erasers.
- Pocket-knife/Swiss army knife.
- Torch.
- Day pack/Small back pack.
- Photographs of your family and your hometown to introduce yourself.

Figure 6
Barunga Field Hut
Jane Balme and Joe Watkins’ tips for surviving a group field season in the bush

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

It is the responsibility of the individual to carry with them adequate supplies of any regular medication they require, e.g. insulin, ventolin. Any pre-existing medical conditions should be indicated on the Student Safety of Field Exercises Form before commencing the field school. All such information will be held in the strictest of confidence and will be destroyed at the end of the field school when it is no longer required for safety purposes.

FIELD TRIP ITINERARY FORM
All participants will be issued with a completed field trip itinerary form with important contact phone numbers – you should leave a copy of this with your next-of-kin so they have relevant phone numbers, and keep a copy of it with yourself too.

ADHERING TO THE RULES
Any participant who in the opinion of the field school staff is not abiding by the established rules (set out in this topic handbook and the Participant Safety on Field Trip form) can be asked to leave the field school; under such circumstances the participant will be required to fund their own travel back to their home city and will not be eligible for a refund of their course fees.

WEATHER CONDITIONS AND CLOTHING
The weather during the day should be quite warm (up to 35°C) and in the evenings a light jacket should be required. However, it might be cooler at night or warmer during the day than this, so make sure you are prepared.

Ensure you have a comfortable pair of hiking boots, as some days we may be walking long distances in the bush. Make sure you have adequate insect repellent, sunscreen, hat, long pants/shirts and so forth.

During the day long pants, shorts, or skirts can be worn with long sleave shirts (to protect against skin cancers). For women, clothing should be modest. Also, if swimming in the ‘bush’ tee shirt and shorts should be worn over swimmers. You will also need a light sweater for the evenings.

ALCOHOL, CIGARETTES AND DRUGS
Drug and alcohol use during the field school will not be tolerated. Anyone breaking this rule will be have to leave the field school immediately. They will be driven into Katherine to catch a bus home. Smoking is prohibited in the fieldwork vehicles, in or immediately adjacent to the accommodation and in shared places during fieldwork activities. In all other circumstances smokers should consider the rights and comfort of non-smoking companions. In common with all activities involving the use of fire, smokers should take all due care with respect to the fire hazard, particularly as we are working in the bush – a bushfire in this environment can be devastating and potentially lethal. Extreme care should be taken when extinguishing cigarettes (and butts should not be left to litter the survey area).
COMMUNICATION DURING FIELD WORK
During fieldwork activities participants will generally not be outside of the shouting range of the main group; if they are they will be provided with hand-held walkie-talkies. The main team will have a satellite phone with them and participants will be instructed on the use of this safety equipment during the induction.

There is likely to be no mobile coverage in some of the areas we will be working in. Nevertheless the mobile telephone emergency number is 112, which Telstra personnel advise will connect the caller to an emergency operator even when the phone is out of a mobile coverage area.

FIRST AID
All Flinders University teaching staff hold a Senior Certificate in First Aid. Claire Smith is the nominated First Aid Officer for the fieldwork. The fieldwork vehicles are fitted with a first aid kit, first aid booklet and fire extinguisher.

FLORAL AND FAUNAL HAZARDS
There are several potential floral and faunal hazards to fieldworkers including snakes, poisonous insects and plants, and information on how to deal with each of these is provided below.

Snakes. A great deal of the fieldwork will take place in bush areas where snakes may be encountered. All fieldworkers are reminded to remain conscious of the possible presence of these creatures at all times. Fieldworkers are encouraged to wear long pants or gators to minimize possible snake bites and to avoid placing their hands on rocks or in crevices where snakes might be lurking. It is the responsibility of all individuals to carry a snake bite bandage in their day kit for use in a snake bite situation.

Should someone be bitten by a snake the following procedures should be followed:

1. Use the pressure immobilization technique for a bite on a limb.
2. Continually monitor the airway, breathing and circulation and be prepared to give EAR or CPR if needed.
3. Keep the victim calm, reassured and at total rest.
4. Call an ambulance or in an isolated area transport the victim to a medical facility immediately.
   Antivenom is available for most poisonous snake bites.
5. Do not cut the bite or try to drain the venom, do not suck or wash the bite, and do not apply a tourniquet.

Other bities - Whilst in the field insects, mosquitoes, sandflies and spiders may also be encountered; these are rarely fatal and more often simply cause minor skin irritation (such as when a nest of hornets set up camp in my sock overnight and were met with my toes in the morning…). Fieldworkers are required to bring their own personal insect repellent, though some will be provided in the camp first aid kits. Antiseptic cream and anti-itch creams are also available in the first aid kit (but bring your own if you are particularly prone to such reactions).

Fieldworkers should never consume any ‘bush tucker’ without first seeking the advice of the field supervisor or another university staff member.

HEAT EXHAUSTION AND HEATSTROKE
Two of the main potential dangers during fieldwork in remote areas are heat exhaustion and heat stroke. In order to minimize the risk of these states, all fieldworkers must:

- Wear sunburn cream and protective clothing (eg hat, long sleeved shirt etc)
- Carry with them (and drink) 1 to 2 L of water every hour or so (extra water will be carried in the vehicles.
- Not exert themselves to a state of heat exhaustion or heat stroke.

Heat exhaustion is the common form of heat-related illness. It typically occurs after long periods of strenuous exercise or work in a hot environment. Although heat exhaustion is commonly associated with athletes, it also affects field workers, and those who wear heavy clothing in a hot, humid environment. Heat exhaustion is an early indication that the body's temperature-regulating mechanism is becoming overwhelmed. The victim loses fluid through sweating, which decreases the blood volume. Blood flow to the skin increases, reducing blood flow to the vital organs. Because the circulatory system is affected, the person develops mild shock.

The symptoms and signs of heat exhaustion include: normal or below normal skin temperature; cool, moist, pale skin progressing to red skin; headache; nausea; dizziness and weakness; exhaustion; sweating; rapid, weak pulse

**Caring for Heat Exhaustion:**

1. Encourage the victim to rest lying down with the legs slightly raised. Loosen any tight clothing.
2. If fully conscious, give small drinks of cold water. If the victim is vomiting and unable to take any fluids, arrange for urgent medical treatment.
3. If unconscious, position the victim on the side and care for the airway, breathing and circulation

Heat stroke is the least common and most severe heat emergency. Heat stroke develops when the body systems are overwhelmed by heat and begin to stop functioning. Sweating stops because body fluid levels are low. When sweating stops, the body cannot cool itself effectively, and body temperature rapidly rises. It soon reaches a level at which the brain and other vital organs, such as the heart and kidneys, begin to fail. If the body is not cooled, convulsions, unconsciousness and death will result.

**Caring for Heat Stroke:** When any symptoms and signs of sudden illness develop and you suspect the illness is caused by overexposure to heat, follow these general care steps immediately:
1. Stop the person from continuing any activity.
2. Cool the body.
3. Give cool, clear fluids if the victim is fully conscious.
5. Seek urgent medical care.
When you recognize heat-related illness in its early stages, you can usually reverse it. Remove the victim from the hot environment and give the victim frequent drinks of cool water. Moving the victim out of the sun or away from the heat allows the body's own temperature-regulating mechanism to recover, cooling the body more quickly. Remember, it is important that the victim be persuaded to stop all activity as the person may be beyond the point of making a rational decision.

Loosen any tight clothing and remove clothing soaked with perspiration. Apply cool, wet cloths, such as towels or sheets, to the skin and fan the victim to increase evaporation. Continue cooling the victim until the body temperature fails to 38°C.

If the victim is conscious, drinking cool water slowly will help replenish the vital fluids lost through sweating. The victim is likely to be nauseated, and water is less likely than other fluids to cause vomiting and is more quickly absorbed into the body from the stomach. Do not let the victim drink too quickly. Give half a glass (100ml) about every 15 minutes. Let the victim rest in a comfortable position, and watch carefully for changes in the victim's condition. A victim of heat-related illness should not resume normal activities the same day.

When to seek medical attention: Refusing water, vomiting and changes in the victim's conscious state are signs that the victim's condition is worsening. Call an ambulance immediately or if in an isolated area transport the victim to a medical facility immediately. If the person vomits, stop giving fluids and position the victim on the side. Make sure the airway is clear. Monitor the airway, breathing and circulation and check vital signs. Keep the victim lying down and continue to cool the body.

A change in the conscious state is the first reliable sign that a victim's condition is deteriorating. If you observe changes in the conscious state, cool the body by any means available. Soak towels or sheets and apply them to the victim's body. If you have ice packs or cold packs, place them on each of the victim's wrists and ankles, on the groin, in each armpit and on the neck to cool the large blood vessels. Do not apply rubbing alcohol, which closes the skin's pores and prevents heat loss. Maintain an open airway and monitor the airway, breathing and circulation. Immersing the victim in cool water is not a good idea because doing so may cause additional problems, including abnormal heart rhythms. A person with heat stroke may experience respiratory or cardiac arrest. Be prepared to give EAR or CPR.

Summary of first aid treatment for heat-related illness

- Monitor the victim's condition for signs of deterioration.
- Loosen tight clothing.
- Remove perspiration-soaked clothing.
- Apply cool, wet cloths to skin, and fan the victim.
- Monitor the condition carefully.
- Call an ambulance, or in an isolated area transport the victim to a medical facility immediately.
- Cool the body by any means available: wet towels or sheets or ice packs to armpits and/or groins.
- Monitor the Airway, Breathing, Circulation
- Be prepared to perform EAR or CPR.

IF YOU BECOME LOST

If you need to leave their group at any time you must first receive permission from their group supervisor and then only leave with a companion and a GPS. Before leaving the group the student must mark the groups’ location as a waypoint on the GPS.
Then you think that you are lost the following procedures are to be followed:

- If you do get lost, don’t panic - sit down and think. (And use the ‘go to ‘function on your GPS to return to the main group).
- If for some reason this is not a viable option, blow on your whistle (3 loud, sharp blows) every 30 seconds and work through the following procedure.
- Examine your map if you have one - can you recognize any landmarks?
- What was the last one you saw?
- Get out your sketch map. Compare the two. Is the map in error?
- If not ask yourself whether you have drifted to the right or left, or whether you have passed your objective.
- Did you walk around an obstacle and fail to take account of it?
- Do you have a record of the distance you have travelled?
- Try to reconstruct the course you took since the last known landmark (or consult your GPS ‘track page’).
- Climb a tree or hill and look around.

If after considering the above issues you determine you really are lost, the following procedures should be followed:

- **Stay where you are.**
  - Try to make yourself and your camp easily visible (brightly coloured garments, groundsheet or coloured plastic may help, so too will signals in the sand, if there is sand).
  - Light a fire and keep it smoking.
  - Use the satellite phone to contact the Police and / or hospital (if the phone is present).
  - Be prepared to signal to rescuers - remember if there is a search for you it may be conducted by ground and air).
  - Conserve your water, your food and energy.
  - Do not blunder about.
  - Should you decide to walk out, leave plenty of evidence that you were there and indicate where you are going next, and the physical condition of members of the party.

## WRITTEN WORK SUBMISSION AND COLLECTION

### SUBMISSION/COLLECTION
All work will be submitted and marked during the fieldschool.

### PRESENTATION OF WRITTEN WORK
You should purchase a copy of the Flinders study skills handbook *Making the Grade*. 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.

Marking of all written work will take into account the quality of the 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.

Please consider the following points when you are preparing your assignments:

- Is the layout correct?
- Is your work clearly written using correct grammar, style, spelling, and so on?
- Is your work well organised? Have you thought about the structure of your work?
• Have all of the figures, tables and maps been included, labelled and referenced in the text correctly?
• Is your work referenced correctly (both citations in text and in bibliography)?
• Have you proof-read your work?

You should also 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 typed, leave at least 1.5 spacing between lines. Some word processing facilities may be available for student use of campus.
(c) Include the Archaeology title page which shows your tutor’s name and seminar time as well as essay title and your name, together with other information. You must fill out the title page according to instructions. It will not be necessary to include an abstract, preface or table of contents for the essays.
(d) Keep a copy of your paper. In the unlikely event that your essay should go missing, it is your responsibility to ensure that you have a backup copy.
(e) Number each page, staple all together.
(f) Please do not use plastic envelopes. If you do, they will be removed and not returned.

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

FINAL GRADES

<table>
<thead>
<tr>
<th>Final Grades</th>
<th>85–100</th>
<th>High Distinction (HD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>75–84</td>
<td>Distinction (DN)</td>
<td></td>
</tr>
<tr>
<td>65–74</td>
<td>Credit (CR)</td>
<td></td>
</tr>
<tr>
<td>50–64</td>
<td>Pass (P)</td>
<td></td>
</tr>
<tr>
<td>0–49</td>
<td>Fail (F)</td>
<td></td>
</tr>
</tbody>
</table>

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 that 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 that 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.